Huntley Community School District 158 – Board of Education

Regular Agenda

Date: Thursday, May 7, 2026
Meeting: Committee of the Whole with Closed Session as per OMA and 5ILCS120/2c
Time: 6:00 PM
Location: District Office
650 Dr. John Burkey Drive
Door 2
Algonquin, IL 60102

Mission Statement: Our learning community will educate and empower all students always.
Board of Education Members: President, Mr. Paul Troy; Vice President, Mr. Sean Cratty; Secretary, Mrs. Melissa Maiorino; Mr. Rich Bobby; Mr. Andy Fekete; Mrs. Laura Murray, Mr. Chuck Ruth

Agenda

All times are approximate. D=Discussion, R=Report, A=Action

1. **Call to Order / Roll Call (A)** (Mr. Troy)
   Call to Order the Committee of the Whole meeting for Thursday, May 7, 2025 at ___:___ p.m.
   A quorum must be met.
   Members: Mr. Bobby, Mr. Cratty, Mr. Fekete, Mrs. Maiorino, Mrs. Murray, Mr. Ruth, Mr. Troy
   Roll Call: Ayes / Absent / Motion _____
2. **Pledge of Allegiance** (Mr. Troy)
   The Board of Education will lead us in the Pledge of Allegiance:
3. **Student Recognition** (Mr. Troy)
   The following students will be recognized by the Board of Education:
   Huntley Hurricanes Special Olympics Basketball Junior Team - 4th place at state
   Presenter: Margaret Hoffman
4. **Huntley Community School District 158 - Board of Education** (Dr. Zehr) **4**
   Employee Recognition Spotlight.
5. **Public Comment** (Mr. Troy)
   As per Policy 2:230, public comment can be made during this portion of the meeting. The members of the public and district employees may comment on or ask questions of the Board, subject to reasonable constraints.
6. **Revision and Adoption of the Agenda (A)** (Mr. Troy)
   Motion to adopt the agenda as presented or with changes.
   Recommendation: Seeking approval of the agenda.
   Voice Call: Ayes / Nays / Motion _____
7. **Student Advisory Representative to the Board (R)** (Niko Knanishu)
   1. **Student Led Professional Development (R)** (Niko Knanishu) **11**
   2. **Superintendent Student Advisory Committee (R)** (Niko Knanishu) **12**
8. **Curriculum & Instruction Committee** (Mr. Fekete - Chair, Mr. Bobby, Mr. Ruth)
   1. **Overnight Field Trips for 2026-27 (R)** (Dr. MacCrindle) **14**
      Administration will share an update on proposed overnight field trips slated for the 2026–27 school year.
      Recommendation: This report is for informational purposes.
   2. **Consolidated District Plan (A)** (Dr. MacCrindle) **19**
      Dr. MacCrindle will present the Consolidated District Plan, a state-mandated plan to guide the use of federal grants, for approval.
      Recommendation: Seeking approval of the Board of Education at the May 21, 2026, Board of Education meeting.
   3. **Contracts and Agreements for the 26-27 School Year (A)** (Dr. Gill and Dr. MacCrindle) **73**
      Administration will present the single-year and multi-year agreements and contracts to support the ongoing work within the Learning and Innovation department.

Recommendation: Seeking approval of the Board of Education at the May 21, 2026, Board of Education meeting.

9. **Special Education Committee** (R) (Mr. Bobby - Chair, Mrs. Maiorino, Mrs. Murray) **265**
   Dr. Gill will provide the Special Services updates.
10. **Finance Committee** (Mr. Cratty - Chair, Mr. Ruth, Mr. Troy)
    1. **Monthly Fiscal Updates (R)** (Mr. Altmayer) **274**
       Mr. Altmayer will provide the monthly fiscal updates, the Disbursement Report, and the Activity Fund Balance Report.
       Recommendation: For informational purposes only.
    2. **Payables (A)** (Mr. Altmayer) **293**
       The Finance Committee is submitting the purchase orders at $611,939.28; imprest checks at $88,510.99; and accounts payable at $6,685.00.
       Recommendation: Seeking approval of the Board of Education at their next regular meeting.
    3. **Revenue & Expenditures Report (R)** (Mr. Altmayer) **321**
       Monthly report for review and comment.
       Recommendation: For informational purposes only.
    4. **Revenue Contract (A)** (Mr. Altmayer) **389**
       Mr. Altmayer will seek approval of the fundraising contracts as presented.
       Recommendation: Seeking approval of the Board of Education at their next regular meeting.
11. **Human Resources Committee** (Mr. Ruth - Chair, Mr. Fekete, Mr. Cratty)
12. **Building and Grounds Committee** (Mr. Troy - Chair, Mr. Bobby, Mr. Cratty)
    1. **Operations and Maintenance Updates (R)** (Mr. Lindquist) **394**
       Mr. Lindquist will report on Operations and Maintenance project updates.
       Recommendation: For informational purposes only.
    2. **GSF USA, Inc. Three Year Contract Extension (A)** (Mr. Lindquist) **395**
       Mr. Lindquist will present the three-year extension to the GSF, Inc. contract.
13. **Legislation/Policy Committee** (Mrs. Maiorino - Chair, Mrs. Murray, Mr. Troy)
    1. **Legislation Updates (R)** (Mr. Troy)
       Legislative updates will be provided.
       Recommendation: For informational purposes only.
    2. **Policy Updates** (A) (Ms. Lombard) **397**
       PRESS Updates March 2026, Issue 121. Recommended changes to Board policy.
       Recommendation: Seeking approval to move the policies forward for a first reading at the next Regular BOE meeting.
14. **Community Relations and Student Outreach Committee** (Mrs. Murray - Chair, Mr. Fekete, Mrs. Maiorino) **593**
    Recommendation: For informational purposes only.
15. **Board of Education** (Mr. Troy)
    1. **Minutes (D)** (Mr. Troy) **595**
       The following meeting minutes have been prepared for review:
       March 10, 2026, Parent Teacher Advisory Committee meeting minutes
       April 2, 2026, Committee of the Whole meeting minutes
       April 9, 2026, Finance Committee Meeting minutes
       April 16, 2026, Board of Education meeting minutes
       Recommendation: Seeking to move these minutes forward for approval of the Board at their next regular meeting.
16. **Public Comment** (Mr. Troy)
    As per Policy 2:230, public comment can be made during this portion of the meeting. The members of the public and district employees may comment on or ask questions of the Board, subject to reasonable constraints.
17. **Closed Session / Roll Call (A)** (Mr. Troy)
    Move to enter into Closed Session at ___:___ p.m. as indicated in the Open Meetings Act and 5ILCS120/2c for discussion of: (1) The appointment, employment, discipline, performance, or dismissal of specific employees or legal counsel; (2) Collective negotiating matters; (6) Purchase or lease of real property by the public body; (10) Student discipline; (11) Matters relating to individual students; (15) Discussion of minutes of meetings lawfully closed under this Act.

Members: Mr. Bobby, Mr. Cratty, Mr. Fekete, Mrs. Maiorino, Mrs. Murray, Mr. Ruth, Mr. Troy
Roll Call: Ayes / Nays / Absent / Motion _____

1. **Exit Closed Session / Voice Call (A)** (Mr. Troy)

18. **Resume in Public Session / Roll Call (A)** (Mr. Troy)
Resume the Committee of the Whole meeting at ___:___ p.m.
Members: Mr. Bobby, Mr. Cratty, Mr. Fekete, Mrs. Maiorino, Mrs. Murray, Mr. Ruth, Mr. Troy
Roll Call: Ayes / Absent / Motion _____
19. **Adjournment (A)** (Mr. Troy)
Motion to adjourn the meeting at __ p.m.
Voice Call: Ayes / Nays / Motion __

Huntley Community School District 158

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Huntley Community School District 158- Board of Education
Committee of the Whole Meeting – May 7, 2026
Academic Spotlight – Employee Recognition

Staff members who are being recognized at the Committee of the Whole Meeting:

Retirement

Isabelle	Alicea
Michele	Arrigo
Christine	Baran
Christina	Bessey
Allison	Breidenbach
Lynn	Dalessandro
Donald	Deak
Laura	Devlin
Vicki	Dingbaum
Regina	Eppley
James	Garvalia
Jennifer	Gawronski
Edie	Gogny
Scott	Iddings
Susan	Kahl
Julie	Kearns
Bradley	Lauinger
Lori	Precour
Jeanne	Richards
Michelle	Rubsam
Kathi	Schuldt
April	Shufelt
Denise	Soling
Holly	Spoeth
Beth	Sund
Elaine	Texidor Krause

30 Years of Service

Anne	Burns
Jennifer	Raines
Kelli	Renfro
Cathie	Seemann
Jay	Teagle

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Academic Spotlight – Employee Recognition

Staff members who are being recognized at their building:

25 Years of Service

Tricia	Baltzersen
Bridget	Birmingham
Denise	Conlon
Vicki	Dingbaum
Lisa	Downing
Kelly	Fusco
Renee	Hanczar
Jennifer	Hora
Robin	Jenchel
Darcy	Karouzos
Angela	Kossaris
Michelle	Leonard
Melissa	Ratkowski
Kimberlee	Reed
Denise	Soling
Catharina	Tynczuk
Angela	Zaleski

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20 Years of Service

Michele	Allen
Lindsey	Allen
Anthony	Camarda
Greg	Conrad
Monica	Dase
Sarah	DuBose
Elizabeth	Edwards
Regina	Eppley
Jennifer	Finn
Lisa	Franklin
Rhonda	Garcia
Vicki	Garcia
Christy	Gibbs
Courtney	Gotsch
Julie	Greif
Chris	Heward
Lisa	Kampert
Jennifer	Karl
Kimberly	Kill
Toni	Klein
Gerard	Marchand

Trisha	Marchand
Judith	Martin
Patricia	Martinez
Diane	Mikula
Jennifer	Miller
Christine	Normington
Gail	Piombino
Meg	Reckamp
Samantha	Rosenthal
Joann	Ruggiero
Gina	Sample
Dawn	Schau
Julie	Scholl
Tamra	Schuring
Kristin	Smith
Sandra	Smith
Andrea	Swanson
Brian	Thornley
Brandi	Wargo
Pam	Zobott

15 Years of Service

Tammy	Bratcher
Jennifer	Golovin
Joan	Kelley
Erik	Lachel
Margarette	Larrieux-Moore
Kevin	Lindquist

Tanya	McLaughlin
Patrick	Odarczenko
Elizabeth	O'Donnell
Keith	Panke
Lee	Stiff

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10 Years of Service

Anita	Adam
Magen	Berg
Wendy	Campbell
Laura	Carriveau
Audrie	Corn
Brenda	Cornett
Samantha	Coursey
Adam	Dean
Tara	Demkovich
Heidi	Fish
Bree	Frett
Kristi	Gumucio
Andrew	Hagberg
Pamela	Harder
Emily	Hewitt
Samantha	Johnson
Grace	Jones
Lita	Kasper
Andrea	Kinzie
Zhanina	Kostova
Andrew	Krupp

Kelly	LaTour
Matthew	Lewandowski
Diana	Marvin
Jen	Nielsen
Marcie	Nosek
Christina	O'Connor
Shaina	Pocztowski
Laura	Recchia
Paul	Reinke
Samantha	Riesen
Claudia	Rivera
Jennifer	Rodriguez
Samantha	Skubak
Nikki	Steiner
Kelli	Swanson
Brian	Truax
Elizabeth	Wilhelm
Colline	Wise
Amy	Witczak
Katie	Wunderlich
Silvana	Younan-Shawil

5 Years of Service

Laura	Adamczyk
Robert	Adamczyk
Ciara	Alonso
Sylwia	Amaya
Olivia	Barnec
Kathryn	Bauer
Christian	Bierma

Lindsay	Bley
Asheley	Boudreau
Catherine	Cantwell
Jenny	Capozziello
Lisa	Caraballo
Kimberly	Cavazos
Emily	Chandler

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Jason	Cooper
Daniel	Corapi
Adalberto	Cruz
Olivia	Davila
Jamie	DeYoung
Sherry	Doble
Stella	Duchon
Marybeth	Dunn
Amy	Ehmen
Lisa	Ericson
Jennifer	Farr
Karen	Finkel
Jeremy	Finstein
Jennifer	Gallien
Delia	Garza
Kandice	Gidelski
Evelyn	Gonzalez
Susann	Greco
Jessica	Horndasch
Kathleen	Jedlicka
Julie	Jensen
Jessica	Kane
Pamela	Kowalczyk
Laura	Laughlin
Bradley	Lauinger
Bonnie	Leffler
Hailey	Lonigro
Tara	Manning

Stephanie	Martin
Stephanie	Newman
Cadence	Niccum
Gina	Norton
Alla	Obabko
Jean	O'Reilly
Danielle	Parker
Rosalie	Pollack
Beata	Przyborowski
Rachel	Real
Leslie	Reining
Melissa	Reynolds
Kylie	Riley
Kennedy	Rollins
Nicolette	Savona
Alexa	Saylor
Allison	Schmidt
Nicholas	Schmidt
Kerri	Seymore
Julia	Stelzner
Katherine	Surjan
Brianna	Syslo
Kathie	Teeter
Dorota	Trela
Jason	Watt
Jessica	Wilson
Laura	Winterton
Tianya	Zhao

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Academic Spotlight – Employee Recognition

Employees Entering Tenure Status

CHESAK

Juli	Conway
Kaitlyn	DeWulf
Kylie	DiSanti
Jena	Holzkamp
Maria	Lopez
Melanie	Mendez
Sonalia	Taveras
Rachel	Urbaszewski

CONLEY

Kristine	Castro
Micheline	Jason
Erika	Kittl
Mary	Liethen
Christina	Naimoli-Ginter
Hannah	Pipitone

ECC

Jenny	Conway
Angela	Ferrarini

HEINEMAN

McKenna	Diedrich
Gabrielle	Lundsberg
Abby	Ortner
Saundra	Schlapia

HUNTLEY HIGH SCHOOL

Sophia	Buccieri
Stevie	Burton
William	Deuerling
Lauren	Eakes Loving
Christina	Fortes
Bridget	Freeland
Natalie	Gielarowski
Michael	Godek
Jenna	Gordon
Kalie	Jarka
Benjamin	Jenkins
Daniel	Kush
Michelle	Mangan
Gina	Mays
James	Messina
Cole	Popenhagen
Michael	Pulio
Savannah	Ramirez
Christine	Retzer
Danielle	Rewiako
Jesse	Row
Mason	Sargent
Brittany	Scianna
Emily	Smith
Nicole	Taylor
Megan	Walovitch

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LEGGEE

Travis	Awrey
Jessica	Escontrias
Catherine	Johnson
Cara	Searle
Ashley	Wadman
Cassady	Waldschmidt

LIGHT

Laura	Dill
Alyse	Sparks

MACKEBEN

Nora	Apostolopoulos
Aislyn	Kozelka
Viktoriia	Matviiv
Marcye	Meisinger
Magdalena	Rodriguez
Keyera	Shaw

MARLOWE

Jacob	Halvorson
Dillon	Kleinvehn
Amanda	Purkeypile
Andrea	Radcliffe
Gretchen	Scarso
Jared	Secor
Alyson	Shillingburg

MARTIN

Elizabeth	Bergren
Graham	Davis
Ryan	Edwards
Ashley	Fink
Melissa	Gutierrez
Angela	Robbins
Elizabeth	Ross
Barbara	Sevcik

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

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Date: May 7, 2026

To: Board of Education

From: Niko Knanishu, Student Advisory Representative

CC: Ms. Lombard, Superintendent

Subject: May COW Student Update Memo

Executive Summary:
This memo aims to provide an update on the work done by the Student Advisory Representatives in the last month and future work.

Light & High School Feedback:
A visit to the light program is currently being planned with Dr. Gill to get feedback from the students at that program. An online anonymous survey has been distributed to HHS students via email and text. Focus groups with specific student populations will also be taking place.

Student Led PD Recap:
On Friday, April 24th, four student leaders facilitated several professional development sessions for staff members (6th through 12th grade) on engagement. This topic has consistently come up among students during our visits to Huntley 158 schools. In the session, we guided the participants through the following:

- Showcase our feedback from our visits
- Tie in our strategic plan portrait of a learning environment
- Walkthrough scenarios about engagement from students' lived experiences
- Share strategies about how to increase engagement in the classroom
- Guide an individual reflection about increasing levels of engagement
- Ran a game-based check of understanding and feedback gathering

We received very positive feedback from staff members about the session. Our goal is that this can continue and be expanded to all levels of the district.

In addition, the other student presenters (Anusuhka & Lohith) will share their thoughts about what it was like to help lead this professional development.

If you would like to learn more about this, check out the district website story.

Recommendation:

This report is for informational purposes only.

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COMMUNITY SCHOOL DISTRICT 158

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Date: May 7, 2026

To: Board of Education

From: Niko Knanishu, Student Advisory Representative & Emma Jorgensen, Student Advisory Representative

CC: Ms. Lombard, Superintendent

Subject: May COW Student Update Memo - Superintendent Student Advisory Committee

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Executive Summary:
This memo provides an update on the work of the Student Advisory Representatives within the Superintendent Student Advisory Committee.

Superintendent Advisory Committee Meeting Overview:

On April 29th, the inaugural Superintendent of the Student Advisory Committee had its last meeting. This is where the entire committee of students (from Elementary to Secondary) met at the district office for several hours to discuss how the year went, district operations, our strategic plan, feedback around our behavior & attendance data, handbooks, and school operations.

Feedback:

- Learning & Instruction
  - *Positive*: Students value interactive and engaging lessons. The importance of asking questions and being attentive in the classroom was also noted.
  - *Growth*: Flexibility in learning styles and accessing content. The student also emphasizes having a deep understanding of concepts rather than just task completion.
- Student Experience:
  - *Positive*: The value of a positive relationship and connecting with staff members, and how it can have a positive impact on students' learning.
  - *Growth*: More STEM opportunities at the elementary level, as well as a preview into future learning. Students would like to see more game and experience-based learning across all levels.
- Systems & Structures:
  - *Positive*: Continuing with opportunities to engage with all students throughout the day.
  - *Growth:* At HHS, having consistent bells and 2-minute music for passing periods. Students would like to see more online & blended learning opportunities to break

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up the day better. Lastly, having clearer communication about expectations for students.

Committee Experience:

Students from the committee have joined us tonight to share their thoughts about serving on it.

- Elementary Perceptive (Alex M)
- Middle School (Hunter S)
- High School (AJ M & Jocelyn J)

Recommendation:

For informational purposes only.

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Date: May 7, 2026

To: Curriculum Committee

From: Dr. Amy MacCrindle, Assistant Superintendent for Learning and innovation

Cc: Ms. Jessica Lombard, Superintendent

Subject: **Overnight Field Trip Proposals 2026-2027**

Executive Summary

Each year the Board receives a list of anticipated overnight trips for the next school year. These trips allow students to attend overnight trips, for the purpose of contests and student experiences related to key educational needs. Decision-making and planning of the trips will proceed at the building level, following our established processes.

The attached list contains the proposed trips for 2026-2027. The list remains fairly stable from year to year, but is updated yearly by the buildings. Some trips, such as athletic championships, appear on the list even though actual participation will be determined by contest results during the athletic season and state competition level.

Recommendation

This report is for information only.

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2026-27 Projected Overnight Field Trips (June 2026-May 2027)

School Level	Trip	Location	Timing	Sponsor/Planner	On 25-26 List
Middle School	Washington DC	Washington DC	October 2026	Gosser	Yes
Middle School	State Cross Country Meet	Bloomington	October 2026	HMS AD/Gordon	Yes
Middle School	State Cheerleading Meet	Peoria	February 2027	HMS AD/Gordon	Yes
Middle School	State Chess Meet	Peoria	February 2027	HMS AD/Gordon	Yes
Middle School	State Track Meet	Bloomington	May 2027	HMS AD/Gordon	Yes
Middle School	IESA State Finals	TBD	TBD	Coach	Yes
High School	Football Camp- Brownsburg, IN	Brownsburg	July 2026	Mike Naymola	Yes
High School	Cheer Summer Camp	TBD	June 2026	Renee Fowler	Yes
High School	Dance-Summer Camp	East Peoria	June 2026	Cadence Niccum	Yes
High School	Boys' and Girls' XC Meet	Peoria	October 2026	Matt Kaplan	Yes
High School	XC- IHSA State	Peoria	November 2026	Matt Kaplan	Yes
High School	JEA/NSPA National Convention	Nashville, TN	November 2026	Mason Sargent Lauren Teeter,	Yes
High School	IHSA Girls State Swim Meet	Westmont IL	November 2026	Jenna Gaudio	Yes
High School	Wrestling- Dan Gable Challenge	Iowa City, Iowa	December 2026	BJ Bertelsman	Yes
High School	Wrestling G.Wrestling FIGHT Invite	Findlay, Ohio	December 2026	BJ Bertelsman/Gannon Kosowksi	Yes
High School	Wrestling - William Red Schmitt	Granite City	December 2026	BJ Bertelsman	Yes
High School	Student Council -Winter Retreat	TBD	December 2026	Becca Davison	Yes

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High School	Thespians IL High School Theatre Festival	UIUC for 2027	January 2027	Christine DeFrancesco	Yes
High School	Wrestling - Geneseo Invite	Geneseo, IL	January 2027	BJ Bertelsman	Yes
High School	Speech Contest	Downers Grove	January 2027	Max Green	Yes
High School	Dance- IHSA State	Bloomington	January 2027	Cadence Niccum	Yes
High School	ILMEA music conference (if students qualify)	Peoria Civic Center	January 2027	HS Music Staff	Yes
High School	Dorian Vocal Festival	Decorah, IA	January 2027	Novak/Eakes-Loving	Yes
HIgh School	NASSP Student Leadership Conference	Washington DC	January 2027	Belin/Fulton/Davison/Gaudio/Wheeler	Yes
High School	Cheer- IHSA State	Bloomington	February 2027	Renee Fowler	Yes
High School	Cheer- ICCA State Championship	Springfield IL	January 2027	Renee Fowler	No
High School	Wrestling - IHSA State	Champaign/Bloomington	February 2027	BJ Bertelsman	Yes
High School	IHSA State Chess Meet	Peoria	February 2027	Zavier Lee	Yes
High School	IHSA State Speech	Peoria	February 2027	Max Green	Yes
High School	SnowRaiders	Galena	January 2027	Angela Zaleski	Yes
High School	Show Choir Competition	St. Louis, MO	February 2027	Eakes-Loving	Yes
High School	Symphonic Orchestra UIUC Festival	Champaign, IL	February 2027	Rollins	No
High School	Baseball-Varsity Prep Showcase	Edwardsville	March 2027	Andy Jakubowski	Yes
High School	HOSA/ Medical Club State Conference	Decatur	March 2027	Coline Wise	Yes
High School	Student Council Spring Convention	TBD	March 2027	Becca Davison	Yes
High School	Columbia Scholastic Press Assn. Convention	New York, NY	March 2027	Dennis Brown	Yes
High School	IHSA Contest Theater (if students qualify)	TBD	March 2027	Christine DeFrancesco	Yes

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High School	State Robotics Competition	Bourbonnais,	March 2027	Michelle Zietlow	Yes
High School	Metamora Elite Softball Invite	Metamora, IL	April 2027	Mark Petryniec	Yes
High School	Springfield Southeast G.Track Elite Invite	Springfield	April 2027	Jason Monson	Yes
High School	State Journalism Meet	Bloomington-Normal	April 2027	Dennis Brown, Lauren Teeter	Yes
High School	Math Team State Competition	Champaign	April 2027	Laura Jenkins	Yes
High School	Student Council IASC State Convention	Lombard/Springfield	May 2027	Becca Davison	Yes
High School	Bass Fishing State Competition	Carlyle	May/June 2027	Erik Lachel	Yes
High School	IHSA- B&G State Track Meet	Charleston, IL	May 2027	C.Maxedon & J.Monson	Yes
High School	Softball Tournament	TBD	May 2027	Coach	Yes
High School	HOSA/Medical Club Nat'l Conf/Competition	TBD	June 2027	TBD	Yes
High School	IHSA State Finals Qualifiers	TBD	TBD	Coach	Yes
High School	State Competitions	TBD	TBD	Coach	Yes
High School	Bands of America	Indianapolis	October 2026	Tyler Guthrie	Yes
High School	Chess	Peoria	February 2027	Xavier Lee	Yes
High School	Mock Trial	Springfield	March 2027	Cindy Fuhrer	Yes
High School	HOSA	Springfield	March 2027	Colline Wise	Yes
High School	Journalism	Normal	April 2027	Mason Sargent	Yes
High School	DECA	Chicago	March 2027	Jason Cooper	Yes
High School	STUCO- NCD Winter Retreat	TBD	December 2026	Becca Davison	Yes
High School	STUCO- NCD Spring Convention	TBD	March 2027	Becca Davison	Yes

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High School	STUCO- IASC State Convention	Springfield	March or April 2027	Becca Davison	Yes
High School	IHSA State Speech	Peoria	February 2027	Max Green	Yes
High School	State Robotics Competition	Bourbonnais	March 2027	Michelle Zietlow	Yes
High School	EdRising Conference @ ISU	Bloomington	March or April 2027	J. Avner & A. Scarpaci	No
High School	Math Team State Competition	Bloomington	April 2027	Laura Jenkins & Anne Price	Yes
High School	Dance UDA Summer Camp	Dekalb	June 2027	Cadence Niccum	No
High School	IHSA State- Competitive Dance	Bloomington	January 2027	Cadence Niccum	Yes
High School	Dance UDA Nationals	Florida	February 2027	Cadence Niccum	No
High School	Chinese Classes/ Club Trip	Bejing, China	July 2026	Tianya Zhao & Luke Herrington	No
High School	Journalism- Columbia Scholastic Press Association Convention	New York, NY	March 2027	Lauren Teeter	No
High School	JEA/NSPA National Convention	Orlando, FL	November 2026	Mason Sargent, Lauren Teeter	No
High School	State Journalism Meet	Bloomington-Normal	April 2027	Lauren Teeter	Yes
High School	Orchestra Clinic at UIUC	Urbana-Champaign	February 2027	Jeff Rollins	No
High School	Tech Theatre Lock-In	HHS - Overnight	May 2027	Ron Bowden, Noah Proctor	No
High School	SnowRaiders	Granite Peak Resort	January 2027	Bridget Birmingham	Yes

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.huntley158.org

Date: May 7, 2026

To: Curriculum Committee

From: Dr. Amy MacCrindle, Assistant Superintendent for Learning & Innovation

Cc: Ms. Jessica Lombard, Superintendent

Subject: **Consolidated District Plan Approval FY 27**

Executive Summary

The Illinois State Board of Education has consolidated the federal formula grant application and management process, aiming to provide more efficient technology for grant management, and better support planning and grant management with multiple funding sources. All districts that intend to submit an application for one of the 13 federal grants included in the Consolidated District Plan must have an approved plan with iSBE before submitting the grant application. State grants are not included in the Consolidated District Plan at this time.

Allocation amounts for each grant are based on demographics and numbers of students in key groups (free/reduced lunch, ESL/bilingual, students with IEPs, or total population), depending on the purpose of the grant. A list of the intended federal grant applications for Huntley 158 is included below:

Federal Formula Grant	Huntley 158 Applies for Grant
Title I, Part A – Improving Basic Programs	**YES**
Title 1, Part A - School Improvement Part 1003	**NO**
Title I, Part D – Delinquent Children	**NO**
Title I, Part D – Neglected Children	**NO**
Title I, Part D –State Neglected/Delinquent	**NO**
Title II, Part A – Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders	**YES**
Title III – Language Instruction Education Program	**YES**
Title III – Immigrant Student Education Program	**NO**

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Title IV, Part A – Student Support and Academic Enrichment	**YES**
Title V, Part B – Rural and Low-Income Schools	**NO**
IDEA, Part B Flow-Through	**YES**
IDEA, Part B Preschool	**YES**
ARP-ESSER III (Elementary and Secondary School Emergency Relief III)	**NO**

The Consolidated District Plan application must be approved by the Board of Education, then submitted to ISBE and approved prior to any of the formula grant applications being approved for use in FY27.

The attachment contains the printed version of the Consolidated District Plan for consideration and approval by the Board of Education. Please note that for some categories, the grant automatically includes prior language and the home addresses of members of the Bilingual Parent Advisory Committee have been omitted for this board packet.

The main revisions this year included:

- Identifying the intent of the use of funds for title grants
- Connecting the needs assessment to the district strategic goals
- Updating terms for accuracy and relevance throughout the application

Upon approval by the Huntley District 158 Board of Education on May 21, 2026, the plan will be submitted for approval to the Illinois State Board of Education.

Recommendation

The Administration recommends that the Curriculum Committee move the Consolidated District Plan as presented to the Board of Education meeting on May 21, 2026.

eGrant Management System

Printed Copy of Application

Applicant:	Huntley Community School District 158
Application:	Consolidated District Plan - 00
Cycle:	Original Application
Sponsor/District:	Huntley Community School District 158
Date Generated:	5/1/2026 10:04:29 AM
Generated By:	amaccrindle1

Overview

All entities seeking grant funding must have an active UEI registration in SAM.gov throughout the lifecycle of the grant.

Program:	Consolidated District Plan
Purpose:	The District Plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and parents of children in schools served under the Every Student Succeeds Act (ESSA) legislation, and as appropriate, is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Strengthening Career and Technical Education for the 21st Century Act (20 U.S.C.2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.
Board Goals:	Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities. Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child. Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.
FY 2027 Included Programs:	Title I, Part A - Improving Basic Programs Title I, Part A - School Improvement Part 1003 Title I, Part D - Delinquent Title I, Part D - Neglected Title I, Part D - State Neglected/Delinquent Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders Title III - Language Instruction Educational Program (LIEP) Title III - Immigrant Student Education Program (ISEP) EL - Bilingual Service Plan (BSP) Title IV, Part A - Student Support and Academic Enrichment Title V, Part B - Rural and Low Income Schools IDEA, Part B - Flow-Through IDEA, Part B - Preschool Foster Care Transportation Plan
Legislation:	Every Student Succeeds Act (ESSA) Individuals with Disabilities Education Act Rehabilitation Act Strengthening Career and Technical Education for the 21st Century Act Workforce Innovation and Opportunity Act Head Start Act McKinney-Vento Homeless Assistance Act Adult Education and Family Literacy Act 105 ILCS 5/Illinois School Code Article 14C. Transitional Bilingual Education 23 Illinois Administrative Code 228 Transitional Bilingual Education
Due Date:	District plans must be submitted to the Illinois State Board of Education and approved before any FY 2027 grant applications for included programs can be approved. **Submission by April 1 is recommended.**
Duration:	The District Plan is submitted for the school year 2026-2027 and must be updated annually thereafter.
Amendments:	Each Local Education Agency (LEA) shall periodically review and, as necessary, revise the plan throughout the year. Plan amendments may necessitate amendment of theassociated grant application(s) as well.
Instructions:	Instructions in PDF format
Common Abbreviations:	ESSA - Every Student Succeeds Act (also referenced as the Elementary and Secondary Education Act [ESEA] of 1965 as Amended) IDEA - Individuals with Disabilities Education Act ISBE - Illinois State Board of Education LEA - Local Educational Agency LIEP - Language Instruction Educational Program SEA - State Education Agency BSP - Bilingual Service Plan

Contact Information Instructions

1. Contact Information for Person Completing This Form

Last Name*	First Name*	Middle Initial
MacCrindle	Amy	N

Phone*	Extension	Email*
847 659 6135		amaccrindle@district158.org

2. General Education Provisions Act (GEPA) Section 427 *

Section 427 of GEPA (20 U.S.C. 1228a) affects all applicants submitting proposals under this program. This section requires each applicant to include in its proposal a description of the steps the applicant proposes to take to ensure equitable access to, and participate in, its federally assisted program for students, teachers, and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The applicant should determine whether these or other barriers may prevent students, teachers, etc. from such access to, or participation in, the federally funded project or activity.The description of steps to be taken to overcome these barriers need not be lengthy; the school district may provide a clear and succinct description of how it plans to address those barriers that are applicable to its circumstances.In addition, the information may be provided in a single narration, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of the civil rights statutes, but rather to ensure that, in designing their programs, applicants for federal funds address equity concerns that may affect the ability of certain beneficiaries to fully participate in the program and to achieve high standards. Consistent with requirements and its approved proposal, an applicant may use the federal funds awarded to it to eliminate barriers it identifies.

Describe the steps that will be taken to overcome barriers to equitable program participation of students, teachers, and other beneficiaries with special needs.

([count] of 2500 maximum characters used)

3. Bilingual Director (Administrator overseeing EL Services) Assurance

Please take note of the following, which is determined by your district's Englisher Learner (EL) count, shown below:

913

If the district has 1 or more EL students, the Bilingual Director (Administrator overseeing EL Services) must participate in the completion of the Bilingual Service Plan (BSP). The Bilingual Director (Administrator overseeing EL Services) must also participate in the completion ofTitle III sections, as applicable. Districts with 0 ELs do not need to complete the Bilingual Service Plan (BSP).

4. District Migrant Education Program Liaison

Last Name	First Name	Middle Initial

Phone	Extension	Email

The district individual above will be the contact person in the event that a migratory child is or migratory children are believed to have enrolled in the district. The District Migrant Program Liaison may notify ISBE at 312-814-3850 or Multilingual@isbe.net if they are aware that a child could be a potential or active agricultural migrant. ISBE may also contact the above individual if it has information that a migratory child resides in the district and is eligible for supplemental instructional and/or support services under the Elementary and Secondary Education Act of 1965 (Reauthorized under the Every Student Succeeds Act of 2015) - Title I, Part C Education of Migratory Children.

5. General Completion Instructions

Work through the tabs from left to right. Save each page before moving to the next tab.

Required fields on each page are dependent upon funding sources selected on the Needs Assessment and Programs tab.

Many pages have notes at the bottom indicating for which programs the page is required.

To determine if a page is required for the funding sources selected earlier in the application, save the page before completing and look for error messages.If none, the page is not required for the program(s) selected.

How to Complete Pages with Pre-populated Fields

Several pages have two boxes below the narrative questions - one has the response from the prior year plan and the other allows responses for the updated plan. Copy the response from the redisplay and paste it into the updated plan box, revising the description as necessary. Be sure to save the page once this has been completed for all questions on the page.

*Required field, applicable for all funding sources

Amendments

Indicate whether this is the first submission for the fiscal year or an amendment to the APPROVED initial plan for the fiscal year.*

NOTE: This page must be completed each time a new plan version within the fiscal year is submitted to ISBE.

- (●) Initial submission for the fiscal year
- ( ) Amendment to approved plan for the fiscal year

*Required field, applicable for all funding sources

Needs Assessment and Programs Instructions

1. Consolidated planning includes how anticipated programs will be funded.Indicate below for which programs the LEA anticipates receiving funding for school year 2026-2027.* [1]

NOTE: All funding sources should be reviewed after October 1, and the plan should be amended and resubmitted to ISBE if funding sources have been added or removed due to actual grant awards.

- [x] Title I, Part A - Improving Basic Programs
- [ ] Title I, Part A - School Improvement Part 1003
- [ ] Title I, Part D - Delinquent
- [ ] Title I, Part D - Neglected
- [ ] Title I, Part D - State Neglected/Delinquent
- [x] Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- [x] Title III - Language Instruction Educational Program (LIEP)
- [ ] Title III - Immigrant Student Education Program (ISEP)
- [x] Title IV, Part A - Student Support and Academic Enrichment
- [ ] Title V, Part B - Rural and Low Income Schools
- [x] IDEA, Part B - Flow-Through
- [x] IDEA, Part B - Preschool

2. Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.* [2] For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.*
([count] of 7500 maximum characters used)

For the 2026-2027 school year, the LEA will continue to align federal resources with state and local funding sources to implement a cohesive system of support that advances student achievement, equity, and whole child development. Building on prior year implementation, the district will further refine coordination across programs to ensure that all funding streams are used strategically and in alignment with identified district priorities and school improvement goals.Title I, Part A resources will be integrated with local funds to strengthen core instruction and provide targeted interventions for students identified as at risk of not meeting academic standards. The district will continue to prioritize high quality Tier 1 instruction while expanding access to evidence-based supports within Tier 2 and Tier 3. Family engagement will be a key component, with strategies such as regular communication on student progress, family workshops, and collaborative goal-setting to empower families as partners in their child's learning. Ongoing use of student data, progress monitoring, and collaborative problem-solving structures will guide the allocation of resources and ensure that interventions are responsive and effective.Title II, Part A funds will be aligned with district professional learning priorities to build staff capacity in delivering rigorous and engaging instruction. Efforts will focus on strengthening literacy and mathematics practices in alignment with the Illinois Math and Literacy plans, deepening the use of formative assessment, and supporting collaborative team structures such as professional learning communities. Federal funds will supplement local investments in job embedded professional development and instructional coaching to ensure consistency and sustainability across schools.Title III, Part A resources will be coordinated with local bilingual and English learner programming to enhance access and outcomes for multilingual learners. The district will continue to emphasize the integration of academic language development within core instruction, supported by targeted professional learning, instructional materials, and family engagement efforts. Local resources will ensure the continuation of comprehensive bilingual services, while federal funds will enhance and extend these efforts to promote equitable access to grade level content.Title IV, Part A funds will be used in alignment with local initiatives to support student well-being, engagement, and school climate. The district will continue to prioritize social-emotional learning and developmentally appropriate instructional practices, particularly in early childhood settings. These efforts will be integrated with broader district initiatives focused on student belonging, engagement, mental health supports, and college and career readiness in alignment with the Huntley 158 strategic plan, ensuring that students develop the social, emotional, and academic skills needed to thrive both in school and beyond.IDEA Part B Flow Through funds will ensure the provision of a free appropriate public education (FAPE) for students with IEPs. These funds will be used to support the delivery of specialized instruction and related services, including assistive technology, paraprofessional and clerical support, related service evaluations, instructional materials, adaptive equipment, and classroom resources. Additionally, funding will support targeted professional learning aligned to individual staff development plans, with a focus on evidence-based practices, trauma-informed approaches, self-regulation, and meeting the needs of students with both low-incidence and high-incidence disabilities.The district will continue to strengthen inclusive practices and ensure students have access to appropriate instructional supports and environments. Ongoing needs assessments, gathered through staff surveys, team collaboration, interviews, and program feedback, will guide decision-making and resource allocation to best meet student IEP needs.The LEA will maintain close collaboration with the finance department through regular budget monitoring to ensure compliance with Maintenance of Effort (MOE) requirements and to prevent supplanting of local funds. Through these processes, the district ensures responsible fiscal management, accurate expenditure reporting, and equitable access to resources. Continuous communication with stakeholders will support transparency and ensure that staff have the necessary tools and funding to effectively serve students with disabilities.IDEA Part B Preschool funds will be coordinated with local early childhood resources to support young learners with disabilities through high quality, developmentally appropriate programming. Investments will include instructional materials, curriculum, and professional learning aligned to early learning standards and student needs. The district will maintain strong collaboration with fiscal services to ensure compliance and sustainability, while incorporating feedback from staff and families to continuously improve preschool services and outcomes.Through this coordinated approach, the LEA will ensure that federal, state, and local resources work together to support a unified system that meets the academic, linguistic, social emotional, and developmental needs of all students.

Response from the approved prior year Consolidated District Plan.

The LEA will align federal resources with state and local funds across all programs to implement coordinated activities that support student success. Federal resources will be strategically integrated with local efforts in the following ways:Title I, Part A:Title I resources will target both universal instruction and supplemental interventions for at-risk students. Emphasis will be placed on strengthening Tier 1 instruction while providing evidence-based supports within Tier 2 and Tier 3 to ensure equitable access to high-quality learning opportunities.Title II, Part A:Title II funds will support initiatives that enhance instructional rigor in literacy and mathematics within the Universal Tier. Focus areas include deepening instructional practices through collaborative professional learning communities (PLCs), strengthening the use of formative assessment data, and building staff capacity through job-embedded professional development aligned to district improvement goals.Title III, Part A:Title III resources will be directed toward integrating academic language development into Tier 1 instruction for multilingual learners. This includes professional learning, instructional materials, and family engagement strategies designed to enhance access to grade-level content. Local funds continue to support core bilingual and EL programming, ensuring a coherent system of support for all language learners.Title IV, Part A:Title IV funds will address the social-emotional learning (SEL) needs of at-risk students to promote academic achievement and well-being. A particular emphasis will be placed on Kindergarten classrooms, supporting a developmentally appropriate, play-based instructional model that fosters engagement, creativity, and foundational SEL competencies.IDEA Part B - Flow-Through:IDEA Flow-Through funds will be aligned with local resources to ensure the provision of Free Appropriate Public Education (FAPE) for students with IEPs. These funds will support specialized instruction, related services, paraprofessional staffing, professional learning, assistive technology, and adaptive tools. The LEA will also leverage these funds for professional development around trauma-informed practices and evidence-based instruction for students with both low-incidence and high-incidence disabilities. Fiscal compliance, including MOE and expenditure tracking, is maintained through bi-weekly collaboration with the finance department. Ongoing needs assessment methods include staff surveys, collaborative team discussions, and targeted feedback to ensure services remain responsive to student IEP needs.IDEA Part B - Preschool:Preschool IDEA funds will support FAPE for young learners with disabilities through developmentally appropriate materials, curriculum, and professional learning opportunities. The LEA will continue to collaborate with the fiscal team to maintain MOE, ensure proper budgeting, and prevent supplanting. Regular stakeholder engagement and staff input guide program development, ensuring preschool services align with identified needs and early learning goals.

3. Will the LEA braid funding?*Indicate the funds that will be braided, and select the programs or initiatives that will be supported by braiding. If no programs/initiatives are supported by braiding, select

no.

Braiding of Funds

○ Yes ◉ No

4. Will the LEA hybrid-blend Title II and/or Title IV funding?*Indicate all that apply, and select the programs or initiatives that will be supported by hybrid blending. If no programs/initiatives are supported by the full/partial transfer of funds, select no.

Transfer of Funds

○ Yes ◉ No

5. Provide a Summary of the LEA's Needs Assessment.*

DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Huntley 158 conducted a comprehensive needs assessment aligned with our strategic KPIs to ensure equitable access, opportunity, and outcomes for all students from Pre-K through age 22. This process involved a thorough review of current educational programming, student achievement data, and post-secondary outcomes, with particular attention to diverse student populations, including multilingual learners, students with disabilities, gifted learners, and students from economically disadvantaged backgrounds.Key findings indicate a continued need for a more cohesive and intentional system of support across all grade levels that addresses academic rigor, inclusive practices, social-emotional development, and college and career readiness. The assessment identified variability in access to advanced coursework, specialized instruction, language development supports, and experiential learning opportunities, particularly at critical transition points such as early childhood to elementary, middle to high school, and high school to post-secondary pathways.Analysis of college and career readiness data, including post-secondary enrollment, employment, and independent living outcomes, reinforced the importance of expanding programs that prepare students for life beyond school. This includes targeted supports for students with IEPs, multilingual learners, and students experiencing poverty, ensuring all learners have access to meaningful post-secondary pathways.Additional findings highlight the need to: strengthen Tier 1 instruction through culturally and linguistically responsive practices; increase collaboration between general education, special education, and EL/bilingual teams; enhance early identification and support for students with advanced learning needs; expand access to dual credit, career and technical education (CTE), and work-based learning opportunities; and build a system-wide framework to monitor opportunity gaps, measure outcomes, and evaluate program effectiveness through an equity lens.This needs assessment will guide the development of an actionable Pre-K-22 plan that strategically aligns federal, state, and local resources to close opportunity gaps and ensure that all students are prepared for success in college, careers, and community life.

Legislative References:

[1] Title I, Part A, Reference Section 1112(a) (1)

[2] Title I, Part A, Reference Section 1112(a) (1)

*Required field, applicable for all funding sources

Needs Assessment Impact Instructions

1. Indicate which of the instruments below were used in the LEA needs assessment process.*

- A. ☑ School and/or district report card(s)
- B. ☑ Five Essentials Survey
- C. ☑ Student achievement data (disaggregated by student groups)
- D. ☑ Current recruitment and retention efforts and effectiveness data
- E. ☑ Professional development plan(s)
- F. ☑ School improvement plan(s)
- G. ☑ ESSA site based expenditure data
- H. ☐ ED School Climate Survey (EDSCLS)
- I. ☐ CDC School Health Index
- J. ☐ National School Climate Center
- K. ☐ ASCD School Improvement Tool
- L. ☑ Illinois Quality Framework and Supporting Rubric
- M. ☐ Other

List and describe other instruments and/or processes that were used in the needs assessment.

2. For each program for which funding is anticipated, provide a summary of the needs assessment results. Include the program goal(s) identified through the needs assessment process, as applicable.*
Writing space appears if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, save the page, and return to this page.

i. Identify areas of need related to student achievement, subgroup performance, and resource inequities.

ii. Include any additional information relevant to this planning document. Provide targeted responses where noted.

iii. Describe how the needs assessment information will be used for identifying program goals and planning grant activities for each program as applicable.

A. Title I, Part A - Improving Basic Programs

Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, key professional development opportunities for teachers and principals, and nonpublic equitable share (if applicable)

The needs assessment, informed by the School and District Report Cards, 5Essentials Survey, student achievement data, ESSA site-based expenditure data, school improvement plans, and the Illinois Quality Framework, highlights continued growth in strengthening core instruction and expanding targeted supports for students. Huntley 158 will build on this progress by enhancing Tier 1 instruction while continuing to refine Tier 2 and Tier 3 interventions, expand extended learning opportunities, and deepen family engagement as partners in student success. Ongoing use of data and collaborative problem-solving structures will guide instructional decisions and resource alignment. Professional development will focus on differentiated instruction, data-informed practices, and collaborative professional learning communities to sustain and accelerate student growth.

B. Title I, Part A - School Improvement Part 1003

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

E. Title I, Part D - State Neglected/Delinquent

F. Title II, Part A - Preparing, Training, and Recruiting

Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, reducing class size, key professional development opportunities for teachers and principals, and nonpublic equitable share (if applicable).

The needs assessment, drawing from staff effectiveness data, professional development plans, and recruitment and retention efforts, reflects a strong foundation in educator growth and leadership development. Huntley 158 will continue to strengthen instructional practices and leadership capacity through aligned professional learning, instructional coaching, and mentoring programs for teachers and administrators. Recruitment and retention efforts will build on current successes to ensure high-quality staff across all schools. Professional development will emphasize culturally responsive teaching, differentiation, and data-driven decision-making, with a continued focus on collaborative learning structures. Needs assessment data will guide the ongoing alignment of resources to support educator effectiveness and student achievement.

G. Title III - LIEP

The needs assessment, informed by English learner proficiency data, student outcomes, and school improvement efforts, demonstrates continued progress in supporting multilingual learners. Huntley 158 will build on this momentum by further integrating academic language development into core instruction and strengthening supplemental supports. Family engagement will continue to be enhanced to support language development and student success. Professional learning will focus on effective instructional strategies for English learners, including academic language integration and culturally responsive practices. Needs assessment findings will guide continued refinement of programming to ensure strong outcomes for multilingual learners.

H. Title III - ISEP

I. Title IV, Part A - Student Support and Academic Enrichment

Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps through well-rounded education, improving school conditions for student learning and improving the use of technology, and nonpublic equitable share (if applicable).

The needs assessment, based on student engagement data, social-emotional indicators, and school improvement plans, reflects ongoing growth in supporting student well-being and engagement. Huntley 158 will continue to expand social-emotional learning initiatives, academic enrichment opportunities, and experiences that promote college and career readiness. Efforts will focus on strengthening student engagement, fostering belonging, and connecting learning to future pathways. Professional development will support educators in integrating social-emotional learning and engagement strategies into daily practice. Needs assessment data will guide the continued alignment of resources to support the whole child.

J. Title V, Part B - Rural and Low Income Schools

K. IDEA, Part B - Flow-Through [1]

The needs assessment, based on IEP data, student performance, and program reviews, highlights continued progress in providing comprehensive supports for students with disabilities. Huntley 158 will build on this foundation by strengthening inclusive practices, enhancing specialized instruction, and expanding access to supports and services that promote student success. Ongoing collaboration between general education, special education, and multilingual teams will support cohesive service delivery. Professional development will focus on evidence-based practices and inclusive instructional strategies. Needs assessment findings will guide resource allocation and program refinement to ensure positive outcomes for all students.

L. IDEA, Part B - Preschool

The needs assessment, informed by early childhood program data and IEP reviews, reflects continued growth in providing high-quality, developmentally appropriate services for preschool students with disabilities. Huntley 158 will continue to strengthen early intervention practices, enhance curriculum and instructional supports, and deepen family partnerships. Professional development will focus on evidence-based early childhood practices and inclusive learning environments. Needs assessment data will guide ongoing program development to support strong early learning outcomes for all students.

Legislative Requirement:
[1] IDEA - 23 IAC Section 1.420(q)

*Required field, applicable for all funding sources selected

Stakeholder Involvement Instructions

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- [x] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- [x] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- [x] Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- [ ] Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Select the types of personnel/groups that were included in the planning process (required stakeholders for various programs as footnoted below).*
Check all that apply.

- A. [x] Teachers (1,7,8)
- B. [x] Principals (1,7,8)
- C. [x] Other school leaders (1,8)
- D. [x] Paraprofessionals (1)
- E. [x] Specialized instructional support personnel (1,2,3,4,8)
- F. [ ] Charter school leaders (in a local educational agency that has charter schools) (1)
- G. [x] Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8)
- H. [x] Parent liaisons
- I. [x] Title I director (1)
- J. [x] Title II director (1)
- K. [x] Bilingual director (Administrator overseeing EL Services) (1,6,8)
- L. [x] Title IV director (1)
- M. [x] Special Education director
- N. [x] Guidance staff
- O. [x] Community members and community based organizations (7)
- P. [ ] Business representatives (2,3,4)
- Q. [ ] Researchers (7)
- R. [ ] Institutions of Higher Education (7)
- S. [x] Homeless Liaison (1)
- T. [ ] Other - specify
- U. [ ] Additional Other - specify

Program Footnotes:

1 = Title I, Part A - Improving Basic Programs
2 = Title I, Part D - Neglected
3 = Title I, Part D - Delinquent
4 = Title I, Part D - State Neglected/Delinquent

5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders

6 = Title III, including LIEP and ISEP

7 = Title IV, Part A - Student Support and Academic Enrichment

8 = EL - BSP

2. Articulate how the LEA consulted with the stakeholders identified above in the development of this plan. Describe how stakeholders' input impacted the final plan submission, as well as references to particular meetings.Note that documentation of stakeholder engagement may be requested during monitoring; keep documentation on file. [1]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

The development of the 2026-2027 Consolidated District Plan was grounded in a collaborative and inclusive process that engaged a broad range of stakeholders to ensure alignment with district priorities and community needs. Huntley 158 consulted teachers, administrators, families, and students through a combination of meetings, committee work, and Professional Learning Needs assessments. Administrative input was gathered through ongoing cabinet meetings, principal meetings, and department leadership sessions, where key focus areas such as instructional practices, professional learning, student support systems, and college and career readiness were discussed and refined. School improvement planning processes at each building also contributed to the development of the plan, ensuring alignment between district and site-based priorities.Family and community voice played an important role in shaping the plan. Huntley 158 engaged stakeholders through the Bilingual Parent Advisory Committee and Special Education Advisory Committee meetings, as well as multilingual family engagement sessions conducted in home languages. These opportunities provided valuable feedback on instructional programming, language supports, and family engagement practices. Additional input was gathered through district surveys, including the 5Essentials Survey, Special Education Parent Survey, and student feedback on social-emotional learning and engagement, which helped inform priorities related to school climate and student supports.Staff and student perspectives were also incorporated through teacher collaboration structures and student leadership opportunities such as student board members and student principal advisory groups. These groups provided insight into instructional experiences, engagement strategies, and opportunities to strengthen inclusive practices. Recruitment and retention data, along with feedback from professional learning evaluations, further informed planning around staff development and support.Stakeholder input directly influenced the final plan by reinforcing priorities such as strengthening Tier 1 instruction, expanding professional learning in executive functioning and culturally responsive practices, enhancing family engagement, and continuing to build strong supports for multilingual learners and students with disabilities. The plan reflects a continued commitment to aligning resources and strategies to support student success, well-being, and readiness for college and careers. Huntley 158 maintains documentation of all stakeholder engagement efforts, including meeting agendas, sign-in sheets, and survey results, and will provide this documentation upon request to ensure transparency and accountability.

Response from the prior year Consolidated District Plan.

The development of the Consolidated District Plan for this year was grounded in a collaborative and inclusive process, shaped by meaningful consultation with a wide range of stakeholders. The LEA engaged teachers, administrators, families, and students through multiple avenues to ensure the plan reflected the diverse needs of the school community through different committees and surveys. Administrative input was gathered through structured meetings with Assistant Superintendents, building principals, and department directors, where key themes such as professional learning, instructional equity, and student support services were discussed. Stakeholder feedback from groups such as the Bilingual Parent Advisory Committee (BPAC), Special Education Advisory Committee (SEAC), and multilingual family sessions provided targeted insights that helped shape program priorities across federal funding streams.Multilingual families participated in dedicated sessions conducted in their home language, contributing valuable feedback on language access, instructional supports, and family engagement efforts. The district also utilized results from Special Education Parent Surveys and a student survey on social-emotional learning to inform decisions related to student support services and inclusive practices. Input from Teacher of Color Affinity Groups and the RAD Student Council ensured that student voice and staff perspectives remained central to the planning process. The 5Essentials Survey further validated school climate and instructional environment data, helping prioritize areas for growth.Stakeholder feedback led directly to specific updates in the plan, such as expanded professional development around executive function and culturally responsive practices, increased family engagement strategies, and the continued integration of Be GLAD training to support multilingual learners. The LEA is maintaining thorough documentation of stakeholder engagement efforts and will make it available upon request during monitoring. This commitment ensures transparency, accountability, and ongoing alignment with community needs.

3. Describe the approaches the district will use to include parents and family members in the development of LEA plans including the Title I Parent and Family Engagement Policy so that the plans and related activities represent the needs of varied and diverse populations. ** [2]

For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.

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([count] of 7500 maximum characters used)

The district is committed to meaningfully engaging parents and family members in the development of Huntley 158, including the Title I Parent and Family Engagement Policy, to ensure that programs reflect the needs and strengths of a diverse community. Huntley 158 will continue to build on established practices by providing multiple opportunities for families to share input through advisory committees, surveys, and school-based engagement structures. Parents will be invited to participate in the needs assessment and planning process through groups such as the Bilingual Parent Advisory Committee and the Special Education Advisory Committee, as well as through multilingual family engagement sessions designed to ensure accessibility and inclusion.In addition, Title I schools will intentionally leverage parent voice through PTA meetings and other school-based forums, creating regular opportunities for families to provide feedback on programming, supports, and engagement practices. These conversations will help ensure that family perspectives directly inform school-level and district-level planning, particularly in the development and refinement of the Title I Parent and Family Engagement Policy.Through this comprehensive and inclusive approach, Huntley 158 ensures that parent and family input remains a central component of planning and continuous improvement, resulting in programs and policies that are responsive, relevant, and reflective of the community.

Response from the prior year Consolidated District Plan.

District 158 recognizes that parents and family members play a critical role in the academic success and well-being of students. To ensure that LEA plans and related activities reflect the needs of our varied and diverse populations, the district actively engages families-especially those representing multilingual learners, students

with disabilities, and other at-risk groups-through intentional outreach and ongoing consultation. Parents are invited to participate in needs assessment processes through structured meetings with advisory groups such as the Bilingual Parent Advisory Committee (BPAC), the Special Education Advisory Committee (SEAC), and other family engagement events held in multiple languages as needed. These forums are designed to gather authentic input about program effectiveness, access to services, and areas for improvement.

4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. Include Title I parent and family engagement required meetings and activities. Also include a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, as applicable. ** [3]

For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.

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Huntley 158 is committed to implementing a comprehensive and inclusive approach to parent and family engagement that strengthens partnerships between home and school and supports student success. The district will continue to prioritize in-person and accessible engagement opportunities that foster meaningful connections with families across all schools. Title I schools will hold required annual meetings to inform families about Title I programming, services, and their rights, as well as provide ongoing opportunities through PTA meetings, family events, and workshops to gather input, share resources, and support student learning. These meetings will be designed to encourage two-way communication and ensure that family voice is embedded in school improvement efforts.At the district level, Huntley 158 will continue to engage families through advisory groups such as the Bilingual Parent Advisory Committee and the Special Education Advisory Committee, which will meet regularly to provide input on programs, services, and supports. Additional family engagement opportunities will include workshops and informational sessions focused on topics such as curriculum, social-emotional learning, and college and career readiness, including continued programming at Huntley High School to support post-secondary planning. Surveys and ongoing communication tools will also be used to gather feedback and ensure continuous improvement of engagement practices.To support English learner and immigrant families, Huntley 158 will provide interpretation services, translated materials, and multilingual communication to ensure access to information and meaningful participation in school activities. The district will offer culturally responsive programming and targeted family sessions to support understanding of instructional programs, language development, and available resources. These strategies are designed to build strong relationships, increase access, and empower all families to actively engage in their child's education.

Response from the prior year Consolidated District Plan.

This year, the district prioritized in-person engagement to foster meaningful connections with families across schools and student groups. A variety of activities and strategies were implemented to promote effective parent and family engagement, ensuring that families have opportunities to collaborate, provide input, and stay informed. Key activities included parent meetings at Title I schools designed to gather feedback, share resources, and engage families in collaborative planning to support student success. Bi-monthly meetings were held with multilingual families through the Bilingual Parent Advisory Committee (BPAC), where parents discussed academic and social-emotional needs, learned about available services, and received resources aligned to English learner supports.Huntley High School also started offering targeted sessions on college and career pathways, financial aid, and post-secondary planning. The Special Education Advisory Committee (SEAC) continued to meet regularly to engage families of students with IEPs in conversations around inclusive practices, supports, and program development. Additionally, Teacher of Color Affinity Groups provided an avenue for staff collaboration and community-building, contributing to a culturally responsive environment that extends to family engagement practices.For immigrant and English learner families, the district provided interpretation services, translated materials, and culturally relevant programming to ensure equitable access to information and resources. These ongoing efforts reflect the district's commitment to building trust, honoring family voice, and working in partnership to support the academic and social-emotional success of all students.

Title I Requirement:

An LEA must develop the Title I Plan with timely and meaningful consultation with the stakeholders identified below.

ESEA section 1113(c)(3)(A)

Title III Requirement:

An LEA must develop and implement the plan in consultation with teachers, researchers, school administrators, parent and family members, community members, public or private entities, and institutions of higher education. (Section 3121(b)(4)(C))

Legislative References:

[1] Title I, Part A, Section 1112(a) (1) (A and B) and Section 3121 (b) (4)(C)

[2] Title I, Part A, Section 1116(a)(2)

[3] Title I, Part A, Section 1116(a)(2) and Section 1112(b)(7)

*Required field

**Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A

Parent and Family Engagement

ESEA Section 1116(a)(2)

Each Local Educational Agency (LEA) that receives Title I funds shall develop jointly with, agree on with, and distribute to parents and family members of participating children: a written parent and family engagement policy. The policy shall be incorporated into the LEAs Consolidated District Plan, establish the LEAs expectations and objectives for meaningful parent and family involvement, and describe how the LEA will

(A) Involve parents and family members in jointly developing the LEA Consolidated District Plan, and the development of support and improvement plans.

(B) Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

(C) Coordinate and integrate parent and family engagement strategies with other relevant federal, state and local laws and programs.

(D) Conduct an annual meeting and evaluate the content and effectiveness of the policy in improving the academic quality of Title I schools, including identifying barriers to greater participation by families and the needs of parents and family members to assist with the learning of their children; and, strategies to support successful school and family interactions.

(E) Use the findings of the evaluation (D) to design evidence-based strategies for more effective (E) parental involvement, and to revise, if necessary the parent and family engagement policies.

(F) Involve parents in the activities of the Title I schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by LEA to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

☐ By checking this box, the applicant hereby certifies that they have read, understood, and will comply with the parent and family engagement policy requirements.

Resources:

U.S. Department of Education-Parent and Family Engagement Non-Regulatory Guidance

Title Grants Administration Parent and Family Engagement Website

Parent and Family Engagement Policy Template

Upload a PDF of the District's Parent and Family Engagement Policy. Please use the naming system as noted below.

- Convert all the necessary documentation into a single PDF.
- Label the document with the region-county-district-type code number of the applicant, followed by a hyphen, then the name of the applicant, followed by a hyphen, followed by PFEPolicy.
- *Example: ABC School District would name the upload as 01-234-5678-90-ABC-PFEPolicy*

DO NOT USE ANY SPACES OR SPECIAL CHARACTERS BESIDES A HYPHEN IN THE NAME.

NOTE: The PDF file size may not exceed 10MB or the upload will fail.

How To Upload A File

- Browse your files to locate the required document.
- Double-click to display it in the Browser window.
- Click on the Upload button.
- The name of the uploaded document will display in the area below.

Choose File | No file chosen

Any uploaded files will appear below. Until the application is submitted to ISBE, an uploaded document may be deleted using the Delete button below. After submitting to ISBE, any required changes must be submitted separately, adding a Version number to the name.

☐ Check this box to confirm that the District's Parent and Family Engagement Policy has been uploaded.*

*Required field

Private School Participation

File Upload instructions are linked below. Click here for general page instructions.

NOTE: This page may remain blank if no private schools are listed or participating in the programs
NOTE: This page is not applicable to state schools or state-authorized charter schools.

Using the latest available verified data, private schools within the districts boundaries that are registered with ISBE are pre-populated in the table below. Timely and meaningful consultation with these schools is required by legislation for ESEA Titles I, II, and IV, as well as both IDEA grants. Any additional newer schools can be added by selecting Create Additional Entries. See separate sections below for more detailed information on completing the table.

Will Private Schools participate in the Program?

○ Yes ○ No

Nonpublic School Consultation Form

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
		Yes No Number of Low-Income Student(s):	Yes No Total Enrollment Number Student(s):	Yes No Total Enrollment Number Student(s):	Choose File No file chosen
		Yes No Number of Low-Income Student(s):	Yes No Total Enrollment Number Student(s):	Yes No Total Enrollment Number Student(s):	Choose File No file chosen
		Yes No Number of Low-Income Student(s):	Yes No Total Enrollment Number Student(s):	Yes No Total Enrollment Number Student(s):	Choose File No file chosen
		Yes No Number of Low-Income Student(s):	Yes No Total Enrollment Number Student(s):	Yes No Total Enrollment Number Student(s):	Choose File No file chosen
		Yes No Number of Low-Income Student(s):	Yes No Total Enrollment Number Student(s):	Yes No Total Enrollment Number Student(s):	Choose File No file chosen

Comments:

Preschool Coordination Instructions

INSTRUCTIONS:Select the goal(s) below that align with the District responses provided in the required information below.A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- [x] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- [x] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- [x] Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- [ ] Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

Describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs.* [1]

For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.

If the district does not offer early childhood education programs, enter
No Preschool Programs

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([count] of 7500 maximum characters used)

Huntley 158 actively supports, coordinates, and integrates early childhood and elementary programs to ensure a smooth and developmentally appropriate transition for all students. The district operates an Early Childhood Center aligned with the Preschool for All model and uses a comprehensive preschool screening process as part of Child Find to identify children who may benefit from early support, including those with disabilities or other developmental needs. Children transitioning from early intervention services are supported to enter preschool programming by age three, with services provided according to each student's IEP in either blended general education settings or self-contained classrooms.The Early Childhood Center uses Teaching Strategies GOLD to monitor student progress and communicate outcomes with families, while providing essential classroom resources to support readiness. Transition to elementary school is coordinated through collaborative planning between preschool and elementary administrators, special education staff, and related service providers. Families are engaged in activities such as open houses, curriculum nights, and orientation sessions to familiarize them with routines, expectations, and supports at the elementary level. Families of students with IEPs participate in dedicated transition meetings to ensure continuity of services, and bilingual preschool students receive additional language screening to support ongoing English learner programming.Professional development focused on early literacy, social emotional learning, and bst practices in early childhood instructional strategies, is provided to early childhood and primary grade staff to strengthen instructional continuity across programs. These coordinated efforts emphasize intentional planning, collaboration among staff, and family engagement, ensuring that students enter elementary school prepared for academic success and supported in their social, emotional, and linguistic growth.

Response from the approved prior year Consolidated District Plan.

District 158 supports, coordinates, and integrates services across early childhood and elementary programs to ensure a smooth and developmentally appropriate transition for all students, particularly those with specialized needs. The district operates an Early Childhood Center aligned with the Preschool for All model and administers a comprehensive preschool screening process as part of Child Find to identify students with disabilities or those considered at risk based on a locally developed rubric. For children transitioning from early intervention services, the district ensures entry into preschool programming by their third birthday, with services delivered according to each student's IEP in either a blended general education setting or a self-contained classroom. The Early Childhood Center uses Teaching Strategies GOLD to monitor and communicate student progress with families, and provides essential classroom supplies and snacks to support student readiness. Transition into elementary school is supported through collaborative planning meetings between preschool and elementary administrators, special education staff, and related service providers. Activities such as open houses and curriculum nights are designed to familiarize families with elementary routines, expectations, and supports. Students with IEPs participate in dedicated transition meetings to ensure continuity of services, and bilingual preschool students receive additional language screening to ensure accurate placement and continued support as English learners. To further support successful transitions and early literacy development, the Curriculum Department is providing professional development on phonemic awareness to early childhood and primary grade staff. These coordinated efforts ensure that the needs of individual students are met through intentional planning, staff capacity-building, and strong family-school partnerships, laying the foundation for academic success as students move into the K-5 setting.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

[1] Title I, Part A, Section 1112(b)(8)

*Required field for Title I and/or IDEA Preschool

Student Achievement and Timely Graduation Instructions

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below.A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- [x] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- [x] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- [x] Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- [ ] Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Describe the well-rounded instructional program to meet the academic and language needs of all students and how the district will develop and implement the program(s).* [1]

For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.

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Huntley 158 offers a well-rounded instructional program designed to meet the academic and language needs of all students through a cohesive curriculum and integrated supports. Curriculum across core and elective areas, including Literacy/Language Arts, Mathematics, Science, Social Studies, Physical Education/Health, Fine Arts, World Languages, and Career and Technical Education, is developed and reviewed through a multi-phase, continuous improvement cycle. This process ensures alignment with Illinois Learning Standards and responsiveness to student needs, with updates guided by data, best practices, and staff and family input. Curriculum maps and resources provide teachers with clear guidance for instruction, and professional development supports effective implementation across grade levels.Instruction is delivered through research-based practices within a Multi-Tiered System of Supports (MTSS), addressing academic, social-emotional, and behavioral needs for all students. Universal screening, progress monitoring, and team-based problem solving guide interventions at increasing levels of intensity while ensuring access to enrichment opportunities. MTSS is integrated into general and special education classrooms, creating a seamless support system tailored to each learner.The program provides a broad range of learning experiences across disciplines. Mathematics instruction emphasizes critical thinking, problem-solving, and application of the eight Mathematical Practices. English Language Arts develops oracy, phonics, fluency, comprehension, writing, and higher-order thinking. Science instruction is inquiry and project-based, including hands-on experiences such as Project Lead the Way Biomedical programs. Social Studies follows the C3 Framework, promoting civic engagement and real-world application. Physical Education and Health focus on lifelong fitness, health, and collaboration, while Fine Arts courses cultivate creativity, technical skills, and personal expression. World Language instruction in Spanish, French, and Chinese develops communication, culture, and global awareness. Career and Technical Education prepares students for college and career pathways through academies in engineering, computer science, and applied technology.To support students' diverse needs, the district implements a three-tiered intervention model that strengthens core instruction while providing supplemental supports and enrichment based on student data. Executive functioning skills, including organization, attention, planning, and self-regulation, are embedded in instruction and supported through teacher training. Professional development ensures educators are equipped with strategies in foundational literacy, culturally responsive practices, executive functioning, and content-specific best practices, with collaboration through professional learning communities to continuously refine instruction and improve outcomes for all students.

Response from the prior year Consolidated District Plan.

Development of the Program:District 158 has completed multiple curriculum reviews across all core and elective subject areas, including Literacy/Language Arts, Mathematics, Science, Social Studies, Physical Education/Health, Fine Arts, World Languages, and Career/Technology Education. The curriculum cycle follows a six-phase process: Review, Needs Assessment, Curriculum Development, Assessment Writing, Resource Review/Selection, and Professional Development for Instruction, Implementation, and Refinement. This continuous improvement cycle spans 5-6 years and ensures the curriculum remains aligned to Illinois Learning Standards and responsive to student needs.Implementation of the Program:Instruction is guided by curriculum maps and implemented through research-based practices in classrooms. Curriculum maps are available upon request. The district conducts consistency checks and analyzes student performance data at the school and district levels to evaluate the effectiveness of instruction and curricular alignment. Professional development is provided to support implementation, including specific training in early literacy and foundational skills.Academic Needs and Supports:District 158 uses a comprehensive Multi-Tiered System of Supports (MTSS) to address the academic, social-emotional, and behavioral needs of all students. This tiered framework is data-driven and ensures equitable access to interventions and enrichment. Universal screening and curriculum-based measures identify student needs, and supports are provided at increasing levels of intensity. MTSS is integrated into both general and special education settings, ensuring seamless support guided by ongoing student data and team-based problem solving.Variety of Well-Rounded Activities and Approaches:Mathematics: Instruction is aligned to Illinois Learning Standards and the 8 Mathematical Practices. Students develop critical thinking, application, and inquiry skills, with multiple measures used to assess mastery.English Language Arts: The ELA program is based on the Illinois Learning Standards and includes oracy, phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and higher-order thinking.Science: Science instruction is inquiry- and project-based, aligned to NGSS. Students engage in hands-on problem-solving and critical thinking. The district offers Illinois' largest Project Lead the Way Biomedical Program through a Medical Academy model.Social Studies: Based on the C3 Framework, instruction emphasizes inquiry, civic engagement, and real-world application across disciplines like history, law, geography, and economics.Physical Education/Health: PE and Health curricula promote lifelong fitness, health, and collaboration, with instruction tailored to meet individual goals. All students participate in daily physical education.Fine Arts: A robust PreK-12 fine arts curriculum includes music, visual arts, theater, and technical arts. Students explore interests, build interpersonal skills, and develop discipline-specific talents.World Languages: Spanish, French, and Chinese are offered beginning in 6th grade. Curriculum emphasizes grammar, literature, culture, and global awareness.Career and Technical Education (CTE): Students can access academies in engineering, computer science, and applied technology. Programs prepare students for 21st-century college and career pathways through Project Lead the Way and industry-aligned instruction.Intervention Support for a Well-Rounded Program:A three-tiered intervention model ensures that students receive support based on their specific needs. The universal core instruction tier emphasizes high-quality, differentiated teaching for all students. Universal screeners and district assessments identify students who need additional support or enrichment. Intervention intensity increases across tiers and is regularly adjusted based on student progress monitoring data. In addition to academic interventions, students receive support in developing executive functioning skills-including organization, attention, planning, and self-regulation-through targeted instruction and teacher training.Support for Educators:District 158 provides targeted professional development aligned to curriculum, instruction, and student needs. Training includes topics such as foundational literacy, phonemic awareness, executive functioning, and culturally responsive teaching. Educators collaborate through professional learning communities (PLCs) and engage in continuous improvement tied to instructional outcomes and student achievement.

2. List and describe the measures the district takes to use and create the identification criteria for students at risk of failure.*Include criteria for low-income, EL, special education, neglected, and delinquent as applicable to the district. [2]

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Huntley 158 uses a comprehensive, data-driven process within its Multi-Tiered System of Supports (MTSS) framework to identify students at risk of academic challenges. Identification combines quantitative data from universal screeners, state and district assessments, and classroom performance with qualitative observations such as teacher notes, progress monitoring, and participation. Families are engaged in the process, and communication is maintained to ensure transparency and collaboration. Universal screenings are conducted multiple times per year to monitor student growth and inform intervention decisions.At the elementary level, data teams made up of teachers, specialists, administrators, and support staff meet regularly to review student data, identify intervention needs at Tiers 1, 2, and 3, and adjust supports as needed. Middle school interdisciplinary teams meet to discuss academic and behavioral data and plan targeted supports, while high schools use a referral process that incorporates teacher input, counselor observations, and parent communication. Problem-solving meetings are held when additional supports are needed to design individualized interventions.The district uses a range of measures to guide decisions, including formative and summative assessments, progress monitoring tools, rubrics, student work, grades, and classroom participation. Assessment tools include CPAA for PreK, Aimsweb Plus for early literacy and numeracy, STAR Assessments for reading and math, Pre SAT for grades 9-11, ACT for grade 11, and ECRA Local Growth Model/Propensity Index, with additional diagnostic

assessments administered as needed.Identification criteria for specific student groups include: low-income students identified through free/reduced lunch eligibility; English learners identified through the Home Language Survey, WIDA Screener, and ACCESS scores; students with disabilities identified through the IEP process and monitored via goals and academic progress; and neglected or delinquent youth, identified in coordination with local agencies and supported with academic and wraparound services.Through these coordinated measures, Huntley 158 ensures that all students are identified early and receive timely, data-informed support to strengthen academic growth, language development, and readiness for future educational opportunities.

Response from the prior year Consolidated District Plan.

Identification Process:District 158 uses a comprehensive, data-informed process aligned with its Multi-Tiered System of Supports (MTSS) framework to identify students at risk of academic failure. Teachers and support teams use a combination of quantitative data and qualitative observations to determine which students are most in need of intervention. Identification is based on a variety of sources, including universal screeners, state and district-wide assessments, formative/summative assessments, teacher observations, anecdotal notes, progress monitoring data, classroom performance, and participation. Teachers are expected to maintain open communication with families and guardians when a student is identified as at risk. Universal screenings are conducted multiple times per year to monitor student needs and progress.Identification Criteria and Stakeholder Collaboration:Elementary Level: Data Teams consisting of classroom teachers, specialists, administrators, and support staff meet at least three times annually to review student data, determine intervention needs at Tiers 1, 2, and 3, and adjust supports accordingly.Middle School: Interdisciplinary teams meet regularly to discuss academic and behavioral concerns and adjust support structures based on data and observations.High School: A referral form is used to identify at-risk students. This includes teacher input, parent or counselor communication, and documentation of classroom-level interventions. When needed, problem-solving meetings with counselors, administrators, parents, and the student are held to design additional support.Measures Used in Decision Making:Formative and summative classroom assessmentsAnecdotal notes and teacher observationsProgress monitoring toolsRubrics and student workGrades and class participationPreK: Children's Progress of Academic Achievement (CPAA) in Reading and MathK-1: Aimsweb Plus Early Literacy and NumeracyGrades 2-6: Aimsweb Reading and MathGrades K-12: STAR Assessments in Reading and MathGrades 10-11: PSAT/NMSQTGrade 11: SATAll grades: ECRA Local Growth Model/Propensity IndexDiagnostic assessments based on individual student needsAt-Risk Subgroup Identification:Low-Income Students: Identified through free/reduced lunch eligibility; data is reviewed to monitor academic gaps and guide Tier 1 supports and beyond.English Learners (ELs): Identified through the Home Language Survey and WIDA Screener; ACCESS scores and classroom data inform ongoing support needs.Students with Disabilities: Identified through the IEP process; progress monitored through IEP goals and general academic data; coordinated through special education staff. Neglected and Delinquent Youth: If applicable, identified in coordination with regional programs or local agencies; supported with academic and wraparound services to ensure access to instruction and stability in school placement.District 158 ensures that all students-regardless of background or need-are identified early and receive timely, data-informed support to promote academic success and graduation readiness.

3. **Describe the additional and supplemental education assistance (resources and/or programming) to be provided to individual students needing additional help meeting the challenging State academic and language standards.This includes a description of any additional and supplemental instructional assistance designed to assist English learners and immigrant students to access academic content and develop language proficiency, as applicable.* [3]**

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Huntley 158 provides a comprehensive, multi-tiered system of supplemental educational support to help students meet challenging State academic and language standards. Built on strong core instruction, the district uses targeted and intensive interventions through small group or individual support based on student needs identified via universal screening, classroom assessments, and data team discussions. Academic supports focus on reading, including phonemic awareness, phonics, fluency, comprehension, and vocabulary, and math, with interventions delivered within the classroom, in targeted pull-out sessions, or through resource periods. Tier 1 interventions occur within core instruction, Tier 2 provides additional targeted support, and Tier 3 offers individualized, intensive support with frequent progress monitoring.For English learners and immigrant students, Huntley 158 provides additional supports aligned with WIDA standards and guided by individual proficiency levels and academic needs. The EL Service Delivery Model incorporates both Targeted English Language Development (pull-out instruction) and Integrated ELD (push-in or co-taught models in the general education classroom). Newcomers and students with WIDA scores between 1.0 and 2.9 receive dedicated Targeted ELD instruction focusing on foundational language skills. Students with WIDA scores between 3.0 and 4.0 receive Integrated ELD, working in general education classrooms with ESL teacher collaboration to support both language development and content learning. Students with scores between 3.0 and 5.0 who need additional support to meet proficiency targets may receive supplemental resource support to further strengthen language and academic skills.Certified ESL teachers collaborate with general education staff to monitor progress using ACCESS scores, formative assessments, and state benchmarks, adjusting instruction as needed to ensure students continue to grow academically and linguistically. These supplemental supports ensure that all students, particularly English learners, low-income students, students with disabilities, and other students needing additional assistance, receive the targeted help they need to achieve high academic standards and succeed in school.

Response from the prior year Consolidated District Plan.

District 158 provides a comprehensive, multi-tiered system of supplemental educational support to assist students in meeting the challenging State academic and language standards. Built upon strong core instruction, the district uses the Core Plus More and Core Plus Intensive intervention models to provide targeted and intensive interventions in academic and behavioral domains. These interventions are designed for students identified through universal screening, classroom assessments, and data team discussions. Academic supports focus on reading (phonemic awareness, phonics, fluency, comprehension, vocabulary) and math (basic operations and fractions), and are delivered in small group or individual formats depending on tier level. Tier 1 interventions occur within the classroom, Tier 2 interventions provide targeted support beyond core instruction, and Tier 3 interventions involve more intensive, individualized support with frequent progress monitoring. Instruction is delivered by classroom teachers, interventionists, or specialists during scheduled intervention blocks or resource periods.For English Learners (ELs) and immigrant students, District 158 provides additional supports aligned with WIDA standards and guided by individual student proficiency levels and academic needs. The district follows a clearly defined EL Service Delivery Model, which incorporates both Targeted English Language Development (ELD), also referred to as "pull-out" instruction, and Integrated ELD, which includes push-in or co-taught models in the general education classroom.Newcomers and students with WIDA scores between 1.0 and 2.9 receive Targeted ELD through dedicated instructional time with ESL-certified teachers, focusing on foundational language skills.Students with WIDA scores between 3.0 and 4.0 receive Integrated ELD, with clustering in general education classrooms and ESL teacher collaboration to support language and content learning.Students scoring between 3.0 and 5.0 with limited time remaining to meet English proficiency per the state's ELPtP (English Learner Progress to Proficiency) targets may receive additional Resource Support, focusing on language development and preparation for academic assessments.Certified ESL teachers collaborate closely with general education staff to monitor student progress using ACCESS scores, formative classroom assessments, and ELPtP benchmarks. Interventions are personalized and adjusted based on student progress, ensuring equitable access to both academic content and English language development.Through these systems, District 158 ensures that all students, especially English learners, low-income students, students with disabilities, and other at-risk populations, receive the individualized assistance they need to meet high standards and experience success in school.

4. **Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning and how these are implemented. This includes a description of any additional supplemental instructional activities and strategies designed to strengthen academic and language programs for English learners and immigrant students, as applicable.* [4]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Huntley 158 implements a comprehensive set of instructional and supplemental strategies to strengthen academic and language programs while promoting positive school conditions for learning. Instruction is guided by a Multi-Tiered System of Supports (MTSS), ensuring that all students, including English learners and immigrant students, receive high-quality, data-informed instruction and targeted interventions. Differentiated instruction is used across classrooms, with teachers adjusting lessons based on student readiness, learning profiles, and ongoing assessment data. Instruction includes whole group mini-lessons, small group guided instruction, and one-on-one support. Teachers collaborate in professional learning communities to analyze data, plan lessons, design flexible groupings, and implement strategies such as tiered assignments, inquiry-based learning, and learning centers.Additional support is offered beyond the school day and during the summer to provide students with extra time and resources to grow academically. Programs include Homework Club at middle school, Raider Aid at high school, and summer learning extensions for elementary and secondary students. Students are invited to participate based on performance and progress toward mastery of essential skills.English learners receive targeted language and academic support through a combination of push-in and small group instruction provided by certified ESL teachers, aligned with WIDA English Language Development Standards and the ELPtP framework. Instruction is integrated into the school day, focusing on both academic content and English language proficiency. ESL teachers collaborate with general education staff to ensure instruction is accessible and tailored to individual proficiency levels.To support positive school conditions and social-emotional well-being, Huntley 158 implements a districtwide framework promoting consistent expectations and a culture of respect and responsibility. SEL lessons are embedded in classrooms and designed to meet student needs, fostering safe and supportive learning environments. Technology enhances instruction through a 1:1 Chromebook program, providing continuous access to core materials and supplemental digital tools for all students. Flexible learning hubs in each school support collaborative, inquiry-based, and student-led learning experiences.These instructional and supplemental strategies collectively strengthen academic and language programs, support student growth, and create learning environments where all students can thrive academically, socially, and linguistically.

Response from the prior year Consolidated District Plan.

District 158 implements a comprehensive set of instructional strategies and supplemental supports designed to strengthen academic and language programs and improve overall school conditions for student learning. Instructional services are grounded in a Multi-Tiered System of Supports (MTSS) framework, ensuring that all students, including English learners and immigrant students, receive access to high-quality, data-informed instruction and interventions based on their individual needs. Differentiated instruction is a central strategy used across classrooms, enabling teachers to adjust instruction based on student readiness, learning profiles, and ongoing assessment data. Instructional delivery includes whole group mini-lessons, small group guided instruction, and one-on-one conferencing. Teachers collaborate regularly in professional learning communities to analyze data, plan appropriate lessons, design flexible student groupings, and identify effective instructional strategies such as tiered assignments, inquiry-based learning, and the use of learning centers.Additional academic support is offered beyond the school day to ensure students receive the time and resources they need to succeed. This includes Homework Club at the middle school level and Raider Aid at the high school level. During the summer months, learning extension opportunities are offered through a four-week summer program at the elementary level and an eight-week program at the secondary level. Students are identified for these services based on academic performance and progress toward mastery of essential skills.English learners receive language and content support through a combination of push-in and small group instruction provided by certified ESL teachers, guided by the district's EL Service Delivery Model and aligned with WIDA English Language Development Standards and the ELPtP framework. Instruction for ELs is integrated into the school day and focused on building both academic content knowledge and English language proficiency. ESL teachers collaborate closely with general education staff to ensure instruction is linguistically accessible and tailored to student proficiency levels.To support positive school conditions and student well-being, District 158 uses a proactive, districtwide framework that promotes consistent expectations and fosters a culture of respect and responsibility. Teacher teams design proactive, school-specific social-emotional learning (SEL) lessons based on student needs, helping create a safe and supportive environment for all learners. Technology also plays a key role in instruction. Students utilize a district-owned Chromebook for year-round use, providing continuous access to core instructional materials and supplemental digital learning tools-even during the summer months. This 1:1 model ensures equitable access to academic content and personalized learning experiences, particularly for at-risk students.Finally, learning environments are intentionally designed to foster engagement and creativity. Learning hubs within each school provide collaborative and flexible spaces for inquiry-based learning, small group work, and student-led exploration. These strategies and structures reflect the district's commitment to equitable access, instructional excellence, and creating conditions where every student can thrive academically and socially.

5. Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.[5]**

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Huntley 158 uses a proactive, data-informed process to ensure that all students have equitable access to effective, experienced, and appropriately certified teachers. Each year, the district reviews staffing assignments, teacher evaluation data, and student enrollment to monitor teacher placement and support for students, including those who are low-income or from diverse backgrounds. The Title I Coordinator collaborates with the Curriculum and Instruction Department and Human Resources to analyze trends and ensure high-quality staff are assigned strategically to meet student needs based on data.Teacher evaluations are conducted according to the Illinois Performance Evaluation Reform Act (PERA) and district protocols. Any identified areas for support or growth are addressed through structured professional development and targeted coaching to maintain high-quality instruction. Certification and assignment monitoring ensures that teachers remain in-field and appropriately qualified for their teaching areas.District enrollment and staffing data are analyzed in the fall to conduct comparability reviews, confirming that student-teacher ratios and instructional resources meet state requirements. If any adjustments are needed, staff are reallocated or additional hires are made to ensure equitable distribution of experienced and effective educators.Through these coordinated steps, Huntley 158 ensures that all students, including low-income and minority students, are taught by skilled and supported teachers, maintaining equitable access to high-quality instruction across the district.

Response from the prior year Consolidated District Plan.

District 158 follows a proactive and data-informed process to ensure that low-income and minority students are not taught at disproportionately higher rates by ineffective, inexperienced, or out-of-field teachers. Each year, the district conducts a comprehensive review of staffing assignments, evaluation data, and student demographics to identify and address any potential disparities. At the start of the school year, the Title I Coordinator collaborates with the Curriculum and Instruction Department to analyze district and building-level trends, with a specific focus on equity in teacher placement and support for at-risk student populations.In August, the Title I Coordinator consults with the Human Resources Department to review district-wide staffing patterns and to evaluate the placement of teachers in relation to student demographics. Because all schools in District 158 generally serve a similar demographic mix of students, staff assignments are made with intentionality, ensuring that experienced and highly qualified teachers are placed in positions of greatest need. The district currently does not have teachers assigned out of field, and ongoing certification monitoring ensures that this remains consistent.Teachers are evaluated according to the Illinois Performance Evaluation Reform Act (PERA) and the district's evaluation framework. If any teacher is identified as underperforming, a structured remediation plan is implemented, and additional supports are put in place to maintain high-quality instruction for all students.In October, the Title I Coordinator compiles current enrollment data from the district's student information system and matches it to certified staffing assignments. This information is used to conduct a comparability analysis in the Illinois State Board of Education's IWAS system. If any discrepancies in staffing ratios or resource allocation are identified, they are immediately brought to the attention of the Assistant Superintendent for Human Resources and the Assistant Superintendent for Learning and Innovation. If corrective action is needed, the district may reallocate current staff or initiate hiring to ensure all schools meet comparability standards.Through this multi-step process, District 158 remains committed to providing all students, regardless of income level or background, with equitable access to effective and well-supported educators.

6. Describe the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop digital literacy skills and improve academic achievement. [6]**

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([count] of 7500 maximum characters used)

Huntley 158 supports schools in developing effective library programs that foster digital literacy and enhance academic achievement. Each school library offers a curated collection of physical and digital resources aligned to classroom instruction, student interests, and developmental needs. The district provides annual funding for library materials and technology to ensure collections remain current and responsive to instructional goals.Qualified library professionals guide library programs, supporting resource selection, information and technology literacy instruction, and collaboration with classroom teachers. Library staff and teachers work together to integrate digital research tools and library resources into lessons, helping students develop research, critical thinking, and digital literacy skills.All students have equitable access to library materials throughout the school day, with opportunities for independent reading and guided use of texts aligned to classroom objectives and projects. As part of the district's technology program, students in grades 2-12 receive district Chromebooks, while Kindergarten and 1st Grade students have access to devices, ensuring access to digital platforms such as IXL and Freckle. These tools complement print resources, strengthen reading and comprehension skills, and provide a foundation for digital fluency, preparing students to succeed in a technology-rich academic environment.

Response from the prior year Consolidated District Plan.

District 158 takes intentional measures to assist schools in developing and maintaining effective school library programs that support student academic achievement and the development of digital literacy skills. Each school library includes an organized and developmentally appropriate collection of physical and digital resources that supplement classroom instruction, foster a love for reading, enhance information literacy, and support student research. Resources are curated to meet the diverse needs and abilities of students across all grade levels served. The district allocates financial resources for library materials and supplies annually, taking into account the instructional needs of students and staff while working within budgetary constraints.All students in grades K-12 have equitable access to library media resources, both during and beyond the school day. District 158 engages qualified professionals, as defined by ISBE guidelines, to guide the overall direction of the library programs. These individuals support the selection and organization of materials, provide instruction in information and technology literacy, and help structure the roles and responsibilities of library paraprofessionals. Staff members are encouraged to contribute to the growth and relevance of each library collection by recommending materials to support curriculum goals and student interests.Students may freely select materials for independent reading and are also guided in selecting texts that align with classroom learning objectives and research projects. As part of the district's technology initiative, all students in grades 1-12 are issued a district-owned Chromebook and Kindergarten students have access to a chromebook, providing access to a wide range of digital tools and resources. Platforms such as Lexia and Freckle are used across elementary and middle grade levels to support guided and independent reading, vocabulary development, and reading comprehension. These platforms complement print resources and help students build fluency and confidence as readers. Access to digital research tools and library resources is integrated into the curriculum to ensure students are developing the information and digital literacy skills needed to succeed in a technology-rich academic environment.

7. Describe how the district will identify and serve gifted and talented students by using objective criteria. [7]**

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Huntley 158 identifies and serves gifted and talented students through a data-informed and inclusive approach that emphasizes multiple pathways to advanced learning. The district uses assessment data from the STAR assessment, administered three times annually, and the Cognitive Abilities Test (CoGAT), administered each year for students in grade 2, alongside growth data from the ECRA local growth model. This approach allows the district to identify high-achieving students based on both performance and individual growth trajectories, ensuring a broad and equitable identification process.Elementary students identified as gifted participate in clustered enrichment for language arts and accelerated pathways in mathematics, preparing them to access advanced coursework by middle school. Middle school students continue to receive enriched instruction in English Language Arts and may advance in mathematics, with opportunities to earn high school credit in courses such as Algebra, Geometry, English 1, and Spanish 1. At Huntley High School, gifted and advanced learners access a wide range of honors and Advanced Placement (AP) courses, enabling rigorous academic experiences aligned with their strengths and postsecondary goals.Huntley 158's approach to gifted education is dynamic and responsive, providing flexible learning pathways, ongoing progress monitoring, and multiple opportunities for challenge and enrichment throughout the K-12 experience.

Response from the prior year Consolidated District Plan.

District 158 identifies and serves gifted and talented students through a data-informed, inclusive approach that emphasizes multiple entry points to advanced learning opportunities. The district uses assessment data from the STAR assessment, administered twice per year, and the Cognitive Abilities Test (CoGAT), administered annually, to evaluate students' academic performance and reasoning abilities. In addition to these assessments, the district incorporates results from the local growth model designed by the ECRA Group, which allows for the identification of high-achieving students based on individual growth trajectories rather than static benchmarks alone.The district's philosophy is to provide as many "on-ramps" to gifted and enrichment programming as possible, ensuring that identification is not limited by a single data point. This inclusionary model supports equitable access for all students, including those from traditionally underrepresented populations.At the elementary level, gifted students are clustered for enrichment in language arts to engage in deeper study of the curriculum, while mathematically gifted students follow an accelerated pathway that allows them to access higher-level math content by the end of middle school. At the middle school level, students identified as gifted continue to receive enriched instruction in English Language Arts and may advance one or two years ahead in mathematics. By eighth grade, students may earn high school credit in Algebra, Geometry, English 1, Spanish 1, or Chinese 1.At Huntley High School, gifted and advanced learners have access to an extensive range of honors and Advanced Placement (AP) coursework, allowing them to pursue rigorous academic experiences aligned with their strengths and postsecondary goals. District 158's approach to gifted education is designed to be dynamic and responsive, offering flexible learning pathways, regular progress monitoring, and opportunities for academic challenge throughout a student's K-12 experience.

Title I Requirements:

Ensure that all children receive a high-quality education.

Close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Legislative References:

[1] Title I, Part A, Section 1112(b)(1)(A)
[2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646
[3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646
[4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646
[5] Title I, Part A, Section 1112(b)(2)
[6] Title I, Part A, Section 1112(b)(13)(B)
[7] Title I, Part A, Section 1112(b)(13)(A)

*Required if funding selected for Title I, Part A; Title I, Part 1003a; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A

**Required field for only Title I, Part A

College and Career Readiness Instructions

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below.A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- [x] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- [x] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- [x] Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- [ ] Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Describe how the district will facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable, through:* [1]

i. Coordination with institutions of higher education, employers, and other local partners;* and

ii. Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.*

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([count] of 7500 maximum characters used)

Huntley 158 supports smooth transitions for students from middle school to high school and from high school to postsecondary pathways through coordinated academic planning, career exploration, and partnerships with higher education and local employers. Eighth-grade students engage in structured registration with guidance from high school counselors, receive course planning support, and use SchooLinks to explore interests, map four-year plans, and prepare for high school success. Students with IEPs participate in transition meetings to ensure their individualized needs are addressed.At Huntley High School, the Freshman Academy provides dedicated advisory time, Raider Rally events, school walkthroughs, and open houses to promote academic support, social-emotional learning, and a sense of belonging for incoming students. Post-secondary planning is supported by a college and career counselor and extensive use of SchooLinks to help students identify strengths, explore career pathways, manage applications, and access financial aid resources.The district collaborates with local higher education institutions, employers, and community organizations to expand early college, dual credit, and career opportunities. Partnerships with McHenry County College and local businesses provide dual credit courses, internships, mentorships, and hands-on experiences through programs such as the Medical Academy, Engineering Academy, and regional CTE cooperative. Workforce development initiatives, including the McHenry County Manufacturing Pathways Consortium, offer students practical career experiences. These strategies ensure that all students have access to personalized academic pathways, career exploration, and postsecondary opportunities aligned with their interests, skills, and long-term goals.

Response from the approved prior year Consolidated District Plan.

District 158 facilitates effective student transitions from middle school to high school and from high school to postsecondary pathways through coordinated systems of academic planning, career exploration, and collaborative partnerships. Middle school students begin transition planning during eighth grade through a structured registration process with input from high school counselors and staff. During this process, students receive academic advising on course selections and are introduced to SchooLinks, the college and career readiness platform used throughout high school. Students use SchooLinks to explore their interests and begin mapping a four-year plan aligned with their goals. For students with IEPs, transition meetings are held to ensure individual learning needs are addressed and supported in high school.Huntley High School implements several strategies to support a smooth and successful freshman transition. The Freshman Academy model includes dedicated advisory time to promote academic support and social-emotional learning. Events such as Raider Rally, school walkthroughs, and open houses help incoming students build relationships, understand expectations, and develop a sense of belonging.The district also supports the transition from high school to postsecondary education through a college and career-focused counselor, dedicated to helping students navigate the full range of postsecondary options, from two- and four-year colleges to apprenticeships and career pathways. SchooLinks is used extensively at the high school level to help students identify strengths and interests, explore career options, manage applications, and access financial aid resources.District 158 collaborates with local institutions of higher education, employers, and community organizations to provide meaningful opportunities for students to engage in early college and career learning. The Director of Curriculum serves on the Board of Control for the regional CTE cooperative, which includes representation from McHenry County College (MCC). Subject-specific partnerships with MCC faculty in English, Math, Science, and CTE support vertical alignment and dual credit programming. The district also participates in local workforce development initiatives, including the McHenry County Manufacturing Pathways Consortium. Huntley High School's Medical Academy partners with Sherman Hospital to offer a Youth Residency capstone experience, while the Engineering Academy connects students with professional mentors and internships in STEM fields. Through its co-op program, HHS supports students in gaining job skills and employment experience in partnership with local businesses.Dual credit opportunities are available through McHenry County College and Harper College, with course offerings and student participation expanding each year. Student eligibility and placement decisions are based on academic readiness, goals, and criteria aligned to the Accelerated Placement Act. Teachers and counselors collaborate with parents and administrators throughout the course selection process, ensuring that each student's academic plan is tailored to their aspirations and readiness for postsecondary success.

2. If applicable, describe the district's support for programs that coordinate and integrate the following:* [2]

Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth integration with industry professionals and, if appropriate, academic credit.

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NOTE: If not applicable because district serves only grades K-8, enter ***Elementary District***

([count] of 7500 maximum characters used)

Huntley 158 actively supports programs that integrate academic and Career and Technical Education (CTE) content through coordinated instructional strategies and hands-on learning experiences. At Huntley High School, the district's academy-based structure, including the Engineering and Medical Academies, blends rigorous academic coursework with technical skill development, fostering interdisciplinary problem-solving and real-world application. Project Lead the Way curriculum in the Engineering Academy allows students to apply math, science, and technology knowledge in authentic contexts, culminating in capstone projects and internships with local professionals.Work-based learning is a key component of these programs. The Medical Academy partners with Sherman Hospital to provide the Youth Residency program, giving students hands-on exposure to healthcare careers, while cooperative education placements connect students with local employers across industries. Participation in the McHenry County Manufacturing Pathways Consortium and the regional CTE cooperative ensures that program offerings align with current labor market demands and high-demand career pathways. These coordinated strategies provide students with both academic and technical skill development, practical experience with industry professionals, and opportunities to earn academic credit, preparing them for success in postsecondary education and future careers.

Response from the approved prior year Consolidated District Plan.

Huntley Community School District 158 demonstrates strong support for Career and Technical Education (CTE) through integrated programming and innovative instructional strategies that prepare students for high-demand occupations. These programs are designed to develop both academic knowledge and technical skills while providing opportunities for students to explore areas of personal interest and career potential.At Huntley High School, the district has implemented an academy-based structure to coordinate academic and CTE content, with a particular emphasis on in-demand career pathways. One such program is the Engineering Academy, which integrates Project Lead the Way's nationally recognized pre-engineering curriculum with core academic subjects including mathematics, science, computer science, fine arts, and industrial technology. The Engineering Academy fosters a cross-curricular

learning environment where students apply technical knowledge within real-world contexts and demonstrate interdisciplinary problem-solving skills. The program culminates in a capstone experience that requires students to engage in internships with local engineering professionals, complete rigorous coursework, and participate in extracurricular projects that deepen their connection to the field.In addition to the Engineering Academy, the district supports multiple work-based learning opportunities, including through the Medical Academy, which partners with Sherman Hospital to offer a Youth Residency program. This experience provides students with exposure to careers in healthcare through immersive, hands-on learning aligned to both academic standards and industry expectations. Students also engage with career exploration and job readiness through the district's cooperative education program, which connects high school students with local employers across industries. These partnerships are supported by involvement in the McHenry County Manufacturing Pathways Consortium and participation in the regional CTE cooperative, ensuring programs reflect labor market needs and provide relevant workforce preparation.Through these efforts, District 158 not only coordinates academic and career instruction but also promotes skills attainment and provides authentic learning experiences that position students for success in both college and careers.

Legislative References:

[1] Title I, Part A, Section 1112(b)(10)(A and B)

[2] Title I, Part A, Section 1112(b)(12)(A and B)

*Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title IV, Part A; IDEA, Part B Flow-Through; and/or IDEA, Part B Preschool

Professional Development - Highly Prepared and Effective Teachers and School Leaders Instructions

INSTRUCTIONS:Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- [x] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- [x] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- [x] Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- [ ] Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

For each program for which funding is anticipated for the 2026-2027 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

NOTE: - If Professional Development will not be provided for a funded program below, enter **NOT PROVIDING.**

- Be sure to include information on how participating private schools will be included in the professional development plans.
- NOTE - writing space appears only if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, save the page, and return to this page.

Program and Description

A. Title I, Part A - Improving Basic Programs

Title I Professional Development will equip all staff with the knowledge and skills necessary to support high-quality, equitable instruction for all students, with a focus on those most at risk of not meeting academic standards. Training will emphasize strengthening Tier 1 core instruction while providing targeted strategies for Tier 2 and Tier 3 interventions. Educators will deepen their understanding of data-driven decision-making, differentiated instruction, and evidence-based practices in literacy and mathematics. Professional learning will also focus on progress monitoring, intervention design, and the use of formative assessment to ensure timely support and academic growth for every student.

B. Title I, Part A - School Improvement Part 1003

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

E. Title I, Part D - State Neglected/Delinquent

F. Title II, Part A - Preparing, Training, and Recruiting

Professional development funded through Title II will be closely aligned with the district's college and career readiness initiatives, supporting educators in planning and delivering instruction that prepares all students for postsecondary success. Teachers will engage in structured professional learning communities (PLCs) focused on Tier 1, Tier 2, and Tier 3 instructional practices across all content areas. These collaborative sessions will emphasize evidence-based strategies, data-driven decision making, and differentiated instruction to strengthen core instruction and targeted interventions for all learners.

G. Title III - LIEP

Title III professional development will provide all staff with the knowledge and skills necessary to effectively support English learners within the classroom. Training will focus on integrating language development strategies into Tier 1, Tier 2, and Tier 3 instructional practices across content areas, ensuring that teachers can simultaneously address academic content and English language proficiency. Educators will receive guidance on leveraging scaffolds, language supports, and culturally responsive approaches to foster meaningful engagement and growth for English learners.

H. Title III - ISEP

I. Title IV, Part A - Student Support and Academic Enrichment

Title IV Professional Development will provide staff with the tools and strategies to foster college and career readiness through engaging, well-rounded educational experiences. Training will focus on developing students' durable skills, including collaboration, communication, adaptability, and self-management, alongside exposure to career pathways and postsecondary opportunities. Educators will explore the integration of technology, career exploration, and real-world learning experiences to increase student engagement and relevance. Professional development will also support the creation of safe, inclusive environments that empower students to take ownership of their future and successfully navigate college and career pathways.

J. Title V, Part B - Rural and Low Income Schools

K. IDEA, Part B - Flow-Through [2]

Professional Development will equip educators and support staff with the knowledge and skills necessary to ensure students with disabilities are prepared for college, career, and independent living. Training will focus on the implementation of high-quality, standards-aligned instruction and specially designed instruction that promotes access to the general education curriculum. Educators will strengthen their use of data to develop, monitor, and adjust Individualized Education Programs (IEPs) with an emphasis on measurable postsecondary goals, transition planning, and progress monitoring. Professional learning will also support inclusive practices, co-teaching models, and the use of accommodations and modifications to ensure students build the academic, functional, and self-advocacy skills needed for success beyond high school.

L. IDEA, Part B - Preschool

Professional Development will provide early childhood educators with the tools and strategies necessary to support young learners with disabilities in developing foundational skills that contribute to long-term college and career readiness. Training will focus on developmentally appropriate practices, early intervention strategies, and inclusive preschool environments that support language, social-emotional, cognitive, and early academic

growth. Educators will deepen their understanding of progress monitoring and individualized instruction aligned to students' developmental needs, while also fostering independence, communication, and early problem-solving skills. Professional learning will emphasize strong family partnerships and collaborative practices to ensure a seamless transition into kindergarten and continued success in future learning environments.

Legislative Requirement:

[1] Title III, Section 3115(c)(2)

[2] 34 CFR 300.207 ; 2122(b)(4-9) of ESSA

*Required if funding selected for Title I, Part A; Title II, Part A; Title III; Title IV, Part A; Title V, Part B; IDEA, Part B Flow-Through; and/or IDEA, Part B Preschool

Safe and Healthy Learning Environment Instructions

INSTRUCTIONS:Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- [x] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- [x] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- [x] Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- [ ] Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Describe the process through which the districts will:*

i. reduce incidences of bullying and harassment;

ii. reduce the overuse of discipline practices that remove students from the classroom [1];

iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below [2]:

a. each major racial and ethnic group;

b. economically disadvantaged students as compared to students who are not economically disadvantaged;

c. children with disabilities as compared to children without disabilities;

d. English proficiency status;

e. gender; and

f. migrant status.

For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Huntley Community School District 158 is committed to fostering a safe, inclusive, and supportive learning environment for all students. To reduce incidences of bullying and harassment, the district implements a multi-tiered behavioral framework through Positive Behavior Interventions and Supports (PBIS). Clear behavioral expectations are explicitly taught, modeled, and reinforced across all school settings. Staff utilize classroom strategies such as CHAMPS and STOIC to promote structured routines, positive interactions, and proactive behavior management.The district monitors student social-emotional needs and school climate using tools like Satchel Pulse, allowing staff to respond promptly and provide targeted support. A comprehensive bullying prevention policy outlines reporting, investigation, and intervention procedures and applies to all students across school activities, property, and online interactions, emphasizing respect and safety for every student.To reduce the use of exclusionary discipline, District 158 prioritizes restorative and instructional alternatives, including restorative conversations, reflection activities, behavior intervention plans, and peer mediation. These strategies help students build interpersonal skills and take responsibility for their actions while remaining engaged in learning. All interventions are trauma-informed and align with best practices, ensuring student health and safety.Disaggregated data by subgroup, race/ethnicity, economic status, disability, English proficiency, gender, and migrant status, are regularly reviewed to monitor trends and adjust supports to meet student needs. This proactive approach ensures that all students experience a positive, safe, and equitable learning environment.

Response from the prior year Consolidated District Plan.

Huntley Community School District 158 is committed to creating and maintaining a safe, inclusive, and supportive environment for all students. To reduce incidences of bullying and harassment, the district has implemented a multi-tiered system of behavioral support through Positive Behavior Interventions and Supports (PBIS). This proactive, three-tiered framework establishes clear behavioral expectations, which are explicitly taught, modeled, and reinforced across all settings by all staff. PBIS implementation has led to a reduction in incidents of bullying and improved the overall school climate.To strengthen our efforts, the district also utilizes Satchel Pulse, a data-driven SEL and climate screening tool that helps identify student needs and monitor school climate in real time. This information is used by building teams to proactively address social-emotional concerns, track behavioral trends, and respond early to student needs. Additionally, classroom-level behavior supports are guided by CHAMPS and STOIC strategies, which promote proactive classroom management, structured routines, and positive adult-student interactions.District 158 follows a comprehensive bullying prevention and response policy that prohibits bullying, intimidation, and harassment based on a wide range of actual or perceived characteristics, including but not limited to race, color, national origin, gender identity, sexual orientation, disability, and immigration status. The policy applies to all school-sponsored activities, school property, and electronic communication that disrupts the learning environment. It outlines procedures for reporting, investigating, and responding to bullying incidents, and affirms the district's responsibility to provide all students with a safe, non-hostile learning environment.To reduce the use of exclusionary discipline practices, District 158 prioritizes restorative and instructional alternatives to suspension and expulsion. These include structured reflection, restorative conversations, behavior intervention plans, peer mediation, and individualized support services that promote accountability and help students build personal and interpersonal skills. Disciplinary decisions are made with the intent to maintain a positive learning climate, strengthen relationships, and support students' behavioral health needs, while minimizing time out of the learning environment. The district monitors discipline data disaggregated by subgroups, including race, disability, and income status, to ensure equity and respond to disproportionality when identified.District 158 prohibits the use of aversive behavioral interventions that compromise student health and safety. All student support practices are trauma-informed, inclusive, and aligned with state law and best practices. The district's bullying prevention plan aligns with all requirements of 105 ILCS 5/27-23.7 and is reviewed annually to ensure continued relevance and effectiveness.

2. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3]

(42 U.S.C. 11301 et seq.):*

For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Huntley Community School District 158 is dedicated to supporting the enrollment, attendance, and academic success of homeless children and youth in alignment with the McKinney-Vento Homeless Assistance Act and Board Policy 6:140. The district works to remove barriers to learning by providing timely access to essential services, including free transportation to and from the school of origin, free meals through the National School Lunch Program, and waiver of school fees. Additional supports may include access to instructional resources, social-emotional supports, and connections to community-based services.Title I funds are reserved annually to provide school supplies and educational materials specifically for homeless students, ensuring they are prepared to fully participate in learning. District staff collaborate with families to identify individualized supports, which may include referrals to health, mental health, or social services. Homeless students are enrolled immediately, even without standard documentation, and are given equitable access to all academic, extracurricular, and support programs. These coordinated efforts ensure that every student can engage fully in their education and experience academic growth, regardless of housing status.

Response from the prior year Consolidated District Plan.

District 158 is committed to ensuring the educational stability, full participation, and academic success of homeless children and youth in accordance with the McKinney-Vento Homeless Assistance Act and Board Policy 6:140, Education of Homeless Children. The district works to remove barriers to enrollment, attendance, and achievement for students experiencing homelessness by providing timely and equitable access to necessary services. These services may include free transportation to and from the school of origin (either independently or in collaboration with other agencies), free meals through the National School Lunch Program, waiver of school fees, and access to additional instructional and social-emotional supports.To meet immediate needs and ensure students are prepared to learn, Title I funds are reserved annually to provide school supplies and other educational materials specifically for homeless students. District 158 staff collaborate with families to identify supports tailored to each student's circumstances, which may also include connections to community-based services, referrals to health and mental health resources, and assistance with enrollment documentation. In line with district policy, homeless students are enrolled immediately even if they lack typically required documents, and they are granted equal access to all academic, extracurricular, and support services offered to their peers. These coordinated efforts help ensure that homelessness does not impede a student's right to a free, appropriate public education.

Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards

Legislative Requirements:

[1] Title I, Part A, Section 1112(b)(11)

[2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(6)

*Required if funding selected for Title I, Part A and/or Title IV, Part A

Attendance Center Designation Instructions

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0002 - HUNTLEY HIGH SCHOOL	○	○	◉	○	
1002 - HEINEMAN MIDDLE SCHOOL	○	○	◉	○	
1003 - MARLOWE MIDDLE SCHOOL	○	○	◉	○	
2003 - CHESAK ELEMENTARY SCHOOL	○	◉	○	○	
2004 - LEGGEE ELEMENTARY SCHOOL	○	○	◉	○	
2005 - MARTIN ELEMENTARY SCHOOL	○	◉	○	○	
2006 - MACKEBEN ELEMENTARY SCHOOL	○	◉	○	○	
2007 - CONLEY ELEMENTARY SCHOOL	○	◉	○	○	
3002 - DISTRICT 158 EARLY CHILDHOOD CTR	○	○	◉	○	

Describe anticipated Reorganizations: None Needed at this time.

If Title I funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use Title I funds, return to the Needs Assessment and Programs page and select Title I, save the page, and return to this page.

INSTRUCTIONS:Select the goal(s) below that align with the District responses provided in the required information below.A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- [ ] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- [ ] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- [ ] Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s): Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

- [ ]

1. **School Improvement 1003: Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d).* (Section 1112(b)(3))**
   Section 1111(d)
   For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.
   DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
   If the district does not have any schools identified as comprehensive or targeted, enter
   No schools identified under this part
   ([count] of 7500 maximum characters used)
   Response from the approved prior year Consolidated District Plan.
   No schools identified Under this Part.
2. **Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution?* (Section 1112(b)(5))**
   - ( ) Yes
   - ( ) No
3. **Select the poverty criteria below that will be used to rank school attendance centers.A district shall use the same measure(s) of poverty, which measure the number of children aged 5 through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA.* (Section 1112(b)(4))**
   Measures of Poverty from 1113(5)(A) and (B)
   - [ ] School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),
   - [ ] TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,
   - [ ] Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program, and/or
   - [ ] Direct Certification.
4. **Describe, in general, the targeted assistance (section 1115) and/or schoolwide programs (section 1114) the district will operate, as well as the goal of those programs.Where appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.* (Section 1112(b)(5))**
   Section 1114 and 1115
   For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.
   DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
   ([count] of 7500 maximum characters used)
   Response from the approved prior year Consolidated District Plan.
   District 158 provides targeted reading and math interventions through small group and individualized instruction, both in-class and pull-out, based on student needs identified through the Local Growth Model. Intervention aides support certified teachers in delivering these services. Additional seats will be purchased for students awaiting placement in the district's alternative program.Teachers working with at-risk students receive professional development focused on research-based instructional strategies aligned to Common Core standards. Training includes workshops and peer coaching, with an emphasis on differentiation. These efforts aim to improve outcomes for students not meeting state standards and ensure all eligible students receive the support they need.
5. **In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND how teachers and school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.* (Section 1112(b)(9))**
   For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.
   DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

If the district does not serve any schools identified as targeted assistance, enter **Schoolwide Program Only**

([count] of 7500 maximum characters used)

Response from the approved prior year Consolidated District Plan.

Students are identified for targeted assistance based on below-expectation performance on the District 158 Local Growth Model, standardized tests, and progress monitoring data (e.g., AimsWeb). Classroom data and learning behaviors also inform decisions.Teachers, administrators, paraprofessionals, and support staff review data together to identify eligible students. Parents are involved in planning and receive regular updates on their child's progress, ensuring a collaborative approach to meeting student needs.

Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

*Required field

IDEA Specific Requirements Instructions

If IDEA funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use IDEA funds, return to the Needs Assessment and Programs page and select IDEA, save the page, and return to this page.

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below.A minimum of one ISBE or District Goal must be selected.

ISBE Goals:

- [x] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- [x] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- [x] Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s): Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

- [ ]

1. **How was the comprehensive needs assessment information used for planning grant activities?*This section should include the comprehensive needs identified that will be targeted by the activities and programs funded by IDEA.**

   DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

   ([count] of 7500 maximum characters used)

   The comprehensive needs assessment for IDEA, Part B-Flow-Through funding highlighted priorities to enhance instruction and support for students with disabilities. Key areas identified include expanding specially designed instruction for students with low-incidence disabilities, strengthening co-teaching models, supporting emotional and behavioral regulation, providing instructional materials aligned to IEP goals, and increasing family engagement around topics such as post-secondary transition and understanding special education services.Huntley 158's team leads a continuous review process, incorporating input from administrators, instructional staff, and related service providers. This information directly guides planning for staffing, curriculum, materials, technology, and services, ensuring that all students receive high-quality, individualized support. The team also evaluates placement options and opportunities for students to access programs that meet their needs while maximizing inclusion in local schools. These strategies ensure that grant-funded activities are aligned with student needs, program goals, and continuous improvement initiatives.

   Response from the approved prior year Consolidated District Plan.

   The comprehensive needs assessment identified key priorities for IDEA, Part B-Flow-Through funding, including improving specially designed instruction for students with low-incidence disabilities, strengthening co-teaching practices, and supporting emotional/behavioral regulation. Additional needs include instructional materials aligned to IEP goals and increased parent engagement on topics such as post-secondary transition and understanding special education services.The district's pupil personnel team leads an ongoing review process, using input from administrators, instructional staff, and related service providers. This process integrates school improvement goals and best practices to ensure student needs are met. Discussions inform decisions on staffing, materials, curriculum, technology, and services necessary to fulfill IEPs and ensure compliance. The team also evaluates out-of-district placements and explores opportunities for reintegration into local programs where appropriate.

2. **Summarize the activities and programs to be funded within the grant application.***

   DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

   ([count] of 7500 maximum characters used)

   Grant funds will support a comprehensive set of activities and programs to ensure students with disabilities receive the services and supports outlined in their Individualized Education Programs (IEPs) in full compliance with IDEA. Funds will be used to purchase curriculum, materials, and instructional resources tailored to students' specific learning needs and to enhance the delivery of specially designed instruction across all disability categories, including low-incidence populations.Targeted interventions will address both academic and behavioral needs, focusing on closing skill gaps and supporting progress toward IEP goals. Technology will be leveraged as both an instructional and assistive tool to increase access to the curriculum, foster independence, and enhance student engagement.Additionally, grant resources will support related services such as speech/language therapy, occupational therapy, social work, extended school year programs, and staff professional development to strengthen instructional quality and ensure legal compliance. When appropriate, funds may also support students in out-of-district placements to ensure access to services in the least restrictive environment.Through these coordinated efforts, students will receive individualized, high-quality educational programming that promotes meaningful progress and supports long-term academic, social, and behavioral success.

   Response from the approved prior year Consolidated District Plan.

   Grant funds will support a range of activities and programs designed to ensure that students with disabilities receive the services and supports outlined in their Individualized Education Programs (IEPs) and that those services remain in full compliance with IDEA requirements. Funds will be used to purchase curriculum, materials, and supplies that align with students' specific learning needs and support the delivery of specially designed instruction across a range of disability categories, including low-incidence populations.Targeted interventions will be implemented to address academic and behavioral needs, with a focus on closing skill gaps and supporting progress toward IEP goals. Technology will be used both as an instructional tool and as an assistive support to enhance student access to the curriculum and increase independence.In addition, grant resources will support specialized services, such as related service providers (e.g., speech/language, occupational therapy, social work), extended school year services, and staff training to improve the quality of instruction and compliance with legal requirements. When appropriate, funds will also support students in out-of-district placements to ensure they receive services in the least restrictive environment possible.Together, these efforts will ensure students receive individualized, high-quality educational programming that aligns with their IEPs and supports meaningful progress.

3. **Describe any changes in the scope or nature of services from the prior fiscal year.***

   DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

   ([count] of 7500 maximum characters used)

   No changes.

   Response from the approved prior year Consolidated District Plan.

   No changes

4. **How are funds being used to support district performance on the State Performance Plan Indicators? Please provide a brief narrative below for each indicator that's applicable. For a listing of State Performance Plan (SPP) Indicators, please click on the hyperlink below.**

   https://www.isbe.net/Pages/Special-Education-Programs.aspx

   DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

   ([count] of 7500 maximum characters used)

Funds are strategically used to support district performance across the State Performance Plan (SPP) priority areas by strengthening systems, instruction, and compliance practices that improve outcomes for students with disabilities. Investments focus on ensuring access to a free appropriate public education in the least restrictive environment through high-quality, standards-aligned instruction, inclusive practices, and targeted interventions. Professional development builds staff capacity in data-driven decision-making, differentiated instruction, behavior supports, and progress monitoring to improve student achievement, increase graduation rates, reduce dropout, and support positive behavioral outcomes. Resources also support the use of accommodations, alignment to statewide assessments, and implementation of evidence-based practices to ensure students can successfully access and demonstrate learning.In addition, funds are used to strengthen equitable systems and effective supervision, including timely evaluations, accurate identification practices, and ongoing monitoring to address disproportionality. The district prioritizes inclusive educational environments, early intervention, and seamless transitions across programs, including early childhood and postsecondary planning, to ensure students are prepared for college, career, and independent living. Family engagement is supported through communication, training, and meaningful involvement in the IEP process, while dispute resolution practices are reinforced through clear procedures and staff training. Continuous improvement efforts, aligned to the State Systemic Improvement Plan, guide the use of data and stakeholder input to refine practices, ensure compliance, and sustain long-term systemwide growth.

*Required field

Overview

***Note: This plan section is not required for the Department of Juvenile Justice.**

Program: Youth in Care Stability

Purpose: To comply with ESSA requirements for educational stability for students who are Youth in Care.

Required For: All Illinois school districts and state-authorized charter schools

Resources:
ED and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014
US Department of Education (USDE) web page for Students in Foster Care
The Fostering Connections to Success and Increasing Adoptions Act of 2008 (P.L. 110-351)
Educational Stability Requirements (Effective October 7, 2008)
Public Act 099-0781 (effective 8/12/2016)
USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care (June 23, 2016)
Finance, Budgets & Funding Transportation Programs (scroll to Foster Care Transportation section)
ESEA of 1965 as Amended, Section 6312(c)

Background

Section 6312(5)(B) of ESEA of 1965 as Amended by ESSA requires that the local educational agency (LEA) collaborate with the state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain students who are Youth in Care in the school of origin when in their best interests will be provided, arranged, and funded for the duration of the time as Youth in Care.

Definition and References

First Division vehicles are defined in the Illinois Vehicle Code as motor vehicles designed to carry no more than 10 persons total.

First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related trips. Examples of First Division vehicles include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or medi-car, and Suburbans. The manufacturer sticker (Federal Certification Label) located on the inside of the drivers side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 571.3]

Vehicle Usage:

https://www.isbe.net/Documents/school_vehicle_guidance.pdf
https://www.isbe.net/Documents/vehicle_use_summary.pdf
https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf

Transportation Programs:

https://www.isbe.net/Pages/Funding-and-Disbursements-Transportation-Programs.aspx

Requirements

A. The following factors should be considered when developing the transportation procedures for a student that is Youth in Care/in foster care:

1. Safety
2. Duration of the need for services
3. The time/length of travel time for the student each day
4. Time of placement change
5. Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)
6. Traffic patterns
7. Flexibility in school schedule
8. Impact of extracurricular activities on transportation options.
9. Maturity and behavioral capacity of student

B. The following low-cost/no-cost options should be considered when developing the transportation procedures:

1. Pre-existing transportation route
2. New transportation route
3. Route-to-Route hand-offs
4. District-to-district boundary hand-offs
5. Eligibility of the student for transportation through other services such as, but not limited to, Individuals with Disabilities Education Act (IDEA)
6. Alternatives not directly provided by the district/school such as:
   a. Contracted services - taxis, student transport companies, etc. - see note below
   b. Public transportation such as city buses, rails, etc.
   c. Carpools - see note below
   d. School/District staff - see note below
   e. Options presented by DCFS outside of those provided by the district/school, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes

NOTE: A school bus driver permit is REQUIRED for these options! IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

REMINDER: A multifunction school activity bus (MFSAB) can NEVER be used to transport home-to-school or school-to-home [625 ILCS 5/1-148.3a-5]

C. The following funding options should be considered when developing the transportation procedures for a student that is Youth in Care/in foster care:

1. Title IV-E of the Social Security Act if the student is eligible
2. Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation)
3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation
4. State special education transportation funds, if the student has an IEP
5. Local funds

Contact Information

***Note: This page is not required for the Department of Juvenile Justice.**

As part of the Youth in Care Stability Plan development process, several stakeholders should be involved. These may include, but are not limited to:

a. Local educational agency (LEA) point of contact for Youth in Care/Foster Care students (LEA-POC)
b. LEA transportation director
c. Child welfare agency point of contact
d. LEA Department of Children and Family Services (DCFS) liaison as permitted by 105 ILCS 5/10-20.58, if applicable
e. Title I director
f. School social worker
g. Guidance counselor
h. Special education personnel

Provide contact information for all personnel included in the development of the plan. The LEA-POC and transportation director are required; others are optional and should be included as applicable.

1. Youth in Care/Foster Care LEA-POC - required*

Last Name*	First Name*	Position/Title*	Email*
Gill	Deanna	Assistant Superintendent for Special Services	dgill@district158.org

Phone*

847 659 6158

☐ Click here to add information for an additional Youth in Care/Foster Care LEA-POC.

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Hooper	Laura	Director of Transportation	lhooper@district158.org

Phone*

847 659 6158

☐ Click here to add information for other personnel involved in the plan development.

*Required field

Best Interest Determination as it relates to School Stability

***Note: This page is not required for the Department of Juvenile Justice.**

NOTE: Fields below may be prepopulated with data. Review any prepopulated data, copy and revise as needed in the box above it, and save the page.

1. Describe the process for determining the best interest of the affected student's placement if the student becomes a Youth in Care or changes residences while they are a Youth in Care.Include the positions of all district personnel and other stakeholders involved.*

Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is in their best interest, as it relates to ensuring school stability.

For your convenience, the prior year approved response is provided below.It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

When a student becomes a Youth in Care or experiences a change in residence while in care, Huntley Community School District 158 follows a structured Best Interest Determination (BID) process to ensure that school placement supports the student's academic stability, social-emotional well-being, and overall success.The district's Foster Care Point of Contact (FCPOC) leads the process in collaboration with the student, foster family or caregiver, the Department of Children and Family Services (DCFS), caseworkers, school counselors, administrators, and other relevant stakeholders. Key considerations in the BID process include:The student's preferences and voice in the decision;Input from the foster family or caregiver;Recommendations and guidance from DCFS and the student's caseworker;Distance, transportation logistics, and feasibility;Safety and supervision needs;Availability of academic, social-emotional, and related services at the school of origin versus the school of residence;Continuity with siblings or peer support when appropriate.If there is disagreement regarding placement, DCFS serves as the final decision-maker in accordance with state law and policy, ensuring that all educational and non-educational factors, including case goals, sibling considerations, and overall student well-being, are incorporated into the final decision. This process ensures that every Youth in Care remains in the school setting that best supports their academic and personal growth.For students with disabilities, Huntley Community School District 158 ensures that all placement and educational decisions account for the legal protections and requirements outlined under IDEA and Section 504. Best interest determinations consider general factors for all students, with additional emphasis on compliance with the student's IEP or 504 Plan to guarantee continued access to a free appropriate public education (FAPE) in the least restrictive environment (LRE).Specific accommodations, modifications, and supports identified in the IEP or 504 Plan are prioritized in any placement decision. Whenever possible, students will remain in the same school they would attend if not disabled, unless changes are necessary to meet the student's individualized needs. The student's IEP or 504 team, including representatives from the foster care agency when applicable, collaborates in all decision-making, ensuring educational stability, legal compliance, and continuity of services.

Response from the approved prior year Consolidated District Plan.

When a student enters foster care or experiences a change in residence while in care, Huntley Community School District follows a structured Best Interest Determination (BID) process to guide school placement decisions. The district's Foster Care Point of Contact collaborates with the Department of Children and Family Services (DCFS), the foster family, and other relevant stakeholders to determine whether the school of origin remains in the child's best interest.Key factors considered include:-The wishes of the child and foster family;- Input from DCFS;- Distance, travel time, and transportation feasibility;- Safety considerations;- Availability of services at the school of origin versus the school of residence.If there is disagreement, DCFS serves as the final decision-maker unless otherwise directed by state law or policy. Their role ensures the integration of educational and non-educational factors, such as sibling placement, case goals, and overall well-being, into the final placement decision.

2. Describe any special considerations and legal requirements taken into account for children with disabilities under IDEA and students with disabilities under Section 504.*

See IDEA legislation hereSee Section 504 here

For your convenience, the prior year approved response is provided below.It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

To ensure the educational stability and success of English learners (ELs), Huntley Community School District 158 adheres to all federal guidance and legal requirements. EL students are promptly identified through reliable and valid measures and are provided access to high-quality, research-based language development programs that are appropriately staffed and supported.The district ensures that EL students have full access to academic and extracurricular opportunities without unnecessary segregation. Evaluations for special education services are conducted in a timely manner, with careful consideration of both language proficiency and potential disability-related needs. Families with limited English proficiency receive meaningful communication in a language they can understand.Progress in English language development and academic content is regularly monitored using formative and summative measures. Exit from EL services is determined by clearly defined criteria, and students receive targeted support post-exit to address any ongoing academic or language needs. The district routinely evaluates the effectiveness of its language assistance programs to ensure EL students can achieve full participation in the general curriculum within a reasonable timeframe.

Response from the approved prior year Consolidated District Plan.

For students with disabilities, best interest determinations include all considerations applied to the general student population, with additional attention to the requirements outlined in the student's IEP or 504 Plan. These documents guide decisions to ensure continued access to a free appropriate public education (FAPE) in the least restrictive environment (LRE).Specific supports and accommodations outlined in the IEP or 504 Plan are prioritized in any placement decision. Unless otherwise required by the IEP, the student will attend the same school they would if not disabled. The student's IEP team-including representatives from the foster care agency-collaborates in the decision-making process to ensure educational stability and legal compliance.

3. Describe any special consideration and legal requirements taken into account for children who are English learners.*

For your convenience, the prior year approved response is provided below.It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

To ensure the educational stability and success of English learners (ELs), Huntley Community School District 158 adheres to all federal guidance and legal requirements. EL students are promptly identified through reliable and valid measures and are provided access to high-quality, research-based language development programs that are appropriately staffed and supported.The district ensures that EL students have full access to academic and extracurricular opportunities without unnecessary segregation. Evaluations for special education services are conducted in a timely manner, with careful consideration of both language proficiency and potential disability-related needs. Families with limited English proficiency receive meaningful communication in a language they can understand.Progress in English language development and academic content is regularly monitored using formative and summative measures. Exit from EL services is determined by clearly defined criteria, and students receive targeted support post-exit to address any ongoing academic or language needs. The district routinely evaluates the effectiveness of its language assistance programs to ensure EL students can achieve full participation in the general curriculum within a reasonable timeframe.

Response from the approved prior year Consolidated District Plan.

To ensure the educational stability of English learners (ELs), the district follows all federal guidance and legal requirements. EL students are identified and assessed promptly using valid and reliable measures. They are provided access to sound, research-based language assistance programs that are adequately staffed and supported.The district ensures EL students can fully participate in academic and extracurricular opportunities without unnecessary segregation. Evaluations for special education services are timely and consider both language and disability-related needs. Families with limited English proficiency are provided meaningful communication in a language they understand.EL students' progress in English proficiency and core content is regularly monitored. Exit decisions are based on clear criteria, and students are supported post-exit to address any lingering academic needs. The effectiveness of language assistance programs is reviewed to ensure EL students can achieve full participation in the general curriculum within a reasonable timeframe.

4. Describe the dispute resolution process should there be disagreement among education decision makers, and other stakeholders regarding the best interest determination.*

Be sure to include the step-by-step process if one would want to initiate a dispute about the Best Interest Determination decision.NOTE: include that DCFS has the final say if a resolution cannot be determined.

For your convenience, the prior year approved response is provided below.It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

In the event of a disagreement regarding a student's Best Interest Determination (BID), the student will remain enrolled in their school of origin until the dispute is resolved. All parties, including district personnel, the child welfare agency, foster family or caregivers, and other relevant stakeholders, will make reasonable efforts to reach a mutually agreeable resolution.If these efforts are unsuccessful, the child welfare agency assumes responsibility for resolving the dispute between the school of origin and the student's current or proposed school placement. The dispute resolution process is conducted promptly and fairly, ensuring that all perspectives are considered and that the final placement decision supports the student's educational stability, well-being, and access to a free appropriate public education (FAPE).

Response from the approved prior year Consolidated District Plan.

In the event of a disagreement regarding the best interest determination, the student will remain in their school of origin until the dispute is resolved. All parties involved will make reasonable efforts to reach a resolution. If these efforts are unsuccessful, the child welfare agency will step in to resolve the dispute between the school of origin and the student's current school. The dispute resolution process will be conducted promptly and fairly, ensuring that all relevant voices are considered in making the best decision for the student.

5. Describe how the district/school will ensure that all appropriate school personnel are aware of the ESSA requirements for educational stability for students who are identified as Youth in Care.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

Huntley Community School District 158 ensures that all appropriate school personnel are aware of the requirements under the Every Student Succeeds Act (ESSA) regarding educational stability for students identified as Youth in Care. The district provides targeted training for administrators, counselors, social workers, teachers, and support staff on ESSA provisions related to school placement, transportation, and educational continuity for students in foster care or temporary housing.Key strategies include:Annual professional development sessions that review ESSA requirements, district policies, and best practices for supporting Youth in Care.Integration of ESSA guidance into onboarding and training for new staff, ensuring awareness from the start of employment.Distribution of clear procedures and resources outlining roles and responsibilities for facilitating school stability, including the Foster Care Point of Contact (FCPOC) role, transportation coordination, and collaboration with child welfare agencies.Regular updates and refresher trainings whenever federal, state, or district guidance changes.Ongoing communication and collaboration between district personnel and caseworkers to ensure that all staff understand how to maintain enrollment, access services, and support academic success for Youth in Care.Through these measures, the district ensures consistent awareness and application of ESSA requirements, promoting educational stability and equitable access to learning opportunities for all students in foster care.

*Required field

Youth in Care Stability Plan Development

***Note: This plan section is not required for the Department of Juvenile Justice.**

NOTE: Fields below may be prepopulated with data. Review any prepopulated data, copy and revise as needed in the box above it, and save the page.

1. Describe the process for determining how transportation will be provided to students who qualify, including the position of all individuals involved in the process.*

Be sure to include the factors that should be considered when developing the transportation procedures for a student who is Youth in Care.

For your convenience, the prior year approved response is provided below.It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

Huntley Community School District 158 ensures that students identified as Youth in Care receive transportation that maintains educational stability in accordance with ESSA requirements. The district collaborates closely with the local child welfare agency to coordinate transportation when it is determined that remaining in the school of origin is in the student's best interest.Key personnel involved in the process include the District Foster Care Point of Contact (POC), the Transportation Director, school administrators, and representatives from the child welfare agency. These stakeholders work together to plan safe, timely, and cost-effective transportation solutions tailored to each student's needs.Factors considered in determining transportation include:Student safety and behavioral readinessTravel distance and traffic conditionsTiming and frequency of placement changesAvailability and type of transportationAlignment with school schedules and participation in extracurricular activitiesCost-effectiveness and logistical feasibilityThe district prioritizes using existing bus routes or adjusted schedules whenever possible to minimize disruption while ensuring equitable access. This collaborative and individualized approach ensures that students in foster care can remain enrolled in their school of origin, supporting academic stability, continuity of services, and overall well-being.

Response from the approved prior year Consolidated District Plan.

The district collaborates with the local child welfare agency to ensure that students in foster care remain in their school of origin when it is determined to be in their best interest. The District Point of Contact (POC), the transportation director, and a representative from the child welfare agency work together to determine and coordinate transportation services.The decision-making process prioritizes safety, cost-effectiveness, and student well-being. When possible, the district explores low-cost or no-cost options such as using existing transportation routes or adjusting routes to meet student needs. Key factors considered include:- Student safety and behavioral readiness- Travel duration and traffic conditions- Timing of placement changes- Type and availability of transportation- Flexibility of the student's school schedule- Participation in extracurricular activitiesThis collaborative process ensures that transportation is responsive to each student's unique needs and supports educational stability in accordance with ESSA requirements.

2. Indicate which options will be considered when developing the transportation plan. Check all that apply.*

- [x] a. Pre-existing transportation route
- [x] b. New transportation route
- [x] c. Route-to-route hand-offs
- [x] d. District-to-district boundary hand-offs
- [x] e. Other services for which student is eligible, such as IDEA transportation options
- [x] f. Options presented by DCFS worker
- [x] g. Alternatives not directly provided by the district/school such as taxis, carpools, public transportation, etc.

IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

- [ ] h. Other - describe
- [ ] i. Other - describe
- [ ] j. Other - describe

3. Describe how all funding options selected above will be considered and coordinated when developing the transportation plan.*

Be sure to include the funding options that should be considered when developing the transportation procedures for a student who is Youth in Care.

For your convenience, the prior year approved response is provided below.It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

When developing transportation plans for students in foster care, Huntley Community School District 158 ensures that all available funding options are considered and coordinated to provide safe, reliable, and cost-effective transportation. Funding sources may include local district funds as well as applicable federal or state programs, such as Title IV-E, Title I, and IDEA funds.The District Foster Care Point of Contact collaborates with the Transportation Director, school administrators, and child welfare agency representatives to evaluate each funding option based on the student's individual needs, transportation logistics, and program eligibility. This coordination ensures that resources are used efficiently, all regulatory requirements are met, and each student's educational stability is supported.

Response from the approved prior year Consolidated District Plan.

When developing transportation plans for students in foster care, the district will consider and coordinate all available funding sources to ensure cost-effective and student-centered solutions. These sources include local funds as well as potential alternative funding streams such as Title IV-E, Title I, and IDEA funds.Each funding option will be evaluated for its appropriateness based on the individual needs of the student and the specifics of their transportation plan. The District Point of Contact will work in collaboration with the transportation director and child welfare agency representatives to ensure all funding decisions are compliant with applicable guidelines and aligned to support educational stability.

4. Describe the dispute resolution process to be utilized if the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a particular student in need.*

For your convenience, the prior year approved response is provided below.It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

If Huntley Community School District 158 and the child welfare agency encounter difficulty reaching an agreement on transportation for a student in foster care, a structured dispute resolution process will be followed. The District Point of Contact (POC) will convene timely meetings with representatives from the child welfare agency to review the situation, clarify student needs, and explore potential solutions.The process prioritizes the student's best interest and educational stability. Transportation will continue as needed during the dispute to prevent disruption to the student's schooling. Additional costs will be addressed based on one of the following agreements:The child welfare agency reimburses the District for any extra transportation expenses;The District covers the additional costs; orCosts are shared between the District and the child welfare agency as mutually agreed.This collaborative approach ensures that resolution efforts remain focused on the student's safety, continuity of learning, and timely access to the school of origin.

Response from the approved prior year Consolidated District Plan.

The District will collaborate with the State or local child welfare agency to ensure that students in foster care receive prompt and appropriate transportation to their school of origin. If the District and the child welfare agency encounter difficulty reaching an agreement regarding transportation arrangements, a structured dispute resolution process will be followed.This process will include timely meetings between the District Point of Contact (POC) and representatives from the child welfare agency to resolve the disagreement. The goal will be to arrive at a mutually agreeable solution that supports the educational stability of the student.When additional transportation costs are involved, the District will provide transportation if one of the following conditions is met:- The child welfare agency agrees to fully reimburse the District for the additional costs;- The District agrees to cover the additional costs;- The District and the child welfare agency agree to share the costs.All efforts will prioritize the student's best interest, with a focus on minimizing disruption to the student's education during the resolution process.

5. Describe how the district/school will provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.*

NOTE: Include that the School Of Origin [SOO] is responsible for the transportation while all disputes are being resolved.

For your convenience, the prior year approved response is provided below.It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

Huntley Community School District 158 will ensure that students in foster care continue to receive adequate and appropriate transportation to and from their school of origin while any disputes regarding transportation or placement are being resolved. This guarantees that the student's educational stability is maintained throughout the dispute process.The District will allocate the necessary resources to provide uninterrupted transportation during this period. Funding may come from Title I, Title IV-A, IDEA, and local sources, as appropriate. Transportation services will be coordinated by the District Point of Contact in collaboration with the transportation director and the child welfare agency to meet the student's individual needs safely and efficiently.

Response from the approved prior year Consolidated District Plan.

The District or School of Origin will ensure that students in foster care receive adequate and appropriate transportation to and from the school of origin while any disputes regarding transportation or school placement are being resolved. This ensures educational stability for the student throughout the process.To support this commitment, the District will allocate necessary funds for transportation during the dispute period. Funding sources may include Title I, Title IV-A, IDEA, and local funds, as applicable. These resources will be used to ensure that transportation is uninterrupted and responsive to the needs of the student during the resolution process.

6. Describe how the district/school will ensure that all school personnel are aware of the transportation plan process and can initiate the process if they become aware of a student who is eligible for such services.*

For your convenience, the prior year approved response is provided below.It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

Huntley Community School District 158 will ensure that all appropriate school personnel are aware of the transportation plan process and understand how to initiate it when a student is identified as eligible. The District Foster Care Point of Contact (POC) will lead this effort by distributing the transportation plan in writing and reviewing it annually with building administrators.Building administrators are responsible for sharing the plan with all relevant staff, including secretaries, counselors, teachers, and support personnel. Targeted training sessions or briefings will be provided as needed to ensure staff understand the process, their responsibilities in identifying eligible students, and the steps for initiating a transportation request. This approach ensures that all eligible students receive timely transportation support and that their educational stability is maintained.

Response from the approved prior year Consolidated District Plan.

The District will ensure that all appropriate school personnel are aware of the transportation plan process and understand how to initiate it when a student is identified as eligible. The District Foster Care Point of Contact will lead this effort by distributing the transportation plan in written form and reviewing it annually with building administrators.Each building administrator will be responsible for sharing the plan with all relevant staff, including secretaries, counselors, teachers, and other support personnel. Training or briefings will be provided as needed to ensure staff understand the process, their role in identifying eligible students, and the steps for initiating a transportation request. This coordinated approach ensures timely support and maintains educational stability for eligible students.

*Required field

BSP Overview

Program Name:	EL - Bilingual Service Plan
Purpose:	The purpose of the EL - Bilingual Service Plan is to ensure that English learner programs are implemented in accordance with Illinois School Code Article 14C and 23 IL Administrative Code Part 228 Transitional Bilingual Education.In addition, this data collection will help the Multilingual Department better support school districts in providing services for English learners to attain English proficiency and meet the same challenging academic standards as all children are expected to meet in Illinois.
Rules:	23 Ill. Admin. Code, Part 228.50
Contact:	Multilingual Department at 312-814-3850 multilingual@isbe.net

BSP Contact Information

913 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

Provide information below for the Bilingual Director (Administrator overseeing EL Services)

Last Name*	First Name*	Middle Initial
MacCrindle	Amy	

Phone*: 847 659 6135

Email*: amaccrindle@district158.org

EL Program Director Requirements:

a. Administrative Endorsement ☑

AND

b. ESL/Bilingual Endorsement ☑

OR

Eight (8) Hours of Professional Development Related to EL Education ☑

*Required field

Attendance Center Enrollment Information Instructions

913 English Learners (ELs) are in the district(This number was current as of the date the application was published and became available for application.)

Types of Instructional Design Offered in Your District (Mark all that apply.)

- [ ] Dual Language One-Way
- [x] Dual Language Two-Way
- [x] Transitional Bilingual Education Program
- [x] Transitional Program of Instruction

Staffing Levels in Your District (Mark all that apply.)

- [x] We have sufficient ESL-certified staff to provide services.
- [x] We have sufficient bilingual-endorsed staff to provide services.
- [ ] We do not have sufficient staff and are working to increase the number of bilingual/ESL-endorsed staff to meet district needs.

BSP Professional Development Instructions

913 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

PROFESSIONAL DEVELOPMENT ACTIVITIES

Professional development activities must be provided to all staff working with EL students at least twice yearly. If your district has a full-time TBE Spanish program, Spanish language arts PD must be offered annually to the TBE Spanish instructional staff.

*The required professional development will be provided.

- [x] Yes
- [ ] No

If the district has any additional comments or explanations they would like to provide, please do so here: (Optional)

*Required field

BSP TBE Requirements Instructions

913 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

PROGRAM ENROLLMENT

Does your district offer a TBE program?	Yes ◉	No ○
Indicate if the district is placing students in part-time TBE based on the criteria found in Section 228.30(c)(3).	Yes ◉	No ○
Does your district have a full-time TBE Spanish program?	Yes ○	No ○
Does your district use Spanish Language Arts Standards?	Yes ◉	No ○

*Required field

TBE Parent Advisory Committee Instructions

913 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

Does your district offer a TBE program?

Yes ◉
No ○

Please check all that apply to the districts Bilingual Parent Advisory Committee (BPAC).

The district attests that:

- ☑ The BPAC meets at least 4 times a year.
- ☑ The BPAC minutes, bylaws, and attendance information is maintained by the district.
- ☑ The BPAC reviews the bilingual service plan and EL-EBF plan annually.
- ☑ The BPAC is composed of a majority of TBE parents.

If the district has any additional comments or explanations they would like to provide, please do so here: (Optional)

The district ensures that representation on the Bilingual Parent Advisory Council (BPAC) reflects the overall makeup of the district, including maintaining a majority of parents of students in Transitional Bilingual Education (TBE) programs. This alignment allows the BPAC to authentically represent the voices, perspectives, and needs of the families it serves. Efforts are made to recruit and retain diverse parent participation so that the council mirrors the linguistic, cultural, and programmatic diversity within the district.By maintaining this representative structure, the BPAC is able to provide meaningful input on programs, services, and supports for multilingual learners. The district values this partnership and uses feedback from the BPAC to inform decision-making, strengthen family engagement, and ensure that programming is responsive to the needs of TBE students and their families.

Board Approval, Certification, and Assurances Instructions

☐ By checking this box, the applicant hereby certifies that he or she has read, understood, and will comply with the assurances listed below, as applicable to the planning requirements of all included programs as applicable.

Provide the date on which the District Board approved the Consolidated District Plan.

Each district plan shall provide assurances that the district will, as applicable based on grant award(s):

1. Ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. Participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. Coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. Collaborate with the State or local child welfare agency to
   A. Designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
   B. By not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall
      i. Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
      ii. Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if
         a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
         b. The local educational agency agrees to pay for the cost of such transportation; or
         c. the local educational agency and the local child welfare agency agree to share the cost of such transportation; and
6. Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7. In the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
8. Each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
9. The eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
10. The eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
11. The eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
13. In the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
14. In the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.
15. The district further assures that no policy of the LEA prevents, or otherwise denies participation in constitutionally protected prayer in public elementary schools and secondary schools as set forth in the Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools on the U.S. Department of Education website.

v.02.17.2026

Grant Application Certifications and Assurances Instructions

☐ By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires) hereby certifies and assures the Illinois State Board of Education that:

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

   The undersigned representative affirms, under penalties of perjury, that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant.Further, the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information, and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.

DEFINITIONS

Applicant means an individual, entity, or entities for which grant funds may be available and who has made application to the Illinois State Board of Education for an award of such grant funds.

Grant means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms grant, award, program, and project may be used interchangeably.

Grantee means the person, entity, or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms grantee and award recipient may be used interchangeably.

Project means the activities to be performed for which grant funds are being sought by the applicant. The terms project and program may be used interchangeably.

The capitalized word Term means the period of time from the project beginning date through the project ending date.

Termination means the ending of a grant, whether in whole or in part, at any time prior to the end of the grant Term, as stated in the Grant Agreement.

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

The applicant acknowledges and agrees that this grant is subject to the provisions of:

2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200?toc=1

Illinois Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq.

https://www.ilga.gov/Legislation/ILCS/Articles?ActID=3559&ChapterID=7

Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000

https://ilga.gov/agencies/JCAR/Sections?PartID=04407000

NO BINDING OBLIGATION

2. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.
3. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.
4. Funding in the subsequent years beyond the Term of the grant will be contingent upon compliance with federal and state law, regulations, administrative rules, terms and conditions of the award, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. Renewal decisions are at the sole discretion of the Illinois State Board of Education, and the receipt of an award in a current or previous Term does not create any right to or expectation of renewal in a subsequent Term.

PROJECT

5. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the project. In planning the project there has been, and in establishing and carrying out the project there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.
6. Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.
7. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

FUNDING

8. All funds provided will be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the grant.
9. The applicant may not count tuition and fees collected from students towards meeting matching, cost sharing, or maintenance of effort requirements of a program, pursuant to 34 CFR 76.534.
10. The applicant will maintain records for three years following competition of the activities for which the applicant uses the federal or state funding, pursuant to 2 CFR 200.334.
11. If real property or structures are provided or improved with the aid of federal financial assistance, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, or sale of such property or structure. If personal property is so provided, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, disposal, and sale of such.
12. The applicant will have effective financial management systems which conform to the standards present in 2 CFR 200.302, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.
13. The applicant will conform all activities conducted under the approved grant to the provisions contained within 2 CFR Part 200
14. All expenditures claimed in relation to a grant are subject to applicable federal and state laws, regulations, and administrative rules. Expenditures claimed in relation to an award are subject to cost allowability standards, as defined by the grant program and 2 CFR Part 200, and other applicable federal and state laws, regulations, and administrative rules. Failure to adhere to these requirements will lead to disallowed expenditures for which funds must be returned.
15. Adequacy tier designation under Evidence-Based Funding will be utilized by ISBE at its discretion pursuant to applicable law and agency policy (105 ILCS 5/18-8.15).

INVOLUNTARY TERMINATION

16. The applicant will accept funds in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award, and administer the programs in compliance with all provisions of such statutes, regulations, administrative rules, terms and conditions of the award, and amendments thereto.
17. Failure of applicant to comply with state and federal statutes, regulations, administrative rules, or the terms and conditions of the award may result in conditions placed on grantee, including, but not limited to, involuntary termination of a

grant at the discretion of the Illinois State Board of Education, in whole or in part, in accordance with federal and state law and regulations.

GENERAL CERTIFICATIONS AND ASSURANCES

18. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).

19. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.

20. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Educations employees during any part of the application process or during the Term of the Grant Agreement.

21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.

22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.

23. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).

24. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state, and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.

25. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).

26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.

27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

28. Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.

29. The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:

    a) Obtain fully executed Grant Application Certifications and Assurances forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;

    b) Maintain separate accounts and ledgers for the project;

    c) Provide a proper accounting of all revenue from the Illinois State Board of Education for the project;

    d) Properly post all expenditures made on behalf of the project;

    e) Be responsible for the accountability, documentation, and cash management of the project; the approval and payment of all expenses, obligations, and contracts; and hiring of personnel on behalf of the project in accordance with the Grant Agreement;

    f) Disburse all funds to joint applicants/grantees based on information (payment schedules) from joint applicants/grantees showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants/grantees.);

    g) Require joint applicants/grantees to report expenditures to the fiscal agent based on actual expenditures/obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants/grantees on actual expenditures/obligations that occur within project beginning and ending dates;

    h) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;

    i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education; and

    j) Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education.

DRUG-FREE WORKPLACE CERTIFICATION

30. This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the state unless that grantee or contractor has certified to the state that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the state of Illinois for at least one (1) year but not more than five (5) years.

    For the purpose of this certification, applicant, grantee, or contractor means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of $5,000 or more from the state

    The applicant certifies and agrees that it will provide a drug-free workplace by:

    a) Publishing a statement:

        i) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.

ii) Specifying the actions that will be taken against employees for violations of such prohibition.

iii) Notifying the employee that, as a condition of employment on such contract or grant, the employee will:

1) Abide by the terms of the statement; and

2) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.

b) Establishing a drug-free awareness program to inform employees about:

i) The dangers of drug abuse in the workplace;

ii) The grantees or contractors policy of maintaining a drug-free workplace;

iii) Any available drug counseling, rehabilitation, and employee assistance programs; and

iv) The penalties that may be imposed upon an employee for drug violations.

c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.

d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.

e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.

f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.

g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.

31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion
Lower Tier Covered Transactions

Instructions

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 2 CFR part 3485, including Subpart C Responsibilities of Participants Regarding Transactions (also see federal guidance at 2 CFR part 180). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

Before completing this certification, read instructions below.

CERTIFICATION

☐ By checking this box, the prospective lower tier participant certifies that:

1. Neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency;
2. It will provide immediate written notice to whom this Certification is submitted if at any time the prospective lower tier participant learns its certification was erroneous when submitted or has become erroneous by reason of changed circumstances;
3. It shall not knowingly enter any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated;
4. It will include the clause titled Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion--Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions; and
5. The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into.

Instructions for Certification

1. By checking the box above and saving this page, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms covered transaction, debarred, 'suspended,' 'ineligible,' 'lower tier covered transaction,' 'participant,' 'person,' 'primary covered transaction,' 'principal,' 'proposal,' and 'voluntarily excluded,' as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the GSA Government-Wide System for Award Management Exclusions (SAM Exclusions) at:
   www.sam.gov
6. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

v.02.17.2026

Certification Regarding Lobbying

Instructions

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by 31 U.S.C. 1352. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

☐ By checking this box, the applicant hereby certifies, to the best of his or her knowledge and belief, that:

(1) No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit ISBE 85-37"Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

v.02.17.2026

GEPA 442 Assurances

Instructions

☐ By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

DEFINITIONS

"APPLICANT" means an individual, entity, or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"LEA" means the local educational agency.

"AWARD RECIPIENT" means the person, entity, or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"GRANT" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award. The terms "grant," "award," and "project" may be used interchangeably.

"PROGRAM" means any applicable program under which federal funds are made available to the applicant.

"PROJECT" means the activities to be performed for which grant funds are being sought by the applicant.

"SECRETARY" means the Secretary of Education.

PROJECT

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program, in accordance with 2 CFR 200.302 and 2 CFR 200.303 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State Board of Education's Internet website. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.
5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under 20 U.S.C. 1232f, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
7. An application, evaluation, periodic program plan, or report relating to each Program will be made readily available to parents and other members of the general public;
8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under 29 U.S.C. 794 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;
9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

GRANT AGREEMENT: The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in each tab of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds described in the Budget Detail tab. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. This grant agreement constitutes the entirety of the agreement between the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification. This grant agreement may not be amended or modified except as by receiving approval for an amendment through the IWAS application process or otherwise by the approval of the Illinois State Board of Education. By hitting Submit on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood, and will comply with all of the provisions of the following certifications, and assurances.

The person approving these Grant Application Certifications and Assurances hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so.

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete, and accurate to the best of his/her knowledge. He/she also provided the required assurances and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil, or administrative penalties, in accordance with applicable federal and state law, including, but not limited to, 18 U.S.C. 101, the federal False Claims Act (31 U.S.C. 3729 et seq.), and the Illinois False Claims Act (740 ILCS 175/). The list of certifications and assurances is included below and/or incorporated into the Uniform Grant Agreement contained herein.

NOTE: These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

- [ ] Assurances for all covered programs
- [ ] Grant Application Certifications and Assurances (State Assurances)
- [ ] Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion; see the Overview page for instructions
- [ ] Certification Regarding Lobbying
- [ ] GEPA 442 Assurances

Not calling IWAS Web Servic

Signature of School District Superintendent / Agency Administrator

Signature of Board-Certified Delegated Authority for the School District Superintendent

Submit Instructions

Assurances must be reviewed and approved by your Local IWAS Administrator before you can submit your application.

Consistency Check Lock Application Unlock Application

Application was created on:	3/28/2026
Assurances	
District Data Entry	
Business Manager	
District Administrator	
ISBE Program Administrator #1	
ISBE Program Administrator #2	
ISBE Program Administrator #3	
ISBE Program Administrator #4	
ISBE Program Administrator #5	

Application History(Read Only) Instructions

This Application has not been submitted

Page Review Status Instructions

Expand All

Consolidated District Plan	Page Status	Open Page for editing
Consolidated District Plan		
Contact Information	OPEN	
Needs Assessment and Programs	OPEN	
Plan Specifics		
Needs Assessment Impact	OPEN	
Stakeholders	OPEN	
Parent and Family Engagement	OPEN	
Private Schools Participation	OPEN	
Preschool Coordination	OPEN	
Student Achievement	OPEN	
College and Career	OPEN	
Professional Development	OPEN	
Safe Learning Environment	OPEN	
Title I Specific Pages		
Title I Specific - Part One	OPEN	
Title I Specific - Part Two	OPEN	
IDEA Specific Requirements	OPEN	
Youth in Care Stability Plan		
Youth in Care Stability Plan Contacts	OPEN	
Best Interest Determination Plan	OPEN	
Youth In Care Transportation Plan	OPEN	
Bilingual Service Plan		
BSP Plan Specifics		
BSP Program Contact	OPEN	
Attendance Center Enrollment Information	OPEN	
BSP Professional Development	OPEN	
BSP TBE Requirements	OPEN	
BSP Parent Advisory Committee	OPEN	
Assurance Pages		
Plan Assurances	OPEN	
State Assurances	OPEN	
Debarment	OPEN	
Lobbying	OPEN	
GEPA 442	OPEN	
AssurancesText	OPEN	

Save

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Academic Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.district158.org

Date: May 7, 2026
To: Curriculum Committee
From: Dr. Deanna Gill, Assistant Superintendent for Special Services and Dr. Amy MacCrindle, Assistant Superintendent for Learning & Innovation
Cc: Ms. Jessica Lombard, Superintendent
Subject: Contracts & Agreements for the 26-27 School Year

Executive Summary

In order to support the ongoing work within the Learning and Innovation department, the following contracts and agreements are being presented for approval at both single-year and multi-year levels. In alignment with our goals of operational efficiency, we have continued to carefully validate and weigh the needs, value, and impact of each of these tools and services. These agreements represent a coordinated investment in resources that strengthen teaching and learning across the district, including supports for classroom instruction, student outcomes, and targeted interventions, as well as professional learning to build staff capacity. Collectively, they ensure coherence and continuity in our instructional approach while equipping educators with the tools and support needed to meet the diverse needs of all students.

Funding for these contracts has been thoughtfully planned and allocated through a combination of local funds and, where appropriate, grant resources. This approach allows the district to responsibly leverage available funding streams while maintaining a focus on sustainability and maximizing the impact of each investment.

Annual Contracts to Highlight

- **Art Therapy:** Introducing art therapy group sessions within our SES program to support students with significant social-emotional needs through structured, therapeutic, and creative experiences. This work aligns to our Portrait of a Learner by strengthening belonging, independence, and self-regulation. Through facilitated sessions, students build coping skills, improve engagement, and increase readiness to access instruction, enhancing our overall system of support for student well-being.
- **Care Solace**: Continued partnership with Care Solace which will replace our current agreement with Partnering for Prevention, providing streamlined access to mental health and substance use services for students and families. This partnership strengthens our system of support and aligns with student well-being priorities; a separate plan will be brought forward to continue random drug testing as that will still continue. In addition, Care Solace will continue to serve as a mental health care coordination service to connect students, staff, and families with mental health and substance use treatment providers. Their platform offers 24/7 multilingual support, personalized care navigation, and self-service tools to streamline access to care, regardless of insurance status. By reducing barriers to mental health services, Care Solace enhances our school districts' capacity to support the well-being of our school community.

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Algonquin, Illinois 60102
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- **Cognitive Connections Executive Functioning Professional Learning:** Executive functioning was identified as the top professional learning need by staff and administrators for the 26-27 school year. Cognitive Connections will provide a foundational understanding of Executive Functioning through our year long, differentiated Professional Learning Plan. All certified staff will participate in this foundational learning and targeted groups will participate in ongoing guided implementation support.
- **Hatching Results:** In support of our Portrait of a Learner and Future Ready goals, we are partnering with Hatching Results to strengthen our 6–12 counseling system. This work aligns to our Multi-Year College and Career Framework and will build staff capacity, align services to strategic priorities, and improve student academic, social-emotional, and postsecondary outcomes through a cohesive, measurable system.
- **LETRS Training through SLD Project:** Language Essentials for Teachers of Reading and Spelling helps teachers apply The Science of Reading research into classroom practice allowing them to teach language and literacy skills to every student, no matter the curriculum or program our district uses. In partnership with the SLD Project our district has the opportunity to offer LETRS training for up to 20 participants to be LETRS trained.

Multi-Year Contracts to Highlight

- **CommonLit**: Renewing a multi-year partnership with CommonLit for CommonLit 360 (Grades 6–8) provides a research-backed, digitally native ELA platform and serves as the central resource for our middle school curriculum. This renewal supports accelerated reading growth, improved writing, and advances our School Improvement Plan through rigorous texts, scaffolded instruction, and equitable access for all learners.
- **Delta Math:** Renewing a multi-year partnership with DeltaMath provides grades 6–12 with a high-impact, customizable math practice tool featuring immediate feedback and worked examples. Widely used across the math department, the platform strengthens engagement, supports mastery of core concepts, and advances our School Improvement Plan through data-informed instruction.
- **Gradecam**: Transitioning to a multi-year partnership with GradeCam provides a consistent, efficient assessment solution for secondary classrooms. As a widely used platform, GradeCam enables instant scoring of paper and digital assignments, immediate feedback, and automated grade transfer, strengthening assessment security, and supporting timely, data-informed instruction aligned to our School Improvement Plan goals.
- **IXL**: Entering into a multi-year partnership with IXL Learning following a successful pilot this year. IXL replaces Freckle and provides adaptive, standards-aligned practice with real-time data to support Tier 1 instruction and targeted interventions (6–12 math, 6–8 ELA). The platform strengthens teachers' ability to monitor progress, identify gaps, and adjust instruction, advancing data-informed practices and improved student outcomes.
- **Music Play Online:** Renewing a three-year partnership with MusicPlay Online provides elementary teachers with a consistent, ready-to-use suite of interactive lessons, songs, and activities. Used across all K–5 buildings, the platform enhances engagement, builds

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foundational musical skills, and supports School Improvement Plan goals through high-quality, accessible music instruction.

- **Renaissance Star (Universal Screener):** Renewing a three-year partnership with Renaissance Learning for STAR assessments supports K–5 (Reading, Math, Early Literacy, and progress monitoring) and 6–12 (Reading and Math benchmarking). This unified system streamlines assessment practices, strengthens data-informed decision-making, and advances our School Improvement Plan through early identification, targeted instruction, and improved student outcomes.

Overview of Additional Renewals

In addition to the highlighted contracts above, the district maintains a number of recurring annual and multi-year renewals that support the day-to-day operations of teaching and learning. These agreements represent established tools and services that continue to demonstrate strong value, consistent usage, and alignment to district priorities. While not new or significantly changed, they remain essential to sustaining instructional continuity, supporting staff efficiency, and ensuring students have reliable access to high-quality resources. Collectively, these renewals reflect our commitment to maintaining a coherent system of support while responsibly managing resources and maximizing the impact of ongoing investments.

Professional Learning Support

Contract	Description	Renewal/New	Return On Investment	Total Cost Projected
Center for Emotional Wellness	Provides consultation and professional learning focused on student mental health, behavior, and engagement through case-based support, data review, and collaborative problem-solving.	Renewal	Strengthens interdisciplinary collaboration, builds internal capacity, and promotes sustainable practices that reduce the need for more intensive and costly interventions over time.	$4400 IDEA Grant

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Contract	Description	Renewal/New	Return On Investment	Total Cost Projected
CPI	Provides evidence-based training in de-escalation and crisis prevention, including certification, renewals, and differentiated professional learning options for staff.	Renewal	Supports safe and consistent behavioral responses by expanding staff training, reducing crisis incidents, and improving efficiency through flexible, role-aligned professional learning. New PD options offer a more efficient use of resources by reducing the number of certified trainers from 12 to 8, while increasing flexibility to deliver full-day, half-day, and 2-hour training formats.	$39,364 Title 2 and IDEA Grant
Easterseals	Provides coaching and hands-on professional learning to support structured teaching practices, including classroom setup and targeted support for students with autism and specialized needs.	Renewal	Builds staff capacity to create inclusive, structured environments that improve student engagement and independence. During the 25-26 school year, our staff received 48 coaching days and 20 classroom set ups. During the 26-27 SY our staff will receive 54 coaching days and 24 classroom set ups.	$166,283 IDEA Grant

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Contract	Description	Renewal/New	Return On Investment	Total Cost Projected
EAB (we are in a 3 year contract)	Provides district-wide access to research and advisory partnership by strengthening district decision-making through connections to best practice and supporting implementation of evidence-based strategies aligned to improvement goals.	Year 2 of a 3 year contract	Supports the application of research to practice by strengthening district leadership capacity and informing ongoing work in literacy, math, attendance, behavior, AI, and strategic planning through evidence-based guidance and consultation.	Year 1 25-26: $28,548 Year 2 26-27: $30,619 Year 3 27-28: $31,201
Executive Functioning Professional Learning Cognitive Connections	Provides professional learning focused on strengthening staff understanding of executive functioning skills, including organization, planning, working memory, and self-regulation, with practical classroom strategies. This was the top professional learning need recognized by PK-12+ staff for next school year.	**New**	Supports improved student outcomes by equipping educators with research-based strategies to explicitly teach and reinforce executive functioning skills that strengthen independence, engagement, and academic success.	$15,300 Title 2 Funds
Goalbook	Provides a platform to support IEP development and differentiated instruction through standards-aligned strategies, progress monitoring, and instructional resources.	Renewal	Increases teacher effectiveness, streamlines the IEP development process, and produces higher-quality goals with significantly more depth and alignment.	$36,900 IDEA Grant

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Contract	Description	Renewal/New	Return On Investment	Total Cost Projected
Hatching Results	Provides a strategic partnership with the 6–12 counseling department (16 counselors) to align systems with district priorities and the Portrait of a Learner through integrated academic, social-emotional, and college and career supports.	New	Builds the foundation for a comprehensive counseling system by strengthening counselor capacity and leadership, aligning 6–12 counseling practices across 16 counselors, and establishing consistent systems that integrate academic, social-emotional, and college and career readiness supports for students.	$41,238 Title 2 Funds
Infinitec	Provides on-demand professional learning with over 1,000 online PD sessions focused on autism, paraprofessional training, communication, reading/writing, assistive technology, behavior, and executive functioning, with customizable district content and credentialed learning pathways.	Renewal	Supports ongoing staff development by expanding access to flexible, job-embedded professional learning and credentialing that builds capacity to meet diverse student needs across special education and support roles.	$6500 IDEA Grant
LETRS Training through SLD Support Project	Provides research-based professional learning grounded in the Science of Reading, focusing on phonics, language development, and comprehension.	New	Supports literacy outcomes by building teacher expertise in evidence-based reading instruction and improving support for students with reading needs.	$4500 IDEA Grant

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Contract	Description	Renewal/New	Return On Investment	Total Cost Projected
NeuroEds	Professional development for special education school faculty, staff, and related service providers. Each presentation is individualized to meet the needs of our district and can range in length from full- or half–day seminars to one-hour staff development training.	Renewal	Supports targeted capacity building for special education staff by delivering flexible, individualized training that strengthens instructional practices and improves support for diverse learner needs.	$22,250 IDEA Grant

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Instructional Support

Contract	Description	Renewal/New	Return On Investment	Total Cost Projected
ABC-CLIO	Provides digital reference libraries with vetted primary sources, scholarly analysis, and historical content supporting American history and global studies instruction.	Renewal	Supports secondary social studies instruction by providing reliable, standards-aligned research tools that strengthen inquiry, evidence-based writing, and critical thinking skills.	$1,441.00 Local Budget
AAPPL	Provides a standards-based language proficiency assessment that measures student performance in listening, reading, speaking, and writing in world languages for Dual Language students.	Renewal	Supports world language instruction by providing reliable proficiency data that informs placement, tracks student growth, and guides instructional planning aligned to district and state language standards.	$3,569.5 Bilingual Funds
Art Therapy	Provides structured group art therapy sessions for students in the SES program, using creative, therapeutic approaches to support social-emotional development and skill building.	New	Improved student regulation, engagement, and readiness to access instruction, particularly for students with significant social-emotional needs. By strengthening foundational skills aligned to the Circle of Courage, students demonstrate increased connection to social emotional learning goals.	$5,000 IDEA Grant
ACT (PreACT)	Provides a summative assessment that simulates the ACT testing experience by	Renewal	Empowers students and families with actionable data to identify academic	$12,825.00

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Contract	Description	Renewal/New	Return On Investment	Total Cost Projected
	measuring student readiness in English, math, reading, and science. The tool offers students an early indicator of college readiness and provides predictive scores, helping to familiarize them with the format and rigor of college entrance exams.		strengths and areas for growth well before high-stakes senior year testing. By utilizing these results to inform personalized course placement and targeted instructional interventions, the district ensures that students are better prepared for post-secondary success and college admissions. All of our Juniors take it in October, and we use the data to plan for the remainder of the school year.	
AimsWeb	Aimsweb Plus is a universal screening system for literacy and math used at pre-K-5 and a progress monitoring system utilized at grades K-8	Renewal	4100 students were screened or monitored in literacy and math using Aimsweb Plus.	$30,750.00
BrainPop	Provides animated instructional videos, interactive quizzes, and built-in supports across core content areas including reading, math, science, and social studies.	Renewal	Supports accessible instruction by reinforcing standards through visual and auditory learning tools that engage diverse learners, including English learners and students needing additional reinforcement.	$20,335.00 Local Budget
CareSolace	A mental health care coordination service that connects students, staff, and families with mental health and substance use treatment	Renewal	By reducing barriers to mental health services, Care Solace enhances our school districts' capacity to support the well-being of	$30,772 IDEA Grant

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Contract	Description	Renewal/New	Return On Investment	Total Cost Projected
	providers. Their platform offers 24/7 multilingual support, personalized care navigation, and self-service tools to streamline access to care, regardless of insurance status.		our school community. In addition, the partnership will replace previous costs of Partnering for Prevention.	
Cengage Gale Research Data Base	Provides a digital library of multidisciplinary research resources, including reference materials, primary sources, and media-rich content to support high school inquiry in science, social studies, and other content areas.	Renewal	Strengthens secondary literacy and research skills by providing equitable access to vetted, standards-aligned sources that support critical thinking, inquiry-based learning, and preparation for postsecondary academic work.	$9,187 Local Budget
CogAT	CogAT Assessments are administered to students as part of District 158's Gifted placement process.	Renewal	518 second grade students were screened this school year and 211 students took the Complete CogAT assessment for Gifted Identification.	$12,274.00 Local Budget
CommonLit (3 year) **MS Literacy Curriculum**	Provides a research-backed middle school ELA curriculum with a digitally native platform of rigorous texts and scaffolded instruction serving as the central resource for Grades 6–8 literacy.	Renewal	As the central resource for our ELA curriculum, CommonLit 360 supports accelerated reading growth, improved writing, and directly advances our School Improvement Plan goals.	$37,800.00 for 3 years $12,600 each year Local Budget
Delta Math (3 year)	Provides a digital math practice platform for Grades 6–12 with adaptive, auto-graded assignments, immediate feedback, and worked examples.	Renewal	Supports math instruction by strengthening student engagement, increasing mastery of core concepts, and enabling data-informed instructional adjustments across 6–12 classrooms. Over 90% of the 6-12 math department	$35,280 for 3 years $11,760.00 each year Local Budget

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Contract	Description	Renewal/New	Return On Investment	Total Cost Projected
			uses the resource on a regular basis.	
ECRA	Provides a data analytics and forecasting platform that supports district planning through enrollment projections, staffing analysis, and financial modeling aligned to student outcomes. Huntley 158's Continuous Improvement Dashboard is hosted on the ECRA site.	Renewal	Supports strategic decision-making by connecting student performance, staffing, and resource allocation data, enabling the district to plan proactively and align investments to improve student outcomes. It also serves as a tool in determining Student Growth ratings for Evaluations, annually.	$81,213 Local Budget
Edgenuity	Provides a standards-aligned online credit recovery platform with self-paced coursework, video instruction, and assessments to support students in earning missed credits.	Renewal	Supports graduation readiness by providing flexible, targeted credit recovery pathways that keep students on track while reducing the need for traditional remediation models. This is our central resource for Credit Recovery and is used by every student and teacher in the program.	$34,900 Local Budget
ELLevation Pro (1 year)	Provides an English Learner data and instructional planning platform for managing caseloads, grouping students, and monitoring language development progress.	Renewal	Supports EL instruction by strengthening data-driven decision-making, improving student placement and grouping, and enhancing progress monitoring through updated benchmark tools.	$49,992.80 for one year Title 3 Grant

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Contract	Description	Renewal/New	Return On Investment	Total Cost Projected
Embrace	Embrace is a comprehensive, web-based platform used by school districts to manage Individualized Education Programs (IEPs) and 504 plans within a single, integrated system.It streamlines documentation, ensures state and federal compliance, and allows teams to collaborate in real time while tracking student services, timelines, and progress.	Renewal	Embrace is reflected in increased efficiency, stronger compliance, and improved staff capacity. By automating timelines, reducing duplicate data entry, and centralizing student information, the platform allows educators to spend more time on instruction and student support rather than paperwork.	$24,000 IDEA Grant
Everyday Speech	Provides social-emotional learning resources through videos and interactive activities focused on communication, self-regulation, and social skills.	Renewal	Supports student SEL development by explicitly teaching communication and behavior skills needed for school and social success, especially for diverse learners.	$40,491.00 Local Budget and IDEA Grant
Everway (Embrace, TeachTown, ULS, uPAR, Read&Write for Google)	Provides a suite of tools, including uPAR reading accommodation assessment and Read&Write for Google accessibility supports such as text-to-speech, vocabulary tools, and word prediction. Unique Learning System (ULS) is a comprehensive, standards-aligned special education curriculum designed for students with moderate to significant disabilities, commonly implemented in self-contained classrooms. It provides differentiated, ready-to-use lessons across core academic areas and life	Renewal	Supports student access and inclusion by identifying appropriate reading accommodations through uPAR and expanding equitable access to Tier 1 content, 38% of our students access this tool. Read&Write has been leveraged by staff over 13.3k times this school year and by students 637.9K times to strengthen literacy skills, access to Tier 1, and independence for diverse learners.	uPAR $9,058.36 Local Budget ULS $51,219 IDEA Grant

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Contract	Description	Renewal/New	Return On Investment	Total Cost Projected
	skills, using structured, thematic units and embedded assessments to support individualized learning aligned to IEP goals. The curriculum is built on evidence-based instructional models and allows educators to adjust content, pacing, and supports to meet a wide range of learner needs.		ULS provides instructional efficiency and improved student access to meaningful curriculum. Teachers save significant planning time through ready-made, differentiated materials and built-in progress monitoring, allowing them to focus more on instruction and student support	
Flex Art Pro	Provides a digital visual arts curriculum with lessons, demonstrations, and creative projects that support instruction in foundational and advanced art skills.	Renewal	Standards-aligned art program that combines ready-to-teach lessons with embedded professional learning for teachers. Includes on-demand training that helps teachers strengthen their practice while immediately applying strategies in the classroom.	$8,862.00 Local Budget
Formstack	Provides a secure, cloud-based platform for creating digital forms, workflows, and data collection tools that streamline administrative processes across the district.	Renewal	Supports operational efficiency by digitizing workflows such as approvals, registrations, and data collection, reducing paper processes and improving accuracy, speed, and accessibility of district-wide information management.	$9,390.12 Local Budget
Gradecam	Provides a versatile assessment platform that	Renewal: Turning an	Supports efficient, data-informed instruction	$44,415.00 for 3 years

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Contract	Description	Renewal/New	Return On Investment	Total Cost Projected
(3 year) **6-12 Assessment System**	enables instant scoring of paper and digital assignments with immediate feedback and automated gradebook integration.	annual contract to multi-year contract	by streamlining assessment, improving feedback speed, and reducing teacher workload through automated scoring and grade transfer.	Year 1: $16,450.00 Year 2: $14,805.00 Year 3: $13,160.00 Local Budget
IXL (3year)	Provides an adaptive practice and diagnostic platform used for Tier 1 skill reinforcement and targeted intervention with real-time instructional data.	New (Replacement for Freckle)	Supports differentiated instruction by providing standards-aligned practice, diagnostic insights, and real-time data that help teachers address learning gaps and monitor student progress. 84% of our 6th-8th-grade teachers rostered are active users. Of the skills practiced, 74% of students have demonstrated proficiency on that skill. We will continue to monitor appropriate usage and student mastery overtime.	Year 1: $46,220 Year 2: $21,862.50 Year 3: $21,862.50 Local Budget and IDEA Grant ML: Yr 1: $4,303.13 Yr 2: $2,151,56 Yr 3: $2,151,56 Local Bilingual Funds
MakeMusic (3 year) **5th-12th Grade Performing**	MakeMusic SmartMusic provides 5–12 performing arts students with a digital library of over 25,000 interactive titles and professional accompaniments, offering real-time feedback on pitch	Renewal	Supports performing arts instruction by improving student engagement, accelerating skill development, and enhancing ensemble and individual performance	$46,594.53 for 3 years Year 1: $15,531.51 Year 2:

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Contract	Description	Renewal/New	Return On Investment	Total Cost Projected
Arts Students	and rhythm to enhance practice and performance.		practice for 100% of our students involved in band and orchestra.	$15,531.51 Year 3: $15,531.51 Local Budget
MusicPlay Online (3 year)	Provides an interactive, web-based music education platform for K–5 classrooms with ready-to-use lessons, songs, games, and activities focused on rhythm, pitch, movement, and notation.	Renewal	Supports elementary music instruction by providing consistent, engaging, and standards-aligned resources that enhance student participation and accelerate mastery of foundational musical skills across all K–5 buildings.	$2850 total for 3 years Local Budget
Northwestern Illinois Association NIA	Northwestern Illinois Association (NIA) provides baseline and program support/related services, including access to specialized personnel and expertise aligned to district needs. Services are delivered in accordance with NIA guidelines and may include supervision, consultation, and targeted supports such as Deaf and Hard of Hearing (DHH) services, based on identified student and program requirements.	Renewal	Strengthens student outcomes through targeted interventions and supports while reducing the long-term costs associated with unmet needs or more intensive placements	$935 IDEA Grant
Pear Deck	Provides an interactive presentation tool that embeds formative assessment into instruction through real-time student responses.	Renewal	Supports student engagement and real-time instructional adjustments by making thinking visible and increasing. This tool is used throughout middle school and high school.	$13,880 Local Budget

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Contract	Description	Renewal/New	Return On Investment	Total Cost Projected
PebbleGo	Provides accessible, age-appropriate nonfiction content with audio support, visuals, and Spanish language options to support early literacy and research skills.	Renewal	Supports emerging readers and English learners by providing scaffolded informational text that builds foundational literacy and research skills.	$9,775.39 Local Budget
PowerSchool Products	Provides an integrated system of platforms supporting student information management, learning management (Schoology), enrollment, communication (SchoolMessenger), professional learning (PD+), and system integrations. PD+ for Schoology Learning PowerSchool SIS Maintenance PD+ Subscription PowerPack: Subscription SaaS PowerSchool Enrollment Schoology LMS Subscription SchoolMessenger SIS Customizations	Renewal	Supports district-wide operations and instruction by maintaining a unified ecosystem for data management, teaching and learning, communication, and enrollment, ensuring consistency, efficiency, and access to critical systems for staff, students, and families.	Local Budget 1,822.77 65,722.95 4,142.42 19,998.70 31,376.77 $44,704.64 $10,890.84 $1,292.70
PowerSchool: Unified Insights	Provides a data analytics platform that consolidates student information to support monitoring of academic performance, engagement, and outcomes.	Renewal	Supports data-informed decision-making by providing actionable insights that help staff monitor progress and identify student needs across the district.	Local Budget
Really Great Reading	Provides literacy intervention resources that build vocabulary, background knowledge, and reading	Renewal	Supports literacy interventions by strengthening student vocabulary and	$3,800 Local Budget

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Contract	Description	Renewal/New	Return On Investment	Total Cost Projected
	comprehension skills for students in Grades 6–8.		knowledge-building skills, helping improve comprehension and access to grade-level texts.	
Renaissance STAR (3 year) **K-12 Universal Screener**	Provides a comprehensive assessment system for K–5 (Reading, Math, Early Literacy, and progress monitoring) and 6–12 (Reading and Math benchmarking) through a unified screening and progress monitoring platform.	Renewal	Supports early identification and targeted instruction by streamlining benchmarking and progress monitoring across K–12, reducing multiple tools, and strengthening consistent, data-informed decision-making aligned to School Improvement Plan goals.	Year 1: $85,835 Year 2: $88,089.65 Year 3: $90,472.65 Local Budget
Renaissance Freckle (annual)	Provides a digital practice and assessment platform that delivers standards-aligned math and ELA activities with adaptive pathways, allowing students to practice skills at their individual level while receiving immediate feedback.	Renewal	Supports differentiated instruction and targeted skill practice by providing adaptive, standards-aligned learning experiences that help teachers reinforce instruction, monitor progress, and address learning gaps in real time. Includes Lalilo which is an adaptive phonics program.	$56,603.70 Local Budget
Respondus	Provides secure testing tools that lock down student devices during online assessments to maintain test integrity.	Renewal	Supports assessment security by preventing unauthorized access during exams and ensuring the validity of student performance data. This tool is used regularly by all staff who use the assessment features in Schoology.	$4,545 Local Budget

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Contract	Description	Renewal/New	Return On Investment	Total Cost Projected
Satchel Pulse	Provides a digital platform for collecting student, staff, and family feedback through surveys and pulse checks to monitor engagement, well-being, and school climate. We are beginning year 3 of our 3 year contract.	Renewal	Supports continuous improvement by delivering real-time perception data that helps district and school leaders identify trends, respond to needs, and inform data-driven decisions aligned to school and district goals.	$37,500.00 annually
SchoolLinks	SchooLinks serves as our district's centralized "one-stop shop" for college and career readiness, providing grades 6–12 with an interactive platform to manage 4-year course planning, industry mentorships, and state-mandated readiness tracking within a single, user-friendly interface.	Renewal annual	This tool will continue to serve as our central student exploration and planning tool for their high school and post-secondary opportunities. This year, over 95% of our students accessed the platform to complete surveys and plan for future experiences.	$35,385 Local Budget
SeeSaw	Provides a digital learning platform where students demonstrate learning through multiple formats while enabling teachers to monitor progress in real time.	Renwal	Supports student voice and differentiated expression while giving teachers real-time insight into learning to guide instruction and feedback.	$22,500 Local Budget
Turnitin	Provides an academic integrity platform that detects similarity, supports AI writing detection, and promotes proper citation practices.	Renewal	Supports academic integrity by ensuring originality in student work while helping develop ethical writing and research skills with AI usage indicators. This tool is widely used to identify original student work in submitted	$32,215 Local Budget

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Contract	Description	Renewal/New	Return On Investment	Total Cost Projected
			performance assessments.	
Visions	Behavior consultation services provided by a BCBA, including classroom observations, functional assessments, and development of individualized and program-wide behavior supports. Services include ongoing coaching, modeling, and collaboration with staff, as well as written recommendations and participation in team meetings to strengthen implementation fidelity. Support is delivered across the school year through a combination of in-person and virtual consultation, aligned to identified student and program needs.	Renewal	Increased staff capacity to implement effective, evidence-based behavioral interventions and improved consistency across classrooms and programs. This leads to stronger student outcomes, including increased engagement, reduced behavioral disruptions, and more successful access to instruction. Supports more sustainable internal practices, reducing reliance on reactive supports and more intensive, costly interventions.	$34,000 IDEA Grant
Welnet - School Health Corporation	Fitness Testing Platform for grades 3-5 - used to enter our data to ISBE	Renewal	Student wellness tracking tool that helps physical education teachers assess and monitor fitness, health, and activity levels. It provides easy-to-use data dashboards, standards-aligned assessments, and reporting features that support personalized instruction and help schools track student progress toward lifelong healthy habits.	$387 Local Budget

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Contract	Description	Renewal/New	Return On Investment	Total Cost Projected
WeVideo	Provides a cloud-based video creation and editing platform that enables students and staff to produce collaborative multimedia projects and demonstrate learning through digital storytelling.	Renewal	Supports digital literacy and communication skills by giving students equitable access to professional-quality video production tools, strengthening authentic assessment, and improving feedback between teachers and learners across grade levels.	$12,007 Local Budget
Zearn	Provides a blended math platform aligned to Illustrative Math that combines instruction, practice, scaffolds, and immediate feedback.	Renewal	Supports K–5 math achievement by reinforcing conceptual understanding and providing accessible practice with built-in supports for diverse learners.	$17,500 Local Budget

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Parent Education Tools

Contract	Description	Renewal/New	Return On Investment	Total Cost Projected
Smart Social	Provides a digital citizenship and online safety platform with lessons, videos, and resources to help students navigate social media, technology use, and online behavior responsibly.	Renewal	Supports student safety and well-being by equipping students, staff, and families with strategies to promote responsible technology use, prevent online risks, and build positive digital habits.	$18,500 for the student platform $18,000 for the parent platform Local Safety and Security Budget

Recommendation

District Administration recommends the approval of the annual and multi-year contracts above the district threshold for approval at the May 21, 2026 Board of Education Meeting. The remaining contracts are provided for informational purposes.,

PROFESSIONAL SERVICES AGREEMENT

This Agreement is dated as of the Effective Date as set forth in Section 4.T below and is by and between the _____("School District"), and Center for Emotional Wellness (the "Consultant").

IN CONSIDERATION OF the recitals and the mutual covenants and agreements set forth in this Agreement, the parties agree as follows:

SECTION 1. CONSULTANT.

A. **Engagement of Consultant.** School District desires to engage the Consultant to perform and to provide all necessary professional consulting services (the "Services") as set forth in the Scope of Work (the "Scope") attached as Exhibit A to this Agreement. The Consultant shall provide the Services pursuant to the terms and conditions of this Agreement. The term of this Agreement shall be from the Effective Date until June 30th, 2024 and may be renewed by mutual written agreement of the parties.

B. **Representations of Consultant.** The Consultant represents that it is sufficiently experienced and competent to perform the Services in a manner consistent with the standards of professional practice by recognized consultants providing services of a similar nature.

C. **Agreement Amount.** As compensation for administering the program, School District will pay the Consultant the amounts set forth in the Scope to be paid in accordance with the Illinois Local Government Prompt Payment Act, 50 ILCS 505/1 *et seq.* The proposed expenses are set forth in Exhibit A to this Agreement.

D. **Claim in Addition to Agreement Amount.** If the Consultant desires to make a claim for additional compensation because of action taken by School District, the Consultant shall provide written notice to School District of such claim within 15 days after occurrence of such action as provided by Section 4.G, Notice, of this Agreement, and no claim for additional compensation shall be valid unless made in accordance with this Section. Any changes in the Agreement amount shall be valid only upon written amendment pursuant to Section 4.E, Amendment, of this Agreement. Regardless of the decision of School District relative to a claim submitted by the Consultant, the Consultant shall proceed with all the work required to complete the Services under this Agreement as determined by School District without interruption.

E. **Time of Performance.** The Consultant shall diligently and continuously prosecute the Services until the completion of the Services or upon the termination of this Agreement by School District, as provided in Section 4.D.

SECTION 2. CONFIDENTIAL INFORMATION-TRADEMARKS.

A. **Confidential Information.** The term ***"Confidential Information"*** shall mean information in the possession or under the control of School District relating to the educational, employee, student record, technical, business, or corporate affairs of School District; School District students, School District property; user information, including, without limitation, any information pertaining to usage of School District's computer system, including and without limitation, any information obtained from server logs or other records of electronic or machine readable form; and the existence of, and terms and conditions of, this Agreement.

B. **No Disclosure of Confidential Information by the Consultant.** The Consultant acknowledges that it shall, in performing the Services for School District under this Agreement, have access to or be directly or indirectly exposed to Confidential Information. The Consultant shall hold confidential all Confidential Information and shall not disclose or use such Confidential Information without the express prior written consent of School District. The Consultant may disclose Confidential Information if consented to in writing by School District, or if required pursuant to any judicial or administrative proceeding, but only after providing written notice to School District of such potential release.

In addition, the Consultant shall comply with the relevant requirements of the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 *et seq.*), regarding the confidentiality of student "education records" as defined in FERPA and "school student records" as defined in ISSRA. Any use of information contained in student education records to be released must be approved by School District. To protect the confidentiality of student education records, the Consultant will limit access to student education records to those employees who reasonably need access to them to perform their responsibilities under this Agreement.

C. **Return of Confidential Information and School District Property.** Upon the termination of this Agreement, the Consultant shall return all Confidential Information and other property, documentation, or records belonging to School District to the Superintendent.

D. **FOIA.** As an independent contractor of School District, records in the possession of the Consultant related to this Agreement may be subject to the Illinois Freedom of Information Act ("FOIA"), 5 ILCS 140/5-1 et seq.; 5 ILCS 140/7(2). The Consultant, at the Consultant's cost, shall immediately provide School District with any such records requested by School District to timely respond to any FOIA request received by School District. School District will review all such records to determine whether FOIA exemptions apply before disclosing the records, such that information properly exempt as proprietary or prohibited from release by other laws or exempt for other reasons will not

be released. If the Consultant refuses to provide a record that is the subject of a FOIA request to School District and the Attorney General or a court of competent jurisdiction subsequently requires the release of the record or penalizes School District in any way, the Consultant shall reimburse School District for all costs, including attorneys' fees, incurred by School District related to the FOIA request and records at issue.

SECTION 3. GENERAL PROVISIONS.

A. **Relationship of the Parties.** The Consultant shall act as an independent contractor in providing and performing the Services. Nothing in, nor done pursuant to, this Agreement shall be construed to create the relationship of principal and agent, employer and employee, partners, or joint venturers between School District and the Consultant.

B. **Conflict of Interest.** The Consultant represents and certifies that, to the best of its knowledge, (1) no School District employee or agent is interested in the business of the Consultant or this Agreement; (2) as of the date of this Agreement, the Consultant does not have any interest that would conflict in any manner or degree with the performance of the obligations under this Agreement; and (3) neither the Consultant nor any person employed by or associated with the Consultant shall at any time during the term of this Agreement obtain or acquire any interest that would conflict in any manner or degree with the performance of the obligations under this Agreement.

C. **License and Assignment of Rights.** To the extent that the Consultant has intellectual property rights of any kind in any pre-existing works that are subsequently incorporated in any work or work product produced in rendering the Services, the Consultant hereby grants School District a royalty-free, irrevocable, world-wide, perpetual, non-exclusive license (with the right to sublicense) to make, have made, copy, modify, make derivative works of, use, sell, license, disclose, publish, or otherwise disseminate or transfer such subject matter. The Consultant further agrees that it will promptly make full written disclosure to School District, will hold in trust for the sole right and benefit of School District, and hereby assigns to School District, or its designee, all right, title, and interest throughout the world in and to any and all inventions, original works of authorship, developments, concepts, know-how, improvements or trade secrets, whether or not patentable or registrable under copyright or similar laws, which they may solely or jointly conceive or develop or reduce to practice, or cause to be conceived or developed or reduced to practice, developed for School District in the course of providing the Services during the Term. The Consultant further acknowledge that the inventions, original works of authorship, developments, concepts, know-how, improvements, or trade secrets which are made by the Consultant

(solely or jointly with others) within the scope of and during the period in which the Consultant is retained by School District are "works made for hire" (to the greatest extent permitted by applicable law) for which compensation is being paid to the Consultant pursuant to this Agreement.

D. **Termination.** Notwithstanding any other provision hereof, School District may terminate this Agreement at any time upon 30 days prior written notice to the Consultant. If this Agreement is so terminated, the Consultant shall be paid for Services performed and reimbursable expenses incurred, if any, prior to termination, not exceeding the value of the Services completed.

E. **Amendment.** No amendment or modification to this Agreement shall be effective unless and until the amendment or modification is in writing, properly approved in accordance with applicable procedures, and executed.

F. **Assignment.** This Agreement may not be assigned by School District or by the Consultant without the prior written consent of the other party.

G. **Notice.** All notices required or permitted to be given under this Agreement shall be in writing and shall be delivered (1) personally, (2) by a reputable overnight courier, or (3) by certified mail, return receipt requested, and deposited in the U.S. Mail, postage prepaid. Unless otherwise expressly provided in this Agreement, notices shall be deemed received upon the earlier of (a) actual receipt; (b) one business day after deposit with an overnight courier as evidenced by a receipt of deposit; or (c) three business days following deposit in the U.S. mail, as evidenced by a return receipt.

Notices and communications to School District shall be addressed to, and delivered at, the following address:

Exhibit A
Scope

1. Educator Consultation Sessions

CENTER FOR EMOTIONAL WELLNESS of the Northwest Suburbs

Menu of Services

- **Case Consultations with Educators or Teams (60 min sessions-$200)**
  - Review of student history, data, and interventions
  - Guidance on behavior plans, mental health supports, or re-entry plans
  - Collaboration with multidisciplinary teams (school psychologists, counselors, special educators, educators)
- **4-Hour (minimum) Student Observations and Reporting ($200/hr)**
  - In-depth classroom and environment observations
  - Assessment of student engagement, triggers, and interactions
  - Post-observation debrief and written report with recommendations
- **Report Review and Recommendations (60 min sessions-$100)**
  - Review of psychological, educational, or clinical evaluations
  - Interpretation of data for educators and parents
  - Development of actionable school-based strategies

2. Individualized Parent Training Sessions *(60-minute virtual sessions — $150 per session)*

These sessions are designed to provide parents and caregivers with individualized guidance, skill-building strategies, and ongoing support to address their child's emotional, behavioral, or academic needs. These sessions focus on school engagement and improved mental health, including but not limited to school avoidance &/or refusal, anxiety, depression, self-injury and/or other emotional and/or behavioral concerns).

Services Include:

- Review of Family History and Student Functioning:
  Comprehensive discussion to understand the child's developmental, emotional, and educational background.
- Skill-Building Sessions:
  Practical strategies for supporting behavior regulation, emotional coping, and school engagement at home.

- Progress Monitoring and School Consultation:
  Ongoing evaluation of student progress with coordination and consultation with school personnel as needed.
- Collaboration and Resource Sharing:
  Connection to relevant community resources, school supports, and professional recommendations to enhance success at home and in school.

***Report Review and Recommendations (60 min sessions-$100)**

  - Review of psychological, educational, or clinical evaluations
  - Interpretation of data for educators and parents
  - Development of actionable school-based strategies

3. Professional Development for Educators ($500/hr-virtual session (prorated) , TBD in-person)

Customized workshops (60–120 minutes or half/full-day) designed for teachers, counselors, and administrators.

Topics:

- Understanding and Supporting Students with Anxiety
- School Avoidance and Refusal: Prevention and Intervention
- Self-Injury
- Addressing Eating Concerns in the School Setting
- Mental Health Trends
- Enhancing Student Engagement and Motivation
- Supporting Students Returning from Mental Health Hospitalization
- Trauma-Informed Classroom Strategies
- Effective Collaboration Between Educators and Mental Health Professionals **4. Parent**

Education Presentations ($500/hr-virtual session (prorated), TBD in-person)

Interactive workshop sessions (in-person or virtual) to strengthen home–school partnerships.

Topics

- Understanding School Avoidance and How to Support Attendance
- Managing Anxiety and Emotional Distress in Children and Teens
- Building Resilience and Coping Skills at Home
- Navigating Social Media and Mental Health
- Supporting Healthy Eating and Body Image
- Understanding and Supporting Students with Anxiety
- Understanding & Responding to Self-Injury

- Enhancing Student Engagement and Motivation
- Screens: Understanding Technology
- Mental Health Trends

5. Student-Focused Programs and Presentations (TBD price)

Age-appropriate workshops and assemblies tailored to elementary, middle, and high school students.
Topics:

- Managing Stress and Test Anxiety
- Healthy Habits for Mental Wellness
- Building Empathy and Reducing Stigma
- Coping with Change and Transitions
- Understanding and Talking About Emotions
- Peer Support and How to Ask for Help
- Responsible Use of Social Media and Technology

CRISIS PREVENTION INSTITUTE

Quote #: CPUSSO-0186973
Account #: 772729
Date: 3/23/2026 9:45 AM

Quote Is Valid For 60 Days From Date Of Quote

Quote Eligible for Huntley Community School District 158

BILL TO
650 Dr John Burkey Dr
650 Dr John Burkey Dr,
Algonquin, IL 60102-4423, USA

SHIP TO
650 Dr John Burkey Dr,
Algonquin, IL 60102-4423, US

CONTACT US
Phone: 1.800.558.8976
Email: info@crisisprevention.com
Federal ID#: 39-2012874

QUANTITY	PRODUCT	UNIT PRICE	EXTENDED PRICE
300.00	NCI Online Course & Workbook 3rd Ed	$50.39	$15,117.00
1.00	NCI ICP Blended Classroom Open 3e	$4,949.00	$4,949.00
2.00	NCI Renewal Blended Classroom Open 3e	$2,399.00	$4,798.00
1.00	De-Escalation Basics Online Training Subscription	$12,500.00	$12,500.00
5.00	Annual Membership Fee	$200.00	$1,000.00
1.00	De-Escalation Basics Bus Drivers Online Training Subscription	$1,000.00	$1,000.00

If you would like to order the merchandise quoted, please contact our office at 1.800.558.8976 and reference the Quote # shown at the top right.

Where payments are made by the customer through a credit card for $10,000 or greater, 2% of transactions will be charged towards credit card fees.

Subtotal	$39,364.00
Discount	$0.00
Tax	$0.00
Shipping	
Total	**$39,364.00**

Tax exempt organizations, we must have your tax exempt certificate on file.

Cancellation and return policies can be found at:
https://www.crisisprevention.com/Special-Pages/Important-Registration-Information

CRISIS PREVENTION INSTITUTE

SUBSCRIPTION AGREEMENT

This Subscription Agreement is entered into by and between Crisis Prevention Institute, Inc., a Wisconsin corporation, located at 10850 W. Park Place, Suite 250, Milwaukee, WI 53224 ("CPI") and Huntley Community School District 158, located at 650 Dr. John Burkey Drive, Algonquin, IL 60102, for itself and on behalf of each of the individual schools listed in Exhibit A (collectively the "District").

1) **Term:** The Effective Date of this agreement shall be the date on which it is fully signed by the parties. The Initial Term of this agreement shall begin on the Effective Date and shall end twelve (12) months from the Effective Date. This agreement shall renew automatically for additional twelve (12)-month Renewal Terms unless it is terminated pursuant to Paragraph 5 ("Termination") of this agreement. Each Renewal Term shall begin on the date the prior term expires. CPI reserves the right to increase the fees payable during each Renewal Term. CPI shall not increase these fees by more than 5% for a particular Renewal Term.

2) **Subscription:** For the Initial Term of this agreement, and any Renewal Term, District is purchasing a subscription to CPI's *De-escalation Basics for Educators* (the "Program") and related materials. This subscription gives District the right to the following:
   a) All District employees, contracted staff, volunteers, and any other person shall have unlimited access to the Program. Access to the Program shall be limited to Authorized Personnel of the Schools listed in Exhibit A.

3) **Intellectual Property Rights:** As used in this agreement, the term "Materials" means the CPI's *De-escalation Basics for Educators* online course, medical illustrations, professional learning content and materials, and all other materials relating to this Program. The parties agree that the Materials, including any copyrights, trademarks, trade secrets, patents, and any other type of intellectual property ("Intellectual Property") are and shall remain the sole and exclusive property of CPI. Any modifications, updates, additions, and derivative works made to the Materials also shall be the sole property of CPI. District agrees to take all steps reasonably necessary to protect CPI's interest in and ownership of the Materials. Those steps shall include, but are not limited to:
   a) District may not modify the Materials without CPI's express written consent.
   b) The Materials must retain any existing confidentiality, copyright, or trademark designations, and any other indication of CPI's intellectual property rights.
   c) At no time shall District, or any Authorized Personnel, directly or indirectly distribute copies of the Materials to the public, to parents, or to caregivers by sale or other transfer of ownership, or by rental, lease, lending, or gift.
   d) District shall protect the Materials from unauthorized download and/or distribution by its agents, affiliates, and any Authorized Personnel.
   e) District shall not use the Materials or Intellectual Property to create any competing product or service.
   f) Upon the termination of this agreement, District shall make no further use of the Materials.

4) **Fees and Payment:** Subject to the fee adjustment provisions of Paragraph 1 ("Term"), District shall pay CPI an annual subscription fee of $ 12,500 each year this agreement is in effect. This fee will be adjusted any time District modifies the individual schools listed on Exhibit A.
   a) Taxes. All fees are exclusive of taxes and duties. District shall be solely responsible for the payment of any taxes arising out of the fees it pays CPI.
      i) District is tax exempt: Y [✔] N [ ]
      ii) If 'Y,' enter your Exemption ID: E9995-0162-07 and provide a copy of your Tax Exemption Certificate.
   b) Payment. After the Effective Date, and after the commencement of each Renewal Term, unless this agreement has been terminated in accordance with Paragraph 5 ("Termination") of this agreement, CPI shall invoice District for the fee due under this agreement. District agrees to pay this fee, in full, within 30 days of receiving CPI's invoice.

5) **Termination:**
   a) Termination for Breach: Either party may terminate this agreement upon notice if the other party materially breaches this agreement and (a) the breach remains unremedied for 30 days after the date the breaching party receives notice from the non-breaching party describing the breach and requiring that the breaching party cure it, or (b) the breach is incapable of cure.
   b) Termination for Insolvency: Either party may terminate this agreement upon notice if (i) the other party declares bankruptcy; (ii) a court order is issued for the winding up of the other party; (iii) an effective resolution is passed for the winding up of the other party; (iv) the other party has a receiver, manager, administrative receiver, or administrator appointed with respect to it; (v) the other party ceases to be able to pay its debts as they fall due; (vi) the other party takes or suffers any action similar to any of the above on account of debt in any jurisdiction.
   c) Effect of Termination: Upon the termination of this agreement, District's access to the Materials shall end.

6) **Data Privacy:** Each party shall be responsible for its compliance with all applicable data protection legislation.
   a) District-Provided Data: District confirms and warrants that any data it shares with or provides to CPI has been collected and disclosed in accordance with all applicable data protection legislation. District agrees it shall not input, upload, maintain, or disclose any irrelevant or unnecessary information about individuals.
   b) Third-Party Data Processors: Each party will maintain, and will require all third-party data processors it engages to maintain, appropriate physical, technical, and organizational measures to protect Personally Identifiable Information against accidental, unauthorized, or unlawful destruction, loss, alteration, disclosure, or access.

7) **Mutual Indemnification:** To the extent permitted by applicable law, the parties agree to indemnify, defend, and hold each other harmless from any third-party claim arising out of actions either of them takes pursuant to this agreement. This indemnification obligation does not extend to allegations of gross negligence or willful misconduct by the Indemnified Party. This indemnification obligation extends to all defense costs and attorney fees incurred by the Indemnified Party. When a party becomes aware of a claim which could be subject to this paragraph, that party must provide prompt notice of that claim to the Indemnifying Party. The rights and obligations in this paragraph shall survive the expiration of this agreement. In addition, CPI shall defend and indemnify District from any claim by a third party alleging that the Materials infringe on the intellectual property rights of that third party.

8) **Notices:** Any notice required by this agreement shall be delivered by regular mail or email to:

If to CPI:

Nick Schreiter
Sales Contract Specialist
Crisis Prevention Institute, Inc.
10850 W. Park Place Suite 250
Milwaukee, WI 53224
contracts@crisisprevention.com

If to District

Allison Anderson
Special Education Behavior Specialist Strategist
Huntley Community School District 158
650 Dr. John Burkey Drive
Algonquin, IL
alanderson@district158.org

Notice shall be deemed to be delivered three calendar days after it is placed in the mail, postage pre-paid, or on the day the email is sent.

9) **Damages:** Each party's aggregate liability to the other for damages arising out of or in connection with this agreement shall not exceed the total fees paid to CPI under this agreement in the previous 12 calendar months. Neither party shall be liable for any indirect, punitive, special, or consequential damages or any lost profits.

10) **Force Majeure:** Neither party will be liable for any damages for failure to fulfill its obligations under this agreement due to circumstances beyond its reasonable control. If such circumstances cause material deficiencies in the services provided by CPI, and those material deficiencies continue for more than 30 days, either party may terminate this agreement upon notice to the other party.

11) **Waiver:** No delay or failure to exercise any right or remedy under this agreement shall constitute a waiver of that right or remedy.

12) **Assignment:** Neither this agreement, nor any right or obligation contained in this agreement, may be assigned by either party without the prior written consent of the other party. A party's consent shall not be withheld unreasonably.

13) **Modification or Amendment:** No amendment, change, or modification of this agreement shall be valid unless it is written and signed by the parties.

14) **Governing Law:** This agreement shall be subject to and interpreted in accordance with the laws of the State of Wisconsin.

15) **Entire Understanding:** This agreement constitutes the entire understanding and agreement of the parties with respect to its subject matter. Any and all prior agreements, understandings, or representations relating to the same subject matter are of no further force and effect.

16) **Severability:** If any term of this agreement is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of this agreement will remain in full force and effect. It is the intent of the parties that the terms of this agreement are severable.

17) **Execution of this Agreement:** Digital and electronic signatures are valid signatures of this agreement. It is not necessary for the parties to sign this agreement at the same time.

IN WITNESS WHEREOF, the parties have executed this agreement.

Huntley Community School District 158	Crisis Prevention Institute, Inc.
_____	_____
Name: _____	Name: _____
Title: _____	Title: _____
Date: _____	Date: _____

EXHIBIT A

List Names and Addresses of all Participating Schools Here

Chesak Elementary School – 10910 Reed Rd., Lake in the Hills, IL 60156

Conley Elementary School – 750 Dr. John Burkey Dr., Algonquin, IL 60102

Leggee Elementary School – 13723 Harmony Rd., Huntley IL, 60142

Mackeben Elementary School – 800 Dr. John Burkey Dr., Algonquin, IL 60102

Heineman Middle School – 725 Dr. John Burkey Dr., Algonquin, IL 60102

Marlowe Middle School – 9625 Halgius Rd., Lake in the Hills, IL 60156

Martin Elementary School – 10920 Reed Rd., Lake in the Hills, IL 60156

Huntley High School – 13719 Harmoney Rd., Huntley IL, 60142

Early Childhood Center – 10910 Reed Rd., Door#4, Lake in the Hills, IL 60156

LIGHT Program – 10401 Vine St., Huntley, IL 60142

Contract #00000500
Fiscal Year: 2027

CONTRACT

easterseals
Serving Chicagoland and Greater Rockford

Illinois Autism Partnership

Make checks payable to Easterseals and mail to:
Easterseals
Attention Kim Nunez
1939 W. 13th St. Suite 300
Chicago, IL 60608

Jackelyn Allen	Sarah Smith	**HUNTLEY SCHOOL DISTRICT 158- FY27 JULY/AUGUST CLASSROOM SETUPS AND SMART START DAYS**
jacallen@district158.org	iap@eastersealschicago.org	Effective Date: This Agreement becomes effective upon full execution by both Parties.
Huntley Community School District 158 650 Academic Dr Algonquin, IL 60102	**Easterseals Metropolitan Chicago** 1939 W 13th St Chicago, Illinois 60608	Expiration Date: Aug 28, 2026

SECTION I. SERVICE SUMMARY AND PROGRAM DESCRIPTION

TYPE OF SERVICE	QUANTITY	UNIT PRICE	TOTAL PRICE
Classroom Set Up	13	$3,000.00	$39,000.00
Smart Start	12	$2,000.00	$24,000.00
Total Mileage Cost:			$1,925.00
		Grand Total:	**$64,925.00**

Description of Services for the 2026-2027 School Year:
Huntley School District 158

1. Program Descriptions

The following informational descriptions summarize the Illinois Autism Partnership's ("IAP") service offerings. These statements support program understanding but do not modify the legal obligations contained in Section II Agreement Terms.

A. Classroom Set Up Services – Program Overview

Illinois Autism Partnership empowers and supports local school districts and agencies in setting up the classroom environment to meet the ever-changing needs of their students.
Participants can expect:
-Collaborative, on-site work with district staff for up to six hours to set up the physical environment
-Creation of meaningful visual supports
-Instruction on the importance of a structured environment to promote independence and success at school

B. Smart Start Summer Prep Days – Program Overview

IAP's Smart Start provides hands-on, collaborative summer planning support to classroom teams prior to the start of the school year. These on-site sessions are designed to help educators build systems, schedules, and supports before students arrive so teams can focus on teaching – not troubleshooting.

Through proactive planning, classrooms begin the year organized, aligned, and prepared to support diverse learners from day one.

Participants can expect:
-Collaborative, side-by-side planning with IAP consultants
-Development of student and staff schedules, classroom routines, and structured systems
-Curriculum planning, differentiation, and preparation of instructional materials and visual supports
-Strategic planning for inclusion, collaboration, and anticipated classroom challenges
-Reduced early-year stress, protected instructional time, and a confident, prepared start to the school year

2. Location and Scheduling Information

Service: Classroom Set Up
Service location: Martin Elementary School; 9625 Haligus Rd, Lake in the Hills, IL 60156
Date: 7/6/26
Time: 8:30am - 3:00pm
Classrooms/programs involved: Stacey Thiesse; SNAP, 3rd, 4th, 9 students 2 adults
Number of Classrooms: 1
Symbol Set Preference: Boardmaker

Service: Classroom Set Up
Service location: Marlowe Middle School; 10920 Reed Rd, Lake in the Hills, IL 60156
Date: 7/27/26
Time: 8:30am - 3:00pm
Classrooms/programs involved: Michele Heaphy; SNAP classroom, grades 6-8, 4 students, 5 adults not including the teacher
Number of Classrooms: 1

Symbol Set Preference: Boardmaker

Service: Classroom Set Up
Service location: Huntley High School; 13719 Harmony Rd, Huntley, IL 60142
Date: 7/27/26 (WHALEN), 7/28/26 (SAYLOR)
Time: 8:30am - 3:00pm
Classrooms/programs involved: ROOM 1 - Alexa Saylor; SNAP Program and high school, 5 students, 6 adults; ROOM 2 - Kelly Whalen; Strategy Ed, 20 in program, 6-10 students in each class, 1 to 2 paras in the class depending if a student has a 1:1 para.
Number of Classrooms: 2
Symbol Set Preference: Boardmaker

Service: Classroom Set Up
Service location: Chesak Elementary School; 10910 Reed Rd., Lake in the Hills, IL 60156
Date: 7/27/26
Time: 8:30am - 3:00pm
Classrooms/programs involved: ROOM 1 - Rachel Lechuga; Instructional, Kindergarten, 7 students, 1 adult; ROOM 2 - Patricia Krebs; Instructional Special Ed 1st and 2nd grade; ROOM 3 - Jena Holzcamp; SNAP K-2; ROOM 4 - McKenzie Weinberg; Self Contained K-2, 5-6 students and 2-3 adults
Number of Classrooms: 4
Symbol Set Preference: Boardmaker

Service: Classroom Set Up
Service location: Leggee Elementary School; 13723 Harmony Rd, Huntley, IL 60142
Date: 7/29/26
Time: 8:30am - 3:00pm
Classrooms/programs involved: ROOM 1 - Sam Riesen; SNAP Program - working on projections currently for next year. Could have 6-7 students; ROOM 2 - Bri Baird; SNAP; ROOM 3 - Ashley Wadman; SNAP K-2; ROOM 4 - Travis Awrey; SNAP K-2
Number of Classrooms: 4
Symbol Set Preference: Boardmaker

Service: Classroom Set Up
Service location: Early Childhood Center; 10910 Reed Rd., Door #4, Lake in the Hills, IL 60156
Date: 7/30/26
Time: 8:30am - 3:00pm
Classrooms/programs involved: Kevin Ross; 5-8 students, 3 adults
Number of Classrooms: 1
Symbol Set Preference: Boardmaker

NOTE: Assigned Classroom Set Up dates may not be changed after contract is finalized.

Total classroom set ups: 13

Service: Classroom Smart Start

Service location: Mackeben Elementary School; Dr. John Burkey Dr formerly, 800 Academic Dr, Algonquin, IL 60102
Date: 7/15/26
Time: 8:30am - 3:00pm
Classroom Details: Lisa Pontious; Self-contained classroom, k-2, 8 students, 3 adults, focuses on academics and functional performance
Number of Classrooms: 1

Service: Classroom Smart Start
Service location: Mackeben Elementary School; Dr. John Burkey Dr formerly, 800 Academic Dr, Algonquin, IL 60102
Date: 7/7/26
Time: 8:30am - 3:00pm
Classroom Details: Aislyn Kozelka; Self contained behavioral , K-2 , 8-10 students 2-3 adults
Number of Classrooms: 1

Service: Classroom Smart Start
Service location: Martin Elementary School; 10920 Reed Rd, Lake in the Hills, IL 60156
Date: 7/7/26
Time: 8:30am - 3:00pm
Classroom Details: Stacey Thiesse; SNAP, 3rd, 4th, 9 students 2 adults
Number of Classrooms: 1

Service: Classroom Smart Start
Service location: Marlowe Middle School; 10920 Reed Rd, Lake in the Hills, IL 60156
Date: 7/28/26
Time: 8:30am - 3:00pm
Classroom Details: Michele Heaphy; SNAP classroom, grades 6-8, 4 students, 5 adults not including the teacher
Number of Classrooms: 1

Service: Classroom Smart Start
Service location: Conley Elementary School; Dr. John Burkey Dr formerly, 750 Academic Dr, Algonquin, IL 60102
Date: 7/16/26
Time: 8:30am - 3:00pm
Classroom Details: ROOM 1 - Samantha Green; SNAP Program 3rd - 5th, 1 3rd grader, 4 4th graders, 1 5th grader, 4 students with 1:1 paras, 1 program aide; ROOM 2 - Christina Naimoli Ginter; SES Program (self contained), grades 3-5, 7-8 students, 5 adults
Number of Classrooms: 2

Service: Classroom Smart Start
Service location: Huntley High School; 13719 Harmony Rd, Huntley, IL 60142
Date: 7/21/26
Time: 8:30am - 3:00pm

Classroom Details: ROOM 1 - Alexa Saylor; SNAP Program and high school, 5 students, 6 adults; ROOM 2 - Kelly Whalen; Strategy Ed, 20 in program, 6-10 students in each class, 1 to 2 paras in the class depending if a student has a 1:1 para.
Number of Classrooms: 2

Service: Classroom Smart Start
Service location: Chesak Elementary School; 10910 Reed Rd., Lake in the Hills, IL 60156
Date: 7/28/26
Time: 8:30am - 3:00pm
Classroom Details: ROOM 1 - Rachel Lechuga; Instructional, Kindergarten, 7 students, 1 adult; ROOM 2 - Patricia Krebs; Instructional Special Ed 1st and 2nd grade; ROOM 3 - Jena Holzcamp; SNAP K-2; ROOM 4 - McKenzie Weinberg; Self Contained K-2, 5-6 students and 2-3 adults
Number of Classrooms: 4

NOTE: Assigned Smart Start dates may not be changed after contract is finalized.

Total Smart Start Days: 12

3. Required District Contact Information

Service location: See below
Primary onsite contact: See below
HHS: Dr. Marcus Belin, mbelin@district158.org, 847-659-6600
Marlowe: Jillian Pearce, jpearce@district158.org, 847-659-4700
Martin: Michele Happold, mhappold@district158.org, 847-659-5300
ECC: Sheryl Pauwels, spauwels@district158.org, 847-659-5400
Chesak: Roshaunda Henson, rhenson@district158.org, 847-659-5700
Leggee: Scott Iddings, siddings@district158.org, 847-659-6200
Conley: Katie Surjan, ksurjan@district158.org, 847-659-3700
Mackeben: Marcie Marzullo, mmarzullo@district158.org, 847-659-3400

Billing Contact: Jackelyn Allen
Email: jacallen@district158.org
Phone: 847-659-6133

4. Incorporation

Section I Service Summary and Program Description forms a material part of this Agreement and is expressly incorporated into Section II Agreement Terms. The type(s) of service(s) listed, pricing, and descriptions in Section I define the "Engaged Services" subject to the terms and conditions of this Agreement.

SECTION II. AGREEMENT TERMS

1. Agreement; Entire Agreement

This Services Agreement ("Agreement") is entered into by and between Easterseals of Chicagoland and Greater Rockford (ECR) d/b/a Easterseals, an Illinois not for profit corporation ("Easterseals"), through its Illinois Autism Partnership ("IAP"), and the school district identified in Section I ("Client" or "District").

Section I, together with these Agreement Terms and any attachments referenced herein, collectively, constitute the entire agreement between the Parties. The services, pricing, and descriptions set forth in Section I define the "Engaged Services" subject to the terms of this Agreement. Each Party acknowledges that it is not relying upon any statement, representation, promise, warranty, or understanding of any kind made by the other Party, whether oral or written, except as expressly set forth in this Agreement. This Agreement supersedes all prior or contemporaneous proposals, negotiations, communications, and understandings related to the subject matter hereof.

No amendment or modification of this Agreement shall be effective unless made in writing and signed by both Parties. No waiver of any provisions shall be valid unless in writing and signed by the waiving party.

2. Definitions

For purposes of this Agreement:

2.1 **"Coaching Services"** means the instructional coaching, observation, modeling, consultation, and related educator-support activities described in this Agreement and selected in Section I. Coaching Services are provided exclusively to Client staff and are not provided directly to students.

2.2 **"Professional Development Services"** or **"PD Services"** means the training sessions, workshops, presentations, and multi-day training series described in this Agreement and selected in Section I.

2.3 **"Engaged Services"** means the specific services selected by Client in Section I.

2.4 **"Coaching Day"** means a full-day or partial-day coaching session delivered onsite or virtually.

2.5 **"PD Session"** means any partial-day, full-day, or multi-day PD service described in Section I.

2.6 **"Media"** means photographs, videos, or audio recordings captured by Easterseals personnel while delivering services.

3. Term; Effective Date; Execution Delay

3.1 **Effective Date.** This Agreement becomes effective upon full execution by both Parties.

3.2 **Term.** The Agreement remains in effect through June 30 of the applicable fiscal year identified in Section I unless earlier terminated under Section 8.

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3.4 **Execution After 30 Days.** If Client executes this Agreement more than thirty (30) days after issuance, and originally discussed dates have become unavailable, Easterseals will use reasonable efforts to identify alternative dates, subject to staff availability; however, availability of comparable dates cannot be assured.

4. Fees; Invoicing; Appropriation of Funds

4.1 **Fees.** Client shall pay the fees identified in Section I for the Engaged Services.

4.2 **Invoicing.** Easterseals will invoice monthly in arrears for all amounts due under this Agreement, including fees for Engaged Services delivered during the prior month and any applicable cancellation or liquidated damages charges incurred during that period. Client shall remit payment in full within thirty (30) days of the invoice date. All travel-related expenses shall be invoiced with the final invoice issued upon completion of all services.

4.3 **Travel and Additional Costs.** Client shall reimburse reasonable travel, mileage, lodging, materials, printing, or other costs identified in Section I or reasonably incurred in service delivery.

4.4 **Appropriation of Funds.** Client represents that funds for all services scheduled within the current fiscal year have been properly appropriated. Lack of anticipated funding (including grants) does not excuse payment for services delivered or cancellation fees associated with services scheduled during an appropriated fiscal year. Obligations for subsequent fiscal years are contingent upon Client's appropriation of funds for those years.

5. General Terms Applicable to All Services

5.1 **Staffing; Substitution; Shadowing.** Easterseals retains discretion to assign qualified personnel and may substitute staff as needed due to availability, illness, leave, turnover, or operational needs. Supervisors, trainees, or new employees may observe ("shadow") service delivery under appropriate supervision.

5.2 **Background Checks and District Requirements.** All Easterseals staff assigned to provide services maintain the following on file:

- FBI and State criminal background checks through an approved vendor;
- drug screening, TB test, and physical evaluation;
- verification of education, employment history, and professional references; and
- compliance with applicable provisions of Faith's Law.

Verification of these items is available upon request. If Client requires additional background checks, fingerprinting, or onboarding beyond those listed above, such procedures will be completed only on scheduled service days. Easterseals personnel are not required to complete district onboarding on non-service days.

5.3 **Media; Student Privacy.** From time to time, Easterseals personnel may take photographs or video recordings of classroom activities or supports (including schedules, visuals, or similar materials) in connection with the delivery or improvement of the Engaged Services. Easterseals will do so only with the knowledge of appropriate classroom staff and in a manner consistent with Client's applicable policies, and district or classroom staff may request at any time that photographs or videos not be taken. Client is responsible for obtaining any parental or student consents required under applicable law, including FERPA and the Illinois School Student Records Act. Easterseals will not intentionally disclose student personally identifiable information and, upon request, will reasonably de-identify any student images used outside Client's facilities, which may include blurring or obscuring identifying features as appropriate. No student names or other identifying information will be disclosed in connection with such media. Photographs or recordings may be used for internal coaching, staff training, or program-improvement purposes, and may be used in external communications or marketing material only if consistent with Client policy and applicable consent requirements. Easterseals personnel may use technology-based tools such as tablets or phones during service delivery for purposes such as note-taking, accessing visuals, or sharing resources, consistent with Client policies.

5.4 **Work Product and Intellectual Property.** All materials, tools, and other work product created by Easterseals ("Work Product") remains its exclusive property. Easterseals hereby grants to Client a non-exclusive, non-transferable, non-sublicensable license for internal use at locations receiving services.

5.5 **Confidentiality; Student Records; FOIA.** Each Party will comply with FERPA and all applicable student-records laws. Nothing in this Agreement restricts Client's obligations under FOIA.

5.6 **Indemnification.** Each Party shall be responsible for, and shall indemnify the other Party against, third-party claims only to the extent such claims arise from that Party's own negligence or willful acts or omissions in connection with its performance and obligations under this Agreement. No Party shall indemnify the

other for the other Party's negligence or for losses not caused by its own conduct.

5.7 **Limitation of Liability.** Except for (a) indemnity obligations, (b) confidentiality breaches, or (c) personal injury or property damage caused by negligence, neither Party shall be liable for consequential, special, or punitive damages, and each Party's total liability is capped at the total fees paid or payable under this Agreement.

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5.10 **Insurance.** Each Party shall maintain insurance appropriate to its operations, including workers' compensation and general liability coverage. Easterseals shall maintain professional liability insurance.

5.11 **Cooperation.** The Parties shall cooperate in good faith to facilitate the timely scheduling and delivery of the Engaged Services. Client shall provide, in a timely manner, all information, availability, and points of contact reasonably necessary for Easterseals to schedule and perform the services. Client shall ensure that Easterseals has timely and uninterrupted access to the facilities, staff, classrooms, students (as applicable), and other resources reasonably required for Easterseals to perform the Engaged Services. If Easterseals is unable to perform services on a scheduled date due to Client's failure to provide timely scheduling information or access, the missed date shall be treated as a cancellation by Client, and the applicable cancellation provisions in Sections 6 or 7 shall apply.

5.12 **Additional Requests; Out-of-Scope Work.** Any request by Client for services outside of the Engaged Services described in Section I shall be subject to Easterseals' review and approval in its sole discretion. Easterseals may, but is not obligated to, perform additional services requested by Client. If Easterseals performs any such additional services, Client shall reimburse Easterseals for all associated fees, expenses, and costs at Easterseals' then-current rates, unless otherwise agreed in writing.

5.13 **Easterseals' Obligations.** Easterseals will provide the Engaged Services using qualified personnel and will perform such services in a professional and competent manner consistent with its organizational practices and applicable laws.

5.14 **Client Obligations.** Client shall:

(a) provide timely scheduling information, points of contact, and other

information reasonably required for Easterseals to perform the Engaged Services;

(b) ensure Easterseals has timely access to required facilities, staff, students (as applicable), and resources on scheduled service dates;

(c) ensure appropriate staff are present and available to participate in services as applicable;

(d) comply with all applicable laws regarding student privacy, notices, and consents; and

(e) pay all fees, reimbursable expenses, and applicable cancellation or liquidated damages in accordance with Section 4.

Client's failure to meet these obligations may limit Easterseals' ability to reschedule services and may result in application of the cancellation provisions in Sections 6 and 7.

5.15 **Administrative Support.** The Engaged Services focus on direct service delivery within schools. Routine coordination necessary to schedule and deliver the Engaged Services is included in the Agreement. Requests for administrative or planning meetings beyond routine coordination (including without limitation repeated leadership meetings, staff briefings, or program-planning sessions) may be considered out-of-scope and are subject to Easterseals' review and approval. If Easterseals participates in such additional meetings, Client shall reimburse Easterseals for the associated time and costs at Easterseals' then-current rates, unless otherwise agreed in writing.

6. Terms Applicable Only to Coaching Services

(Applicable only if Coaching Services are listed in Section I)

6.1 **Coaching Scope.** Coaching Services support educators through modeling, observation, consultation, and evidence-based recommendations. Easterseals personnel do not provide direct support to students and will be present around students only when a teacher or certified district employee is present.

6.2 **Scheduling.** Coaching Days are mutually scheduled in writing.

6.3 **Weather-Related or Health-Related Closures.** In the event of a classroom, building, or district closure due to weather or public-health conditions, any scheduled Coaching Day will be delivered in an alternate format when feasible. At the start of each school year, Easterseals will provide Client with a menu of alternate coaching formats. If Client provides virtual learning during closures, Coaching Days will be delivered virtually when practicable. Alternative in-person dates will be offered only if Client does not provide virtual learning. If neither

virtual delivery nor rescheduling is feasible, Section 6.4 (including 6.4(b) and 6.4(c)) will apply.

6.4 **Cancellation and Liquidated Damages.** The below charges constitute liquidated damages, representing a reasonable estimate of Easterseals' preparation, staffing, and lost-opportunity costs.

(a) **Fourteen (14) days or more prior to the scheduled Coaching Day:** no fee is due, except that Client shall reimburse any non-refundable travel expenses incurred by Easterseals.
(b) **Fewer than fourteen (14) days prior to the scheduled Coaching Day:** Client shall pay one hundred percent (100%) of the applicable Coaching Day fee, plus any non-refundable travel expenses. The canceled Coaching Day will be deemed delivered.
(c) **No- show or lack of access:** Treated as less than fourteen (14) days' notice and section 6.4(b) applies.
(d) **Emergency closures (e.g., weather, health, or districtwide safety emergencies):** If virtual delivery or rescheduling is not feasible, Easterseals may invoice fifty percent (50%) of the per-day fee + non-refundable travel.

7. Terms Applicable Only to Professional Development Services

(Applicable only if PD Services are listed in Section I)

7.1 **PD Cancellation and Liquidated Damages.** The below charges constitute liquidated damages, representing a reasonable estimate of Easterseals' preparation, staffing, and lost-opportunity costs.

(a) **Ninety (90) days' notice:** Client reimburses non-refundable costs only.

(b) **Thirty-One (31) to Eighty-Nine (89) days' notice:** Client pays fifty percent (50%) of the PD fee + non-refundable costs.

(c) **Thirty (30) days or less notice:** Client pays one hundred percent (100%) of the PD fee + non-refundable costs.

7.2 **Emergency Closures (e.g., weather, health, or districtwide safety emergencies).** Parties will attempt virtual delivery. If not feasible, Easterseals may invoice up to fifty percent (50%) of the PD fee plus documented preparation costs.

7.3 **Materials and Preparation Costs.** Client shall reimburse Easterseals for reasonable printing, preparation, or materials costs incurred before cancellation.

7.4 **Trainer Substitution.** Easterseals may substitute qualified trainers as needed.

8. Termination

8.1 **For Cause.** Either Party may terminate this Agreement upon thirty (30) days' written notice if the other Party fails to cure a material breach after written notice thereof.

8.2 **For Convenience.** Either Party may terminate this Agreement upon sixty (60) days' written notice. Client remains responsible for services delivered before the effective termination date and applicable cancellation fees for Coaching Days or PD Sessions scheduled within the notice period.

9. **Notices**

All notices required under this Agreement shall be in writing and delivered to the contacts listed in Section I. Notices may be delivered (a) personally, (b) by certified U.S. mail (return receipt requested), (c) by nationally recognized overnight courier, or (d) by email, provided that the notice is sent to the Parties' designated email addresses listed in Section I. Email notice shall be deemed delivered on the date transmitted, so long as no bounce-back or error message is received. If an email notice results in a bounce-back or error message, the sending Party shall provide notice by one of the other methods listed above.

10. **Governing Law; Venue**

This Agreement is governed by the laws of the State of Illinois. Venue lies exclusively in the Circuit Court of Cook County unless otherwise required by applicable law.

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the dates set forth below.

Representative of Huntley Community School District 158

Representative of Easterseals Illinois Autism Partnership

Representative of Easterseals Serving Chicagoland and Greater Rockford

Contract #00000501
Fiscal Year: 2027

CONTRACT

easterseals
Serving Chicagoland and Greater Rockford

Illinois Autism Partnership

Make checks payable to Easterseals and mail to:
Easterseals
Attention Kim Nunez
1939 W. 13th St. Suite 300
Chicago, IL 60608

Jackelyn Allen jacallen@district158.org **Huntley Community School District 158** 650 Academic Dr Algonquin, IL 60102	Sarah Smith iap@eastersealschicago.org **Easterseals Metropolitan Chicago** 1939 W 13th St Chicago, Illinois 60608	**HUNTLEY SCHOOL DISTRICT 158 - FY27 2026-2027 COACHING** Effective Date: This Agreement becomes effective upon full execution by both Parties. Expiration Date: Jun 30, 2027

SECTION I. SERVICE SUMMARY AND PROGRAM DESCRIPTION

TYPE OF SERVICE	QUANTITY	UNIT PRICE	TOTAL PRICE
Coaching-Full Day (6 Hours)	54	$1,800.00	$97,200.00
Total Mileage Cost:			$4,158.00
		Grand Total:	**$101,358.00**

Description of Services for the 2026-2027 School Year:
Huntley School District 158

1. Program Description -
The following informational description summarizes the Illinois Autism Partnership's ("IAP") service offering. This statement supports program understanding but does not modify the legal obligations contained in Section II Agreement Terms.

Coaching Services – Program Overview

IAP's Coaching Services provide hands-on, collaborative support to educators, administrators, and school teams in implementing evidence-based practices for students with autism and related disabilities.

Participants can expect:
-A non-evaluative, non-judgmental coaching partnership
-Access to interdisciplinary team of experts
-Customized strategies, tools, and materials to promote student success and independence
-Classroom-based modeling and consultations
-A responsive, collaborative approach informed by student and staff needs

2. Location and Scheduling Information -
Service: Full Day Coaching
Service frequency: approximately 6 visits per month per coaching calendar
Service Locations:
Site 1: Huntley High School: 13719 Harmony Rd, Huntley, IL, 60142
Site 2: Martin Elementary School: 10920 Reed Rd, Lake in the Hills, IL, 60156
Site 3A: Early Childhood Center: 10910 Reed Rd, Door #4, Lake in the Hills, IL, 60156
Site 3B: Chesak Elementary School: 10910 Reed Rd, Lake in the Hills, IL, 60156
Site 4: Leggee Elementary School: 13723 Harmony Rd, Huntley, IL, 60142
Site 5: LIGHT Program: 10401 Vine St, Huntley, IL, 60142
Site 6A: Marlowe Middle School: 9625 Haligus Rd, Lake in the Hills, IL, 60156
Site 6B: TBD based on district needs (may not exceed 2 additional classrooms)

School Hours: See below:
HHS: 7:30-2:26 (Wed. LS 8:00-2:26)
Marlowe: 7:30-2:25
Martin: 8:00-2:55
ECC: AM 7:45-10:15, PM 11:00-1:30
Chesak: 8:30-3:25
Leggee: 8:30-3:25
LIGHT: 8:00-2:00
Conley: 8:30-3:25
Mackeben: 8:30-3:25

Classrooms/Programs Involved:
Coaches will work with the district to identify the classrooms receiving coaching. This may be done either by:
1. The district providing a list of classrooms by July 1, 2026; or
2. Coaches reaching out directly to each principal to gather the necessary information.

NOTE: Total number of classrooms in a day may not exceed 6.

Total coaching days: 54 to be completed by May 30, 2027

3. Required District Contact Information -
Service location: See below

Primary onsite contact: See below
HHS: Dr. Marcus Belin, mbelin@district158.org, 847-659-6600
Marlowe: Jillian Pearce, jpearce@district158.org, 847-659-4700
Martin: Michele Happold, mhappold@district158.org, 847-659-5300
ECC: Sheryl Pauwels, spauwels@district158.org, 847-659-5400
Chesak: Roshaunda Henson, rhenson@district158.org, 847-659-5700
Leggee: Scott Iddings, siddings@district158.org, 847-659-6200
LIGHT: Keith Panke, kpanke@district158.org, 847-659-6137
Conley: Katie Surjan, ksurjan@district158.org, 847-659-3700
Mackeben: Marcie Marzullo, mmarzullo@district158.org, 847-659-3400

Billing Contact: Jackelyn Allen
Email: jacallen@district158.org
Phone: 847-659-6133

4. Incorporation -
Section I Service Summary and Program Description forms a material part of this Agreement and is expressly incorporated into Section II Agreement Terms. The type(s) of service(s) listed, pricing, and descriptions in Section I define the "Engaged Services" subject to the terms and conditions of this Agreement.

SECTION II. AGREEMENT TERMS

1. Agreement; Entire Agreement

This Services Agreement ("Agreement") is entered into by and between Easterseals of Chicagoland and Greater Rockford (ECR) d/b/a Easterseals, an Illinois not for profit corporation ("Easterseals"), through its Illinois Autism Partnership ("IAP"), and the school district identified in Section I ("Client" or "District").

Section I, together with these Agreement Terms and any attachments referenced herein, collectively, constitute the entire agreement between the Parties. The services, pricing, and descriptions set forth in Section I define the "Engaged Services" subject to the terms of this Agreement. Each Party acknowledges that it is not relying upon any statement, representation, promise, warranty, or understanding of any kind made by the other Party, whether oral or written, except as expressly set forth in this Agreement. This Agreement supersedes all prior or contemporaneous proposals, negotiations, communications, and understandings related to the subject matter hereof.

No amendment or modification of this Agreement shall be effective unless made in writing and signed by both Parties. No waiver of any provisions shall be valid unless in writing and signed by the waiving party.

2. Definitions

For purposes of this Agreement:

2.1 **"Coaching Services"** means the instructional coaching, observation, modeling, consultation, and related educator-support activities described in this Agreement and selected in Section I. Coaching Services are provided exclusively to Client staff and are not provided directly to students.

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(c) ensure appropriate staff are present and available to participate in services as applicable;

(d) comply with all applicable laws regarding student privacy, notices, and consents; and

(e) pay all fees, reimbursable expenses, and applicable cancellation or liquidated damages in accordance with Section 4.

Client's failure to meet these obligations may limit Easterseals' ability to reschedule services and may result in application of the cancellation provisions in Sections 6 and 7.

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(Applicable only if Coaching Services are listed in Section I)

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virtual delivery nor rescheduling is feasible, Section 6.4 (including 6.4(b) and 6.4(c)) will apply.

6.4 **Cancellation and Liquidated Damages.** The below charges constitute liquidated damages, representing a reasonable estimate of Easterseals' preparation, staffing, and lost-opportunity costs.

(a) **Fourteen (14) days or more prior to the scheduled Coaching Day:** no fee is due, except that Client shall reimburse any non-refundable travel expenses incurred by Easterseals.
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(c) **No- show or lack of access:** Treated as less than fourteen (14) days' notice and section 6.4(b) applies.
(d) **Emergency closures (e.g., weather, health, or districtwide safety emergencies):** If virtual delivery or rescheduling is not feasible, Easterseals may invoice fifty percent (50%) of the per-day fee + non-refundable travel.

7. Terms Applicable Only to Professional Development Services

(Applicable only if PD Services are listed in Section I)

7.1 **PD Cancellation and Liquidated Damages.** The below charges constitute liquidated damages, representing a reasonable estimate of Easterseals' preparation, staffing, and lost-opportunity costs.

(a) **Ninety (90) days' notice:** Client reimburses non-refundable costs only.

(b) **Thirty-One (31) to Eighty-Nine (89) days' notice:** Client pays fifty percent (50%) of the PD fee + non-refundable costs.

(c) **Thirty (30) days or less notice:** Client pays one hundred percent (100%) of the PD fee + non-refundable costs.

7.2 **Emergency Closures (e.g., weather, health, or districtwide safety emergencies).** Parties will attempt virtual delivery. If not feasible, Easterseals may invoice up to fifty percent (50%) of the PD fee plus documented preparation costs.

7.3 **Materials and Preparation Costs.** Client shall reimburse Easterseals for reasonable printing, preparation, or materials costs incurred before cancellation.

7.4 **Trainer Substitution.** Easterseals may substitute qualified trainers as needed.

8. Termination

8.1 **For Cause.** Either Party may terminate this Agreement upon thirty (30) days' written notice if the other Party fails to cure a material breach after written notice thereof.

8.2 **For Convenience.** Either Party may terminate this Agreement upon sixty (60) days' written notice. Client remains responsible for services delivered before the effective termination date and applicable cancellation fees for Coaching Days or PD Sessions scheduled within the notice period.

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This Agreement is governed by the laws of the State of Illinois. Venue lies exclusively in the Circuit Court of Cook County unless otherwise required by applicable law.

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the dates set forth below.

Representative of Huntley Community School District 158

Representative of Easterseals Illinois Autism Partnership

Representative of Easterseals Serving Chicagoland and Greater Rockford

EAB Global, Inc.
2445 M Street NW
Washington, DC 20037

Program Order Form - Renewal

Organization: Huntley Comm Sch Dist 158
Attn: Jessica Lombard
650 Academic Dr
Algonquin, IL 60102

Date: 9/22/2025

Program and Program Fees:

Organization will have access to the Program services set forth below (the "Services"), which are as described in greater detail in each applicable Program Scope available here:

Research - https://scopes.eab.com/research

During the Program Term, the Services will be delivered in all material respects as described in each applicable Program Scope.

Program Term: December 31, 2025 - December 30, 2026	Quantity		Fees
District Leadership Forum (EDIL)		USD	28,548.00
Total Administrative & Travel Fee		USD	0.00
Total		**USD**	**28,548.00**

Program Term: December 31, 2026 - December 30, 2027	Quantity		Fees
District Leadership Forum (EDIL)		USD	29,119.00
Total Administrative & Travel Fee		USD	1,500.00
Total		**USD**	**30,619.00**

Program Term: December 31, 2027 - December 30, 2028	Quantity		Fees
District Leadership Forum (EDIL)		USD	29,701.00
Total Administrative & Travel Fee		USD	1,500.00
Total		**USD**	**31,201.00**

The fees offered in this Program Order Form are based on the Program(s) above and any other existing Programs you may have purchased from us. In the event you terminate or discontinue any Program, including any Program in this Program Order Form, prior to the expiration of its Program Term, the Fees may be subject to increase. Any Fees, unless denoted as one-time, reflect the annual price for each year of the Program Term or any portion thereof (each, a "Year").

This Program Order Form is made pursuant to the Master Agreement dated as of 3/25/2022, which along with the applicable Program Scope which are incorporated herein by reference, form the entire agreement between the parties with respect to the Programs (and together with any other applicable agreements or supplements, the "Agreement").

Invoicing:

Services will commence on the initial date of the first Program Term (the "Start Date"). Organization will be invoiced in advance of Services and payment is due within 30 days of the invoice date. Any One-Time Fees will be invoiced at 100% with the Program Fees on the initial invoice of each Year of this Agreement as outlined below.

All Program Fees for the first Year will be billed and due within 30 days of the signature of this Agreement or Start Date, whichever is later. In subsequent years, all Program Fees will be billed and due on or before the start of each Year.

Each party represents and warrants to the other that the individual signing below on its behalf is authorized to enter into this Agreement and bind such party. The parties agree and acknowledge that any purchase order or other document subsequently provided by Organization with respect to the Programs above that contain additional, conflicting, or different term and condition or otherwise would amend, modify, or supplement this Agreement are unenforceable and shall be deemed null and void.

Please sign this Program Order Form and return it to Lauren Hogge lhogge@eab.com to initiate your participation in the Program(s) **no later than** 10/31/2025 (after which fees and terms set forth above are subject to change).

	EAB Global, Inc.:	**Huntley Comm Sch Dist 158:**
Signature:		_____
Name:	Gregory Quantz	_____
Title:	Managing Director	_____
Date:	9/22/2025	_____

OPTIONAL FOR BILLING PURPOSES ONLY

Invoices should be sent to this Email Address: _____

Billing Contact Name: _____

Billing Contact Email Address: _____

Billing Contact Phone: _____

Purchase Order No. (if applicable): _____

Program Scope—District Leadership Forum

Below is a comprehensive description of all the services comprising EAB's District Leadership Forum program (the "Program"). Your Program Order Form sets forth those specific services to which you have subscribed which may include some or all these services.

Strategy and Best Practice Research Studies—Comprehensive reports containing detailed profiles of dozens of innovative practices and strategies, implementation road maps, and advice. Organization facilities have unlimited access to studies.

Executive Briefings—Condensed studies meant for broad distribution to key leadership constituencies at Organization districts. Briefings will be available in unlimited quantity.

Superintendent Roundtables—Sessions designed for EAB staff to present the major research findings, facilitate discussion amongst superintendents on how to introduce these ideas to their own districts, and to allow networking among peers. Held several times throughout the year at multiple locations.

Virtual District Leadership Summit—Open to district leaders to engage with EAB research and content and to network with peers.

On-Demand Research—Organization may assign our staff short-answer research projects on topics of interest to their districts. Organization may request as many projects as they like across the year, though the Forum requires that Organization allow us to complete a project before assigning the next.

Dedicated Advisor—An EAB staff member who serves as a primary point of contact and oversees ongoing value delivery. Your Dedicated Advisor will help you navigate EAB resources and achieve your goals for the Program.

Access to Our Experts—Forum research staff is available for unlimited telephone consultations on the terrains covered in our reports, providing hands-on support for implementation and troubleshooting. Researcher time is available at no additional cost.

Private Webinars—Customized educational intensives for Forum organizations on any best practice study, research topic, or implementation challenge.

Partner Intensive—Organization may invite EAB research staff to present insights or facilitate interactive sessions on a related topic or terrain to the campus audience of your choosing up to one time per Year. Session is delivered virtually or in person dependent on Organization's needs and EAB staff availability.

Online Research Database—Dedicated website for subscribing organizations, providing full access to all District Leadership Forum research as well EAB's online archive of the more than 50 best practice studies, 2,100 research briefs, 100+ webconferences, and dozens of toolkits we have completed for postsecondary institutions.

https://scopes.eab.com/research

COGNITIVE CONNECTIONS

PROFESSIONAL DEVELOPMENT QUOTE
Executive Function Training & Coaching

Prepared for: District 158

Prepared by: Kristen Jacobsen, Co-Director

Date: May 5, 2026

Scope of Services

This proposal outlines a comprehensive Executive Function professional development plan including both virtual training sessions and virtual coaching support for educators, coaches, and administrators.

Proposed Plan

1. Virtual Webinar Training

- Total Hours: 12 hours
- Structure:
  - August 17 and 18, 2026
    - 2 hours – Elementary School
    - 2 hours – Middle School
    - 2 hours – High School
  - September 22, 2026
    - 3 hours – 1.5 Elementary School and 1.5 Middle School/High School
  - October 23, 2026
    - 3 hours – 1.5 Elementary School and 1.5 Middle School/High School
- Subtotal: $10,800

2. Guided Implementation Support

- Total Hours: 10 hours (5 hours for PK-5 and 5 hours for 6-12+ levels)
- Audience: PK-5: Administrators and Coaches; 6-12: Administrators, Case Managers and Coaches
- Virtual Format: Small-group sessions to build capacity at the building level supporting continued implementation of Executive Functioning

- Scheduling: Dates to be determined in collaboration with the district
- Subtotal: $4,500

Total Investment

- Webinar Training: $10,800
- Guided Implementation Support: $4,500

Total Cost: $15,300

Additional Notes

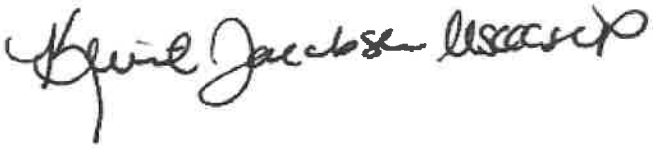
- Webinar sessions may accommodate unlimited participants.
- Guided Implementation Support sessions are designed to be interactive and are most effective with smaller groups.
- The final schedule for Guided Implementation Support sessions will be determined based on district needs.

Approval

Please indicate approval to proceed with the proposed professional development plan.

Name: _____
Title: _____
Signature: _____
Date: _____

I look forward to working with you to support your educators and strengthen their executive function practices across your schools.



Kristen Jacobsen, M.S. CCC-SLP
Speech and Language Pathologist and Co-Director, Cognitive Connections, LLP
May 4, 2026

GOALBOOK

Enome, Inc. (Goalbook)
P.O. Box 1289
San Mateo, CA 94401
-
Phone: 1-855-207-5443
Fax: (650) 284-0432
FEIN: 45-2540420

Check via Regular US Postal Service:
Payee: Enome, Inc.
Address: PO Box 846533
Los Angeles, CA 90084-6533

Check via Overnight Courier Only:
Lockbox Services 846533
Enome, Inc.
3440 Flair Drive
El Monte, CA 91731

INVOICE 2420205-1
Huntley Community School District 158 (IL)

01 Jun 2026
Due 01 Jul 2026 (NET 30)

Qty	Unit	Description	Price	Total
1.0	Product	Partial District Membership - Goalbook Toolkit access for up to 60 users, including all Goalbook Services	$ 36,900.00	$ 36,900.00
			Total Due:	**$36,900.00**

Invoice Notes

Goalbook Toolkit Partial District Membership - Goalbook Toolkit access for up to 60 users in Huntley Community School District 158 (IL), active until June 30, 2027.

Goalbook services include:
- 1 day of remote or onsite professional development led by Goalbook
- 1 mid-year consultation/webinar
- Dedicated Goalbook Success team member to work in partnership with district and school implementation leads throughout the year
- Access to ongoing webinars that feature a variety of content areas to build teacher capacity for improving instructional practice
- Analytics services for leadership upon request
- Dedicated Goalbook help desk and technical support

If a Purchase Order is generated, you can email it to support@goalbook.com or fax to (650) 284-0432, and we will add the PO # to this invoice.

This order form is entered into and effective as of the form date set forth above by and between Enome, Inc. and the Client identified above. This order form incorporates the Goalbook Terms and Conditions (goalbook.com/terms) (collectively the "Agreement"). All fees are non-cancellable and non-refundable. By paying the fees above, you signify that you have read, understood, and agree to be bound by the Agreement, and that you have the authority to bind your organization to the Agreement.

HATCHING RESULTS

COST QUOTE

Attn: Allie Krikorian
2907 Shelter Island Drive #150-287
San Diego, CA 92106
Office: (707) 497-4395
Fax: (888) 317-7602
EIN: 39-2061303

Quote Date: Monday, April 6, 2026
Quote Number: 1487-04/06/2026
For: *Professional Development Services*

For:
Attn: Lindsay Spears
Huntley Community SD 158
Algonquin Illinois 60102
630-854-0774
lspears@district158.org

SY 26-27 Services	AMOUNT
2 Days of In-Person Professional Learning Designed for school counselors, administrators, district leaders, and other critical partners. Includes 1 Professional Learning Specialist and: ➔ Pre-training consultations ➔ "Toolkit" slide presentations ➔ Extension/practice activities ➔ Session evaluations ➔ Follow-up reports ➔ Travel expenses **4 days of Virtual Professional Learning (up to 4 hours each)** Designed for school counselors, administrators, district leaders, and other critical partners. Includes 1 Professional Learning Specialist and: ➔ Pre-training consultations ➔ "Toolkit" slide presentations ➔ Extension/practice activities ➔ Session evaluations ➔ Follow-up reports **Implementation Fidelity Inventory (IFI)©** The IFI is a diagnostic tool (~60-minute survey) that assesses the implementation of comprehensive, data-driven school counseling programs, providing baseline metrics, actionable insights, and reports to guide professional learning and continuous improvement. See Overview. **School Counseling Perceptions Survey©** This survey measures perspectives about the school counseling program and opportunities for improvement. Administered at the beginning and end of the partnership, it provides baseline and growth data, shared through an interactive dashboard and a 60-minute consultation with your lead professional learning specialist. See Overview. **6 hours of Virtual Consultation and/or Artifact Review** Consultative support is designed for district leaders, offering thought partnership, strategic planning, and collaborative problem-solving around key levers to strengthen comprehensive school counseling programs. Learn more. Artifact review includes verbal feedback and recommendations (e.g., school counselor job description, performance evaluation, program handbook, website). Inclusive of preparation and follow-up. **School Counseling Program Handbook©** This template defines how school counseling services are managed, delivered, and assessed across a district and promotes consistency, accountability, and equitable student outcomes while allowing for district customization. Includes guidance for co-constructed development, rollout, and long-term sustainability planning (see sample table of contents). **40 copies of** the appropriate Tier 1 textbook for participants and key staff. Elementary Tier 1 or Secondary Tier 1	$45,820
***Early Commitment Discount** Receive a discount if the contract is signed before June 30, 2026.	-$4,582
Total	**$41,238***

INFINITEC FY27 LETTER of AGREEMENT

By APRIL 24, 2026, *please review and complete the information requested.*

Please return the following:

1. signed copy of Agreement Pages 1 thru 4

2. District Info Sheet (last page)

to membership@ucpnet.org or fax to 708.444.4204, attention Jenn Skalitzky

Please call with questions 708-444-8460 x265

Infinitec Assistive Technology Coalition

Letter of Agreement, July1, 2026 to June 30, 2027

This agreement is made between UCP Seguin of Greater Chicago – Infinitec ("Infinitec"), and:

Please Print ORGANIZATION Name

Huntley School District 158

ORGANIZATION Address

650 Dr. John Burkey Drive

City, State

Algonquin, IL

Zip Code

60201

Director of Special Education

Deanna Gill

Email Address

dgill@disrict158.org

Phone Number

847-659-6157

ORGANIZATION Responsibilities

Organization agrees to:

- Work with the Infinitec representatives to contribute non-monetary resources to benefit the entire Infinitec program including but not limited to such items as PowerPoint™ presentations, video training presenters, Sheets, Tip Sheets etc.

- Provide payment for access fees and services within 60 days of billing.

- Identify Organization representative to participate in scheduled network trainings to coordinate the provision of services from Infinitec for their Organization

Both Parties agree to the following:

- Duration of Agreement. The term of this agreement shall be from July 1, 2026 and extending through the end of the business day on June 30, 2027.

- Renewal of Agreement. This agreement may be renewed for additional one-year periods by providing written notification to Infinitec of intent to renew by end of April of each year. Renewal is subject to the following:
  - Payment-in-full of all membership and program service fees incurred within 60 days of the billing date.
  - Return of all equipment loaned on or before the return due date.

- Fees. The annual membership fee is equal to the amount of $0.78 times each student enrolled in each organization. This count will be based on the previous Fall's annual district/cooperatives/private school student enrollment count form filed with the ISBE. The minimum fee assessed will be $1,440. and the maximum is $49,950, with student enrollment not to exceed 75,000.
  - Collaboration/Training is provided as requested via an additional fee for service
  - Fees are charged for Coalition trainings hosted around the State.
  - Equipment rental fee of 5% per month of the replacement cost of the item borrowed and graduated fees beyond 3 months. Designated rental credit will be applied towards purchase of the equipment rented.

- Disclaimer: All information from Infinitec is provided "as-is," and all warranties, express or implied, are disclaimed (including but not limited to the disclaimer of any implied warranties of merchantability and fitness for a particular purpose). No advice or information, whether oral or written, obtained by district/cooperatives/private school from Infinitec shall create any warranty, representation, or guarantee not expressly stated in this Agreement. We do not provide legal advice nor enter into any attorney-client privilege.

District Information Form

Please list information for each district served by your agency.

This is helpful to ensure UCP/Infinitec knows which districts are eligible to participate in coalition activities. Secondly, the numbers of districts and schools are helpful for pursuing grants, etc.

Name of School District	School District Number (#)	Superintendent	Number of Schools District
Huntley School District	158	Jessica Lombard	10

Contract Agreement

Between:
SLD Support Project
Christie Johnson
5837 Park Drive
Charleston, IL 61920
314-973-7076
cjohnson@sldsupports.org

And:
North Cook ISC
Jackie Allen
jacallen@district158.org

Contract Date: 3/20/26

1. Purpose of Agreement:
This agreement outlines the terms and conditions for the participation of North Cook ISC in the Language Essentials for Teachers of Reading and Spelling (LETRS) workshops facilitated by the Specific Learning Disability Support Project.

2. Workshop Schedule:
Online module training will commence on August 4, 2026 and conclude with the final workshop occurring no later than May 21, 2027. The SLD Support Project will assign regional specialists to each cohort, who will collaborate with administration to schedule workshop dates. Workshops may be conducted either virtually or in-person.

3. Responsibilities of the SLD Support Project:
- Provide qualified facilitators to conduct four Volume 1 LETRS unit workshops at no cost.
- Collaborate with the ROE/school district administration to coordinate workshop schedules.
- Support the professional development of educators through effective delivery of workshop content.
- Provide Google Meet link for virtual workshops

4. Responsibilities of the ROE/School District:

- Purchase participant bundles from LEXIA
- Ensure the availability of meeting room space for workshop sessions, if in-person workshops are requested.
- Provide copies of participant handouts for each in-person workshop.
- Facilitate communication between the IL SLD Support Project and participating educators.
- Communicate time commitment expectations with participants
- Ensure that participating teachers attend scheduled workshop sessions.
- Abide by the terms and conditions outlined in this agreement.

5. Make-Up Sessions:

Participating educators are expected to attend all scheduled sessions as outlined in the workshop calendar. In an emergency situation, the SLD facilitators can work individually with participants to schedule an opportunity to participate in a virtual workshop on a different date. Participants should be aware that they must attend all 4 sessions to qualify to become a local facilitator.

9. Signatures:

This agreement is entered into by the undersigned parties as of the date first written above.

[Name of SLD Support Project Representative] Date

[Name of School District Representative] Date

SPECIFIC LEARNING DISABILITY SUPPORT PROJECT
5837 Park Drive, Charleston, IL 61920 | (844) 999-9008 | www.sldsupports.org

Date 2/23/26
Participants Christie Johnson/Jackie Allen/ Director Special Services ROE 44

Agenda

- Contract
- Number of participants: Estimate:
  - Participant Bundles- $399/participant
  - **Kathleen Tirakian**, Kathleen.Tirakian@lexialearning.com
  - Participant list due to LETRS by **July 10, 2026**
    - Add SLDSP facilitator to roster as course manager
- Face to face or virtual?
  - 20 participants required for in-person
  - If F2F, what is the location: **Huntly Dist. 158**
  - **8:30-3:30**
- Overview of the commitment: LETRS Outcome
  - Make ups-see contract
  - Unit completion is recommended
- PDHs- **District**
- Expectations of participants from an administrative perspective: Compete for mastery? Bridge to Practice?
- Welcome email, Meet and Greet- **DATE TBD**
- Schedule Workshops: **DATES TBD**
- Welcome Email - following the participant list, as well as August 4th

Supporting Documents:

- Canva: Visual Suite for Everyone Flyer to explain LETRS to possible participants
- ACE College Credit - Participants can earn college credit for LETRS. We DO NOT have to track anything. Participants submit their online "transcripts" from the LETRS modules. 3 hours per 2 units, 12 hours total for Volumes 1 & 2.

- CLP and LETRS Alignment
- Estimated Time to Complete Units
- LETRS Online Activation Steps

Follow-up:

Person Responsible	Action Step
HOST	Complete & Return Contract Email **Kathleen Tirakian,** Kathleen.Tirakian@lexialearning.com to purchase Bundles & be assigned to your Illinois Lexia support partner. Manuals will be delivered from LETRS. Plan to distribute textbooks prior to Aug. 3 Upload & Submit Participant list to LETRS by Jul 10, 2026 Provide completed list to Christie Johnson @ cjohnson@sldsupports.org
SLDSP	SLDSP LETRS Facilitator will reach out to introduce themself and set up a meet & greet if requested. Provide participant communication regarding dates & course obligations once the participants list is final.

NEURO
EDUCATIONAL SPECIALISTS
EMPOWERING LEARNERS

UNDERSTANDING AND DEVELOPING HIGH-QUALITY IEPs:
PROFESSIONAL DEVELOPMENT AGREEMENT

Neuro Educational Specialists provides professional development to help districts move beyond procedural compliance toward creating substantive, high-quality IEPs. Recognizing that special education is a service rather than a place, our goal is to enhance district capacity for positive student impact. We shift the focus from viewing the IEP as isolated paperwork to a logical, legally required sequence of ongoing instruction and data collection. This approach aligns with the Endrew F. Supreme Court decision, emphasizing ambitious goals, rigorous design, and high-fidelity progress monitoring

1. SERVICES TO BE RENDERED

Huntley School District 158 ("the District") will partner with Dr. Sonia Cooper, a clinical and school psychologist from Neuro Educational Specialists, to provide ongoing professional development, coaching, and mentoring.

A. PROFESSIONAL DEVELOPMENT TRAINING

Dr. Cooper will provide resources and training to help staff know and understand the laws, rules, and regulations to ensure appropriate learning experiences in the least restrictive environment for students with disabilities. The training days are designed for all SPED staff and will cover the following topics:

a. *Disability, Adverse Impact, and Educational Needs:* Staff will better understand the purpose of special education and eligibility criteria for determining a student eligible for special education and related services, and utilize data to drive all decisions.
b. *Present Levels of Academic and Functional Performance (PLAAFP):* Staff will learn how to incorporate evaluation data and collect other relevant and meaningful data to base the student's present levels with respect to their identified needs.
c. *Annual IEP Goals:* Staff will receive training on developing annual IEP goals that are challenging, appropriately ambitious, and measurable.

To ensure flexibility and smaller group sizes, each training day will be split into two three-hour sessions (one in the morning and one in the afternoon).

B. TRANSITION PLANNING TRAINING

In addition to the general SPED sessions, a dedicated training focused on Transition Planning will be provided. This will follow the same format of a single day split into two 3-hour sessions (morning and afternoon).

C. PSYCHOLOGIST CONSULTATION

Dr. Cooper will provide monthly consultation sessions with the District's psychologists to offer ongoing expert guidance and support.

2. **RECORDING POLICY**

   To protect the intellectual property of Neuro Educational Specialists and encourage open, confidential participation among staff members, recording of any professional development or consultation sessions (audio, video, or otherwise) is strictly prohibited.

3. **DATE SERVICES TO BE RENDERED**

   - *General SPED Staff Training:* The three training days will take place on August 18, January 4, and April 23.
   - *Transition Planning Training:* This dedicated training day is scheduled for September 18.
   - *Psychologist Consultations:* Sessions will be scheduled on a monthly basis on mutually agreeable dates and times.

4. **COMPENSATION**

   Huntley School District 158 agrees to pay Neuro Educational Specialists the following:

   - Full Day Rate: $5,000.00 per full day of training.
   - Per Training Session: $3,000.00 for a single three-hour training session (if billed separately from the full day rate).
   - Consultation Rate: Billed at an hourly rate of $250.00 for the monthly psychologist consultations.

   Neuro Educational Specialists shall provide the District with a detailed monthly invoice summarizing fees allocated to each service item rendered pursuant to this agreement. The District agrees to submit payment to Neuro Educational Specialists within 30 days of receiving the applicable invoice. An additional fee of 10% of the outstanding balance will be assessed for each month that the invoice remains unpaid beyond the initial 30-day period.

IN WITNESS WHEREOF, each of the parties has caused this agreement to be executed as of the date noted below by its respective duly authorized representatives.

Sonia Cooper

Dr. Sonia Cooper
Neuro Educational Specialists
Date: May 4, 2026

Dede Gill
Huntley School District 158
Date:

BLOOMSBURY

Quote

Contact Name	Brian Truax
Account Name	Huntley Senior High School
Billing Address	13719 Harmony Rd Huntley, Illinois 60142-9792 United States

Order Confirmation Number	00014711
Created Date	4/10/2026
Expiration Date	7/6/2026
Sales Contact	Paul Webb
Address	1359 Broadway, 12th Floor New York, New York 10018 United States
Email	pwebb@abc-clio.com

Product	Access Start	Access End	Price
American History (Schools)	7/1/2026	6/30/2027	USD 720.50
World at War: Understanding Conflict and Society (Schools)	7/1/2026	6/30/2027	USD 720.50

Total Price	USD 1,441.00

10 L 1700 39082 5085 66666 TBE/TPI Purch. Svc

Language Testing International, Inc
The ACTFL Language Testing Office
580 White Plains Road - Suite 660
Tarrytown, NY 10591

Fed ID #:13-3678798

Telephone No: (914) 963-7110
Fax No: (914) 963-7113

Invoice

Invoice No: L108510-IN
Invoice Date: 04/08/26

Bill To: **Huntley Community School District 158**
Amy MacCrindle
650 Dr. John Burkey Drive
Algonquin, IL 60102

Type	Test Count	Total
AAPPL IL 0.00	60	0.00
AAPPL IL 5.50	5	27.50
AAPPL ILS 11.00	132	1,452.00
AAPPL IR 0.00	1	0.00
AAPPL IR 5.50	47	258.50
AAPPL PW 6.00	79	474.00
Total:		2,212.00

10-1800-39082-79-605-14
TBE/TPI Inst. Purch. Services

Language Testing International, Inc
The ACTFL Language Testing Office
580 White Plains Road - Suite 660
Tarrytown, NY 10591

Fed ID #:13-3678798

Telephone No: (914) 963-7110
Fax No: (914) 963-7113

Invoice

Invoice No: L106890-IN
Invoice Date: 03/08/26

Bill To: **Huntley Community School District 158**
Amy MacCrindle
650 Dr. John Burkey Drive
Algonquin, IL 60102

Type	Test Count	Total
AAPPL IL 0.00	38	0.00
AAPPL IL 5.50	1	5.50
AAPPL ILS 11.00	85	935.00
AAPPL IR 5.50	54	297.00
AAPPL PW 6.00	20	120.00
Total:		1,357.50

ART THERAPY SERVICES AGREEMENT

This Art Therapy Services Agreement ("Agreement") is entered into on this ___ day of _____, **2026**, by and between:

Ramos & Associates Behavioral Health Clinic ("Provider")
and
Huntley Community School District 158 ("District")

1. Scope of Services

Provider agrees to deliver **twenty (20) art therapy group sessions** to students within the District.

- Each session will be conducted in a group format
- Sessions will be provided at times and locations mutually agreed upon by Provider and District
- Provider will supply necessary materials unless otherwise agreed in writing

2. Term of Agreement

This Agreement shall begin within the 2026-2027 school year, between August 17, 2026 and May 28, 2027. Unless terminated earlier in accordance with this Agreement.

3. Compensation

- The District agrees to pay Provider a rate of **$250 per hour/session**
- Total cost for 20 sessions: **$5,000**
- Payment shall be made within **30 days of invoice submission**
- Provider will submit invoices on a bimonthly basis

4. Cancellation Policy

- The District must provide at least **24 hours' notice** for cancellation of any scheduled session
- Sessions canceled with less than 24 hours' notice may be billed at the full rate
- Provider will make reasonable efforts to reschedule canceled sessions when possible

5. Provider Responsibilities

Provider agrees to:

- Deliver services in a professional and ethical manner
- Maintain appropriate licensure and/or credentials
- Comply with all applicable laws, regulations, and school policies
- Maintain confidentiality in accordance with applicable laws (including FERPA and HIPAA)

6. District Responsibilities

The District agrees to:

- Provide appropriate space for sessions
- Ensure student attendance and supervision as needed
- Obtain any necessary parental/guardian consent
- Designate a point of contact for scheduling and coordination

7. Confidentiality

Both parties agree to maintain confidentiality of student information and comply with all applicable privacy laws and regulations.

8. Independent Contractor Status

Provider is an independent contractor and not an employee of the District. Provider is responsible for all taxes, insurance, and liability related to services rendered.

9. Liability and Insurance

Provider agrees to maintain professional liability insurance. Each party agrees to be responsible for its own acts and omissions.

10. Termination

Either party may terminate this Agreement with **written notice of 14 days**. The District agrees to compensate Provider for all services rendered up to the termination date.

11. Entire Agreement

This Agreement constitutes the entire understanding between the parties and may only be modified in writing signed by both parties.

12. Signatures

Ramos & Associates Behavioral Health Clinic

Signature: _____

Name: _____

Date: _____

Huntley Community School District 158

Signature: _____

Name/Title: _____

Date: _____

Reference Number: 17795359

Date: 5/1/2026

Thank you for completing the enrollment form to participate in the 2026-2027 PreACT District Testing program.

Please retain the above reference number for your records. The Enrollment and Agreement details below include a copy of the enrollment terms and conditions as well as the form submission details. We will work closely with you over the next few months to assist you in a successful administration!

If you have any questions please respond to this email or call ACT Sales at 888.826.1956.

Enrollment and Agreement details:

HUNTLEY HIGH SCHOOL
Public School
13719 HARMONY RD
HUNTLEY , IL 60142-9792

Contact Info:
Shaina Pocztowski
Associate Principal
spocztowski@district158.org
(847) 659-6602

Number of Participating Schools: 1
Estimated Number of Students Testing Online: 675
Estimated Number of Students Testing Paper: 0
Estimated Total Amount*: $12825.00

Summary of Enrollment Fees:

PreACT Online $19.00

PreACT Paper $20.00

Grades Testing: 11th Grade

Billing Contact:

Brian Truax

Director of Curriculum

btruax@district158.org

(847) 659-6141

Billing Address:

13719 HARMONY RD

HUNTLEY , IL 60142-9792

Contract Coordinator Name: Shaina Pocztowski

Contract Coordinator Title: Associate Principal

Contract Coordinator Email: spocztowski@district158.org

Contract Coordinator Phone: (847) 659-6602

Alternate Contact Name: Karen Langhenry

Alternate Contact Email: klanghenry@district158.org

Alternate Contact Title: Testing Coordinator

Alternate Contact Phone: (847) 659-6667

Survey Question Response: Practice for the ACT

Shaina Pocztowski approved the Terms and Conditions on 05/01/2026

Agreement Terms and Conditions

Please be aware this is an estimate only, and may differ from the actual amount your organization must pay for the services provided. The estimated

billing is based on the estimated student count you entered on your Enrollment Form. The actual invoiced amount that your organization must pay will be based on the actual student count determined pursuant to the terms of the enrollment agreement. To the extent your estimated billing differs from your actual invoice, your organization is responsible for paying the actual amount invoiced. If you are eligible for bundle pricing because you purchased another product, pricing will be reflected in your final invoice.

Pearson

QUOTE / PROFORMA

Customer Bill-to:

HUNTLEY CSD 158
650 ACADEMIC DR
ALGONQUIN IL, 60102-4423

Attention:

Customer Ship-to:

HUNTLEY CSD 158
650 ACADEMIC DR
ALGONQUIN IL, 60102-4423

Attention:

NCS Pearson, Inc.
P.O Box 599700,
San Antonio, TX 78259
Tel: 800-627-7271
Tax ID No:
41-0850527

Quote/Proforma Number	:	349989
Date	:	06-JUN-2025
Customer Account#	:	3779583
Sales Order Number	:	
Customer PO#	:	
Currency	:	USD
Shipment Terms	:	Paid
Customer Tax Number	:	
Number of Pages	:	Page **1** of **2**

Prices will be honored for 60 days from price quote date.
This price quote does not guarantee stock availability and shipping amount is estimated, standard shipping charges apply.

Total Ordered Quantity (No. Of Items)	:		4100
Other Charges	:	USD	$0.00
Net Amount	:	USD	$30,750.00
Tax Total	:	USD	$0.00
Quote/Proforma Total	:	USD	$30,750.00
Amount Due	:	USD	$30,750.00

154

REMITTANCE INFORMATION

Make Checks Payable to:	**Bank Wire to:**
13036 COLLECTION CENTER DRIVE CHICAGO 60693 NCS Pearson, Inc.	Bank of America N A 071000039 **A/C No**: 8188105388 SWIFT : 071000039

Pearson

Quote/Proforma Number: 349989						Page 2 of 2
Item Number	**Item Description**	**Quantity**	**Unit Price**	**Discount**	**Tax**	**Line Total**
AIMPLSCSUB	AIMSWEBPLUS COMPLETE NEW QTY 1 (DIGITAL)	4100	7.50	NET	0.00	$30,750.00

*** IMPORTANT CUSTOMER MESSAGES ***

AW+COMPLETE RENEWAL QUOTE REQUEST SY 25-26; CID4796

QUOTE/PROFORMA TOTALS	**Subtotal**	**Total Other Charges**	**Total Tax**	**Total Due**
	USD	USD	USD	USD
	$30,750.00	$0.00	$0.00	$30,750.00

By placing your order, you hereby agree to the Terms and Conditions which govern your purchase:
https://www.pearsonassessments.com/footer/terms-of-sale---use.html
For questions, please visit our support site at
https://www.pearsonassessments.com/contact-us.html

BrainPOP

Quote #: Q-13439-5
Created Date: 2026-02-04
Account Name: Huntley Community School District 158

Issued by: Wendy Kelly
Email: wendyk@brainpop.com
Phone:

Bill to Name: Huntley Community School District 158
Bill To: 650 DR. JOHN BURKEY DRIVE
ALGONQUIN, IL 60102
US

Name	Quantity	Description	Unit Price	Total
BrainPOP Elementary School Bundle	5	School-wide subscription to BrainPOP Jr., BrainPOP 3-8, BrainPOP Español, and BrainPOP Français with access to over 1,200 topics to ensure every student can confidently access grade-level curriculum with background knowledge. Teachers will have access to an on-demand professional learning course to support an effective implementation.	USD 8,455.00	USD 19,800.00
60-Minute BrainPOP Science virtual learning event	1	60-minute webinar with our professional learning services team on how to maximize your implementation of BrainPOP Science in your middle school.	USD 535.00	USD 535.00
			Total:	USD 20,335.00

Subtotal: USD 42,810.00
Total Savings Amount: USD 22,475.00

Grand Total: USD 20,335.00

According to our records, these are the contacts associated with your account. If any information is missing or incorrect. please update accordingly.

Role	Name	Email
Billing Contact	Accounts Payable	accountspayable@district158.org
Subscription Administrator	Paula Moan	pmoan@district158.org
Technical/SSO Contact	Paula Moan	pmoan@district158.org
Professional Development	Paula Moan	pmoan@district158.org

Provisions

Access Recipient	Product Name	Access Start Date	Access End Date
Conley Elementary School	BrainPOP Español and BrainPOP Français School Subscription	7/28/2026	7/27/2027

Mackeben Elementary School	BrainPOP Español and BrainPOP Français School Subscription	7/28/2026	7/27/2027
Chesak Elementary School	BrainPOP Español and BrainPOP Français School Subscription	7/28/2026	7/27/2027
Leggee Elementary School	BrainPOP Español and BrainPOP Français School Subscription	7/28/2026	7/27/2027
Martin Elementary School	BrainPOP Español and BrainPOP Français School Subscription	7/28/2026	7/27/2027
Conley Elementary School	BrainPOP (3-8) School Subscription	7/28/2026	7/27/2027
Mackeben Elementary School	BrainPOP (3-8) School Subscription	7/28/2026	7/27/2027
Chesak Elementary School	BrainPOP (3-8) School Subscription	7/28/2026	7/27/2027
Leggee Elementary School	BrainPOP (3-8) School Subscription	7/28/2026	7/27/2027
Martin Elementary School	BrainPOP (3-8) School Subscription	7/28/2026	7/27/2027
Conley Elementary School	BrainPOP Jr. (K-3) School Subscription	7/28/2026	7/27/2027
Mackeben Elementary School	BrainPOP Jr. (K-3) School Subscription	7/28/2026	7/27/2027
Chesak Elementary School	BrainPOP Jr. (K-3) School Subscription	7/28/2026	7/27/2027
Leggee Elementary School	BrainPOP Jr. (K-3) School Subscription	7/28/2026	7/27/2027
Martin Elementary School	BrainPOP Jr. (K-3) School Subscription	7/28/2026	7/27/2027

☐ **By checking this box, we confirm that we do not require a Purchase Order (PO) in order to process payment. We agree that a signed quote alone is sufficient to authorize, initiate, and invoice this order. Our signature, written approval, or continued engagement following receipt of this quote constitutes acceptance of and agreement to purchase the goods and/or services described herein.**

Authorized Signature: _____ **Date:** ____/____/____

Name: _____ **Title:** _____

*Please include any applicable tax exemption certificates for the school/district along with your order.

Quote valid for 90 days.All amounts listed are in USD. This subscription is governed by the Terms of Use and Privacy Policy posted on www.brainpop.com, as amended from time to time. By accepting this quote, you agree to these terms. Changes/modifications to the terms must be approved and signed by an authorized representative of BrainPOP. Terms and conditions submitted with any Purchase Order shall not apply to this subscription. If the Customer has a signed agreement with BrainPOP that is applicable to this subscription, then that agreement will apply.

Remit to BrainPOP Accounts Receivable PO BOX 28119 | New York, NY 10087-8119 | Fax 866-867-6629 Please make all checks payable to "BrainPOP".
Email: purchaseorders@brainpop.com

AMENDMENT TO RENEW SERVICE AGREEMENT

This amendment to renew the Service Agreement (the "**Amendment**") is effective as of the date of the last signature between Huntley Community School District 158, a IL Public school district (hereinafter "**School District**"), and Care Solace, Inc., a Delaware corporation (hereinafter "**Care Solace**"). School District and Care Solace may be referred to individually as "**Party,**" or collectively as "**Parties**."

RECITALS

WHEREAS, School District and Care Solace have entered into a Service Agreement dated July 1, 2022, with a current term from July 1, 2025, through June 30, 2026 (the "**Service Agreement**"); and

WHEREAS, the Parties agree that they wish to renew the Service Agreement for a term beginning on July 1, 2026 and continuing through June 30, 2027 (the "**Renewal Term**"); and

WHEREAS, the Parties agree that it is their mutual intention by execution of this Amendment that the Service Agreement and any addenda or amendments thereto shall be renewed in full for the Renewal Term, subject to the revisions expressly set forth herein, and that the Service Agreement and any addenda or amendments, as modified by this Amendment, shall be binding upon the Parties.

NOW, THEREFORE, in consideration of the matters described above and of the mutual benefits and obligations set forth in the Service Agreement and any addenda or amendments thereto, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

A. Additional Service Agreement Terms

The Parties hereby agree that the below referenced additional terms shall be incorporated into the Service Agreement and shall be binding upon the Parties:

11.1 The Renewal Term of this Agreement will begin on July 1, 2026, and continue through June 30, 2027.

For each Renewal Term, School District will pay $30,772 to Care Solace on or around the Renewal Date for that Renewal Term.

B. Incorporation of Service Agreement Terms and Conditions

Other than the Addition set forth in Section A above, the Service Agreement and any addenda or amendments thereto are incorporated here by this reference as though fully set forth herein and the Parties agree that all of the Terms and Conditions of the Service Agreement are in effect during the Renewal Terms.

SIGNATURES ON NEXT PAGE – REMAINDER OF PAGE INTENTIONALLY BLANK

IN WITNESS WHEREOF the Parties hereto have executed this Amendment as of the date of the last signature below.

Care Solace, Inc. ("Care Solace")

Printed Full Name: Natasha Conahan
Title: Chief Operations Officer

Signature: _____

Date: _____

Huntley Community School District 158 ("School District")

Printed Full Name: _____

Title: _____

Signature: _____

Date: _____

GALE
A Cengage Company

QUOTE

CENGAGE LEARNING
10650 Toebben Drive
Independence, Kentucky 41051
United States

Contact Us Tech Support Find your Rep

Confidential Price Quote
00083806
1/22/2026

Pricing on this Proposal Guaranteed:
7/1/2026

Deliver To Address:
13719 HARMONY RD
HUNTLEY, Illinois 60142
United States

Presented To:
Brian Truax
8476596600
btruax@district158.org

Prepared By:
Beth Chumley

Deliver To:
HUNTLEY MIDDLE SENIOR HIGH SCH

Invoice To:
HUNTLEY SCHOOL DISTRICT 158

Product	ISBN	Total Price	Service Start Date	Service End Date
Gale In Context: Global Issues	242925	USD 3,258.42	7/1/2026	6/30/2027
Gale In Context: High School	9780787649258	USD 2,667.56	7/1/2026	6/30/2027
Gale In Context: Science	191700	USD 3,260.93	7/1/2026	6/30/2027

Grand Total USD 9,186.91

Tax and freight charges will be applied to invoice where applicable.

Accept Quote

Order Creation Link https://cengageorg.my.site.com/Service/s/new-gale-order?language=en_US&orderId=00083806

Thank you for your interest in products from Gale, a Cengage Company.

This Quote shall be deemed accepted by Customer upon Cengage receiving (i) any written confirmation indicating acceptance, or (ii) a Customer Purchase Order. Any terms or conditions contained in any written confirmation or Customer Purchase Order will have no force and effect and will not amend or modify this Quote. Once confirmed, your invoice will be sent on the start date of your purchase. Notwithstanding anything in the Terms (defined below),invoices are due and payable within thirty (30) days from your receipt of the applicable invoice. This Quote shall be governed by the terms and conditions for Gale Products and Services found at https://support.gale.com/terms/ (the "Terms"), except (i) where Customer has a written sales agreement executed by Cengage for the Offerings referenced herein, in which case such written sales agreement will govern, or (ii) as otherwise set forth herein. Customer acknowledges that all terms and pricing under this Quote are confidential in nature and may not be duplicated or disclosed by Customer to any third party without the prior written consent of Cengage Learning, Inc.
Customer is not to include additional terms or edit this Quote in any manner. If Customer wishes to negotiate terms, please reach out to Gale to obtain the proper agreement.

All information embodied in this document is strictly confidential and may not be duplicated or disclosed to third parties outside recipient's organization without prior written consent of Cengage Learning.

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GALE
A Cengage Company

QUOTE

CENGAGE LEARNING
10650 Toebben Drive
Independence, Kentucky 41051
United States

Contact Us Tech Support Find your Rep

Confidential Price Quote
00083806
1/22/2026

Pricing on this Proposal Guaranteed:
7/1/2026

Deliver To Address:
13719 HARMONY RD
HUNTLEY, Illinois 60142
United States

Please fill this out when you take a print of this quote:

If you have questions regarding this quote. Please reach out to your sales or renewal representative.
Your sales or renewal representative contact information can be located at the top of this form.

Mail checks to:
Cengage Learning Inc./Gale
PO BOX 936754 ATLANTA, GA 31193-6754
Wire transfers to:
Wells Fargo
121000248
ACCT 4437861156 SWIFT WFBIUS6S

As of 04/01/16, Cengage accepts credit & debit cards for proforma and point of sale orders only.
To set up ACH or update your existing ACH information for after invoice payments, email ACH vendor forms to clarky@cengage.com

Thank you for choosing Gale as your information provider!

☐ Check or money order payment (please print and send to address to the left for mail check)

☐ Pay by credit or debit card prior to invoice.

☐ Hold to pay by purchase order.
I have an established account with Cengage Learning Inc./Gale. Please bill me (including postage and handling)
My Gale account number is _____

© 2019 Gale, A Cengage Company
TERMS OF USE | PRIVACY
EMPOWER CHANGE

Riverside Insights

SALES QUOTE

Sales Quote Number: QH23226

Do Not Pay from Quote

- please submit this Quote with your Purchase Order or email statement to purchase with credit card

Bill To:
650 Dr John Burkey Dr
Algonquin, United States, IL, 60102-4423 **Ship To:**

, , ,

Quote Information:

Title: R-IL-Huntley Cmnty Schl Dist 158-C1

Order Contact: Anna Hoyou
Organization: Huntley Cmnty Schl Dist 158
Valid To Aug 15, 2025 Customer Number: 354824
Quote Amount: $12,274.00
Incoterms:
Payment Terms: Within 30 days Due net
We assume no responsibility for safe delivery of shipments by m
shortages, etc. must be made immediately upon receipt of goods an
For additional information or questions, please contact: Michael Eric
michael.erickson@riversideinsights.com
Riverside Insights Federal ID#: 83-1794965

Year 1

QUOTE DETAILS - unit net price may be rounded

Material No	Description	Start Date	End Date	QTY	Price Per Unit	Extended Net Price	List Price
20000182526	Cognitive Abilities Test (CogAT) Form 7 Online Testing Levels 5/6-17/18	Jul 1, 2025	Jun 30, 2026	300	$17.60	$5,280.00	$5,280.00
20000192526	Cognitive Abilities Test (CogAT) Screening Form 7 Online Testing Levels 5/6-17/18	Jul 1, 2025	Jun 30, 2026	520	$13.45	$6,994.00	$6,994.00
						Sub Total	$12,274.00
						Quote Amount	**$12,274.00**

Total Net Price	**$12,274.00**

Contact Customer Service:
Riverside Insights
One Pierce Place, Suite 900W
Itasca, IL 60143

Phone: 800-323-9540 inquiry@service.riversideinsights.com
To place an order:
send via email to: orders@service.riversideinsights.com

Subject to Riverside Insights' standard Terms and Conditions at:
www.riversideinsights.com. Add Sales Tax to your PO if Applicable.

1/11

Thank you for choosing Riverside Insights™. We share your commitment to helping individuals elevate their learning potential.

CommonLit Quote for Huntley Community School District 158

Attention:

Melinda Chamberlain, English Department Chair
mchamberlain@district158.org

Prepared by:

Veronica Diamond,
District Success Account Specialist
veronica.diamond@commonlit.org

Quote Details	
Quote Number	GXAH6-ZD3WD-UWSWY-UNRHV
Date Issued	2025-10-24
Valid Through	**June 30, 2026**
Total Due	$37,800.00
Payment Terms: Net 30 from invoice date	

School Essentials PRO Plus

Product	Price	Number of Years	Number of Schools	Total
School Essentials PRO Plus Enables schools to implement CommonLit 360 with • Professional Learning • Assessments & Data • Premium Support & Integrations	$6,300.00 ~~$6,850.00~~	3	2	$37,800.00

Section total	$37,800.00
Total	**$37,800.00**
You'll save	**$3,300.00**

Contract Terms			
Contract Start Date	July 1, 2026	Contract End Date	June 30, 2029

Huntley Community School District 158 must adhere to CommonLit's Terms of Use for the full term of partnership with CommonLit, Inc. The full term of partnership is defined as July 1, 2026 to June 30, 2029. Huntley Community School District 158 will pay fees as specified above in order to receive products and services listed below.

Description of Services: School Essentials PRO Plus

The CommonLit School Essentials PRO Plus package enables schools to implement CommonLit 360 for grades 6-12. CommonLit 360 is a full-year secondary English Language Arts curriculum (EdReports Green rated for grades 6-8) designed to support student growth in reading, writing, speaking, and listening. Our curriculum is grounded in research-based practices and is built around the idea that students learn best when they are engaged in meaningful, relevant, and challenging work. By providing educators with rigorous content and instructional support, CommonLit 360 enables students to reach their full potential.

*CommonLit's standard per school price for the CommonLit School Essentials PRO Plus package is **$6,850 per school per year**. This cost does not include on-site professional development sessions.*

Service	Description
Professional Learning	The school or district's dedicated Account Manager will provide **strategic implementation support** and planning for professional learning as it pertains to the CommonLit 360 Curriculum. In addition, the CommonLit School Essentials PRO Plus package includes four live, virtual professional development sessions per district contract, per year. Contracts including 1-4 schools receive: • Four separate 60-minute sessions (of up to 25 virtual participants) led by 1 facilitator each school year Contracts including 5+ schools receive: • Option 1: Four separate 60-minute sessions (of up to 50 virtual participants) led by 1-2 facilitators each school year • Option 2: Eight separate 60-minute sessions (of up to 25 virtual participants) led by 1 facilitator each school year School and district teams will work with their Account Manager to choose from sessions which cover the CommonLit 360 curriculum (found here) and sessions that cover the CommonLit Text Library, Target Lessons, or Assessment Series (found here). To protect the integrity of session content, these professional development sessions cannot be customized or split up for multiple concurrent audiences or over multiple meeting times. Additional one-hour live, virtual professional development sessions can be purchased on an as needed basis. Additionally, teachers and leaders will have unlimited access to our **on-demand Professional Development Portal** (featuring over 80 self-paced training modules) and ongoing **CommonLit kickoff webinars** that teachers can sign up to attend individually. *Note: CommonLit's curriculum implementation support for CommonLit 360 does not include custom curriculum design or data analysis.*
Assessments & Data	Teachers will gain access to **CommonLit's Assessment Series** and **CommonLit 360's Unit Skills Assessments**. The Assessment Series consists of **three grade-level benchmark tests** designed to be administered online at three time points, at the beginning, the middle, and the end of the school year. The Assessment Series provides valid and reliable measures of students' reading comprehension, specifically how well students comprehend and analyze texts. The assessments are administered directly through CommonLit's online platform and provide instant data for teachers. Additionally, the CommonLit 360 curriculum includes **two Unit Skills Assessments** per unit that serve as strategically placed formative reading comprehension checks. These assessments are designed to be administered at key points in the unit, based on students' exposure to focus skills, genre alignment, and background knowledge development. School and district leaders will gain access to CommonLit's **Administrator Data Dashboard** to track student performance on all CommonLit 360 lessons, formative assessments, and benchmark assessments.
Premium Support & Integrations	The school or district's dedicated Account Manager will coordinate technical setup of accounts for the duration of the partnership. Schools and districts can choose from our premium rostering and integration solutions to set-up accounts: Clever, ClassLink, Canvas LMS. The CommonLit User Support team is available for teachers and leaders via email through help@commonlit.org or live chat during business hours. Partner schools and districts will receive **priority user support.**

Add-On Services

CommonLit knows that the needs of every school and district are different. In addition to our standard virtual professional development options, we offer additional virtual and on-site professional development at an additional cost.

On-Site Professional Development

CommonLit offers on-site professional development for schools who prefer in person sessions. Our expert facilitators will bring hands-on learning to you. These sessions, designed for teams new to CommonLit 360, will set your teachers up for success. Over the course of one or two days, we'll introduce your team to best practices for the core components of our curriculum. We'll facilitate the targeted practice and supported planning time that your team will need to jumpstart strong implementation. Ask your CommonLit representative to learn more about our On-Site Foundations Jumpstart and Advanced Day Agendas (Page 10-12).

On-Site Professional Development Pricing	Cost
One Facilitator • 6 hours of sessions • Groups of 1-35	$6,000 per day
Two or More Facilitators • 6 hours of sessions • Groups of 35+ Recommend for: • mixed middle school and high school groups • districts who would like to run Foundations Jumpstart Sessions and Advanced Sessions simultaneously *If scheduling a 2-day session, both days must be consecutive.*	$5,000 per facilitator per day

Virtual Professional Development

CommonLit offers additional a la carte 60-minute virtual professional sessions for teams that require more sessions than are provided in our standard package. Ask your CommonLit representative to learn more about our CommonLit Virtual Professional Development Offerings (Page 5-6).

Virtual Professional Development Pricing	Cost
One Professional Development Session • 60 minutes • 1 facilitator • Up to 25 virtual participants	$750 per session
Bundle of Four Professional Development Sessions • 60 minutes • 1 facilitator • Up to 25 virtual participants	$2,500 per bundle of 4 sessions ($500 discount)

Novels

Should your team teach all units in CommonLit 360, there are multiple units that feature a novel as a core text. These are not included on our website and will have to be purchased separately. Please use this document for a list of ISBN numbers for each novel for each

grade.

Schools

The following schools are included in this quote:

- Heineman Middle School
- Marlow Middle School

DeltaMath Solutions Inc.
PO Box 23440
New York, NY 10087-3440
orders@deltamath.com

DeltaMath

Quote

ADDRESS
Huntley Community School
District 158
650 Dr John Burkey Dr
Algonquin, IL 60102

QUOTE # 65685
DATE 03/06/2026

DATE	ACTIVITY	DESCRIPTION	QTY	RATE	AMOUNT
	26-27 INTEGRAL District License 6-12	3-year district license for DeltaMath INTEGRAL, SY 26-27, SY 27-28 & SY 28-29, all 6-12 teachers/students. Includes instructional videos, creation of online assessments, school and district admin portal, print to pdf, student upload of notes, integrations, and additional features.	3	11,760.00	35,280.00

Schools covered by this license:
Heineman Middle School, Huntley High School, Marlowe Middle School

*Approximately 4,700 students

Please send PO's electronically to: orders@deltamath.com

W9: https://www.deltamath.com/files/w9.pdf

SUBTOTAL	35,280.00
TAX	0.00
DISCOUNT 10%	-3,528.00
TOTAL	**USD 31,752.00**

Accepted By

Accepted Date

ECRA GROUP INCORPORATED
909 W. Euclid Ave, #635
Arlington Heights, IL 60006
+18473180072
betsyg@ecragroup.com
www.ecragroup.com

Invoice 11968

BILL TO
Attn: Accounts Payable
Huntley CSD 158
650 Academic Dr
Algonquin, IL 60102

SHIP TO
Attn: Accounts Payable
Huntley CSD 158
650 Academic Dr
Algonquin, IL 60102

DATE	PLEASE PAY	DUE DATE
07/01/2026	$40,606.50	07/31/2026

DESCRIPTION	AMOUNT
School Improvement Services for the 2026/2027 School Year (includes 5% increase) Full amount due = $81,213 Installment 1 amount due = $40,606.50	40,606.50

ECRA accepts paper checks, but prefers ACH Deposit.
Banking information as follows:
ECRA GROUP INCORPORATED
Routing Number: 071000013
Account Number: 307990579
Please make all checks payable to ECRA Group.

TOTAL DUE $40,606.50

THANK YOU.

ECRA GROUP INCORPORATED
909 W. Euclid Ave, #635
Arlington Heights, IL 60006
+18473180072
betsyg@ecragroup.com
www.ecragroup.com

Invoice 11969

BILL TO
Attn: Accounts Payable
Huntley CSD 158
650 Academic Dr
Algonquin, IL 60102

SHIP TO
Attn: Accounts Payable
Huntley CSD 158
650 Academic Dr
Algonquin, IL 60102

DATE	PLEASE PAY	DUE DATE
07/01/2026	$40,606.50	01/31/2027

DESCRIPTION	AMOUNT
School Improvement Services for the 2026/2027 School Year (includes 5% increase) Full amount due = $81,213 Installment 2 amount due = $40,606.50	40,606.50

TOTAL DUE **$40,606.50**

THANK YOU.

imagine learning

Price Quote

100 S. Mill Ave
Suite 1700
Tempe, AZ 85281
877-725-4257

Date	3/9/2026
Quote No.	Q-236222
Acct. No.	12216079
Total	34,900.00
Pricing Expires	09/05/2026

Huntley Comm School Dist 158
650 Dr. John Burkey Drive
Algonquin IL 60102
United States

Edgenuity 1 year contract renewal.

Payment Term	Contract Start	Contract End
Net 30	7/1/2026	6/30/2027

Site	Description	End Date	Qty	Per Unit	Amount
Huntley Community School District 158					
	Edgenuity Academic Integrity	06/30/2027	1	900.00	900.00
Huntley High School					
	Edgenuity 9-12 Comprehensive Site License	06/30/2027	1	24,500.00	24,500.00
	Edgenuity Enhanced CTE Site License	06/30/2027	1	5,500.00	5,500.00
	IS On-Demand Tutoring Site License	06/30/2027	1	4,000.00	4,000.00

Subtotal	34,900.00
Tax Total	0.00
Total	34,900.00

Imagine Learning will audit enrollment count throughout the year. If more enrollments are found to be in use than purchased, Imagine Learning will invoice the customer for the additional usage.

This quote is subject to Imagine Learning LLC Terms and Conditions of Company Services ("Terms and Conditions"). These Terms and Conditions are available at www.imaginelearning.com/standard-terms-and-conditions, may change without notice and are incorporated by this reference. By signing this quote or by submitting a purchase order or form purchasing document, Customer explicitly agrees to these Terms and Conditions resulting in a legally binding agreement. To the fullest extent permitted under applicable law, all pricing information contained in this quote is confidential and may not be shared with third parties without Imagine Learning's written consent.

Please note that the paper used in our products and the paper and components included in our science and math kits are sourced from suppliers that may become subject to tariffs. While we are actively managing our supply chain to minimize the effect of any tariffs that may be imposed, we reserve the right to apply a tariff surcharge to offset increased costs if necessary. We will provide thirty (30) days advance notice regarding the imposition of any such surcharges.

Not valid unless accompanied by a purchase order. Please specify a shipping address if applicable. Please e-mail this quote, the purchase order and order documentation to AR@imaginelearning.com or fax to 480-423-0213.

Huntley Comm School Dist 158

Signature: _____
Print Name: _____
Title: _____
Date: _____

Imagine Learning Representative

Bob Furlin
Account Executive -
bob.furlin@imaginelearning.com
imaginethefutureoflearning.com

Thank you for your partnership. Please sign and return the attached quote.

Curriculum Associates, LLC Price Quote - Q-62782

Version: 1
Quote Date: 3/10/2026
Quote Expiration Date: 7/4/2026

This price quote from Curriculum Associates, LLC having an address at 153 Rangeway Road, North Billerica, MA 01862 ("Company") has been prepared for the Customer Name identified as "Customer" below. Customer's use of Ellevation subscriptions shall be subject to the Ellevation Terms and Conditions of Use, which can be found at https://ellevationeducation.com/platform-legal-notices.

Company: Curriculum Associates, LLC

Representative: Becky Breetz
Email: becky.breetz@ellevationeducation.com
Phone: 617-307-5755
Address: 153 Rangeway Road, North Billerica, MA 01862
Start Date: 7/1/2026

Customer: Huntley Community School District 158, IL

Contact Name: Anna Hoyou
Email: ahoyou@district158.org
Phone:
Address: 650 Academic Dr, Algonquin,IL 60102
End Date: 6/30/2027

Subscription Fees

Product	Quantity	Unit Price	Total Fees
Ellevation Pro	874	$55.00	$48,070.00
Professional Learning - Legacy	874	$0.00	$0.00
		Subscription Total:	$48,070.00

Services Fees

Product	Quantity	Unit Price	Total Fees
Pro Upgrade Data/Implementation	1	$1,922.80	$1,922.80
		Services Total:	$1,922.80

Total Investment - Q-62782

Grand Total:	$49,992.80

Invoicing Schedule: Up Front, In Full Payment Term: Net 30 Contract Term: 12

- Account Number: 4418064408 | Account Name: Curriculum Associates, LLC
- Bank Name: Wells Fargo Bank - San Francisco, CA
- ABA Routing: 121000248
- Tax ID: 26-3954988

To the extent your purchase is subject to sales tax, tax will be applied at final invoicing. If tax exempt, please submit valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to exempt@cainc.com.

To place an order - Please submit this quote with your purchase order to your Ellevation Sales Rep at: becky.breetz@ellevationeducation.com.

DRAFT

Invoice #13312

From

Embrace Education
P.O. Box 305
Highland, IL 62249
(888) 437-9326
Accounting@EmbraceEducation.com

Bill To

Huntley Community School District 158
Attn: Lori Schliep
650 Dr. John Burkey Drive
Algonquin, IL 60102-4423

Invoice Summary

Invoice Number	13312
Date	06/01/2023
Terms	Net 60
Due Date	07/31/2023
Sales Rep	
Amount Due (USD)	$ 19,144.00

Item / Description	Amount
IL EmbracelEP®-Annual Renewal EmbracelEP Program Subscription: 2023/2024 School Year	15,120.00
IL Embrace504® Plan Embrace504 Accessory Component Subscription: 2023/2024 School Year	3,024.00
IL SFTP (Secure File Transfer Protocol) Student Import SFTP (Secure File Transfer Protocol) Student Import: 2023/2024 School Year	500.00
IL SFTP (Secure File Transfer Protocol) Student EXPORT SFTP (Secure File Transfer Protocol) Student Export: 2023/2024 School Year	500.00
Amount Due (USD)	$ 19,144.00

Please remit to: Embrace Education

A monthly late fee of 1.5% will be added to all payments made more than 15 days after the due date.

Huntley Community School District No 158 - 9 Site Licenses

Huntley Community School District No 158
650 Dr. John Burkey Dr
Algonquin, Illinois 60102
United States

Reference: 20260120-133736198
Quote created: January 20, 2026
Quote expires: May 20, 2026

Quote created by:

Emily York
emily.york@everydayspeech.com

Comments from Emily York

This quote covers site licenses for 9 school buildings in Huntley Community School District 158.

Every educator within these buildings will have full access to our complete suite of offerings, including the Intervention Lessons for small groups and 1:1 instruction, as well as the Whole-Class Lessons for whole group instruction.

Our standard rate is $599.99 per user. Offering a more cost-effective solution, a site license allows an entire school building to access Everyday Speech.

Products & Services

Item & Description	Quantity	Unit Price	Total
Site Licenses	9	$4,499.00	$40,491.00
	One-time subtotal		$40,491.00
		Total	**$40,491.00**

Purchase terms

Please note that our licensing is one user per subscription. We define a user as a professional running an independent session. Students do not need their own subscription.

This quote is valid only until the date indicated.

Please upload your purchase order online at everydayspeech.com/po
If you are required to mail or fax your quote, please also send an electronic version via everydayspeech.com/po

Your purchase might be subject to state sales tax. If you're unsure if your state charges sales tax, or if you would like to claim an exemption, please see https://everydayspeech.com/sales-tax. If you need a quote that includes the sales tax charge, please contact us at purchasing@everydayspeech.com.

All mail should be sent to:
Everyday Speech LLC
DEPT CH 17439
Palatine, IL 60055-7439, USA

Questions? Contact me

Emily York, M.Ed.
Customer Success Manager | Everyday Speech
| phone: (612) 453-2932
| email: emily.york@everydayspeech.com
| book a call: call.everydayspeech.com

Everyday Speech
1515 E Cesar Chavez St, Suite 100 #1008
Austin, TX 78702
US

Invoice

 # 00280252N

Everway

Invoice Date: 04/23/2026

Due Date: **05/23/2026**

Payment Term: 30 Days

Customer ID: : CUST-0132682

PO: 0020262365

Everway LLC
2401 Sawmill Pkwy Suites 10-11 Huron,
OH 44839
United States

nafinance@everway.com

Huntley Community School District 158
650 John Burkey Drive
Algonquin,IL,60102
United States

Item	Description	Duration	Qty	Unit Price	Total
uPAR	Universal protocol for accommodations reporting.	07/01/2026 - 06/30/2027	8500	$0.97	$8,204.16
uPAR	Universal protocol for accommodations reporting.	05/23/2026 - 06/30/2026	8500	$0.10	$854.20

Subtotal USD	$9,058.36
Sales Tax USD	$0
Total USD	$9,058.36

Payment options:

Payment by ACH Transfer (our preferred payment option):
Bank Name: JPMorgan
Account Name: Everway, LLC
Account Number: 698606673
Routing Number: 072000326

Payment by Wire Transfer:
Bank Name: JPMorgan
Account Name: Everway, LLC
Account Number: 698606673
Routing Number: 021000021
SWIFT Code: CHASUS33
Bank Address: JPMorgan Chase New York, NY 10017

Payment by Check:
Payable To: Everway, LLC
Mailing Address: P.O. Box 735302, Dallas, TX 75373-5302

All remittance information can be sent to nacreditcontrol@everway.com

Quote

#Q-349994

Quote must be attached to Purchase Order

Everway

2401 Sawmill Pkwy Suite 10-11,
Huron, OH 44839,
United States

April 24, 2026

Valid Until September 28, 2026

COMMENCEMENT DATE:7/1/2026

Bill To

Huntley Community School District 158

Accounts Payable

650 John Burkey Drive,

Algonquin, Illinois 60102

ATTN: Invoices

Ship To

Huntley Community School District 158

Accounts Payable

650 John Burkey Drive,

Algonquin, Illinois 60102

ATTN: Jackelyn Allen

PO's or Payment Questions

sales@everway.com

Fed Tax ID: 26-2606260

Everway Contact:

Paul Brown

p.brown@everway.com

QTY	Item	Type	License Description	Sub Start Date	Sub End Date	Unit Price	Extended Price
5	POL10	Retail	Polaris (10 Student Seats)	7/1/2026	6/30/2027	USD 514.99	USD 2,574.95
27	TS Bundle	Bundle	Total Solution Bundle	7/1/2026	6/30/2027	USD 1,794.56	USD 48,453.12
27	L3S	Bundle	L³ Skills™	7/1/2026	6/30/2027	Included	USD 0.00
27	NWS	Bundle	News2you™	7/1/2026	6/30/2027	Included	USD 0.00
27	PST	Bundle	Positivity	7/1/2026	6/30/2027	Included	USD 0.00
27	SSX	Bundle	SymbolStix PRIME® / SYMBOLSTIX®	7/1/2026	6/30/2027	Included	USD 0.00
27	ULS	Bundle	Unique Learning System®	7/1/2026	6/30/2027	Included	USD 0.00
1	SSX	Retail	SymbolStix PRIME® / SYMBOLSTIX®	7/1/2026	6/30/2027	USD 190.99	USD 190.99
						Total Unit:	USD 51,219.06
						Tax:	USD 0.00
						Total:	USD 51,219.06

NOTE: Credits, discount, adjustments, notes

Company IP - Confidential & Proprietary

RESOURCES INCLUDED WITH SUBSCRIPTION :

- For support, please reach out to:
  - na-support@everway.com
  - 800-697-6575 with coverage from 9am-5pm Eastern Standard Time
  - Note that chat support is available 9am-7:15pm Eastern Standard Time
- Online Support Forum/Knowledgebase
- Training and Implementation resources including Feature & How to Videos, Getting Started Guides, Toolmatcher, Training Portal, Product Certification, Live & Recorded webinars, Just-In-Time Email Communications, Smart Start Sessions and In-App Walkthroughs
- Product Updates and Enhancements
- Additional Professional Development Offerings available for purchase

FINANCIAL NOTES:

- Credit card payments can be accepted and are subject to a convenience fee applied to all credit card transactions over $2,000.
- A copy of the Tax-Exempt ID Certificate must accompany order if applicable, otherwise sales tax may be charged. All quoted sales tax is estimated and subject to change on final invoicing.
- Our prices are subject to periodic increases
- Additional licenses, optional features, upgrades and enhanced functionalities may incur additional fee(s), and will be priced pursuant to Everway's then current price list and quoted by Everway's upon receipt of a written request from Customer.
- Quotes dated more than 120 days in advance of service term may be subject to pricing changes.

Company IP - Confidential & Proprietary

Everway

Everway LLC
2401 Sawmill Pkwy Suite 10-11,
Huron, OH 44839,
United States

nafinance@everway.com
www.everway.com

June 9, 2025

Everway vendor information and change to entity structure
As a result of the significant change for our company, we have made some changes to our entity structure and our banking arrangements to allow us to better serve you, our valued customers.

Timeline
April 30, 2024, we announced that n2y LLC and Texthelp Inc had agreed to merge
January 9, 2025, we announced our new name, Everway
February 24, 2025 Texthelp Inc legally merged with n2y LLC
March 12, 2025 our name was changed to Everway LLC

Entity Update
As a result of the changes to our entity structure, our operating and contracting entity is Everway LLC EIN 26-2606260 as reflected on line 2 of the W9. This is the same EIN as previously held by n2y LLC.

For IRS reporting requirements, the W9 must reflect the name and EIN of the parent entity, which is Everway Holdco, LLC EIN 99-0735210. We do not contract under this entity; it is a holding company.

Bank Changes
We've provided details for our new banking partner to JP Morgan who offer more banking options.

Dun and Bradstreet Reports
Our D&B report is Everway LLC number: 100321616

The pages that follow outline key information you may need to update our details on your system. If there is further information have a look at our trust centre https://www.everway.com/trust/ any outstanding questions please contact nafinance@everway.com

Yours sincerely,

Erinn O'Sullivan
Chief Financial Officer

Company IP - Confidential & Proprietary

Our information

The pages that follow outline key information you may need to update our details on your system. If there is further information have a look at our trust center https://www.everway.com/trust/ any outstanding questions please contact nafinance@everway.com

Yours sincerely,

Erinn O'Sullivan
Chief Financial Officer

Company IP - Confidential & Proprietary

the art of education

Huntley Community School District 158 - 2025 Curriculum Suite Renewal (1 year)

Huntley Cmty School Dist 158
650 ACADEMIC DR
Algonquin, IL 60102

Reference: 20250915-152914792
Quote published: September 15, 2025
Quote expires: December 31, 2025

Comments from Liz Pate

Hello, please find the quote below to renew 7 Curriculum Suite (PRO+FLEX) licenses for a term of 1 year. A one time discount has been applied. Thanks! Liz P.

License Term: January 1, 2026-December 31, 2026

Products & Services

Item & Description	Quantity	Unit Price	Total
Curriculum Suite | 1 Year Term PRO Learning | Personalized professional learning platform with on-demand access to instructional video training and supplemental resources exclusively for art educators. Includes product training and implementation support. FLEX Curriculum | Customizable curriculum platform with on-demand access to standards-aligned lesson plans and instructional resources exclusively for art education. Includes product training and implementation support.	7	$1,266.00	$8,862.00 for 1 year

One-time subtotal	$8,862.00
One Time Bundle Discount	($443.10)
Total	**$8,418.90**

Purchase Terms

To complete your purchase in a timely manner, please provide the following documents:

- Purchase order (PO) and/or payment
- Sales tax exemption form, if applicable

Click here to review our contract terms and conditions. Click here to review our company's privacy policy. Enterprise-level user licenses reside with the contract holder and are subsequently transferrable. Payment terms are net 30.

I acknowledge that I have read and understood AOEU's terms and conditions and privacy policy.

Any questions? Please let me know!

Liz Pate
lizpate@theartofeducation.edu
515-750-0234

The Art of Education University
518 Main Street
Suite A
Osage, IA 50461

Intellistack
formerly Formstack

INVOICE

Account: Huntley Community School District 158
Account Number: A00060199

Billing Contact: Amy MacCrindle
amaccrindle@district158.org

Billing Address: 650 Dr. John Burkey Dr
Algonquin, Illinois
60102
United States

Invoice Date: 03/01/2026
Invoice #: INV01376345
Payment Terms: Due Upon Receipt
Due Date: 03/01/2026
Purchase Order #:

Charge Summary

PLEASE NOTE NEW ACH REMITTANCE INFORMATION BELOW

Rate Plan	Charge Detail	Service Period	Quantity	Unit Price	Amount (USD)
Participant Users	Participant Users - Annual Charge	03/01/2026-02/28/2027	100	$2,712.00	$2,712.00
Users	Users - Annual Charge	03/01/2026-02/28/2027	1	$224.76	$224.76
Users	Users - Annual Charge	03/01/2026-02/28/2027	1	$292.18	$292.18
Formstack Forms	Teams - Annual Charge	03/01/2026-02/28/2027	1	$1,004.63	$1,004.63
Forms Workflows	Forms Workflows - Annual Charge	03/01/2026-02/28/2027	1	$1,512.03	$1,512.03
Users	Users - Annual Charge	03/01/2026-02/28/2027	3	$857.58	$857.58
Users	Users - Annual Charge	03/01/2026-02/28/2027	13	$2,786.94	$2,786.94

Invoice Totals

Questions about your bill?
Please contact our billing support team here.

Formstack is becoming Intellistack! Read Jun 25th, 2025 Press Release.

Gross Amount:	$9,390.12
Discount:	$0.00
Subtotal:	$9,390.12
Tax:	$0.00
Total New Charges:	$9,390.12
Previous Account Balance:	$0.00
Adjustments:	$0.00
Payments Applied:	$0.00

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Intellistack
formerly Formstack

INVOICE

	New Account Balance:	$9,390.12

Comments:

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Gradient
Assessment Made Easy

P.O. Box 151, Livermore, CA 94551
sales@gradecam.com
O: 866.472.3339
F: 925.218.2009

Quote Number	00006737	Created Date	3/10/2026
Sales Rep	GradeCam	Expiration Date	6/30/2026

Contact Information

Contact Name	Brian Truax
Email	btruax@district158.org

Address Information

Bill To Name	Huntley Community School District 158	Bill To	650 Academic Dr Algonquin, Illinois 60102 United States

Product Code	Product	Product Description	Line Item Description	Quantity	List Price	Total Price
N200-02	Gradient	Access to GradeCam's easy-to-use digital and paper assessment solution that delivers fast, flexible, and actionable data to help educators improve student outcomes.	26-27 Standard Price	4,700.00	$3.50	$16,450.00
N200-02	Gradient	Access to GradeCam's easy-to-use digital and paper assessment solution that delivers fast, flexible, and actionable data to help educators improve student outcomes.	27-28 10% Discount	4,700.00	$3.50	$14,805.00
N200-02	Gradient	Access to GradeCam's easy-to-use digital and paper assessment solution that delivers fast, flexible, and actionable data to help educators improve student outcomes.	28-29 20% Discount	4,700.00	$3.50	$13,160.00

Totals

Subtotal	$49,350.00
Grand Total	$44,415.00

Order Notes

**Make PO payable to: GradeCam LLC

Renewal of the current license for 3 years, paid upfront
*Year One: 2026-27 - Standard Price
*Year Two: 2027-28 - 10% Discount
*Year Three: 2028-29 - 20% Discount
*3-year savings of $4,935

IXL LEARNING™

IXL Learning
777 Mariners Island Blvd., Suite 600
San Mateo, CA 94404

QUOTE

QUOTE # 1560321-1
DATE: JANUARY 29, 2026

TO:
Robin Maxwell
Huntley Community School District 158
650 Dr John Burkey Dr
Algonquin, IL 60102

COMMENTS OR SPECIAL INSTRUCTIONS

SALESPERSON	TERMS	SUBSCRIPTION DURATION	QUOTE VALID UNTIL
Stacy Rubly		July 1, 2026 - June 30, 2029	February 28, 2026

SUBSCRIPTIONS	QUANTITY	LIST UNIT PRICE	NET PRICE
IXL site license, including:			
Grades 9-12 Subject: Math *Tier 2 & Tier 3*	125	$39.75	$4,968.75
Grades 6-8 Subject: ELA	2000	$39.75	$79,500.00
Grades 9-12 Subject: ELA *Tier 2 & Tier 3*	75	$39.75	$2,981.25
Auto-rostering services included			
ClassLink single sign-on services included			
		Total Price	$87,450.00

SERVICES	QUANTITY	LIST UNIT PRICE	NET PRICE
LevelUp Assessment Onboarding Session (complimentary)	1	$0.00	$0.00
Express PD for Districts	1	$2,495.00	$2,495.00
		Total Price	$2,495.00

TOTALS

Total Subscriptions List Price	$87,450.00
Total Services List Price	$2,495.00
Grand Total	$89,945.00

Ordering instructions

We accept payment by purchase order, check, or credit card. To submit a purchase order for this quote, click here or go to https://www.ixl.com/po-upload and enter quote # 1560321-1. Paying over $5,000 via credit card will result in a 3% fee. For international accounts, we can accept wire transfers for an additional fee.

SALES CONTRACT

CONTRACT #1604660-2
April 20, 2026

IXL Learning
777 Mariners Island Blvd., Suite 600
San Mateo, CA 94404

CUSTOMER
Lindsay Spears
Huntley Community School District 158
650 Dr John Burkey Dr
Algonquin, IL 60102

SUBSCRIPTION INFO

Salesperson	Quote #	Subscription duration
Stacy Rubly	**1604660-2**	**August 1, 2026 - July 31, 2029**

PAYMENT PLAN

	Amount	Invoice date
Installment 1	**$4,303.13 (50%)**	**August 15, 2026**
Installment 2	**$2,151.56 (25%)**	**August 15, 2027**
Installment 3	**$2,151.56 (25%)**	**August 15, 2028**
TOTAL	**$8,606.25**	

Price valid until May 20, 2026

ACCEPTANCE OF SALES CONTRACT
This is a binding agreement of payment between IXL Learning and the Purchaser. Your signature indicates that you have received, reviewed, and accepted the attached Terms and Conditions of Sale and that you agree to pay the full license price listed above within 60 days of the invoice date. Without a signature, your order may not be processed.

Acknowledged and agreed to:

AUTHORIZED SIGNATURE _____ **DATE** _____

IXL LEARNING™

IXL Learning
777 Mariners Island Blvd., Suite 600
San Mateo, CA 94404

QUOTE

QUOTE # 1604660-2
DATE: APRIL 20, 2026

TO:
Lindsay Spears
Huntley Community School District 158
650 Dr John Burkey Dr
Algonquin, IL 60102

COMMENTS OR SPECIAL INSTRUCTIONS

SALESPERSON	TERMS	SUBSCRIPTION DURATION	QUOTE VALID UNTIL
Stacy Rubly		August 1, 2026 - July 31, 2029	May 20, 2026

SUBSCRIPTIONS	QUANTITY	LIST UNIT PRICE	NET PRICE
IXL site license, including: Grades 6-12 Subjects: Math and ELA *ML*	100	$56.25	$5,625.00
Grades 6-12 Subject: ELA *Spanish Intervention*	75	$39.75	$2,981.25
Auto-rostering services included *ClassLink single sign-on services included*			
		Total Price	$8,606.25

TOTALS	
Total Subscriptions List Price	$8,606.25
Grand Total	$8,606.25

Ordering instructions

We accept payment by purchase order, check, or credit card. To submit a purchase order for this quote, click here or go to https://www.ixl.com/po-upload and enter quote # 1604660-2. Paying over $5,000 via credit card will result in a 3% fee. For international accounts, we can accept wire transfers for an additional fee.

LEARNING

TERMS AND CONDITIONS OF SALE

THIS IS A LEGAL DOCUMENT ("SALES CONTRACT") BETWEEN THE PURCHASER SHOWN ABOVE ("YOU") AND IXL LEARNING ("SELLER"). PLEASE READ THIS AGREEMENT CAREFULLY. YOU AGREE TO BE BOUND BY ALL OF THE TERMS AND CONDITIONS OF THE AGREEMENT, AS WELL AS BY THE WEBSITE TERMS OF SERVICE, WHICH ARE INCORPORATED BY REFERENCE. NO VARIATION OF THESE TERMS AND CONDITIONS ARE BINDING ON SELLER UNLESS AGREED TO IN WRITING SIGNED BY AN AUTHORIZED REPRESENTATIVE OF IXL LEARNING.

1. **PRICING:** The quoted purchase price of the license is valid through the "Price valid until" date on page 1. This price is not binding on IXL unless you have accepted it by sending us an executed Sales Contract by that date.
2. **PAYMENT:** If IXL decides to accept your Sales Contract, we will issue you an invoice. Complete payment of the amount of the stated purchase price is due within sixty (60) days of the invoice date. If payment is not received by the Seller within 60 days, the invoice is considered past due. IXL licenses with past due payments will be put on hold and are subject to termination. Termination does not relieve the Purchaser of the obligation to pay fees due to the Seller.

   The full invoice amount must be paid either by check or by credit card. We accept Visa, MasterCard, American Express, and Discover.

   All checks should be mailed to:
   IXL Learning
   777 Mariners Island Blvd., Suite 600
   San Mateo, CA 94404

   Credit card payments may be made by phone at (855) 255-8800.

   Any late payment will incur interest at the rate of the lesser of 1% a month or the maximum permissible by law.
3. **CANCELLATION AND REFUND:** No cancellation will be accepted, and no refund issued, if it is more than thirty (30) days beyond the date of purchase for the license referenced in this Sales Contract. For cancellations and refunds of the license tendered under this Sales Contract to be accepted, the Seller must receive written notification of the cancellation within 30 days of purchase. Cancellations requested outside of the 30-day period will not be refunded, and the Purchaser will be responsible for completing the purchase as stated in the Sales Contract.
4. **LICENSES:** IXL grants you the right to provide access, through unique log-in IDs, to no more individuals than the quantity indicated on the first page. The terms and conditions of use for each of these individuals are governed by our website's Terms of Service. You agree to be responsible for their accounts, to monitor their use of their accounts, and to indemnify, defend, and hold us harmless for any claims arising out of or related to their use of IXL Learning's website and services. To the extent that these individuals are minors, you consent to our collection of their personal information as described in our Privacy Policy.

   Classroom and Site licenses will be activated immediately upon receipt of your payment unless another date is specified or agreed to by IXL. Activation confirmation will be sent to the e-mail address provided by the school or individual completing the purchase.

   If an individual who has an IXL account through a Classroom or Site license purchased by you is no longer affiliated with you, you may request that we deactivate the individual's account, or no longer associate it with your license, so that that license can be reassigned to another individual associated with your institution.

   If you are a teacher, you represent and warrant that you have permission and authorization from your school and/or district to use the Services as part of your curriculum, and for purposes of Children's Online Privacy Protection Act ("COPPA") compliance, you represent and warrant that you are entering into these Terms on behalf of your school and/or district.
5. **PRIVACY:** If you are a school, district, or teacher, you acknowledge and agree that you are responsible for complying with COPPA, meaning that you must obtain advance written consent from all parents or guardians whose children under 13 will be accessing the website and services and you represent and warrant that you have obtained that consent. When obtaining consent, you must provide parents and guardians with our Privacy Policy. You are to keep all consents on file and provide them to us if we request them.
6. **DISCLAIMER OF WARRANTIES. YOU EXPRESSLY UNDERSTAND AND AGREE THAT:**
   a. YOUR USE OF THE SERVICE IS AT YOUR SOLE RISK. THE SERVICE IS PROVIDED "AS IS," "AS AVAILABLE," AND WITH ALL FAULTS. IXL EXPRESSLY DISCLAIMS ALL WARRANTIES OF ANY KIND, WHETHER EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO THE IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NONINFRINGEMENT.
   b. IXL MAKES NO WARRANTY THAT (i) THE SERVICE WILL MEET YOUR REQUIREMENTS, (ii) THE SERVICE WILL BE UNINTERRUPTED, TIMELY,

SECURE, OR ERROR-FREE, (iii) THE RESULTS THAT MAY BE OBTAINED FROM THE USE OF THE SERVICE WILL BE ACCURATE OR RELIABLE, (iv) THE QUALITY OF ANY PRODUCTS, SERVICES, INFORMATION, OR OTHER MATERIAL PURCHASED OR OBTAINED BY YOU THROUGH THE SERVICE WILL MEET YOUR EXPECTATIONS, AND (V) ANY ERRORS IN THE SERVICE WILL BE CORRECTED.
c. ANY MATERIAL DOWNLOADED OR OTHERWISE OBTAINED THROUGH THE USE OF THE SERVICE IS DONE AT YOUR OWN DISCRETION AND RISK AND THAT YOU WILL BE SOLELY RESPONSIBLE FOR ANY DAMAGE TO YOUR COMPUTER SYSTEM OR LOSS OF DATA THAT RESULTS FROM THE DOWNLOAD OF ANY SUCH MATERIAL.
d. NO ADVICE OR INFORMATION, WHETHER ORAL OR WRITTEN, OBTAINED BY YOU FROM IXL OR THROUGH OR FROM THE SERVICE SHALL CREATE ANY WARRANTY NOT EXPRESSLY STATED IN THE TOS.
Some states do not allow certain limitations on warranties, so certain of the above limitations may not apply to you.

7. **LIMITATION OF LIABILITY:** YOU EXPRESSLY UNDERSTAND AND AGREE THAT IXL SHALL NOT BE LIABLE FOR ANY DIRECT, INDIRECT, INCIDENTAL, SPECIAL, CONSEQUENTIAL, OR EXEMPLARY DAMAGES, INCLUDING BUT NOT LIMITED TO, DAMAGES FOR LOSS OF PROFITS, GOODWILL, USE, DATA, OR OTHER INTANGIBLE LOSSES RESULTING FROM THE USE OR INABILITY TO USE THIS SERVICE. IN ALL INSTANCES, DAMAGES SHALL BE CAPPED AT ONE MONTH'S FEES.
8. **SEVERABILITY:** If any provision of this agreement is deemed invalid, illegal, or unenforceable, then that provision shall be deemed severable from these terms and shall not affect the validity and enforceability of any remaining provisions of this Sales Contract, which shall remain in full force and effect.
9. **ARBITRATION:** You agree that any dispute or claim you may have against IXL arising out of or related to this Sales Contract or the use of Services must be submitted to arbitration, before a single arbitrator appointed by JAMS/Endispute and conducted according to their rules in San Francisco, CA, USA, and that the determination of any such arbitrator shall be binding. The courts located in San Francisco, CA, USA, have exclusive jurisdiction over any judicial proceedings related to this agreement, and you waive any claim that such a court is an improper venue, inconvenient, or lacks jurisdiction over you.
10. **GOVERNING LAW:** The Sales Contract and the relationship between you and IXL are governed by the laws of the State of California without regard to conflict of law provisions.
11. **ENTIRE AGREEMENT:** This Sales Contract, which incorporates the Terms of Service by reference, is the final expression of the agreement between Purchaser and Seller and supersedes all prior representations, understandings, and agreements between the Purchaser and Seller relating to its subject matter. This Sales Contract cannot be modified, amended, or changed except in writing and signed by IXL.

Please contact IXL Learning with any questions regarding this sales contract:
Toll-free **(855) 255-8800** | Direct **(650) 372-4300** | E-mail **orders@ixl.com**
Completed sales contracts should be emailed to your sales consultant.

IXL LEARNING

QUOTE

IXL Learning
777 Mariners Island Blvd., Suite 600
San Mateo, CA 94404

QUOTE # 1604660-2
DATE: APRIL 20, 2026

TO:
Lindsay Spears
Huntley Community School District 158
650 Dr John Burkey Dr
Algonquin, IL 60102

COMMENTS OR SPECIAL INSTRUCTIONS

SALESPERSON	TERMS	SUBSCRIPTION DURATION	QUOTE VALID UNTIL
Stacy Rubly		August 1, 2026 - July 31, 2029	May 20, 2026

SUBSCRIPTIONS	QUANTITY	LIST UNIT PRICE	NET PRICE
IXL site license, including:			
Grades 6-12 Subjects: Math and ELA *ML*	100	$56.25	$5,625.00
Grades 6-12 Subject: ELA *Spanish Intervention*	75	$39.75	$2,981.25
Auto-rostering services included			
ClassLink single sign-on services included			
		Total Price	$8,606.25

TOTALS	
Total Subscriptions List Price	$8,606.25
Grand Total	$8,606.25

Ordering instructions

We accept payment by purchase order, check, or credit card. To submit a purchase order for this quote, click here or go to https://www.ixl.com/po-upload and enter quote # 1604660-2. Paying over $5,000 via credit card will result in a 3% fee. For international accounts, we can accept wire transfers for an additional fee.

SALES CONTRACT

CONTRACT #1604660-2
April 20, 2026

IXL Learning
777 Mariners Island Blvd., Suite 600
San Mateo, CA 94404

CUSTOMER
Lindsay Spears
Huntley Community School District 158
650 Dr John Burkey Dr
Algonquin, IL 60102

SUBSCRIPTION INFO

Salesperson	Quote #	Subscription duration
Stacy Rubly	**1604660-2**	**August 1, 2026 - July 31, 2029**

PAYMENT PLAN

	Amount	Invoice date
Installment 1	**$4,303.13 (50%)**	**August 15, 2026**
Installment 2	**$2,151.56 (25%)**	**August 15, 2027**
Installment 3	**$2,151.56 (25%)**	**August 15, 2028**
TOTAL	**$8,606.25**	

Price valid until May 20, 2026

ACCEPTANCE OF SALES CONTRACT
This is a binding agreement of payment between IXL Learning and the Purchaser. Your signature indicates that you have received, reviewed, and accepted the attached Terms and Conditions of Sale and that you agree to pay the full license price listed above within 60 days of the invoice date. Without a signature, your order may not be processed.

Acknowledged and agreed to:

AUTHORIZED SIGNATURE _____ **DATE** _____

LEARNING

TERMS AND CONDITIONS OF SALE

THIS IS A LEGAL DOCUMENT ("SALES CONTRACT") BETWEEN THE PURCHASER SHOWN ABOVE ("YOU") AND IXL LEARNING ("SELLER"). PLEASE READ THIS AGREEMENT CAREFULLY. YOU AGREE TO BE BOUND BY ALL OF THE TERMS AND CONDITIONS OF THE AGREEMENT, AS WELL AS BY THE WEBSITE TERMS OF SERVICE, WHICH ARE INCORPORATED BY REFERENCE. NO VARIATION OF THESE TERMS AND CONDITIONS ARE BINDING ON SELLER UNLESS AGREED TO IN WRITING SIGNED BY AN AUTHORIZED REPRESENTATIVE OF IXL LEARNING.

1. **PRICING:** The quoted purchase price of the license is valid through the "Price valid until" date on page 1. This price is not binding on IXL unless you have accepted it by sending us an executed Sales Contract by that date.
2. **PAYMENT:** If IXL decides to accept your Sales Contract, we will issue you an invoice. Complete payment of the amount of the stated purchase price is due within sixty (60) days of the invoice date. If payment is not received by the Seller within 60 days, the invoice is considered past due. IXL licenses with past due payments will be put on hold and are subject to termination. Termination does not relieve the Purchaser of the obligation to pay fees due to the Seller.

   The full invoice amount must be paid either by check or by credit card. We accept Visa, MasterCard, American Express, and Discover.

   All checks should be mailed to:
   IXL Learning
   777 Mariners Island Blvd., Suite 600
   San Mateo, CA 94404

   Credit card payments may be made by phone at (855) 255-8800.

   Any late payment will incur interest at the rate of the lesser of 1% a month or the maximum permissible by law.
3. **CANCELLATION AND REFUND:** No cancellation will be accepted, and no refund issued, if it is more than thirty (30) days beyond the date of purchase for the license referenced in this Sales Contract. For cancellations and refunds of the license tendered under this Sales Contract to be accepted, the Seller must receive written notification of the cancellation within 30 days of purchase. Cancellations requested outside of the 30-day period will not be refunded, and the Purchaser will be responsible for completing the purchase as stated in the Sales Contract.
4. **LICENSES:** IXL grants you the right to provide access, through unique log-in IDs, to no more individuals than the quantity indicated on the first page. The terms and conditions of use for each of these individuals are governed by our website's Terms of Service. You agree to be responsible for their accounts, to monitor their use of their accounts, and to indemnify, defend, and hold us harmless for any claims arising out of or related to their use of IXL Learning's website and services. To the extent that these individuals are minors, you consent to our collection of their personal information as described in our Privacy Policy.

   Classroom and Site licenses will be activated immediately upon receipt of your payment unless another date is specified or agreed to by IXL. Activation confirmation will be sent to the e-mail address provided by the school or individual completing the purchase.

   If an individual who has an IXL account through a Classroom or Site license purchased by you is no longer affiliated with you, you may request that we deactivate the individual's account, or no longer associate it with your license, so that that license can be reassigned to another individual associated with your institution.

   If you are a teacher, you represent and warrant that you have permission and authorization from your school and/or district to use the Services as part of your curriculum, and for purposes of Children's Online Privacy Protection Act ("COPPA") compliance, you represent and warrant that you are entering into these Terms on behalf of your school and/or district.
5. **PRIVACY:** If you are a school, district, or teacher, you acknowledge and agree that you are responsible for complying with COPPA, meaning that you must obtain advance written consent from all parents or guardians whose children under 13 will be accessing the website and services and you represent and warrant that you have obtained that consent. When obtaining consent, you must provide parents and guardians with our Privacy Policy. You are to keep all consents on file and provide them to us if we request them.
6. **DISCLAIMER OF WARRANTIES. YOU EXPRESSLY UNDERSTAND AND AGREE THAT:**
   a. YOUR USE OF THE SERVICE IS AT YOUR SOLE RISK. THE SERVICE IS PROVIDED "AS IS," "AS AVAILABLE," AND WITH ALL FAULTS. IXL EXPRESSLY DISCLAIMS ALL WARRANTIES OF ANY KIND, WHETHER EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO THE IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NONINFRINGEMENT.
   b. IXL MAKES NO WARRANTY THAT (i) THE SERVICE WILL MEET YOUR REQUIREMENTS, (ii) THE SERVICE WILL BE UNINTERRUPTED, TIMELY,

SECURE, OR ERROR-FREE, (iii) THE RESULTS THAT MAY BE OBTAINED FROM THE USE OF THE SERVICE WILL BE ACCURATE OR RELIABLE, (iv) THE QUALITY OF ANY PRODUCTS, SERVICES, INFORMATION, OR OTHER MATERIAL PURCHASED OR OBTAINED BY YOU THROUGH THE SERVICE WILL MEET YOUR EXPECTATIONS, AND (V) ANY ERRORS IN THE SERVICE WILL BE CORRECTED.
c. ANY MATERIAL DOWNLOADED OR OTHERWISE OBTAINED THROUGH THE USE OF THE SERVICE IS DONE AT YOUR OWN DISCRETION AND RISK AND THAT YOU WILL BE SOLELY RESPONSIBLE FOR ANY DAMAGE TO YOUR COMPUTER SYSTEM OR LOSS OF DATA THAT RESULTS FROM THE DOWNLOAD OF ANY SUCH MATERIAL.
d. NO ADVICE OR INFORMATION, WHETHER ORAL OR WRITTEN, OBTAINED BY YOU FROM IXL OR THROUGH OR FROM THE SERVICE SHALL CREATE ANY WARRANTY NOT EXPRESSLY STATED IN THE TOS.
Some states do not allow certain limitations on warranties, so certain of the above limitations may not apply to you.

7. **LIMITATION OF LIABILITY:** YOU EXPRESSLY UNDERSTAND AND AGREE THAT IXL SHALL NOT BE LIABLE FOR ANY DIRECT, INDIRECT, INCIDENTAL, SPECIAL, CONSEQUENTIAL, OR EXEMPLARY DAMAGES, INCLUDING BUT NOT LIMITED TO, DAMAGES FOR LOSS OF PROFITS, GOODWILL, USE, DATA, OR OTHER INTANGIBLE LOSSES RESULTING FROM THE USE OR INABILITY TO USE THIS SERVICE. IN ALL INSTANCES, DAMAGES SHALL BE CAPPED AT ONE MONTH'S FEES.
8. **SEVERABILITY:** If any provision of this agreement is deemed invalid, illegal, or unenforceable, then that provision shall be deemed severable from these terms and shall not affect the validity and enforceability of any remaining provisions of this Sales Contract, which shall remain in full force and effect.
9. **ARBITRATION:** You agree that any dispute or claim you may have against IXL arising out of or related to this Sales Contract or the use of Services must be submitted to arbitration, before a single arbitrator appointed by JAMS/Endispute and conducted according to their rules in San Francisco, CA, USA, and that the determination of any such arbitrator shall be binding. The courts located in San Francisco, CA, USA, have exclusive jurisdiction over any judicial proceedings related to this agreement, and you waive any claim that such a court is an improper venue, inconvenient, or lacks jurisdiction over you.
10. **GOVERNING LAW:** The Sales Contract and the relationship between you and IXL are governed by the laws of the State of California without regard to conflict of law provisions.
11. **ENTIRE AGREEMENT:** This Sales Contract, which incorporates the Terms of Service by reference, is the final expression of the agreement between Purchaser and Seller and supersedes all prior representations, understandings, and agreements between the Purchaser and Seller relating to its subject matter. This Sales Contract cannot be modified, amended, or changed except in writing and signed by IXL.

Please contact IXL Learning with any questions regarding this sales contract:
Toll-free **(855) 255-8800** | Direct **(650) 372-4300** | E-mail **orders@ixl.com**
Completed sales contracts should be emailed to your sales consultant.

makemusic™

Huntley Community School District 158 - 3 Year Quote

Huntley Community School District 158
650 Academic Drive
Algonquin, Illinois 60102
United States

Brian Truax
Director of Curriculum and Instruction 6-12
btruax@district158.org
8476596141

Reference: 20260310-083912436
Quote created: March 10, 2026
Quote expires: September 9, 2026

MakeMusic
285 Century Pl
Louisville, CO 80027
United States

Prepared by: Andrew Meyers
Customer Success Manager
ameyers@makemusic.com

PRODUCTS & SERVICES	QUANTITY	UNIT COST	DISCOUNT	PRICE
Items due now				
MakeMusic On-Site Training (1 day)	1	$2,000.00	$2,000.00	$0.00 after $2,000.00 discount
26-27 MakeMusic Subscriptions	1	$15,531.51		$15,531.51
Items due later				
27-28 MakeMusic Subscriptions **Payment due: September 9, 2027**	1	$15,531.51		$15,531.51

PRODUCTS & SERVICES	QUANTITY	UNIT COST	DISCOUNT	PRICE
28-29 MakeMusic Subscriptions **Payment due: September 9, 2028**	1	$15,531.51		$15,531.51
SUMMARY				
One-time subtotal				$15,531.51 after $2,000.00 discount

Due now	**$15,531.51**
Total contract value	**$46,594.53**

Future Payments Summary

ITEM	PAYMENT
27-28 MakeMusic Subscriptions	$15,531.51 on September 9, 2027
28-29 MakeMusic Subscriptions	$15,531.51 on September 9, 2028

Comments

3 year contract/subscription with **$15,531.51** due at contract start date, and due annually for an additional **2** payments, for a total contract value of **$46,594.53.** Each yearly line item includes 20 teacher subscriptions and 1239 student subscriptions.

Please provide an approval signature from an administrator and return this signed quote to ameyers@makemusic.com

Teacher Subscription - $39.99/teacher/year
Student Subscription - $11.89/student/year ($13.99 w/ 15% multi-year discount)

Purchase terms

By purchasing MakeMusic Cloud, you agree to our Terms and Conditions

Signature

Before you sign this quote, an email must be sent to you to verify your identity. Find your profile below to request a verification email.

Brian Truax
btruax@district158.org

2026 Huntley Community School District 158

Huntley Community School District 158
Algonquin, Illinois 60102
USA

Paula Moan
pmoan@district158.org
847-659-6127

Reference: 20260309-094756359
Quote created: March 9, 2026
Quote expires: September 5, 2026
Quote created by: Tristin Gerlywich
District Representative
tristin@musicplay.ca

Comments from Tristin Gerlywich

Please Note: To submit your order, please email this quote along with your Purchase Order to **sales@musicplay.ca**

Please remit payment within 30 business days. If we do not receive payment within 120 days, we will immediately cancel your subscription.

Please make sure to include an email address for each user of the MusicplayOnline accounts.

Products & Services

Item & Description	Quantity	Unit Price	Total
3 Year MusicplayOnline License	5	$600.00	$2,850.00 after 5% discount for 3 years
		One-time subtotal	$2,850.00 after $150.00 discount
		Total	**$2,850.00**

Purchase terms

1. Prices are listed in USD.
2. This quote is valid only when purchasing directly through Themes & Variations Inc. and does not extend to purchasing through a dealer.
3. A teacher license gives one teacher access to the resource in two schools.
4. In-person and Virtual professional development options are available at cost. Please reach out to Tristin Gerlywich for a list of presenters, costs and availability.
5. Free virtual training on how to use MusicplayOnline is available via Zoom with Tristin Gerlywich.
6. A complimentary admin seat is included with this district purchase.

Questions? Contact me

Tristin Gerlywich
District Representative
tristin@musicplay.ca

Themes & Variations Musicplay
3-4664 Riverside Drive
Red Deer, Alberta T4N 6Y5
Canada

NIA | THE NORTHWESTERN ILLINOIS ASSOCIATION

SPECIAL EDUCATION BASELINE & PROGRAM SUPPORT/RELATED SERVICES AGREEMENT

This document represents an agreement between the Northwestern Illinois Association (NIA) and **Huntley #158** for the next school year **(FY27)**

I. The Northwestern Illinois Association will:

A. Provide baseline and program support/related services as defined by the NIA Articles of Agreement and the Guidelines for Baseline and Program Support/Related Services, which are available upon request.

B. In the event that the NIA is unable to fulfill the total agreed upon baseline and program support/related services which results in reduction of total costs in services to the special education cooperative or local school district, a rebate will be issued to the special education cooperative and/or local school district.

C. NIA personnel accessing the grounds of the NIA partner district through the authority of this Agreement who expected to have direct, daily contact with students shall not perform work within District buildings and shall not be permitted to be present on District grounds unless a fingerprint-based criminal background check, Statewide Sex Offender Database check, and a Statewide Child Murder and Violent Offender Against Youth Database check have been conducted by NIA.

D. NIA personnel accessing the grounds of the NIA partner district through the authority of this Agreement with direct, daily contact with students who are found to have had convictions of the enumerated criminal offenses listed in the Act or who appear in the noted databases shall not be permitted at any time to be present on school grounds.

E. NIA will conduct an employment history review in accordance with Faith's Law (105 ILCS 5/22-94) for all NIA personnel.

F. NIA submission of a list of personnel assigned to the NIA partner district shall be certification of their qualifications per the terms of this agreement.

II. The Special Education Cooperative and/or Local School District agree to:

A. Purchase from the NIA special education services as detailed on Attachment A.

B. Comply with the NIA Guidelines for Baseline and Program Support/Related Services which are available upon request.

C. Reimburse the NIA on a quarterly basis (four equal installments) for the agreed upon services based on the NIA Executive Board approved daily rate.

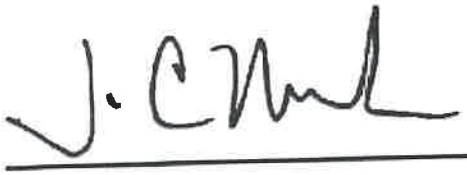
D. School districts and special education cooperatives will be granted a grace period of thirty (30) calendar days past the due date for quarterly billing as well as any other billing. After the thirty (30) day grace period, a late fee of two percent (2%) of the total bill will be charged. (Articles of Agreement, Article III, Section F.)

E. All staff assignments for baseline and program support/related services will be made by the NIA Regional Director and/or designee. By signing an agreement for baseline and program support/related services with NIA, the school district or special education cooperative accepts the NIA assigned staff members. The school district or special education cooperative must accept the assigned NIA professional personnel that have been rated as satisfactory or better through the evaluation process.

F. Please be aware that any current FY days/hours not used by June 30 of current year, will be rebated. Any summer days/hours needed after June 30th of current year must be purchased using the next FY days.

AUTHORIZATION:

NORTHWESTERN ILLINOIS ASSOCIATION



Jon Malone, Regional Director

2/18/2026

COOPERATIVE/SCHOOL DISTRICT

District/Cooperative Authorized Representative (date)

(Signature)

District/Cooperative Authorized Representative

(Printed)

Enclosed - District Services and Fees Summary

DHH Needs Assessment Recommendations

NIA | THE NORTHWESTERN ILLINOIS ASSOCIATION

District* Huntley #158

Current Fiscal Year* FY26

Recommendations for School Year* FY27

Submitted By Noelle New

DHH

Service	Current Days	Rec Days Next Year*	FTE	Comments
DHH Supervision	1.0	1.0	0.01	
DHH Itinerant Teaching		0.0	0.00	
Interpreter		0.0	0.00	
Summer Work DHH Itinerant Teaching		0.0	0.00	
Summer Work Interpreter		0.0	0.00	

Additional Documentation

Does this form require a classlist? Yes ( ) No

Additional Information

Use this section to break down additional information such as days per program.

Service	#Days

Huntley #158

Service	Cost/Day	Svc Charge	RECOMMENDED Days	RECOMMENDED Cost
DHH				
DHH Supervision	850.00	1.10	1	935.00
Huntley #158 Total:			1.00	935.00

Director Name: _____

Director Signature: _____

Date: _____

ORDER FORM

Liminex, Inc.
dba GoGuardian and Pear Deck Learning
8605 Santa Monica Blvd #996559
West Hollywood, California 90069-4109
United States

Primary Contact
Brian Truax
Director of Instruction/Curriculum
btruax@district158.org
(847)659-6158

QUOTE #	**Q-516593**
Created Date	4/29/2026
Contract Start Date	7/1/2026
Contract End Date	6/30/2027
Quote Term	Net 30

Quote is valid 90 days from the created date above

Ship To
Huntley Community School District 158 (IL)
650 Dr John Burkey Dr
Algonquin, Illinois 60102-4423
United States
(847)659-6158
btruax@district158.org

Prepared By:
George Burt
gburt@goguardian.com

Bill To
Huntley Community School District 158 (IL)
650 Dr John Burkey Dr
Algonquin, Illinois 60102
United States

Thank you for your interest in our products! This order form ("**Order Form**") identifies the Liminex products you have selected for subscription ("**Licensed Product(s)**"), the term of your initial subscription(s) to the Licensed Product(s) ("**Initial Term**"), the number of licenses included in your base subscription(s) ("**Licenses**"), as well as the fees associated with your base subscription(s), any Licenses you add to your subscription(s) during the Initial Term, and support and professional services related to the Licensed Product(s).

This Order Form, once executed by authorized representatives of Liminex, Inc. dba GoGuardian ("**GoGuardian**") and Pear Deck Learning ("**Pear Deck Learning**") on behalf of itself and its family of company Affiliates and products including Pear Deck, Inc. ("**Pear Deck**"), Snapwiz, Inc. referred to herein as "**Pear Assessment**", Zorro Holdco LLC referred to herein as "**Pear Deck Tutor**", and Pear Practice ("**Pear Practice**") (together, "**Liminex**", "**we**", "**us**", "**our**"), and the organization listed below ("**School**," "**you**" or "**your**"), and together with the Liminex Product Terms of Service and End User License Agreement available at https://www.goguardian.com/policies/eula and https://www.peardeck.com/policies/product-terms-and-end-user-license-agreement (the "**Terms**" and, together with this Order Form, the "**Agreement**"), forms a binding contract. All capitalized terms not defined in this Order Form have the meaning given to them in the Terms. In the event of any conflict between this Order Form and the Terms, the terms set forth in this Order Form will prevail, but solely with respect to this Order Form. We do not agree to any other terms, including without limitation any terms on your School's purchase order.

QTY	PART #	DESCRIPTION	START DATE	END DATE	UNIT PRICE	EXTENDED
4,000	GG-PRD1Y-003000	Pear Deck Enterprise with LMS Access and Pear Start	7/1/2026	6/30/2027	$3.47	$13,880.00
					TOTAL (USD):	$13,880.00

Add-on Licenses. If during the Initial Term or during any Renewal Term, you would like to expand your base subscription(s) to include additional Licenses, please contact Liminex so that we can send you an additional Order Form for those 'add-on' Licenses ("**Add-Ons**"). If we do not hear from you and you deploy additional Licenses, we will send you an Order Form and invoice your Organization for subscriptions to the Add-Ons you use. Add-Ons, once deployed, will be rolled into your base subscription, and, collectively, are referred to as the "**Subscription**."
AZ/HI/SC/WA Customers: Sales tax will be added to the Fees quoted above.

GoGuardian

Pear Deck Learning

ORDER FORM

Liminex, Inc.
dba GoGuardian and Pear Deck Learning
8605 Santa Monica Blvd #996559
West Hollywood, California 90069-4109
United States

RENEWAL SUBSCRIPTION TERM

Following the Initial Term, your Subscription (including any Add-Ons during the previous term) will automatically renew on an annual basis for successive 12-month periods (each, a "**Renewal Term**," and together with the Initial Term, the "**Term**") at our then-current fees (including an Innovation Increase as defined below) for such Subscription, unless you provide us with written notice of cancellation or written intent not to renew at least sixty (60) days prior to the end of the then-current Term. Your cancellation will take effect as of the last day of your then-current Term and you will not be charged for the upcoming Renewal Term. You will not be entitled to receive a refund or credit of any subscription fees paid for your then-current Term even if you elect not to use the Subscription for the remainder of that Term.

RENEWAL FEES

We are dedicated to improving the Licensed Products on an ongoing basis through continued innovation in research and development. For this reason, following the Initial Term, the Subscription Fee-Per License Price for each Licensed Product will be subject to an automatic fee increase equal to 5% above the Subscription Fee-Per License Price you paid for the Licensed Product in the previous term ("**Innovation Increase**"). Order Forms and invoicing for Renewal Terms will reflect the Innovation Increase and your renewal subscription fees will be calculated using the increased fees for the number of Licenses included in your Subscription. You agree to pay the Subscription Fees, reflecting the Innovation Increase, due for each Renewal Term as described herein, unless you decide not to renew the Subscription with Liminex in accordance with this Order Form.

PAYMENT

Full payment of the Total Base Subscription Fees for Initial Term is required before access to the Subscription is provided for the Initial Term. Your School is responsible for all payment of fees associated with any Add-Ons. Payment for all fees, including any fees for Add-Ons, is due within thirty (30) days of invoice date. Payment of the applicable Total Base Subscription Fees (including fees for any Add-Ons) for each Renewal Term is also due up front in full in advance of each Renewal Term, Your School is responsible for all taxes and duties unless expressly included in this Order Form.

Authorized Representative: _____

Name: _____

Signature: _____

Title: _____

Date: _____

Accounts Payable Name: _____

Accounts Payable Email: _____

If paying by purchase order, your PO must have:
1. PO Number
2. Bill to information
3. The products being purchased
4. Quote or quote number matching your purchase order
5. Total dollar amount

Capstone
1710 Roe Crest Drive
North Mankato, Minnesota 56033
United States

QUOTE: Q-60759

Capstone quote prepared for Huntley Community School District 158

Prepared on: 01/21/2026
Service Dates: 07/24/2026 - 07/23/2027

Payment terms: Net 30

Quote prepared for:

Paula Moan
Huntley Community School District 158
800 Academic Dr
Algonquin, Illinois 60102-4421
P: 847-659-3400
pmoan@district158.org

Quote prepared by:

Ann Scheurer Novak
(507) 385-8373 ext. 8373
ascheurernovak@capstonepub.com

On behalf of:
Kori Kubitz
P: (773) 202-0955
kkorky5@aol.com

Products

PRODUCT	LIST PRICE	NET PRICE	# OF SITES	MONTHS	TOTAL
PebbleGo Spanish K-2+	$499.00	$474.05	2	12	$948.10
PebbleGo Classic K-5+: PebbleGo and PebbleGo Next	$1,999.00	$1,899.01	1	12	$1,899.01
PebbleGo Classic 3-5+: PebbleGo Next	$1,399.00	$1,329.04	2	12	$2,658.08
PebbleGo Classic K-2+: PebbleGo	$1,399.00	$1,329.05	2	12	$2,658.10
PebbleGo Next Spanish 3-5+	$499.00	$474.04	2	12	$948.08
PebbleGo and PebbleGo Next Spanish K-5+	$699.00	$664.02	1	12	$664.02

Quote Totals

Quote Total: **$9,775.39**

Multi Site Discounts Applied: $514.61

Multi Year Discounts Applied: $0.00

To Submit Your Order:

Order Notes:

Capstone
1710 Roe Crest Drive
North Mankato, Minnesota 56033
United States

QUOTE: Q-60759

If you are using a purchase order or submitting payment, choose one:
Email PO to orders@capstonepub.com
Fax PO to (888) 517-8978
Mail PO or payment to Capstone address above

If you are using a credit card:
Call our Customer Service team at (888) 517-8976

PowerSchool

Sales Quote - This Is Not An Invoice

PowerSchool Group LLC
150 Parkshore Dr.
Folsom CA 95630

Quote #: Q-235165-1

Prepared By:	Katie Carr	Customer Contact:	Amy MacCrindle, Mike Primus, and Denise Barr
Customer Name:	Huntley Community School District 158	Title:	Assistant Superintendent for Learning & Innovation
		Address:	650 Academic Dr Algonquin
Contract Term:	12 Months	City:	
Billing Frequency:	Annually		
Start Date:	July 1, 2026	State/Province:	Illinois
End Date:	June 30, 2027	Zip Code:	60102
Payment Terms:	Net 30	Phone #	8476596135
Pricing Vehicle:		Pricing Vehicle Contract #:	

Contract Term : July 1, 2026 to June 30, 2027

Quote Summary

License and Subscription Period(s)	License and Subscription	Total
Subscription Period 1: July 1, 2026 to June 30, 2027	USD 179,951.79	USD 179,951.79

Subscription Period 1 License and Subscription Fees

Product Description	Quantity	Unit	Price
PD+ for Schoology Learning	1.00	Per Person	USD 1,822.77
PowerSchool SIS Maintenance and Support	8,810.00	Students	USD 65,722.95
PD+ Subscription	1.00	Students	USD 4,142.42
PowerPack: Subscription SaaS	8,810.00	Students	USD 19,998.70
PowerSchool Enrollment Registration	8,810.00	Students	USD 31,376.77
Schoology LMS Subscription	4,643.00	Students	USD 44,704.64
SchoolMessenger Communicate	8,443.00	Students	USD 10,890.84
PowerSchool SIS Customizations Maintenance & Support	1.00	Hour	USD 1,292.70
		Subscription Period 1 License and Subscription Fees TOTAL:	USD 179,951.79

THE PARTIES BELOW ACKNOWLEDGE THAT THEY HAVE READ THE AGREEMENT, UNDERSTAND IT AND AGREE TO BE BOUND BY ITS TERMS.

POWERSCHOOL GROUP LLC

Signature:

Printed Name: Jon Scrimshaw

Title: Chief Accounting Officer

Date: 30-APR-2026

PO Number: _____

Huntley Community School District 158

Signature:

Printed Name:

Title:

Date:

PowerSchool

Sales Quote - This Is Not An Invoice

PowerSchool Group LLC
150 Parkshore Dr.
Folsom CA 95630

Quote #: Q-149243-1

Prepared By:	Mithu Singh	Customer Contact:	Amy MacCrindle
Customer Name:	Huntley Community School District 158	Title:	Assistant Superintendent for Learning & Innovation
		Address:	650 Academic Dr
Contract Term:	24 Months	City:	Algonquin
Start Date:	July 1, 2025	State/Province:	Illinois
End Date:	June 30, 2027	Zip Code:	60102
Payment Terms:	Net 30	Phone #	8476596135
Pricing Vehicle:		Pricing Vehicle Contract #:	

Contract Term : July 1, 2025 to June 30, 2027

Quote Summary

License and Subscription Period(s)	Software	Total
Subscription Period 1: July 1, 2025 to June 30, 2026	USD 79,915.5	USD 79,915.5
Subscription Period 2: July 1, 2026 to June 30, 2027	USD 83,911.29	USD 83,911.29
Total Contract : July 1, 2025 to June 30, 2027	USD 163,826.79	USD 163,826.79

License and Subscription Fees

Subscription Period 1 License and Subscription Fees

Product Description	Quantity	Unit	Price
Platform Hosted	8,600.00	Students	USD 18,060.00
Student Analytics Hosted	8,600.00	Students	USD 33,862.50
Risk Analysis Hosted Subscription	8,600.00	Students	USD 7,675.50
Analytics and Insights MTSS	8,600.00	Students	USD 20,317.50
Subscription Period 1 License and Subscription Fees TOTAL:			USD 79,915.50

Subscription Period 2 License and Subscription Fees

Product Description	Quantity	Unit	Price
Analytics and Insights MTSS	8,600.00	Students	USD 21,333.38
Risk Analysis Hosted Subscription	8,600.00	Students	USD 8,059.28
Student Analytics Hosted	8,600.00	Students	USD 35,555.63

Product Description	Quantity	Unit	Price
Platform Hosted	8,600.00	Students	USD 18,963.00
Subscription Period 2 License and Subscription Fees TOTAL:			USD 83,911.29

Total License and Subscription Fees : **USD 163,826.79**

Subscription Start and End Dates shall be as set forth above. On-Going PowerSchool Subscription/Maintenance and Support Fees are invoiced at the then-current rates and enrollment per existing terms of the executed agreement between Customer and PowerSchool. Any applicable sales or other tax has not been added to this quote. If this quote includes promotional pricing, such promotional pricing may not be valid for the entire duration of this quote.

All purchase orders must include the exact quote number of this quote. Customer agrees that purchase orders are for administrative purposes only and do not impact the terms or conditions of this quote or any agreement executed between the parties. Any credit provided by PowerSchool is nonrefundable and must be used within 12 months of issuance. Unused credits will expire after 12 months.

This quote incorporates any statement of work attached hereto. This quote is subject to and incorporate the terms and conditions found at
www.powerschool.com/MSA_2024/.

By either (i) executing this quote or (ii) accessing the services described on this quote, Customer agrees that after the contract term end date, the subscription for such services will continue for successive twelve (12) month subscription periods on the same terms and conditions as set forth herein, subject to a standard annual price uplift and excluding any promotional pricing, unless Customer provides PowerSchool with a written notice of its intent not to renew at least sixty (60) days prior to the end of the applicable current contract term.

THE PARTIES BELOW ACKNOWLEDGE THAT THEY HAVE READ THE AGREEMENT, UNDERSTAND IT AND AGREE TO BE BOUND BY ITS TERMS.

POWERSCHOOL GROUP LLC

Signature:

Printed Name: Jon Scrimshaw

Title: Chief Accounting Officer

Date: 6-MAY-2025

PO Number: _____

Huntley Community School District 158

Signature:

Printed Name:

Title:

Date:

RGR
REALLY GREAT READING

Ignite the power of literacy

Quote

Prepared For
Lindsay Spears
(IL) Huntley Comm Sch Dist 158

Date:	Apr 23, 2026
Valid Until:	Jul 19, 2026
Quote ID:	Q-12592
Sales Rep:	Karla Jackson

Shipping Information:

Delivery Contact: Lindsay Spears
Phone: (847)659-6158
Email: lspears@district158.org
Address:
(IL) Huntley Comm Sch Dist 158
650 Dr John Burkey Dr,
Algonquin, IL 60102

Billing Information:

Billing Contact: Lindsay Spears
Phone: (847)659-6158
Email: lspears@district158.org
Address:
(IL) Huntley Comm Sch Dist 158
650 Dr John Burkey Dr,
Algonquin, IL 60102

1. Infercabulary - Year 1

SKU	Item Name	Quantity	List Price	Discount %	Net Price
VOCAB1	Really Great Vocabulary Powered by InferCabulary - Single Seat in Bundle	400	$8,000.00	52.50%	$3,800.00
				Total List Price	$8,000.00
				Total Net Price	**$3,800.00**

Grand Total

Line Item	Totals
Total List Price	$8,000.00
Discount	52.50%
Total Net Price	**$3,800.00**

NOTE: Sales Tax will be calculated on the invoice unless a tax exemption certificate is on file.
Terms of Service:

If you are paying by purchase order (PO), please reference the **Quote ID number** on your PO and email both the **PO and the quote** to the RGR sales representative who has been assisting you with this order.

If you are paying by **check or money order**, please mail your payment along with a copy of your **final quote** to:
Really Great Reading Company | PO Box 46 | Cabin John, MD 20818

- Quote period: Jul 1, 2026 through Jun 30, 2027
- Teacher and Student digital school year subscription terms of service begin July 1 and run though June 30th the following year.
- Professional Development services quoted for each school year may be used during the school year quoted for and expire on June 30 of that school year. There is no rollover of Professional Development Services to a subsequent year.
- Physical materials may ship annually. Intended delivery schedule will be provided with submission of purchase order/contract.
- All services provided by Really Great Reading are subject to our general Terms of Service available at https://www.reallygreatreading.com/terms-of-service. By accepting this quote and with submission of a purchase order, you agree to be bound by our Terms of Service.

Items & Pricing

- The price offered is contingent upon your acceptance of the entire quote and its Terms & Conditions, as evidenced with the submission of a purchase order signed by an authorized agent for all years in the quoting period. This price is valid only for the duration specified in the quote and is subject to change if any modifications or amendments are made to the agreement.
- The issuance of an authorized purchase order with confirmed item(s), quantity and amount is required before delivery of materials, licenses and/or services.
- Plus applicable sales tax, to be added at the time of invoice.

Billing & Payment Terms

- Billing schedule: One-time
- Payment Terms: Net 30

Really Great Reading	
Name	
Title	
Signature	
Date	

(IL) Huntley Comm Sch Dist 158	
Name	
Title	
Signature	
Date	

If you are paying by purchase order (PO), please reference the **Quote ID number** on your PO and email both the **PO and the quote** to the RGR sales representative who has been assisting you with this order.

If you are paying by **check or money order**, please mail your payment along with a copy of your **final quote** to:
Really Great Reading Company | PO Box 46 | Cabin John, MD 20818

Renaissance
2911 Peach Street, Wisconsin Rapids, WI 54494-1905
PO Box 8036, Wisconsin Rapids, WI 54495
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote
Q-438827 v10

Huntley Community School District 158 - 340233

Primary Contact
Amy MacCrindle
Email - amaccrindle@district158.org
650 Academic Dr
Algonquin, IL 60102-4423

Billing Account
Huntley Community School District 158 – 340233
650 Academic Dr
Algonquin, IL 60102-4423

Quote Summary	
School Count: 9	
Renaissance Products & Services Total	$264,397.30
Estimated Sales Tax	$0.00
Shipping Cost	$0.00
Grand Total	**USD $264,397.30**

This quote includes: Services and Star.

By signing below, Customer:

- Acknowledges that the Person signing this Quote is authorized to do so on behalf of Customer.
- Agrees Customer's access to and use of the Products and Services referenced in the Quote (and any other quote issued to Customer during the Subscription Period) are subject to compliance with the Renaissance Terms of Service and License located at https://doc.renlearn.com/KMNet/R62416.pdf, incorporated herein by reference.
- Acknowledges and agrees that the applicable Data Protection Addendum and Privacy Notices located at https://docs.renaissance.com/R62068 are incorporated into this Agreement. Additional information about Renaissance's privacy and security is available at https://www.renaissance.com/privacy/.

To accept this offer and place an order, please sign and return this Quote.

Requested Invoice Date: See attached billing schedule

Renaissance will issue an invoice for this Quote according to the attached Billing Schedule, incorporated herein as part of the Agreement. If Customer requires a purchase order, Customer agrees to provide the purchase order to Renaissance prior to the first Invoice Date noted on the Billing Schedule. Customer agrees to pay each invoice within 30 days after each Invoice Date.

Customer indicates that no Purchase Order is required, and that Billing Account information is correct.

Renaissance Learning, Inc.	Huntley Community School District 158
Ted Wolf	By:
Name: Ted Wolf	Name:
Title: Chief Financial Officer	Title:
Date: 08-Apr-2026	Date:

Please e-sign OR print, sign, and return this Quote to your Account Representative Brenda Lopez at brenda.lopez@renaissance.com. For any changes or additional information, please reach out by email or phone at (503) 966-8564. Thank you.

Renaissance
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Quote
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All quotes and orders are subject to availability of merchandise. This Quote is valid for 60 days from the date under Renaissance's signature. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax ('TPT'). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply. Starting July 1, 2021 New Mexico requires sellers to collect tax on the state and local rate. This varies depending on the city and county.

Students can become their most amazing selves — only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom — transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

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Quote
Q-438827 v10

Quote Details

Huntley Community School District 158 – 340233

Products & Services	Quantity	Unit Price	Total
Data Integration Services			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Custom Data Integration Maintenance	1	$3,125.00	$3,125.00
		Quote Year 1 Subtotal	**$3,125.00**
Quote Year 2 01-Jul-2027 – 30-Jun-2028			
Custom Data Integration Maintenance	1	$3,124.80	$3,124.80
		Quote Year 2 Subtotal	**$3,124.80**
Quote Year 3 01-Jul-2028 – 30-Jun-2029			
Custom Data Integration Maintenance	1	$3,124.80	$3,124.80
		Quote Year 3 Subtotal	**$3,124.80**
		Huntley Community School District 158 Total	**$9,374.60**

Conley Elementary School – 2061274

Products & Services	Quantity	Unit Price	Total
Platform			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 1 Subtotal	**$750.00**
Quote Year 2 01-Jul-2027 – 30-Jun-2028			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 2 Subtotal	**$750.00**
Quote Year 3 01-Jul-2028 – 30-Jun-2029			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 3 Subtotal	**$750.00**
Star Assessments			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Star Comprehensive Suite Subscription	600	$13.13	$7,878.00
		Quote Year 1 Subtotal	**$7,878.00**
Quote Year 2 01-Jul-2027 – 30-Jun-2028			
Star Comprehensive Suite Subscription	600	$13.52	$8,112.00
		Quote Year 2 Subtotal	**$8,112.00**
Quote Year 3 01-Jul-2028 – 30-Jun-2029			
Star Comprehensive Suite Subscription	219 600	$13.93	$8,358.00
		Quote Year 3 Subtotal	**$8,358.00**

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		Conley Elementary School Total	**$26,598.00**

Hannah Martin Elementary School – 1629471

Products & Services	Quantity	Unit Price	Total
Platform			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 1 Subtotal	**$750.00**
Quote Year 2 01-Jul-2027 – 30-Jun-2028			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 2 Subtotal	**$750.00**
Quote Year 3 01-Jul-2028 – 30-Jun-2029			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 3 Subtotal	**$750.00**
Star Assessments			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Star Comprehensive Suite Subscription	725	$13.13	$9,519.25
		Quote Year 1 Subtotal	**$9,519.25**
Quote Year 2 01-Jul-2027 – 30-Jun-2028			
Star Comprehensive Suite Subscription	725	$13.52	$9,802.00
		Quote Year 2 Subtotal	**$9,802.00**
Quote Year 3 01-Jul-2028 – 30-Jun-2029			
Star Comprehensive Suite Subscription	725	$13.93	$10,099.25
		Quote Year 3 Subtotal	**$10,099.25**
		Hannah Martin Elementary School Total	**$31,670.50**

Heineman Middle School – 2282585

Products & Services	Quantity	Unit Price	Total
Platform			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 1 Subtotal	**$750.00**
Quote Year 2 01-Jul-2027 – 30-Jun-2028			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 2 Subtotal	**$750.00**
Quote Year 3 01-Jul-2028 – 30-Jun-2029			
Annual All Product Renaissance Platform	1 220	$750.00	$750.00
		Quote Year 3 Subtotal	**$750.00**

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Star Assessments			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Star Reading Subscription	710	$5.50	$3,905.00
Star Math Subscription	710	$5.50	$3,905.00
		Quote Year 1 Subtotal	**$7,810.00**
Quote Year 2 01-Jul-2027 – 30-Jun-2028			
Star Reading Subscription	710	$5.66	$4,018.60
Star Math Subscription	710	$5.66	$4,018.60
		Quote Year 2 Subtotal	**$8,037.20**
Quote Year 3 01-Jul-2028 – 30-Jun-2029			
Star Reading Subscription	710	$5.83	$4,139.30
Star Math Subscription	710	$5.83	$4,139.30
		Quote Year 3 Subtotal	**$8,278.60**
		Heineman Middle School Total	**$26,375.80**

Henry Marlowe Middle School – 2448720

Products & Services	Quantity	Unit Price	Total
Platform			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 1 Subtotal	**$750.00**
Quote Year 2 01-Jul-2027 – 30-Jun-2028			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 2 Subtotal	**$750.00**
Quote Year 3 01-Jul-2028 – 30-Jun-2029			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 3 Subtotal	**$750.00**
Star Assessments			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Star Reading Subscription	1220	$5.50	$6,710.00
Star Math Subscription	1220	$5.50	$6,710.00
		Quote Year 1 Subtotal	**$13,420.00**
Quote Year 2 01-Jul-2027 – 30-Jun-2028			
Star Reading Subscription	1220	$5.66	$6,905.20
Star Math Subscription	1220	$5.66	$6,905.20
	221	**Quote Year 2 Subtotal**	**$13,810.40**
Quote Year 3 01-Jul-2028 – 30-Jun-2029			

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Star Reading Subscription	1220	$5.83	$7,112.60
Star Math Subscription	1220	$5.83	$7,112.60
		Quote Year 3 Subtotal	**$14,225.20**
		Henry Marlowe Middle School Total	**$43,705.60**

Huntley High School – 315971

Products & Services	Quantity	Unit Price	Total
Platform			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 1 Subtotal	**$750.00**
Quote Year 2 01-Jul-2027 – 30-Jun-2028			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 2 Subtotal	**$750.00**
Quote Year 3 01-Jul-2028 – 30-Jun-2029			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 3 Subtotal	**$750.00**
Star Assessments			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Star Reading Subscription	1600	$5.50	$8,800.00
Star Math Subscription	1600	$5.50	$8,800.00
		Quote Year 1 Subtotal	**$17,600.00**
Quote Year 2 01-Jul-2027 – 30-Jun-2028			
Star Reading Subscription	1600	$5.66	$9,056.00
Star Math Subscription	1600	$5.66	$9,056.00
		Quote Year 2 Subtotal	**$18,112.00**
Quote Year 3 01-Jul-2028 – 30-Jun-2029			
Star Reading Subscription	1600	$5.83	$9,328.00
Star Math Subscription	1600	$5.83	$9,328.00
		Quote Year 3 Subtotal	**$18,656.00**
		Huntley High School Total	**$56,618.00**

Kathy Leggee Elementary – 1299840

Products & Services	Quantity	Unit Price	Total
Platform			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Annual All Product Renaissance Platform	222 1	$750.00	$750.00
		Quote Year 1 Subtotal	**$750.00**

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Quote Year 2 01-Jul-2027 – 30-Jun-2028			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 2 Subtotal	**$750.00**
Quote Year 3 01-Jul-2028 – 30-Jun-2029			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 3 Subtotal	**$750.00**
Star Assessments			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Star Comprehensive Suite Subscription	775	$13.13	$10,175.75
		Quote Year 1 Subtotal	**$10,175.75**
Quote Year 2 01-Jul-2027 – 30-Jun-2028			
Star Comprehensive Suite Subscription	775	$13.52	$10,478.00
		Quote Year 2 Subtotal	**$10,478.00**
Quote Year 3 01-Jul-2028 – 30-Jun-2029			
Star Comprehensive Suite Subscription	775	$13.93	$10,795.75
		Quote Year 3 Subtotal	**$10,795.75**
		Kathy Leggee Elementary Total	**$33,699.50**

Mackeben Elementary School – 2613625

Products & Services	Quantity	Unit Price	Total
Platform			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 1 Subtotal	**$750.00**
Quote Year 2 01-Jul-2027 – 30-Jun-2028			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 2 Subtotal	**$750.00**
Quote Year 3 01-Jul-2028 – 30-Jun-2029			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 3 Subtotal	**$750.00**
Star Assessments			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Star Comprehensive Suite Subscription	355	$13.13	$4,661.15
		Quote Year 1 Subtotal	**$4,661.15**
Quote Year 2 01-Jul-2027 – 30-Jun-2028			
Star Comprehensive Suite Subscription	355	$13.52	$4,799.60
		Quote Year 2 Subtotal	**$4,799.60**
Quote Year 3 01-Jul-2028 – 30-Jun-2029			

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www.renaissance.com

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Star Comprehensive Suite Subscription	355	$13.93	$4,945.15
		Quote Year 3 Subtotal	**$4,945.15**
		Mackeben Elementary School Total	**$16,655.90**

May Chesak Elementary – 1237672

Products & Services	Quantity	Unit Price	Total
Platform			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 1 Subtotal	**$750.00**
Quote Year 2 01-Jul-2027 – 30-Jun-2028			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 2 Subtotal	**$750.00**
Quote Year 3 01-Jul-2028 – 30-Jun-2029			
Annual All Product Renaissance Platform	1	$750.00	$750.00
		Quote Year 3 Subtotal	**$750.00**
Star Assessments			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Star Comprehensive Suite Subscription	430	$13.13	$5,645.90
		Quote Year 1 Subtotal	**$5,645.90**
Quote Year 2 01-Jul-2027 – 30-Jun-2028			
Star Comprehensive Suite Subscription	430	$13.52	$5,813.60
		Quote Year 2 Subtotal	**$5,813.60**
Quote Year 3 01-Jul-2028 – 30-Jun-2029			
Star Comprehensive Suite Subscription	430	$13.93	$5,989.90
		Quote Year 3 Subtotal	**$5,989.90**
		May Chesak Elementary Total	**$19,699.40**

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Federal I.D. 39-1559474
www.renaissance.com

Quote
Q-402892 v1

Huntley Community School District 158 - 340233

Primary Contact
Amy MacCrindle
Email - amaccrindle@district158.org
650 Academic Dr
Algonquin, IL 60102-4423

Billing Contact
Amy MacCrindle
Email - amaccrindle@district158.org
650 Academic Dr
Algonquin, IL 60102-4423

Quote Summary	
School Count: 5	
Renaissance Products & Services Total	$56,603.70
Estimated Sales Tax	$0.00
Shipping Cost	$0.00
Grand Total	**USD $56,603.70**

This quote includes: Freckle.

By signing below, Customer:

- Acknowledges that the Person signing this Quote is authorized to do so on behalf of Customer.
- Agrees Customer's access to and use of the Products and Services referenced in the Quote (and any other quote issued to Customer during the Subscription Period) are subject to compliance with the Renaissance Terms of Service and License located at https://doc.renlearn.com/KMNet/R62416.pdf, incorporated herein by reference.
- Acknowledges and agrees that the applicable Data Protection Addendum and Privacy Notices located at https://docs.renaissance.com/R62068 are incorporated into this Agreement. Additional information about Renaissance's privacy and security is available at https://www.renaissance.com/privacy/.

To accept this offer and place an order, please sign and return this Quote.

Renaissance will issue an Invoice for this Quote promptly after the date the Order is processed at Renaissance. If Customer requires a purchase order, Customer agrees to provide the purchase order to Renaissance as an attachment to this signed quote. Customer agrees to pay the invoice within 30 days after the Invoice Date.

Customer indicates that no Purchase Order is required, and that Billing Contact information is correct.

Renaissance Learning, Inc.	Huntley Community School District 158
Ted Wolf	By:
Name: Ted Wolf	Name:
Title: Chief Financial Officer	Title:
Date: 23-Feb-2026	Date:

Please e-sign OR print, sign, and return this Quote to your Account Representative Brenda Lopez at brenda.lopez@renaissance.com. For any changes or additional information, please reach out by email or phone at (503) 966-8564. Thank you.

All quotes and orders are subject to availability of merchandise. This Quote is valid for 60 days from the date under Renaissance's signature. Professional development expires one year from purchase date. Alterations to this quote will not

be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax ('TPT'). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply. Starting July 1, 2021 New Mexico requires sellers to collect tax on the state and local rate. This varies depending on the city and county.

Students can become their most amazing selves — only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom — transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

Renaissance
2911 Peach Street, Wisconsin Rapids, WI 54494-1905
PO Box 8036, Wisconsin Rapids, WI 54495
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote
Q-402892 v1

Quote Details

Conley Elementary School – 2061274

Products & Services	Quantity	Unit Price	Total
Bundle			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Individualized Skills Practice Bundle (ISP)	600	$7.60	$4,560.00
		Quote Year 1 Subtotal	**$4,560.00**
Freckle			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Freckle Math Student Subscription	600	$12.02	$7,212.00
		Quote Year 1 Subtotal	**$7,212.00**
		Conley Elementary School Total	**$11,772.00**

Hannah Martin Elementary School – 1629471

Products & Services	Quantity	Unit Price	Total
Bundle			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Individualized Skills Practice Bundle (ISP)	725	$7.60	$5,510.00
		Quote Year 1 Subtotal	**$5,510.00**
Freckle			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Freckle Math Student Subscription	725	$12.02	$8,714.50
		Quote Year 1 Subtotal	**$8,714.50**
		Hannah Martin Elementary School Total	**$14,224.50**

Kathy Leggee Elementary – 1299840

Products & Services	Quantity	Unit Price	Total
Bundle			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Individualized Skills Practice Bundle (ISP)	775	$7.60	$5,890.00
		Quote Year 1 Subtotal	**$5,890.00**
Freckle			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Freckle Math Student Subscription	775	$12.02	$9,315.50
		Quote Year 1 Subtotal	**$9,315.50**
		Kathy Leggee Elementary Total	**$15,205.50**

Mackeben Elementary School – 2613625

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Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote
Q-402892 v1

Products & Services	Quantity	Unit Price	Total
Bundle			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Individualized Skills Practice Bundle (ISP)	355	$7.60	$2,698.00
		Quote Year 1 Subtotal	**$2,698.00**
Freckle			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Freckle Math Student Subscription	355	$12.02	$4,267.10
		Quote Year 1 Subtotal	**$4,267.10**
		Mackeben Elementary School Total	**$6,965.10**

May Chesak Elementary – 1237672

Products & Services	Quantity	Unit Price	Total
Bundle			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Individualized Skills Practice Bundle (ISP)	430	$7.60	$3,268.00
		Quote Year 1 Subtotal	**$3,268.00**
Freckle			
Quote Year 1 01-Jul-2026 – 30-Jun-2027			
Freckle Math Student Subscription	430	$12.02	$5,168.60
		Quote Year 1 Subtotal	**$5,168.60**
		May Chesak Elementary Total	**$8,436.60**

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Respondus

Fee Agreement & Price Quotation
For License Renewal

Date:	4/29/2026
Customer:	Huntley School District #158
Respondus Contact:	Dan Shannon – dshannon@respondus.com
Annual Term:	August 1, 2026 - July 31, 2027
LMS Seat License:	2,501 - 5,000

Product	Description	Annual Fee
LockDown Browser Site License	This fee is for unlimited use of LockDown Browser across the entire school. A site license of StudyMate Campus is included at no additional cost.	$4,545
	TOTAL:	**$4,545**

Additional Notes:

1) Standard pricing information is published online at: **https://web.respondus.com/**

2) Our Federal Tax ID is **91-2050620.** All prices listed in US Dollars.

3) This quote is confidential and valid for 90 days.

4) Respondus is the sole distributor in United States of Respondus, LockDown Browser, StudyMate Campus, and Respondus Monitor.

5) Unless otherwise noted, the above price quote does not include taxes, as may be required for your location. Respondus reserves the right to charge sales tax in accordance with applicable state and local laws if a valid exemption certificate is not provided. Prices are quoted on the basis that Respondus is paid in full. No deductions, set-offs, or tax withholding are permitted unless expressly included in the quote. If withholding is required by law, Customer must notify Respondus before payment so a revised quote can be provided.

P.O. Box 3247 • Redmond, WA 98073 • sales@respondus.com • www.respondus.com

HUNTLEY Community School District 158

SEL Screener Proposal

Costs

Yearly Pricing Breakdown

Name	Price	Units	Total price
Spring 2024 Trial Period Skills MTSS ($10,500) + Partnership ($1,900) + Integration ($1,600)	$14,000.00	1	**$14,000.00**
2024-2025 school year Skills MTSS ($34,000) + Partnership ($1,900) + Integration ($1,600)	$37,500.00	1	**$37,500.00**
2025-2026 school year Skills MTSS ($34,000) + Partnership ($1,900) + Integration ($1,600)	$37,500.00	1	**$37,500.00**
2026-2027 school year Skills MTSS ($34,000) + Partnership ($1,900) + Integration ($1,600)	$37,500.00	1	**$37,500.00**
		Subtotal	**$126,500.00**
		Summary	
		Total Cost (excl. tax)	**$126,500.00**

Software Licences Modules

- CASEL screening assessment (student and teacher)
- Diagnostic assessments
- Tier recommendation placement tools
- School and district-wide SEL dashboard
- School and district-wide intervention library
- Accessibility and translations
- Report engine

Services included:

- Dedicated account manager (one contact point)
- User setup and systems/SIS integrations
- Training for District staff and Principals
- On-Demand access to training and videos
- 1-2-1 monthly check-in with district leadership
- Email support within 12 hours
- Telephone and in-app support from 9am to 5pm CST

We have a range of Premium SEL courses and services available to support your district.

	Standard Partnership
Live onboarding support and kickoff training from your Partner Success Manager	x
On-demand training center	x
Student, parent, and staff implementation resources	x
Virtual training sessions with your Partner Success Manager for: *Tier placement, Intervention library, Progress monitoring*	x
Post-screening data dive meeting with your Partner Success Manager	x

schoolinks

Order Form

Customer: Huntley Community School District 158
Billing Address:
650 Academic Drive
Algonquin, IL 60102

Quote Number: Q-16626
Quote Created Date: 22-Apr-2026

Order Details

Contract Start Date: 01-Jul-2026

Contract End Date: 30-Jun-2027

Grades Purchased for Platform:

Notes:

Date: 01-Jul-2026 - 30-Jun-2027			
Product Details	**Unit Price**	**Quantity**	**Subtotal**
Platform One Price - All core features for college, career & financial aid - Student licenses - Staff licenses - Parent license - Unlimited alumni licenses - College Application Manager - Event Scheduler - Industry Partner Database Lite	$ 5.75	4,600	$ 26,450.00
State CCR Data Suite - Key Readiness Indicator Feature - State Individual Career and Academic Plan Feature - Annual Maintenance - Experience Hour Tracker	$ 1.15	4,600	$ 5,290.00
Work-based Learning - Industry Partner Database Pro including customized fields to district requirements, collaborative commenting, and affiliation management - Program Management - Experience Tracker	$ 1.35	2,700	$ 3,645.00
			Total: $35,385.00

Notes about applicable taxes:
Prices shown above do not include any state and local taxes that may apply. Any such taxes are the responsibility of the Customer and will appear on the final Invoice. If the Customer is exempt from sales tax, please send the applicable tax exemption certificate to billing@schoolinks.com

Terms & Conditions:
This Order Form is governed exclusively by the terms and conditions available at:
https://www.schoolinks.com/terms-and-conditions

Signature

By signing below, I certify that I am authorized to sign on behalf of the Customer and I agree to be bound by the terms and conditions of this contract.

Customer	**SchooLinks**
Signature:	Signature:
Full Name:	Full Name:
Title:	Title:
Date Signed:	Date Signed:

Quote Number: Q-84166

Seesaw

Seesaw Learning, Inc.
548 Market Street
PMB 98963
San Francisco, CA 94104 US
Billing: ar@seesaw.me

Bill To
Huntley Community School District 158
650 Academic Dr
Algonquin Illinois 60102

End User
Huntley Community School District 158

Contract Summary	
Quote Number: Q-84166	Payment Terms: Net 30
Expiration Date: July 24, 2026	Billing Frequency: Upfront
Contract Start Date: August 1, 2026	Contract End Date: July 31, 2027
Contract Subscription Term: 12 months	
Contract Notes:	

Product Name	Description
Seesaw AI	All the insights and benefits of Seesaw Instruction and Insights combined with premium AI features that streamline lesson planning, lesson creation, learning insights, and family communication. Includes 3 virtual Professional Development sessions to support implementation throughout the year.
TOTAL:	USD 22,500.00

For more information on funding resources, please review our Funding Guide.

Quote Number: Q-84166

Seesaw

Key Contacts

Decision Maker
Decided to purchase (or renew) Seesaw. Will be included in conversations about our partnership progress

Name: _____ Email: _____

Title: _____ Phone: _____

Professional Learning
Main Point of contact for Professional Learning services

Name: _____ Email: _____

Title: _____ Phone: _____

Seesaw Lead
Responsible for Seesaw training and adoption. Main Seesaw point of contact throughout the contract

Name: _____ Email: _____

Title: _____ Phone: _____

Tech Lead (Who can help set up your school?)
Lead for Seesaw's technical implementation. Point of contact for technical issues or updates.

Name: _____ Email: _____

Title: _____ Phone: _____

Billing Contact - Accounts Payable (Who will pay the invoice?)
Receives invoices. Point of contact on payment-related matters.

Name: _____ Email: _____

Title: _____ Phone: _____

School Address

Address: _____ City: _____

State: _____ Zip/Post Code: _____

Seesaw

Purchase Order Information

PO Number (if required): _____

Tax Information

Is your school or district tax exempt?

_____

If yes, please provide your tax ID number

_____

Seesaw

Terms and Conditions

Upon signing by Customer and submission to
https://web.seesaw.me/
or your sales representative, this Order Form shall become legally binding unless this Order Form is rejected by Seesaw Learning, Inc. for any of the following reasons: (1) the signatory below does not have the authority to bind Customer to this Order Form, (2) changes have been made to this Order Form (other than completion of the purchase order information and the signature block), or (3) the requested purchase order information or signature is incomplete or does not match our records or the rest of this Order Form.

Sales and use tax, if applicable, will be shown on your invoice. Tax exempt customers will be asked to provide proof of exemption. Total amount does not include sales/value added/applicable withholding taxes as required by local jurisdiction. If Seesaw is responsible for collecting and remitting taxes, the taxes will be invoiced to customer, unless customer provides Seesaw with a valid tax exemption certificate authorized by the appropriate taxing authority.

This Order Form is governed by the terms of the Seesaw Learning, Inc. Terms of Service ("Terms") found
https://seesaw.com/terms-of-service
unless (i) Customer has a written Terms of Service executed by Seesaw Learning, Inc. for the Services, in which case such written terms of service will govern or (ii) otherwise set forth herein. By signing below, the parties agree to be bound by the Terms
.

Quote Number: Q-84166

Seesaw

Customer

Company: _____

Signature: _____

Name _____

Title: _____

Date: _____

Email: _____

Seesaw Learning, Inc.

Signature: _____

Name: _____

Title: _____

Date: _____

turnitin

Order Form

This Order Form is between the two parties listed in the table below: Turnitin ("we" or "us") and Consolidated School District 158 ("Customer" or "you" or "your"). It forms part of the Master Registration Agreement (MRA), or other applicable agreement identified herein and covers the services being provided ("Agreement").
This Order Form becomes effective on the date it's signed by both parties. Any terms used here that aren't defined will follow the meanings in the Agreement. If anything in this Order Form conflicts with the Agreement, the terms in this Order Form will take priority.

Turnitin, LLC

2101 Webster Street
Suite 1900
Oakland CA 94612
United States

Order Form No: Q-919034-2
Date: 13-Apr-2026
Expires On: 30-Jul-2026

Order form for **Consolidated School District 158**
Proposed by Nicole Tolentino
Email: ntolentino@turnitin.com
Phone:

Customer Information	
Billing Account: Consolidated School District 158	
Billing Street: 650 Dr. John Burkey Drive	Primary Contact: Robin Maxwell
Billing City: Algonquin	Primary Contact Email: rmaxwell@district158.org
Billing State/Province: IL	
Billing Zip/Postal Code: 60102	Billing Contact: Consolidated 158 AP
Billing Country: United States	Email: accountspayable@district158.org
Tax ID: Validcert	

Products and Services

By using Turnitin products and services, you agree that your use is governed by the terms of the Master Registration Agreement: turnitin.com/mra

Term and Termination

Term. The term of each Product or Service provided hereunder is specified in the Services and Fees table below.

Product Name	License Type	Service Start Date	Service End Date	Quantity	Amount
Turnitin Feedback Studio Integrity Essentials	Enterprise	31-Jul-2026	30-Jul-2027	1	USD 32,215.00
				Net Total:	USD 32,215.00
				Gross Total:	USD 32,215.00

Product Descriptions

Turnitin Feedback Studio Integrity Essentials	Turnitin Feedback Studio Integrity Essentials enables educators to identify when likely instances of plagiarism, AI-generated content, or other forms of academic misconduct are present in student writing. Grading tools deliver actionable feedback, helping students to learn and improve efficiently.

Invoices and Payment Terms

1. Invoices. You agree to pay the full amount shown on each invoice within Net 30 days of receiving it. If payment isn't received by then, we may charge a monthly late fee of 2% of the invoice total. Late fees will not exceed either 10% of the total due or the maximum amount allowed by law—whichever is lower.
Your selected billing method is Upfront: the invoice will be issued in full 30 days before your service starts.
2. Taxes. Prices do not include any indirect taxes (like VAT or sales tax), unless legally required to do so. If we are required to collect such taxes, we will add them to your invoice. If you are exempt from these taxes, a valid exemption certificate or direct payment permit can be submitted to **ar@turnitin.com** to avoid being charged, unless you have already done so.
3. Purchase Order Instructions. If a purchase Order (PO) is required for payment, please ensure:
    1. It is made out to Turnitin, LLC
    2. It includes your customer name and address
    3. The amount matches the amount due in the order form
    4. A signed Order Form is submitted along with the PO. We are unable to process the PO alone

Send both the PO and signed Order Form to your Turnitin representative.

Signed Order Form Instructions

Please check the details at the top of page one. If any of them are blank or incorrect please amend below.	
Billing Address	
Billing Contact	
Billing Email (General billing email preferred)	
Tax ID Number	

Signature Section

IN WITNESS WHEREOF, the parties have executed this Order Form as of the Order Form Effective Date:

Customer	Turnitin
Consolidated School District 158	Turnitin, LLC
Signature	Signature
Printed Name	Printed Name
Printed Title	Printed Title
Date	Date

Visions LLC
5801 Mt. Pleasant Lane, Belleville, IL 62223
314-560-7063
Executive Director: David Jaques

INDEPENDENT CONTRACTOR AGREEMENT

This Agreement is entered into for the term from date of signature to **July 30, 2027**, between **Huntley School District 158** ("the Company") and **Visions LLC** ("the Contractor").

Whereas the Company requests receiving consultation services which Contractor is authorized and licensed to perform and whereas the Contractor is committed to providing such services, the parties agree to the terms as follows:

1. Procedure. Subject to the terms and conditions of this contract, the Company hereby represents that it has requested the services of the Contractor for consultation by clinicians with expertise in applied behavior analysis. The Contractor agrees to provide such services.

2. Independent Contractor. Subject to the terms and conditions of this Agreement, the Company hereby engages the Contractor to perform the services set forth herein, and the Contractor hereby accepts such engagement. This Agreement shall not render the Contractor an employee, partner, agent of, or joint venturer with the Company for any purpose. The Contractor is and will remain an independent contractor in relation to the Company. At all times, the Contractor shall have sole control of the manner and means of performing the services required by this agreement and shall complete it according to the Contractor's own means and methods of work and independent judgment, as well as the hours of work and the time deemed necessary to carry out the work, the location where it will be carried out, and the sequence in which it is performed. The Contractor shall have no claim against the Company hereunder or otherwise for vacation pay, sick leave, retirement benefits, social security, worker's compensation, health or disability benefits, unemployment insurance benefits, or employee benefits of any kind. The Contractor shall timely pay all installments of State and Federal Income Tax and Social Security and Medicare payments.

3. Administration. The Company Contract Representative shall be the authorized representative in all matters pertaining to procedures or the administration of the terms and conditions of this contract. The designated Company Contract Representative may be contacted directly by the Contractor to discuss issues arising under this contract. The Contractor and Company agree that no subsequent changes to any term or condition or work

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Executive Director: David Jaques

to be performed under this contract may be authorized without approval in writing from both parties.

4. Services & Scheduling. The Contractor will serve the Company with applied behavior analysis services, focused on consultation and coaching, to the Structured Education Setting (SES) program for students with social, emotional, and behavioral disorders. Services will be allocated to the program in a manner that adjusts, commensurate with individual student, staff, team, and classroom needs, and will be based on collaboration between the Contractor and the Company. The Contractor shall be responsible for scheduling services to be performed with the Company. The Contractor will provide services throughout the regular school year, while school is in session. If services cannot be provided as scheduled due to illness or other unexpected factors, services will be rescheduled and completed in a timely manner. The Contractor will schedule services in advance, providing availability for on-site services to be rendered, upon signing of this contract, in advance of the onset of service provision. The Contractor will make reasonable efforts to provide additional services, as needed and requested by the Company, which may include providing services to the SES program during the extended school year as well as providing services to individual, high needs students, identified by the Company, across any/all of the Company's self-contained programs including the SES, Strategy Education, and SNAP Programs. Services are subject to change to meet the needs of the Company. The Contractor will respond to requests for additional services or changes to services promptly and will accommodate based on availability. The following outline serves as a basis for how services will be scheduled and rendered (as of contract signing and subject to increase at the Company's request and/or change at the Contractor's request):

Services to be provided	Time allocation, frequency, & approximate cost

Proposal for 2026-2027 School year: Add 1 hour additional per building per month (4 hours per month * 10 months)
 	
August:
During the month of August, the Behavior Consultant will provide foundational support to teaching staff through the following activities:
	10-Month Contract:
	• Total Estimated Time: **16** hours/month (based on 7 classrooms)
	  ○ HHS-2 Classrooms
	  ○ HMS-2 Classrooms
	  ○ Conley-1 Classroom
	  ○ Mackaben-2 Classrooms
	• Duration: **10** months (August–May)

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- Staff Overview & Introductions: The consultant will review assigned staff for each program/building and initiate email introductions to establish communication channels.
- Student File Review: The consultant will review relevant student documents, including Individualized Education Programs (IEPs) and Behavior Intervention Plans (BIPs).
- Classroom Meetings: The consultant will hold individual meetings with each classroom team to explain the consultant's role and collaborate on setting initial goals specific to each classroom's needs.
- In-Person Support: The consultant will provide in-person training, meetings, classroom observations, and additional support as needed to ensure a strong start to the school year.

September – May Consultation Services

From September through May, the Behavior Consultant will provide ongoing support through the following services:

- Observations within classrooms and across program environments
- Functional and skills-based assessments as needed
- Development of individualized and program-wide recommendations,

- Total Hours: 16 hours/month × 10 months = **160** total hours
- Approximate Cost: **$16,000**

Scheduling Details:

The 16 hours of monthly consultation may be spread out over several days, depending on program needs and Consultant availability. Time allocated to each classroom will vary based on identified needs and priorities. This would include additional training opportunities during in service days and any other 1:1 provider training development and presentation.

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including behavioral programming, targeted interventions, environmental modifications, and other supports • Onsite coaching and modeling of strategies within the classroom setting • Real-time feedback to staff during sessions to support skill development and implementation fidelity • Follow-up consultation to clarify previously provided written or modeled feedback Consultation services may be provided at the classroom level, program-wide, or for individual students, based on identified needs. If consultation is requested for a specific student, the Consultant reserves the right to request and review relevant records (e.g., IEPs, BIPs, anecdotal data) prior to beginning services. This review ensures that all recommendations are informed, appropriate, and aligned with professional ethical standards. Such record reviews will be considered an additional service and must be pre-approved by the Company before being initiated and billed.	

Written summaries or reports detailing the outcome of each individual consultation session will be completed and delivered in a timely manner, consistent with program needs and developed in accordance with each classroom's preferences.	**10-Month Contract:**
	• Total Estimated Time: **6** hours/month (based on 7 classrooms)
	  ○ HHS-2 Classrooms
	  ○ HMS-2 Classrooms
	  ○ Conley-1 Classroom
	  ○ Mackaben-2 Classrooms
	• Duration: **10** months (August–May)

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	• Total Hours: **60** hours • Approximate Cost: **$6,000** **Scheduling Details:** The 6 hours of monthly written notes/summaries may be spread out over several days, depending on program needs and Consultant availability. Time allocated to each classroom will vary based on identified needs and priorities.
Virtual Consultation with School Staff • Additional consult with education teams, including participation in team and/or IEP meetings o E.g., PLC's, morning check-ins with classroom staff (assistants), general education PLCs, and or administrative meetings o Meetings with Behavior Specialists and or Program Instructional Coaches.	**10-Month Contract:** • Total Estimated Time: **6** hours/month (based on 7 classrooms) o HHS-2 Classrooms o HMS-2 Classrooms o Conley-1 Classroom o Mackaben-2 Classrooms • Duration: **10** months (August–May) • Total Hours: **60** hours • Approximate Cost: **$6,000** **Scheduling Details:** The 6 hours of monthly virtual consultation with school staff may be distributed throughout the month, depending on each program's specific needs. The time dedicated to each classroom will vary according to identified priorities and areas of focus.
Written summaries or reports outlining the outcomes of each individual virtual consultation session will be completed and provided following each session. These will be delivered in a timely manner, aligned with program needs, and tailored to each classroom's preferences.	**10-Month Contract:** • Total Estimated Time: **3** hours/month o 1.5 hours to HHS & HMS o 1.5 hours to Makaben & Conley Elementary • Duration: **10** months (August–May) • Total Hours: **30** hours • Approximate Cost: **$3,000**

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Services may also include, as applicable: • Review of relevant program information • Participation in additional administrative meetings • Additional consultation time within the classroom setting • Development of supplemental materials to support the implementation of recommendations • Creation and/or delivery of training and training materials to support implementation • Ongoing consultation and collaborative material development with the program's instructional coach • Ongoing consultation and collaborative material development with the program's social worker	**Scheduling Details:** The 3 hours of monthly virtual summaries and other relevant work with school staff may be distributed across the month based on the unique needs of each program. Time allocated to each classroom will vary depending on identified priorities and focus areas. These hours may include direct classroom support, staff training, virtual consultations, material creation, and document review.

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As Board Certified Behavior Analysts (BCBAs), the Consultant may be asked to provide support or guidance related to specific students, particularly in situations requiring extensive accommodations outlined in IEPs and/or Behavior Intervention Plans (BIPs). To remain ethically compliant and ensure appropriate, data-driven recommendations, the Consultant may provide the following individualized services:
 	
• Student-Specific Consultation: Collaboration regarding individual student needs, progress, and support strategies.
• Review of Student Data: Analysis of progress monitoring data, behavioral data, and other relevant documentation to inform recommendations.
• IEP and BIP Review: Thorough examination of individualized plans to ensure alignment with best practices and ethical standards.
 	
These services ensure that any feedback or guidance provided is individualized, evidence-based, and in accordance with the Professional and Ethical Compliance Code for Behavior Analysts
 	
https://www.bacb.com/wp-content/uploads/2022/01/Ethics-Code-for-Behavior-Analysts-240830-a.pdf
	10-Month Contract:
	• Total Estimated Time: **2** hours/month
	  ○ 1 hour to HHS & HMS
	  ○ 1 hour to Makaben & Conley Elementary
	• Duration: **10** months (August–May)
	• Total Hours: **30** hours
	• Approximate Cost: **$3,000**
	
	Scheduling Details:
	The 2 hours of monthly student-specific consultation, including data review, as well as IEP and BIP evaluation, will take place throughout the entirety of the month and be distributed across classrooms and SES students as appropriate. Allocation of this time will be based on individual needs and prioritized according to input from classroom staff.

In-Person or Virtual Support	**Ability to add on needed services at the contractors rate of $100/hour.**

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• **1:1 Social Worker Support:** Direct assistance in conducting Functional Behavior Assessments (FBAs) and developing Behavior Intervention Plans (BIPs).
 	
• **Individualized Student Support:** Personalized sessions with social workers, including in-class modeling with students in SES settings and group sessions that are focused on building adaptive skills and implementing behavior replacement strategies. Furthermore, supporting social workers to increase their own skills in teaching students how to mitigate their emotional responses and cope with any other stressors while at school.
• Training Segments During In Service Days
	10-Month Contract:
	• Total Estimated Time: **1** hour/month
	  ○ 1 hours to HHS & HMS
	  ○ 1 hours to Makaben & Conley Elementary
	• Duration: **10** Months (August-May)
	• Total Hours: **20** hours of contracted services
	• Approximate Cost: **$2,000**

TOTAL PROJECTED COST	**10-Month Contract:** • Total Hours: **360** hours of contracted services • Duration: **10** Months (August-May) • Approximate Cost:**$36,000** **2026-2027= $36,000**
Additional Add Ons:	

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Add on: **Beginning of the School Year Administrator Meeting** • Individual meetings with each building's administrators to discuss the year's needs and goals for SES. It can also include Behavior Specialists assigned to the building. **Mid-Year Administrator Meeting:** • Individual meetings with each building's administrators to discuss the current needs and goals for SES and if there need be any changes to the consultation process. It can also include Behavior Specialists assigned to the building.	**August:** **4 Buildings, 1.5 hours each = 6 Hours of Contracted Services. Approximate Cost: $600** **January:** **4 Buildings, 1.5 hours each = 6 Hours of Contracted Services Approximate Cost: $600**

Add on:
 	
Beginning of the School Year Preparation:
• Review of Individual student files
  ○ 2025-2026 Revised Contract included reviewing time for individual IEPs ✓
  ○ Creating Materials for individual BIPs or developing recommendations for materials that should be made
• Classroomwide Classroom Management system development and material making related to this (including level system)
	5 Hours Per Classroom (7 classrooms) approximately 35 hours of contracted services) = $3,500

Add on: **Initial BIP training for SES and General Education Inclusion Teachers** • Review of Individual student BIPs • Targeted training for general education teachers, SES classrooms, or other applicable staff	**5 Hours Per Classroom (7 classrooms) approximately 35 hours of contracted services) = $3,500** The hours should be determined based on student needs. They should include time for the consultant to review the BIP and to meet with the

Visions LLC
5801 Mt. Pleasant Lane, Belleville, IL 62223
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	school-based behavior specialists to plan for training.
Add on: **Once or Twice Yearly Staff Training/Professional Development** • Meeting time with individual school administration to understand school needs • Material preparation Time • Training time	**Hour allocations will vary but will include the following:** • Meeting time per building administration (About 1 hour) • Training Preparation time (3-5 hours per individual presentation) • Actual Professional Development presentation (1-3 hours)

Add on:
 	
Supporting the team in conducting an FBA, developing a BIP, and presenting at an IEP meeting.
 	
Future Add on Ideas:
 	
Discussed: 3/2/2026 (Jackie, Kari, Elle & Ruchi)
• SNAP & Other Departments needing BCBA Supports
• Review and consideration of additional curricula (e.g., executive functioning skills) for both providers and students
• Professional Development Training Opportunities: collaborations with Behavior Specialists during in-service days
  ○ Suggested Topics
  ▪ Flexible Thinking
  ▪ Perspective Taking with Your Students and other providers
	Hour allocations will vary but will include the following:
	
	• Meeting with the team to set up a data collection system for the FBA
	• Graphing and analyzing the data to write the target behaviors
	• Meeting with the team to help support in writing the BIPs
	• Presenting the BIP at an IEP meeting and/or training the staff on how to do so

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▪ Mitigating One's Own Emotions in the classroom and across students' needs • Expanded BCBA hours for crisis cases to ensure equitable support for all students and providers across buildings	

5. Documentation. The Contractor shall provide to the Company written notes/reports that outline the services rendered, following service delivery and in a timely manner. The Contractor will complete other forms of documentation/ reporting as requested by and at additional cost to the Company (typically 60 minutes is allocated for report preparation depending on the context of the report).

6. Ethics. The Contractor and its employees abide by a standard of ethical conduct outlined by the Behavior Analysis Certification Board when conducting services and business activities.
https://www.bacb.com/wp-content/uploads/2022/01/Ethics-Code-for-Behavior-Analysts-240830-a.pdf

7. Expenses. The Company will be responsible for compensation to the Contractor for completing/attending orientation and/or required training including, but not limited to Nonviolent Crisis Intervention Training (CPI); this expense will be billed at the same rate for rendered services and included on the regular invoice. The Company will be responsible for compensation to the Contractor for travel time incurred by the Contractor in the course of providing services across multiple sites (15 mins per occurrence); this expense will be billed at the same rate for rendered services and included on the regular invoice. The Contractor shall be responsible for all other business expenses incurred under this contract.

8. Billing. The Contractor will bill the Company directly for all services agreed upon. The Contractor's rate of service will be $99.11/hour and the Company will be billed and make restitution directly to the Contractor. Billing invoices for these services will be submitted monthly to the Company by the Contractor. The Contractor will provide the Company with

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any and all documentation of proof of billed services being delivered at the Company's request. See attachment A for a sample copy of the invoice.

9. Tools. The Contractor shall be responsible for providing all tools and equipment needed to perform services.

10. Certification. The Contractor shall obtain (at his/her own expense) all licenses, certifications and permissions necessary for their performance of this contract. Any additional certifications and/or compliance that is required by any state or federal agency or regulation in order to provide services are the responsibility of the Contractor and are incorporated by reference into this contract.

11. Liability. The Contractor will carry liability insurance including malpractice insurance relative to any service that the Contractor performs for the Company in such amounts as are approved by Company and provide proof thereof by a certificate of such insurance sent from the insurer or insurers to Company with a provision for notification to Company in the event of cancellation or termination of such insurance. The Contractor will also provide a copy of the Contractor's current professional license. The Contractor shall immediately notify the Company of any termination or suspension of such professional license.

12. Confidentiality. Both the Contractor and the Company are bound by laws and rules of confidentiality. The Contractor abides by 20 ILCS 301/30-5; 740 ILCS 110 et seq, and 42 CFR part 2 and all subsequent revisions thereto. The Company is bound by FERPA 20 USC 1232g and Illinois School Student Records Act 105 ILCS 10/1 et seq. Two-way consents for release of information containing all pertinent disclosures will be secured prior to exchange of information. The release of information to a third party without further consent of the individual(s) is prohibited. The Contractor acknowledges that during the engagement, the Contractor will have access to and become acquainted with information and records released to the Company and/or used by the Company in connection with the operation of its business and confidential client information. The Contractor agrees not to disclose any of the aforesaid, directly or indirectly, or use any of them in any manner, either during the term of this Agreement or at any time thereafter, except as required in the course of this engagement with the Company. All files, records, documents, information, letters, notes, and similar items relating to the business of the Company, and client information and service, whether prepared by the Contractor or otherwise coming into the Contractor's possession, shall

visions LLC
magnifying abilities, envisioning possibilities

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remain the exclusive property of the Company. The Contractor shall not retain any copies of the foregoing without the Company's prior written permission.

13. Governing Laws & Compliance. This contract is to be governed and construed in accordance with the laws of the State of Illinois and federal governments. The Contractor and Company agree to comply with all relevant laws, statutes, regulations, rules or enactments of any governmental entity.

14. Competition. The parties recognize that the Contractor maintains a separate business providing services for other companies and individuals. During the term of this agreement, the Contractor is expressly free to perform services for other parties while performing services for the Company. During the term of this agreement and for a period of six months following any termination of this agreement, the Contractor shall not, directly or indirectly, hire, solicit, or encourage to leave the Company's employment, any employee, consultant, or contractor of the Company or hire any such employee, consultant, or contractor who has left the Company's employment or contractual engagement within six months after termination of such employment or engagement.

15. Assignability. This contract may not be signed or delegated to any other individual without prior written approval of the Company.

16. Termination. The Company or Contractor may terminate this Agreement at any time upon thirty (30) working days' written notice to the Contractor. If either party substantially breaches this agreement, it can be terminated immediately.

17. Cancellation. The Company agrees that in the event that this contract is canceled, the Contractor reserves the right to not provide service to the Company for a period of six months from the effective date of cancellation.

18. Right to Injunction. The parties hereto acknowledge that the services to be rendered by the Contractor under this Agreement and the rights and privileges granted to the Company under the Agreement are of a special, unique, and extraordinary character which gives them a particular value, the loss of which will cause the Company significant damage which would be difficult to accurately assess. Violations of this agreement might subject the Company to legal liability, might hinder the Company's ability to function successfully, and may cause interruption of other services to clients of Company. The Contractor expressly agrees that the

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314-560-7063
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Company shall be entitled to injunctive and other equitable relief in the event of, or to prevent, a breach of any provision of this Agreement by the Contractor. Resort to such equitable relief, however, shall not be construed to be a waiver of any other rights or remedies that the Company may have for damages or otherwise.

19. Modification or Amendment. No amendment, change or modification of this Agreement shall be valid unless in writing signed by the parties hereto.

20. Notice. Communications hereunder shall be in writing via electronic means or U.S. mail; certified mail may be used on an as needed basis.

21. Entire Agreement. This document and any exhibit attached constitute the entire understanding and agreement of the parties, and any and all prior agreements, understandings, and representations are hereby terminated and canceled in their entirety and are of no further force and effect.

22. Faith's Law. Effective July 1, 2023, either at the time of initial hiring or prior to assigning any Consultant to perform work in School District involving direct contact with children or students, Provider will perform an Employment History Review (EHR) for the Consultant, in accordance with the requirements of 105 ILCS 5/22-94, as it may be amended from time to time. Notwithstanding the foregoing, if Provider is furnishing substitute staffing services, Provider shall perform the EHR upon initial hiring of the substitute employee. In performing the EHR, Provider agrees it will provide the Consultant with: (1) a Sexual Misconduct Disclosure form, using the Ill. State Board of Education's (ISBE) Sexual Misconduct Disclosure Template for Applicant at www.isbe.net/Documents/Temp1-ISBE-Sexual-Misconduct-Disclosure-Form-Applicant.pdf and (2) copies of the Authorization for Release of Sexual Misconduct-Related Information and Current/Former Employer Response form using ISBE's Authorization for Release of Sexual Misconduct-Related Information and Current/Former Employer Response Template at www.isbe.net/Documents/Temp2-Auth-Release-Sexual-Misconduct-Related-Info.pdf for the Consultant to complete for each current employer and for each former employer where Consultant worked in direct contact with children or students. Provider shall provide to all employers identified by the Consultant in Section 3 of the Authorization for Release of Sexual Misconduct-Related Information and Current/Former Employer Response form (105 ILCS 5/22-94 (c)(4), added by P.A. 102-702, eff. 7-1-23). Provider will instruct the identified employer(s) to return the completed form(s) to Provider within 20 calendar days after

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5801 Mt. Pleasant Lane, Belleville, IL 62223
314-560-7063
Executive Director: David Jaques

receipt. Provider shall immediately inform the School District of any instances of sexual misconduct involving the Consultant as set forth in 105 ILCS 5/22-94(j)(3). Provider shall maintain all records of EHRs and upon School District's request shall provide School District with access to and copies of records pertaining to the EHRs of Consultants. Provider shall not send to any school building or other School District property: (1) any employee for whom an EHR has not been performed, (2) any employee who provides false information or willingly fails to disclose information required by the EHR, or (3) any employee to whom School District objects after Provider informs it of an instance of sexual misconduct involving the employee as set forth in 105 ILCS 5/22-94 (j)(3). 105 ILCS 5/22-94(e) provides that a "Provider who provides information or records about a current or former employee or applicant under this Section [105 ILCS 5/22-94] is immune from criminal and civil liability for the disclosure of the information or records, unless the information or records provided were knowingly false." For the duration of this Agreement, and in accordance with 105 ILCS 5/22-94(g), Provider agrees it will not enter into any collective agreement, employment contract, agreement for resignation or termination, severance agreement, or any other contract or agreement that: (1) has the effect of suppressing substantiated related to a report of suspected sexual misconduct to the appropriate authorities, or (3) requires Provider to expunge information about allegations or findings of suspected sexual misconduct from any documents maintained by Provider, unless after an investigation, an allegation is found to be false, unfounded, or unsubstantiated. Whenever a Provider sends an employee who will have direct contact with children or students to School District for the first time, requests that Provider provide School District with copies of the records pertaining to the EHR of any employee involved in an instance of sexual misconduct as set for forth in 105 ILCS 5/22-94(j)(3). Customer and Visions LLC have acknowledged their understanding of and agreement to the mutual promises written above by executing and delivering this Agreement as of the Effective Date set forth above.

IN WITNESS WHEREOF the undersigned have executed this Agreement as of the day and year first written above. The parties hereto agree that facsimile signatures shall be as effective as if originals.

By: _____ Date:

David Jaques, Executive Director, Visions, LLC

By: _____ Date:

Huntley School District 158 Representative

Visions LLC
5801 Mt. Pleasant Lane, Belleville, IL 62223
314-560-7063
Executive Director: David Jaques

Attachment A:
Invoice (sample)

visions

c/o: Billing Department
5801 Mt. Pleasant Lane
Belleville, IL 62223
618-277-4100
TO

Invoice # 012026d158
01/01/2026-0131/2026

D158
c/o: Billing Department
650 Dr. John Burkey Drive
Algonquin, IL 60102

Date	Client (Student)	Description of Service	Units	Unit Price	Charge
				$ 110.00	$ -
				$ 110.00	$ -
				$ 110.00	$ -
				$ 110.00	$ -
				$ 110.00	$ -
				$ 110.00	$ -
				$ 110.00	$ -

SCHOOL HEALTH®

We Supply Your Future ™

5600 Apollo Drive, Rolling Meadows, Illinois 60008
P(866)323-5465 | F(800)235-1305 | SchoolHealth.com

QUOTATION

EXPIRATION DATE	QUOTE NO
9/19/2026	QUO000084627
DATE	**QUOTE P.O. #**
4/20/2026	WELNET RENEW 042026

Attn: **JASON LEBAR**
Ship To: **HUNTLEY COMMUNITY SD 158**
650 DR JOHN BURKEY DR
ALGONQUIN, IL 60102-4423
USA

Bill To: **HUNTLEY COMMUNITY SD 158**
650 DR JOHN BURKEY DR
ALGONQUIN, IL 60102-4423
USA

Click here to convert this quote to an order

QUOTE PREPARED BY	PHONE	EMAIL FOR QUOTE UPDATES	MODE OF DELIVERY
Mike Klein	866-323-5465	bids@schoolhealth.com	UPS GROUND

CUSTOMER NOTES & INSTRUCTIONS	TERMS
-SOURCEWELL CONTRACT NUMBER 090925-SHC -SCHOOL HEALTH QUOTE QUO000062012 -FREE SHIPPING ON ORDERS OVER $125	Net 30 Days

LN	ITEM AND DESCRIPTION	QUANTITY	UNIT	DISCOUNT PRICE	AMOUNT
1	1040577PS WELNET SERVICE RENEWAL 1 YEAR	3	EA	129.0000	387.00

Sub Total	**387.00**
Freight	**0.00**
Total	**387.00**

price quote/proposal

Date: 4/30/2026
Quote Expires: 12/31/2026

remit payment to
WeVideo Inc.
P.O. Box 103175
Pasadena, CA 91189-3175
Fax: 408-819-9441
po@wevideo.com

customer information:
HUNTLEY COMM SCH DIST 158
650 Academic Dr
Algonquin, Illinois 60102

Michael Primus
mprimus@district158.org
Chief Technology Officer

WeVideo Contact:
Andreea Negrea
Andreea@wevideo.com
Phone: +16508521649

Notes:
WeVideo Renewal 2026

HUNTLEY COMM SCH DIST 158 is presented with the following WeVideo for Schools subscription price proposal. With this agreement, HUNTLEY COMM SCH DIST 158 is guaranteed the price below and is protected from annual price increases for the term of the agreement they choose. Upon receipt of this signed document and a district purchase order, HUNTLEY COMM SCH DIST 158 recieves 100% of purchased capacity. This offer is contingent on the signed acceptance of this proposal, which constitutes a commitment to pay for the subscription term chosen by HUNTLEY COMM SCH DIST 158 below:

	Product/Description			Total Extended Price
3000 users	WeVideo Annual Subscription			$12,007.27
			Subtotal	$12,007.27
Prices are stated exclusive of all taxes. Add applicable sales tax to your purchase order, or provide note of exemption			**Tax (exempt?)**	
Quote is valid for terms as stated above and below				
All prices in United States Dollars ($)			**Total**	$12,007.27

SECTION I - term length and subscription term discount options (CHECK ONE):

[ ]	Purchase 12 months from 10/01/2026 to 09/30/2027 prepaid	prepay:	**$12,007.27**
[ ]	Purchase 24 months from 10/01/2026 to 09/30/2028 prepaid	prepay:	**$24,014.54**
[ ]	Purchase 36 months from 10/01/2026 to 09/30/2029 prepaid	prepay:	**$36,021.81**

SECTION II - is a purchase order required to send an invoice to HUNTLEY COMM SCH DIST 158 (CHECK ONE):

[ ] Yes, a school/district PO is required to invoice our school or district. Please return a copy of your PO with this signed quote.

[ ] No, this signed quote is sufficient to invoice my school (invoice provides information for credit card payment)

price quote/proposal page 2 of 2

School/District HUNTLEY COMM SCH DIST 158
Contact Michael Primus
Quote Expires 12/31/2026

P.O. Box 103175
Pasadena, CA 91189-3175
Fax: 408-819-9441 / Email: po@wevideo.com
Andreea Negrea Andreea@wevideo.com Phone: +16508521649

SECTION III - COMPLETE **ALL** FIELDS: REQUIRED IN ORDER TO PROVISION THE LICENSE AND SET UP THE ACCOUNT

SUBSCRIPTION ASSIGNMENT (WeVideo account admin at school/district)
This is the person to whom the WeVideo account will be provisioned, whomever willbe the active license manager.

School/district name _____

WeVideo account admin/owner who will log-in/manage the WeVideo account on a daily basis

Admin/owner First Name _____

Admin/owner Last Name _____

Admin/owner **Email** _____

Job title/role _____

Phone Number _____

BILLING INFORMATION

Accounts Payable Contact First Name _____

Accounts Payable Contact Last Name _____

Accounts Payable Email _____

Accounts Payabe Phone Number _____

PROPOSAL ACCEPTANCE
School or district purchase approver

To accept this offer, please complete sections 1 through 3 above, sign and date here, where it says "Proposal Acceptance." Submit directly via fax or email to sales representative listed above, or to po@wevideo.com or fax to 408-819-9441. Upon acceptance, the entitlements described herein will be made available within 7 days from receipt of this document. You will be invoiced for the total price set forth above once the provisioning process has completed. By signing, you agree to pay amount on this quote when invoiced. TERMS: Net 30 days, subject to credit approval. All prices are quoted in U.S. dollars and are exclusive of all taxes and duties imposed by any governmental authority.

Signature _____ Date _____

Print Name _____

Print Title _____

Proprietary & Confidential © 2024 All Rights Reserved

HUNTLEY CMTY SCHOOL DIST 158

Product	Price	Quantity	Subtotal
School Account School Account services through June 30, 2027. Includes an unlimited number of staff, student, and administrator accounts within the school.	$3,500.00	5	$17,500.00

Tax*	$0.00
Total	**$ 17,500.00**

Tax is **not included in the above quote. Tax will be added to your invoice, if applicable. If your school or district is tax-exempt, please upload a copy of your tax exemption certificate in order to receive a tax-free invoice.*

To Order Zearn School Account(s) and/or Professional Development:

- To order Zearn School Account(s), Printed Materials, and/or Professional Learning, please email your Zearn contact with a purchase order. If your school/district pays for services with a credit card, please send a written acceptance of this order and the Quote number to your Zearn contact to receive an invoice with a credit card payment link.

TERMS OF AGREEMENT

This Quote is a binding offer to provide the products and/or services detailed herein. This offer is expressly and exclusively conditioned upon the purchasing school or district (the "Account Holder") assent to and acceptance of the Terms of Service available at the following link: https://webassets.zearn.org/resources/Zearn_Terms_of_Service_25_26.pdf

By submitting a purchase order, Account Holder agrees to be legally bound by the Terms of Service. Any and all additional, different, or conflicting terms presented by Account Holder in a purchase order or any other communication are hereby rejected and shall not apply unless expressly agreed to in writing by Zearn. The Terms of Service shall control and supersede all other documents exchanged by the parties.

INVOICE

Media Leaders, LLC
30369 Skippers Way Dr
Canyon Lake, CA 92587-7406

programs@SmartSocial.com
+1 (626) 253-4559
https://smartsocial.com

Bill to
Adam Dean
Huntley Community School District 158
650 DR JOHN BURKEY DR ALGONQUIN, IL
60102

Ship to
Adam Dean
Huntley Community School District 158
650 DR JOHN BURKEY DR ALGONQUIN, IL
60102

Invoice details
Invoice no.: 1773
Terms: Due on receipt
Invoice date: 03/18/2026
Due date: 06/30/2026

#	Date	Product or service	Description	Qty	Rate	Amount
1.	06/30/2026	**Student Helpline**	Student Help Line Program To Get Ahead Of Negative Issues Online This program provides access to our proven student helpline that reduces student issues and lets a school listen to the heartbeat of the school community in your district/school.	1	$18,500.00	$18,500.00

Total **$18,500.00**

We accept ACH payments. Please contact us for more information.

Note to customer

NOTE: NEW ADDRESS AS OF FEB 15th 2026:
Please make checks payable to "Media Leaders LLC"

Mailing address:
Media Leaders, LLC (Care of Josh Ochs):
30369 Skippers Way Dr, Canyon Lake, Ca 92587

Here is a short link to our W9 form to print/download:
https://smartsocial.com/w9

Thank you.

INVOICE

Media Leaders, LLC
30369 Skippers Way Dr
Canyon Lake, CA 92587-7406

programs@SmartSocial.com
+1 (626) 253-4559
https://smartsocial.com

Bill to
Adam Dean
Huntley Community School District 158
650 DR JOHN BURKEY DR ALGONQUIN, IL
60102

Ship to
Adam Dean
Huntley Community School District 158
650 DR JOHN BURKEY DR ALGONQUIN, IL
60102

Invoice details
Invoice no.: 1774
Terms: Due on receipt
Invoice date: 03/18/2026
Due date: 06/30/2026

#	Date	Product or service	Description	Qty	Rate	Amount
1.	06/30/2026	*** Very Informed Parent Program (VIP) at SmartSocial.com**	SmartSocial VIP (Very Informed Parent) Program & Live Parent Events for Your School/District Program dates: 7/1/26 to 6/30/27 Your school/district will receive access to SmartSocial.com's weekly parent engagement events and a library of 450+ resources (replays and additional content) to educate parents and staff, and show to students (licensed student population only). This access is provided through unique logins for each parent and staff member, allowing them to view content at school or home via phone or computer. Content includes information on the latest teen apps, digital safety, and screen time reduction. Your organization is required to promote the live weekly events using the resources provided in the SmartSocial dashboard and communications documents. SmartSocial will host these events weekly, even if you do not promote them, so it is essential to begin promoting the events to your	1	$18,000.00	$18,000.00

community as soon as possible.

Program Details:

Parent Engagement Events: 50+ live online parent events to join from anywhere

Parent Engagement Resources: 450+ Resources, guides and event replays with video and text.

Teacher/Staff Professional Development: Live training sessions with 450+ video and text resources, featuring experts for staff education

Student Internship: Students get the chance to be a part of our paid "Student Internship" so they can contribute to our videos, personalizing the program for our community.

Classroom Resources: 100+ videos of students teaching students to display/screen in the classroom or at home

Positive Press Package: Our in-house PR team pitches the partnership to local TV News and Podcasts, in hopes of getting positive news press for your community.

Total **$18,000.00**

We accept ACH payments. Please contact us for more information.

Note to customer

NOTE: NEW ADDRESS AS OF FEB 15th 2026:
Please make checks payable to "Media Leaders LLC"

Mailing address:
Media Leaders, LLC (Care of Josh Ochs):
30369 Skippers Way Dr, Canyon Lake, Ca 92587

Here is a short link to our W9 form to print/download:
https://smartsocial.com/w9

Thank you.

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Academic Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.district158.org

Date: May 7, 2026

To: Special Education Committee

From: Dr. Deanna Gill, Assistant Superintendent for Special Services

Cc: Ms. Jessica Lombard, Superintendent

Subject: **Timely Meaningful Consultation (TMC)**

Executive Summary

Each year, the Local Education Agency (LEA) is required to provide the public with "timely and meaningful consultation" (TMC) with the private schools, including homeschools that are located within their district boundaries. The process is between the private school officials, parent representatives, and LEA officials. Consultation is ongoing throughout the year, as necessary. Notice must be publicly advertised in a primary place for which other public notices are provided so that parents of homeschool parents are aware. A school district is required to spend a "proportionate share" of its IDEA Part B grant on services for private school students with disabilities. To qualify for services, a student must be evaluated by the school district and found eligible for special education. The district will host a virtual meeting on May 20, 2026 from 5-6:00PM.

Recommendation

This report is for information only.

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Academic Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.district158.org

Date: May 07, 2026

To: School Board

From: Dr. Deanna Gill, Assistant Superintendent for Special Services

Cc: Ms. Jessica Lombard, Superintendent

Subject: Intergovernmental Agreement with Evanston Skokie School District #65

Executive Summary

IDEA mandates that a school district provide a Free and Appropriate Education (FAPE) in the Least Restrictive Environment (LRE). When a student is deemed eligible to receive special education services, a special education team determines how to best provide services for the student, at no cost to the family.

Special education encompasses a wide range of program settings, instructional strategies and educational interventions. IDEA requires school districts to provide students with planned educational programs which account for the students' disabilities, offer the opportunity for significant learning and allow the students to make meaningful educational progress.

IDEA recognizes that every child is able to learn, and requires educational opportunities to be provided for all. District 158 is proud to offer a continuum of special education services offered for all students in special education based on needs identified by the IEP team. The continuum is fluid and programming options are highly individualized for each student based on their unique strengths and areas of need. Students are educated in the least restrictive environment (LRE) in which they will be able to progress toward their IEP goals. An out-of-district placement is a step along this continuum.

Evanston Skokie School District #65 (Park School) provides special education and related services to eligible students whose needs require more intensive support than can be provided within the district. Placement requires an IEP team meeting, recommendation and consideration of the least restrictive educational environment. The Park School is located at 828 Main Street in Evanston, IL 60202.

Recommendation

Administration and the Special Services Department recommend that the attached Intergovernmental Agreement between Huntley Community School District 158 and Evanston Skokie School District #65 be moved to the consent agenda on May 21, 2026.

INTERGOVERNMENTAL AGREEMENT

SPECIAL EDUCATION SERVICES AGREEMENT

BETWEEN EVANSTON SKOKIE SCHOOL DISTRICT NO. 65

HUNTLEY COMMUNITY SCHOOL DISTRICT 158

THIS AGREEMENT is made by and between the Board of Education of Evanston Skokie School District No. 65 ("District 65") and **HUNTLEY COMMUNITY SCHOOL DISTRICT 158**, (the "Sending School") as of the later of the dates set forth below, at the parties' signatures. The parties will be collectively referred to herein as "School Districts."

WHEREAS, the Illinois Constitution and statutes, including without limitation the *Intergovernmental Cooperation Act of the State of Illinois*, 5 ILCS 220/1 *et. seq.*, encourage and permit cooperation between units of local government; and

WHEREAS, both District 65 and SENDING SCHOOL are units of local government as defined in the *Intergovernmental Cooperation Act of the State of Illinois*; and

WHEREAS, District 65 offers programming at Park School, located at 828 Main St, Evanston, IL 60202 (the "Program"), for students with disabilities that currently meet the unique needs of SENDING SCHOOL students, and which Program may, in the future, similarly be able to serve the unique needs of other SENDING SCHOOL students; and

WHEREAS, the School Districts believe it is in their best and mutual interests to provide SENDING SCHOOL with access to the Program operated by District 65, when and if deemed acceptable to the School Districts, for purposes of providing special education and related services to SENDING SCHOOL student(s) on a tuition basis.

NOW, THEREFORE, in consideration of the mutual covenants and agreements hereafter set forth, it is agreed as follows:

1. **Incorporation of Recitals.** The recitals set forth above shall be considered a part of this Agreement and shall be binding upon the Parties hereto.

2. **Access to Special Education Program.** Referrals for SENDING SCHOOL students to the Program and any acceptance and attendance at the Program by SENDING SCHOOL students shall conform to the following:

   a. If and when SENDING SCHOOL determines that it cannot meet the needs of a particular student, and that District 65's programs and services are appropriate to meet the needs of that student, SENDING SCHOOL shall present a written request, along with a copy of the referring student's IEP and most recent evaluations, to District 65 outlining the special education and related services SENDING SCHOOL wishes to obtain from District 65.

   b. District 65 shall review and evaluate each such written request tendered by SENDING SCHOOL, and District 65 shall make a determination as to whether or not District 65 is willing and able to provide the services to the student referred by SENDING SCHOOL. As part of this review, District 65 may solicit additional information including, but not limited to, requests to meet and interview the family, interview SENDING SCHOOL providers, and/or observe the student. District 65 reserves the right to condition an accepted student's attendance upon parent or guardian completion of the registration process for District 65.

   c. Whether or not District 65 accepts any student referred by SENDING SCHOOL shall be subject to District 65's sole and exclusive discretion, it being the Parties' understanding that District 65 is under no such obligation to provide any services or access to any student referred by SENDING SCHOOL.

   d. If District 65 is so willing and able, the parties shall memorialize the specific terms and conditions (scope and nature of services; tuition rates for payment by SENDING SCHOOL for the services, etc.) for each placed student. Upon agreement (if any) reached by the Parties, their understandings shall be memorialized as an Exhibit A hereto, with the terms of this IGA applicable to the particular services and arrangements reflected by that Exhibit.

   e. For purposes of evaluating, negotiating, and approving any such Exhibit relating to services for a particular student of SENDING SCHOOL, the Boards of Education of District 65 and SENDING SCHOOL have hereby granted (upon approval of this Intergovernmental Agreement) the following persons as their respective agents authorized to approve any potential Exhibit hereto:

      i. For District 65: Superintendent or designee

      ii. For SENDING SCHOOL: Superintendent or designee

3. **Resident District and LEA Standing.** Nothing contained herein shall be construed so as to release SENDING SCHOOL from its obligations as the "Resident District" and/or the "Local Education Agency" as those terms may be defined in state or federal laws, rules, and/or regulations. SENDING SCHOOL expressly represents that it shall, at all times and during all situations governed by this Intergovernmental Agreement, remain the Resident District and Local Education Agency for any and all students referred to attend the District 65 Program hereunder.

4. **Implementation of IEPs**. Upon acceptance of a student and approval of the Exhibit hereto, District 65 shall provide special education and related services to the SENDING SCHOOL student, in accordance with the student's IEP and the student's continued eligibility for special education services, and consistent with the Exhibit hereto. If, at any time, District 65 is unable to implement a SENDING SCHOOL student's IEP, District 65 shall promptly notify SENDING SCHOOL, and may initiate a termination of this Agreement, in accordance with Section 6 of this Agreement.

5. **Tuition and Other Fees for Special Education Program.** For the term of this Agreement, District 65 will charge tuition to SENDING SCHOOL for any SENDING SCHOOL student's attendance. The tuition cost to be charged to SENDING SCHOOL shall be set forth and memorialized in the Exhibit. In addition, to the extent applicable to a student in accordance with the student's IEP, District 65 will charge SENDING SCHOOL for the costs of transportation and staffing including, but not limited to, bus aide, instructional aide, and classroom nurse. The transportation and staffing costs shall be set forth and memorialized in the Exhibit.

6. **Individualized Services and Equipment.** SENDING SCHOOL agrees to reimburse District 65 for all equipment and supplies accrued by District 65 for services provided to SENDING SCHOOL students pursuant to this Agreement. District 65 will invoice SENDING SCHOOL for equipment and supplies in accordance with the terms as set forth in the Exhibit..

7. **Tuition Billing, Payment Procedures and Late Penalties.** At least [insert amount] days prior to the start of each school term or year, SENDING SCHOOL shall communicate to District 65 any internal procedures it utilizes for receiving and processing tuition invoices, as well as for any related expenses such as, as applicable, transportation and staffing. If, at any point, SENDING SCHOOL changes any policies or procedures relating to its processing of Program invoices, SENDING SCHOOL will notify District 65 in writing and allow [insert amount] days for District 65's billing to comply with the revised procedures.

a. Upon receipt of Program invoices both parties agree to comply with all provisions of the *Local Government Prompt Payment Act* (50 ILCS 505) including, but not limited to requirements for approval, payment, and late penalties.

8. **Student Policies.** All SENDING SCHOOL students receiving services hereunder shall be subject to all policies and procedures applicable to students attending District 65.

9. **Termination/Renewal of Agreement.**

   a. Termination: This Agreement and/or any Exhibit hereto, may be terminated (a) upon mutual written agreement or (b) by either party, for and at that party's convenience, upon the provision of thirty (30) days prior written notice to the other party except where termination is based on the Emergency Termination provision below. Upon termination of this Agreement and/or Exhibit hereto, whether via expiration or early termination, SENDING SCHOOL acknowledges its role as the Local Education Agency and/or as the Resident District, and will promptly provide or arrange for appropriate services for any and all students impacted by the termination. SENDING SCHOOL shall pay District 65 for all services provided hereunder prior to the effective date of any such termination.

   b. Automatic Renewal: Unless terminated by a Party hereto, the terms of this Agreement will automatically renew on its last effective date, for successive one year terms. The terms of the Exhibit for each SENDING SCHOOL student will similarly automatically renew unless modified in writing by the Parties hereto via the superintendent or designee.

10. **Emergency Termination**. District 65 retains the right to terminate this Agreement immediately and without the notice specified in Section 9 with respect to one or multiple students in the event that there is a significant threat to the health or safety of any or all students or staff, or in any other rare and extreme emergency situation which may warrant an immediate response. Such termination does not relieve SENDING SCHOOL of their duty to pay District 65 for all services provided hereunder prior to the effective date of any such termination.

11. **Student Records and Confidentiality.** District 65 shall maintain records and reports utilized hereunder in accordance with the policies of District 65 and shall furnish such documents that may be reasonably required by SENDING SCHOOL relating to any SENDING SCHOOL students. For the purpose of this Agreement with regards to school student records and information, District 65 shall be deemed "school officials" of SENDING SCHOOL with legitimate educational interest in such school student records and information. District 65 and SENDING SCHOOL both acknowledge and agree that their officers, employees, agents, contractors, licensees, volunteers, or invitees shall also comply with any applicable policies regarding the confidentiality of such information, as

well as all federal and state laws and regulations including, without limitation, the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), the Health Information Technology for Economic and Clinical Health Act ("HITECH"), the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, et seq.; 34 CFR Part 99 ("FERPA"); the Illinois Personal Information Protection Act, 815 ILCS 530, et seq., the Illinois School Student Records Act, 105 ILCS 10/1, et seq., the Illinois Student Online Personal Protection Act, 105 ILCS 85/1, et seq.

12. **Amendments.** This Agreement may be modified or amended only by a written agreement executed by the School Districts.

13. **Force Majeure and Unconditional Obligations.** SENDING SCHOOL' agreement to reimburse District 65 and any other agreements contained herein are unconditional and shall not, under any circumstance, be revoked or invalidated, even in the event of a Force Majeure occurrence, including but not limited to a Force Majeure occurrence which causes or contributes to the student discontinuing or being required to discontinue attendance at District 65 during the timeframe contemplated in this Agreement. For the purposes of this Agreement, "Force Majeure occurrence" includes, but is not limited to, acts of God, fires, tornados, hurricanes, floods, severe weather events, epidemics, pandemics, acts of terrorism, acts of war, governmental actions, and all other occurrences that were not reasonably foreseen to or within the control of either Party to this Agreement, including and not limited to the existing COVID-19 pandemic, and including without limitation future reactions, responses, closures, terminations, and cancellations that may subsequently result from the COVID-19 pandemic.

14. **Applicable Law.** This Agreement shall be construed in accordance with the laws of the State of Illinois. Venue for any action arising hereunder shall vest exclusively within the Circuit Courts of Cook County, Illinois.

15. **Complete Understanding.** This Agreement sets forth all of the promises, agreements, conditions, and understandings between the School Districts relative to the subject matter hereof, and there are no promises, agreements, or undertakings, either oral or written, express or implied, between them other than as herein set forth and contained in the Exhibit.

16. **Certificates of Insurance.** SENDING SCHOOL shall provide District 65 with certificates of insurance, declarations, policies, and endorsements showing proof of current General Liability including Sexual Abuse coverages, Auto Liability, Excess Liability and Workers' Compensation coverage relating to the activities governed by this Agreement. All such SENDING SCHOOL policies shall be maintained, for the full duration of this Agreement, at minimum coverage amounts determined and approved by District 65 as indicated herein this Section 16, below. All specified insurance shall be

obtained from insurance companies licensed to conduct business in Illinois and with a Best's Key Guide Rating of at least A / XV. All specified policies shall, by written endorsement, incorporate a provision requiring thirty days' advance written notice to the Owner prior to the cancellation, non-renewal or material modification of any such policies. All of SENDING SCHOOL's policies shall be and provide primary and noncontributory, as opposed to secondary, coverage for any and all claims arising in any manner hereunder. District 65 shall maintain insurance coverages at levels and types that were in existence at the time District 65 executed this Agreement, and District 65 shall provide SENDING SCHOOL with copies of such certificates of insurance, declarations, policies, and endorsement relating to District 65's performances hereunder.

a. **Worker's Compensation and Employer's Liability Insurance**. Worker's compensation insurance affording workers' compensation benefits for all employees at the statutory limit, and employers' liability insurance covering all employees who are to provide Services under this Agreement with limits of not less than Five Hundred Thousand Dollars ($500,000) per occurrence. The workers' compensation policy must contain a waiver of subrogation clause.

b. **Commercial General Liability Insurance (Primary and Umbrella)**. Commercial General Liability Insurance or equivalent with limits of not less than One Million Dollars ($1,000,000) per occurrence and Two Million Dollars ($2,000,000) in the aggregate for bodily injury, personal injury and property damage liability. The commercial general liability insurance must include coverage for: (i) premises and operations liability, (ii) personal injury and advertising liability, (iii) contractual liability coverage, and (iv) sexual abuse/molestation coverage.

c. **Automobile Liability Insurance**. Automobile liability insurance when any motor vehicle (whether owned, non-owned or hired) is used in connection with the Services to be performed, with limits of not less than One Million Dollars ($1,000,000) per occurrence for bodily injury and property damage.

d. **Umbrella/Excess Liability Insurance**. Umbrella or excess liability insurance with limits not less than Two Million Dollars ($2,000,000) per occurrence, which provide additional limits for employers' general and automobile liability insurance.

e. **Additional Insured**. SENDING SCHOOL shall include the Board of Education of Evanston Skokie School District No. 65 as an additional insured on a primary and non-contributory basis to the insurance policies described above.

17. **Indemnification.** Each School District (an "Indemnitor") shall indemnify, defend, and hold the other (the "Indemnitee") harmless against any and all liabilities, claims, causes of action, damages, costs, expenses and fees, including attorney fees, that the Indemnitee incurs arising out of or occurring in connection with the: (a) negligent, reckless or

intentional misconduct of the Indemnitor in connection with this Agreement, or (b) the Indemnitor's breach of this Agreement.

18. **Transportation.** Except where mutually agreed in writing, District 65 shall be responsible for transporting each SENDING SCHOOL Student to and from District 65 for the student's participation in District 65's special education program and SENDING SCHOOL shall be solely responsible for any and all costs of transportation consistent with the Exhibit.

IN WITNESS WHEREOF, the School Districts have caused this Agreement to be executed as of the date below. In the event the dates differ, the latter shall be the effective date of this Agreement.

BOARD OF EDUCATION OF EVANSTON SKOKIE SCHOOL DISTRICT NO. 65,

EVANSTON, ILLINOIS

President Date

Attest:_____
Secretary Date

BOARD OF EDUCATION OF HUNTLEY COMMUNITY SCHOOL DISTRICT 158

President Date

Attest:_____

Secretary Date

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • huntley158.org

To: Board of Education and Administration

From: Mark Altmayer, Chief Financial Officer

Date: May 7, 2026

Subject: **Monthly Fiscal Updates**
Committee of the Whole, May 7, 2026
Finance Committee

Listed below are major tasks and/or projects the Fiscal Department has been working on during the month.

GENERAL

During the month, Fiscal's primary projects included:

- ✓ **March month-end Close** - See the Executive Summary
- ✓ **Budget & 5 Year Plan** - Continuing the process of accumulating data and resources for the District's FY27 Budget and 5 Year Plan.
- ✓ **Skyward Update** – The team continues to move forward in a very positive direction with Skyward and continues to learn and understand the efficiencies that we will have as a result of the new system. We are currently working on Payroll #3, and all is going very well!

SPECIFIC TASKS TO ADDRESS DURING JUNE 2024

- **June (TBD)** – Investigation and Ascertainment of Prevailing Rate of Wages: Requires a School Board to adopt a resolution establishing prevailing rates for its area, publicly post or keep available for inspection the prevailing rate of wages, file a certified copy of the resolution with the Secretary of State and the Department of Labor in Springfield no later than July 15 of each year, and publish a legal notice of its wage rate determination within 30 days of the filing (820 ILCS 130/9).
- **June (TBD)** – Prepare for Year-End Closing:
- **June 30** – Last day of the fiscal year for most Illinois school districts.

COMING UP IN JULY 2024

- First day of the new fiscal year for most Illinois school districts
- Prevailing Wage: School districts must file a certified copy of the prevailing rate of wages with the Secretary of State and the Department of Labor in Springfield, and publish a legal notice of its wage rate determination within 30 days of the filing (820 ILCS 130/9).
- Begin initial submission of new TRS Pay-Period Reporting
- File IDEA Part B Grants Completion/Final Expenditure Report

Huntley Community School District 158

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • huntley158.org

To: Board of Education and Administration

From: Mark Altmayer, Chief Financial Officer

Date: May 7, 2026

Subject: **Disbursements Issued**
Committee of the Whole Meeting, May 7, 2026
Finance Committee

Presented for the Committee's review is a list of all disbursements from the past month totaling $2,198,398.00.

Check Transaction List: Skyward Default: 5/1/2026 8:36:17 AM

Check Date	Check	Type	Vendor	Net Check	Voided	Bank Account	Attachments
04/17/2026	81093	R - Regular	A Parts Warehouse	676.60	False	BOARD - Board Harris BMO	187,0
04/16/2026	81038	R - Regular	Accountable Healthcare	5,334.48	False	BOARD - Board Harris BMO	82,0
04/17/2026	81094	R - Regular	Accurate Translation Bureau	1,164.00	False	BOARD - Board Harris BMO	186,0
04/10/2026	81035	Z - Reissue	Adlai Stevenson High School	225.00	False	BOARD - Board Harris BMO	22,0
04/16/2026	81039	R - Regular	ADP LLC	5,881.41	False	BOARD - Board Harris BMO	98,0
04/16/2026	81040	R - Regular	Advantage Mechanical Inc	5,121.77	False	BOARD - Board Harris BMO	120,0
04/16/2026	81041	R - Regular	Advent Health Glen Oaks	21,712.20	False	BOARD - Board Harris BMO	85,0
04/24/2026	81177	R - Regular	Aetna Life Insurance Company	74,558.69	False	BOARD - Board Harris BMO	395,0
04/24/2026	81178	R - Regular	Alboum Translation Services	106.72	False	BOARD - Board Harris BMO	408,0
04/24/2026	81179	R - Regular	AlgonquinIL WellNow Urgent	132.00	False	BOARD - Board Harris BMO	409,0
04/17/2026	9000000000	A - ACH	Allen, Jackelyn S	26.81	False	BOARD - Board Harris BMO	138,0
04/17/2026	81082	Z - Reissue	Allen, James	191.83	False	BOARD - Board Harris BMO	171,0
04/17/2026	9000000001	A - ACH	Allen, James T	95.48	False	BOARD - Board Harris BMO	170,0
04/17/2026	9000000002	A - ACH	Allen, Michele P	161.10	False	BOARD - Board Harris BMO	160,0
04/16/2026	81042	R - Regular	Alpha Baking Company Inc	16.15	False	BOARD - Board Harris BMO	102,0
04/17/2026	81083	Z - Reissue	Altmayer, Mark W	33.71	False	BOARD - Board Harris BMO	152,0
04/16/2026	81043	R - Regular	AmeriGas	7,248.32	False	BOARD - Board Harris BMO	87,0
04/17/2026	81095	R - Regular	AMG Occ Health	198.00	False	BOARD - Board Harris BMO	231,0
04/16/2026	81044	R - Regular	Ampersand Therapy LLC	5,900.00	False	BOARD - Board Harris BMO	86,0
04/17/2026	81096	R - Regular	AMS Store and Shred	100.00	False	BOARD - Board Harris BMO	232,0
04/10/2026	81036	Z - Reissue	Antioch Community HS	140.00	False	BOARD - Board Harris BMO	27,0
04/16/2026	81045	R - Regular	Apple Inc	1,316.00	False	BOARD - Board Harris BMO	119,0
04/17/2026	81097	R - Regular	Apple Inc	1,608.00	False	BOARD - Board Harris BMO	182,0
04/17/2026	81098	R - Regular	Applied Maintenance	649.59	False	BOARD - Board Harris BMO	188,0
04/16/2026	81046	R - Regular	Aramark Refreshment Services	134.00	False	BOARD - Board Harris BMO	96,0
04/17/2026	81099	R - Regular	Aramark Refreshment Services	205.00	False	BOARD - Board Harris BMO	234,0
04/16/2026	81047	R - Regular	AT&T	2,910.53	False	BOARD - Board Harris BMO	106,0
04/16/2026	81048	R - Regular	AT&T 5080	169.87	False	BOARD - Board Harris BMO	107,0
04/17/2026	81100	R - Regular	Auto Tech Centers Inc	322.95	False	BOARD - Board Harris BMO	189,0
04/23/2026	8000000000	E - Epayable	Auto Tech Centers Inc	1,559.91	False	BOARD - Board Harris BMO	364,0
04/17/2026	9000000003	A - ACH	Avner, Jaclynn Elizabeth	35.08	False	BOARD - Board Harris BMO	168,0
04/17/2026	9000000004	A - ACH	Baird, Brianna K	71.51	False	BOARD - Board Harris BMO	169,0
04/17/2026	81101	R - Regular	Barr Mechanical Sales Inc	1,635.00	False	BOARD - Board Harris BMO	190,0
04/17/2026	9000000005	A - ACH	Barr, Denise C	74.91	False	BOARD - Board Harris BMO	161,0

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Check Date	Check	Type	Vendor	Net Check	Voided	Bank Account	Attachments
04/10/2026	81003	R - Regular	Batavia HS c/o Athletics	300.00	False	BOARD - Board Harris BMO	47,0
04/16/2026	81049	R - Regular	Baycom Inc	4,396.00	False	BOARD - Board Harris BMO	78,0
04/10/2026	81004	R - Regular	Belvidere North High School	150.00	False	BOARD - Board Harris BMO	32,0
04/16/2026	81050	R - Regular	Blu Petroleum	5,890.86	False	BOARD - Board Harris BMO	88,0
04/16/2026	7000000000	W - Wire Transfer	Blue Cross Blue Shield	1,149,140.	False	BOARD - Board Harris BMO	99,0
04/28/2026	7000000001	W - Wire Transfer	BMO Mastercard	80,379.43	False	BOARD - Board Harris BMO	415,0
04/17/2026	9000000006	A - ACH	Brittain, Amy L	129.48	False	BOARD - Board Harris BMO	163,0
04/10/2026	81005	R - Regular	Buffalo Grove H.S. c/o Athletics	100.00	False	BOARD - Board Harris BMO	31,0
04/17/2026	9000000007	A - ACH	Burg, Kara R	330.00	False	BOARD - Board Harris BMO	130,0
04/17/2026	81102	R - Regular	Camelot Therapeutic Schools	5,173.68	False	BOARD - Board Harris BMO	191,0
04/16/2026	81051	R - Regular	Cassandra Strings	597.00	False	BOARD - Board Harris BMO	100,0
04/24/2026	81152	R - Regular	Cassandra Strings	407.70	False	BOARD - Board Harris BMO	365,0
04/17/2026	9000000008	A - ACH	Castans, Rita M	571.88	False	BOARD - Board Harris BMO	153,0
04/10/2026	81006	R - Regular	Central High School c/o	1,200.00	False	BOARD - Board Harris BMO	43,0
04/16/2026	81052	R - Regular	Central States Bus Sales, Inc.	334.50	False	BOARD - Board Harris BMO	89,0
04/17/2026	81103	R - Regular	Chicago Neurodevelopmental	2,625.00	False	BOARD - Board Harris BMO	192,0
04/16/2026	81053	R - Regular	CINTAS	548.06	False	BOARD - Board Harris BMO	90,0
04/17/2026	81104	R - Regular	Clarity Assessments LLC	16,200.00	False	BOARD - Board Harris BMO	193,0
04/17/2026	81105	R - Regular	ClientFirst Consulting Group	585.00	False	BOARD - Board Harris BMO	194,0
04/24/2026	81153	R - Regular	Colley Elevator Co	128.00	False	BOARD - Board Harris BMO	366,0
04/24/2026	81171	R - Regular	ComEd	20,350.19	False	BOARD - Board Harris BMO	391,0
04/17/2026	81084	Z - Reissue	Conkle, Brandon	100.00	False	BOARD - Board Harris BMO	164,0
04/17/2026	9000000009	A - ACH	Cornett, Brenda L	140.35	False	BOARD - Board Harris BMO	139,0
04/16/2026	81054	R - Regular	Cove School	4,667.85	False	BOARD - Board Harris BMO	83,0
04/17/2026	81106	R - Regular	CPI (Crisis Prevention Institute,	2,049.00	False	BOARD - Board Harris BMO	195,0
04/17/2026	81107	R - Regular	Crystal Lake School District 47	168.75	False	BOARD - Board Harris BMO	196,0
04/16/2026	81055	R - Regular	CT Veach Inc	21,747.00	False	BOARD - Board Harris BMO	113,0
04/17/2026	9000000010	A - ACH	Dabe, Aimee R	113.47	False	BOARD - Board Harris BMO	140,0
04/17/2026	81108	R - Regular	Diamond Pediatric Therapy	2,910.00	False	BOARD - Board Harris BMO	225,0
04/10/2026	81007	R - Regular	Downers Grove South	275.00	False	BOARD - Board Harris BMO	42,0
04/17/2026	81109	R - Regular	DuPage Federation on Human	697.45	False	BOARD - Board Harris BMO	197,0
04/16/2026	81056	R - Regular	Eds Testing Station and	1,190.00	False	BOARD - Board Harris BMO	91,0
04/10/2026	81008	R - Regular	Edwardsville High School	50.00	False	BOARD - Board Harris BMO	21,0
04/17/2026	81110	R - Regular	Embrace Education	700.00	False	BOARD - Board Harris BMO	228,0

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Check Date	Check	Type	Vendor	Net Check	Voided	Bank Account	Attachments
04/17/2026	81111	R - Regular	Engler Callaway Baasten &	3,249.00	False	BOARD - Board Harris BMO	198,0
04/17/2026	9000000011	A - ACH	Escudero, Michelle L	156.60	False	BOARD - Board Harris BMO	141,0
04/10/2026	81009	R - Regular	FFP Fund IV Lessee2 LLC	15,738.26	False	BOARD - Board Harris BMO	52,0
04/17/2026	81085	Z - Reissue	Fishman, Elizabeth	110.40	False	BOARD - Board Harris BMO	167,0
04/17/2026	9000000012	A - ACH	Fitzgerald, Cynthia M	47.94	False	BOARD - Board Harris BMO	162,0
04/16/2026	81057	R - Regular	Fox Valley Fire Safety	15,923.00	False	BOARD - Board Harris BMO	103,0
04/24/2026	81172	R - Regular	Galante, Gina	34.90	False	BOARD - Board Harris BMO	389,0
04/16/2026	81058	R - Regular	GFC Leasing WI	8,087.76	False	BOARD - Board Harris BMO	110,0
04/10/2026	81010	R - Regular	Glenbard South High School	250.00	False	BOARD - Board Harris BMO	37,0
04/17/2026	81112	R - Regular	Global Water Technology Inc	990.77	False	BOARD - Board Harris BMO	199,0
04/17/2026	9000000013	A - ACH	Godek, Michael J	1,486.38	False	BOARD - Board Harris BMO	158,0
04/17/2026	81113	R - Regular	Gopher Performance	710.92	False	BOARD - Board Harris BMO	233,0
04/16/2026	81059	R - Regular	Gordon Flesch Co Inc	36.00	False	BOARD - Board Harris BMO	118,0
04/17/2026	81114	R - Regular	Gordon Flesch Co Inc	14,149.21	False	BOARD - Board Harris BMO	200,0
04/17/2026	81115	R - Regular	Grainger	1,446.78	False	BOARD - Board Harris BMO	201,0
04/24/2026	81154	R - Regular	Grainger	371.49	False	BOARD - Board Harris BMO	367,0
04/16/2026	81060	R - Regular	GSF USA Inc	211,804.72	False	BOARD - Board Harris BMO	95,0
04/17/2026	81116	R - Regular	GSF USA Inc	132.10	False	BOARD - Board Harris BMO	202,0
04/17/2026	9000000014	A - ACH	Gullifor, Kateri L	144.15	False	BOARD - Board Harris BMO	154,0
04/17/2026	81086	Z - Reissue	Hall, Ina R	32.95	False	BOARD - Board Harris BMO	165,0
04/17/2026	81087	Z - Reissue	Hilliard, Kristen	13.49	False	BOARD - Board Harris BMO	172,0
04/17/2026	81117	R - Regular	Hinckley Springs	316.90	False	BOARD - Board Harris BMO	203,0
04/17/2026	9000000015	A - ACH	Hollabaugh, Jennifer L	28.21	False	BOARD - Board Harris BMO	142,0
04/23/2026	81151	R - Regular	Home Depot Credit Services	500.95	False	BOARD - Board Harris BMO	361,0
04/10/2026	81011	R - Regular	Homewood-Flossmoor High	425.00	False	BOARD - Board Harris BMO	41,0
04/17/2026	81118	R - Regular	Hot Shots Sports LLC	320.00	False	BOARD - Board Harris BMO	204,0
04/17/2026	81088	Z - Reissue	Hryniewicz, Frank	73.95	False	BOARD - Board Harris BMO	124,0
04/17/2026	81119	R - Regular	Huntley Ford	80.56	False	BOARD - Board Harris BMO	205,0
04/24/2026	81180	R - Regular	IESA	240.00	False	BOARD - Board Harris BMO	407,0
04/17/2026	81120	R - Regular	Illinois Basketball Coaches	375.00	False	BOARD - Board Harris BMO	206,0
04/24/2026	81155	R - Regular	Illinois Principals Association	360.00	False	BOARD - Board Harris BMO	368,0
04/24/2026	81156	R - Regular	Illinois Tollway Violation	25.25	False	BOARD - Board Harris BMO	369,0
04/24/2026	81157	R - Regular	Instrument Barn, The	950.00	False	BOARD - Board Harris BMO	370,0
04/17/2026	81121	R - Regular	Interstate Battery Center	1,137.31	False	BOARD - Board Harris BMO	208,0

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Check Date	Check	Type	Vendor	Net Check	Voided	Bank Account	Attachments
04/17/2026	81122	R - Regular	Jacqueline A Rhew LCPC Ltd	1,000.00	False	BOARD - Board Harris BMO	181,0
04/17/2026	81123	R - Regular	JJ Keller & Associates Inc	664.00	False	BOARD - Board Harris BMO	177,0
04/10/2026	81012	R - Regular	John Hersey High School c/o	275.00	False	BOARD - Board Harris BMO	30,0
04/16/2026	81061	R - Regular	Johnson Floor Co	31,058.64	False	BOARD - Board Harris BMO	104,0
04/24/2026	81158	R - Regular	Jones, Kristin	250.00	False	BOARD - Board Harris BMO	371,0
04/24/2026	81159	R - Regular	Jones, Kristin	100.00	False	BOARD - Board Harris BMO	383,0
04/17/2026	81124	R - Regular	Jostens	16.80	False	BOARD - Board Harris BMO	209,0
04/10/2026	81013	R - Regular	Kaneland High School	250.00	False	BOARD - Board Harris BMO	24,0
04/17/2026	9000000016	A - ACH	Karmalita, Bri M	330.00	False	BOARD - Board Harris BMO	131,0
04/17/2026	9000000017	A - ACH	Kelly, Jill K	83.94	False	BOARD - Board Harris BMO	176,0
04/17/2026	81125	R - Regular	Kelso Burnett Co	1,580.00	False	BOARD - Board Harris BMO	218,0
04/24/2026	81160	R - Regular	Kleen Air Service Corporation	3,490.00	False	BOARD - Board Harris BMO	372,0
04/17/2026	9000000018	A - ACH	Knotts, Heath	30.99	False	BOARD - Board Harris BMO	173,0
04/17/2026	81089	Z - Reissue	Kowalski, Kim	176.90	False	BOARD - Board Harris BMO	127,0
04/17/2026	9000000019	A - ACH	Kozbiel, Loida	132.82	False	BOARD - Board Harris BMO	143,0
04/17/2026	9000000020	A - ACH	Krebs, Patricia	7.69	False	BOARD - Board Harris BMO	144,0
04/10/2026	81014	R - Regular	Lake In The Hills Sanitary	1,224.00	False	BOARD - Board Harris BMO	53,0
04/10/2026	81015	R - Regular	Lake Zurich High School c/o	350.00	False	BOARD - Board Harris BMO	49,0
04/17/2026	81126	R - Regular	Language Testing International	1,357.50	False	BOARD - Board Harris BMO	210,0
04/17/2026	9000000021	A - ACH	LaTour, Kelly A	84.27	False	BOARD - Board Harris BMO	145,0
04/17/2026	81090	Z - Reissue	Laughlin, Laura	71.24	False	BOARD - Board Harris BMO	159,0
04/16/2026	81062	R - Regular	Leach Enterprises Inc	497.65	False	BOARD - Board Harris BMO	92,0
04/16/2026	81063	R - Regular	LMK Speech Language	11,575.00	False	BOARD - Board Harris BMO	81,0
04/10/2026	81016	R - Regular	Lockport Twp HS	325.00	False	BOARD - Board Harris BMO	51,0
04/17/2026	9000000022	A - ACH	Lopez, Maria D	420.00	False	BOARD - Board Harris BMO	136,0
04/16/2026	81064	R - Regular	Marcia Brenner Associates LLC	12,082.50	False	BOARD - Board Harris BMO	117,0
04/10/2026	81017	R - Regular	Marengo Community High	530.00	False	BOARD - Board Harris BMO	26,0
04/10/2026	81018	R - Regular	Marmion Academy	350.00	False	BOARD - Board Harris BMO	39,0
04/16/2026	81065	R - Regular	Master Teacher Inc, The	203.90	False	BOARD - Board Harris BMO	112,0
04/17/2026	81091	Z - Reissue	McBean-Delaney, Colleen	18.83	False	BOARD - Board Harris BMO	123,0
04/10/2026	81019	R - Regular	McHenry Community High	250.00	False	BOARD - Board Harris BMO	45,0
04/24/2026	81161	R - Regular	McHenry Specialties	40.00	False	BOARD - Board Harris BMO	373,0
04/24/2026	81162	R - Regular	Mechanical Equipment Inc	727.14	False	BOARD - Board Harris BMO	374,0
04/16/2026	81066	R - Regular	Menards Inc	30.38	False	BOARD - Board Harris BMO	121,0

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Check Date	Check	Type	Vendor	Net Check	Voided	Bank Account	Attachments
04/10/2026	81020	R - Regular	Metamora Township High	300.00	False	BOARD - Board Harris BMO	29,0
04/24/2026	81181	R - Regular	Metlife	44,640.15	False	BOARD - Board Harris BMO	396,0
04/16/2026	81067	R - Regular	Midwest Transit Equip	1,094.66	False	BOARD - Board Harris BMO	93,0
04/24/2026	81163	R - Regular	Midwest Transit Equip	114.11	False	BOARD - Board Harris BMO	375,0
04/17/2026	9000000023	A - ACH	Miguel, Crystal A	477.94	False	BOARD - Board Harris BMO	146,0
04/10/2026	81021	R - Regular	Minooka Community HS	600.00	False	BOARD - Board Harris BMO	40,0
04/17/2026	81127	R - Regular	Moore, Jeff M	300.00	False	BOARD - Board Harris BMO	211,0
04/10/2026	81022	R - Regular	Mundelein High School	300.00	False	BOARD - Board Harris BMO	34,0
04/17/2026	81128	R - Regular	Namify LLC	833.30	False	BOARD - Board Harris BMO	212,0
04/10/2026	81023	R - Regular	Naperville Central High School	625.00	False	BOARD - Board Harris BMO	25,0
04/24/2026	81164	R - Regular	National Lift Truck Inc	364.45	False	BOARD - Board Harris BMO	382,0
04/17/2026	9000000024	A - ACH	Nawrocki, Angela M	495.00	False	BOARD - Board Harris BMO	137,0
04/17/2026	81129	R - Regular	NCI Inc	381.75	False	BOARD - Board Harris BMO	213,0
04/24/2026	81165	R - Regular	NCI Inc	22.80	False	BOARD - Board Harris BMO	376,0
04/24/2026	81166	R - Regular	Neuro Educational Specialist	2,000.00	False	BOARD - Board Harris BMO	377,0
04/16/2026	81068	R - Regular	New Connections Academy	15,943.54	False	BOARD - Board Harris BMO	84,0
04/10/2026	81024	R - Regular	Nicor Gas	146.58	False	BOARD - Board Harris BMO	54,0
04/24/2026	81173	R - Regular	Nicor Gas	11,486.37	False	BOARD - Board Harris BMO	393,0
04/17/2026	81130	R - Regular	North Shore Transit Inc	1,739.40	False	BOARD - Board Harris BMO	214,0
04/24/2026	81167	R - Regular	Northwestern Medicine Huntley	17,110.00	False	BOARD - Board Harris BMO	378,0
04/17/2026	81092	Z - Reissue	Nunnery, Curtis	766.58	False	BOARD - Board Harris BMO	147,0
04/17/2026	81131	R - Regular	Nutri-Link Technologies Inc	2,495.00	False	BOARD - Board Harris BMO	216,0
04/24/2026	81168	R - Regular	Olivet Nazerene University	15,520.00	False	BOARD - Board Harris BMO	379,0
04/17/2026	81132	R - Regular	OReilly Automotive Stores Inc	922.63	False	BOARD - Board Harris BMO	178,0
04/17/2026	9000000025	A - ACH	Otrembiak, Brittany A	76.79	False	BOARD - Board Harris BMO	148,0
04/17/2026	81133	R - Regular	PAHCS II Northwestern Med	1,110.00	False	BOARD - Board Harris BMO	215,0
04/17/2026	9000000026	A - ACH	Panke, Keith C	49.32	False	BOARD - Board Harris BMO	174,0
04/17/2026	81134	R - Regular	Parkland Preparatory Academy	3,619.20	False	BOARD - Board Harris BMO	224,0
04/16/2026	81069	R - Regular	Partnering for Prevention LLC	8,755.00	False	BOARD - Board Harris BMO	108,0
04/16/2026	81070	R - Regular	Perspectives Ltd	1,378.00	False	BOARD - Board Harris BMO	80,0
04/10/2026	81025	R - Regular	Petty Cash-HHS SpEd	170.00	False	BOARD - Board Harris BMO	23,0
05/01/2026	81192	R - Regular	Petty Cash-HHS SpEd	252.69	False	BOARD - Board Harris BMO	420,0
04/17/2026	81135	R - Regular	Pioneer Center for Human	530.00	False	BOARD - Board Harris BMO	230,0
04/16/2026	81071	R - Regular	Pioneer Manufacturing -	210.98	False	BOARD - Board Harris BMO	116,0

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Check Transaction List: Skyward Default: 5/1/2026 8:36:17 AM

Check Date	Check	Type	Vendor	Net Check	Voided	Bank Account	Attachments
04/17/2026	9000000027	A - ACH	Pipitone, Hannah R	420.00	False	BOARD - Board Harris BMO	132,0
04/17/2026	81136	R - Regular	PMA Securities LLC	2,250.00	False	BOARD - Board Harris BMO	217,0
04/16/2026	81072	R - Regular	Prairie Farms Rockford	7,082.16	False	BOARD - Board Harris BMO	101,0
04/16/2026	81073	R - Regular	Pro Prevent Pest Services LLC	530.00	False	BOARD - Board Harris BMO	115,0
04/10/2026	81026	R - Regular	Prospect High School	400.00	False	BOARD - Board Harris BMO	48,0
04/24/2026	81169	R - Regular	Quadient Leasing USA	1,170.00	False	BOARD - Board Harris BMO	380,0
04/17/2026	9000000028	A - ACH	Redden, Scott B	182.68	False	BOARD - Board Harris BMO	149,0
04/16/2026	81074	R - Regular	Regional Office of Education	495.00	False	BOARD - Board Harris BMO	97,0
04/17/2026	81137	R - Regular	RelayHub LLC	5,457.32	False	BOARD - Board Harris BMO	229,0
04/17/2026	81138	R - Regular	Renaissance Learning Inc	56,603.70	False	BOARD - Board Harris BMO	185,0
04/24/2026	81170	R - Regular	Rockford Map Publishers	519.95	False	BOARD - Board Harris BMO	381,0
04/17/2026	9000000029	A - ACH	Rodriguez, Jennifer S	420.00	False	BOARD - Board Harris BMO	133,0
04/17/2026	9000000030	A - ACH	Rodriguez, Tom M	23.20	False	BOARD - Board Harris BMO	155,0
04/10/2026	81027	R - Regular	Rolling Meadows HS	325.00	False	BOARD - Board Harris BMO	50,0
04/10/2026	81028	R - Regular	Round Lake HS	175.00	False	BOARD - Board Harris BMO	36,0
04/16/2026	81075	R - Regular	Rush Truck Center Huntley	1,208.58	False	BOARD - Board Harris BMO	94,0
04/17/2026	9000000031	A - ACH	Ryan, Debi D	32.66	False	BOARD - Board Harris BMO	129,0
04/24/2026	81174	R - Regular	Saad, Michelle	17.55	False	BOARD - Board Harris BMO	390,0
04/17/2026	81139	R - Regular	Safety Kleen Systems Inc	2,089.53	False	BOARD - Board Harris BMO	179,0
04/24/2026	81182	R - Regular	Safeway Tuckpointing Co	9,778.00	False	BOARD - Board Harris BMO	397,0
04/10/2026	81029	R - Regular	Saint Bede Academy c/o	200.00	False	BOARD - Board Harris BMO	28,0
04/17/2026	9000000032	A - ACH	Saylor, Alexa K	87.00	False	BOARD - Board Harris BMO	150,0
04/10/2026	81030	R - Regular	Schaumburg HS	275.00	False	BOARD - Board Harris BMO	38,0
04/17/2026	9000000033	A - ACH	Schmuhl, Jessica L	263.52	False	BOARD - Board Harris BMO	157,0
04/24/2026	81183	R - Regular	Schock's Towing	255.00	False	BOARD - Board Harris BMO	398,0
04/13/2026	81037	R - Regular	Schoolbells Ltd	23,989.00	False	BOARD - Board Harris BMO	55,0
04/17/2026	9000000034	A - ACH	Schwerzler, Therese M	16.97	False	BOARD - Board Harris BMO	175,0
04/17/2026	9000000035	A - ACH	Searle, Cara M	26.10	False	BOARD - Board Harris BMO	151,0
04/24/2026	81184	R - Regular	Senase, Judith	950.00	False	BOARD - Board Harris BMO	399,0
04/24/2026	81185	R - Regular	Service Sanitation Inc	700.37	False	BOARD - Board Harris BMO	400,0
04/17/2026	9000000036	A - ACH	Severin, Nikki T	41.32	False	BOARD - Board Harris BMO	125,0
04/24/2026	81186	R - Regular	Sherwin Williams Co	89.55	False	BOARD - Board Harris BMO	401,0
04/16/2026	81076	R - Regular	Skyward Inc	6,340.00	False	BOARD - Board Harris BMO	109,0
04/16/2026	81077	R - Regular	South Campus	22,344.48	False	BOARD - Board Harris BMO	79,0

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Check Transaction List: Skyward Default: 5/1/2026 8:36:17 AM

Check Date	Check	Type	Vendor	Net Check	Voided	Bank Account	Attachments
04/10/2026	81031	R - Regular	Southeast High School	250.00	False	BOARD - Board Harris BMO	44,0
04/17/2026	9000000037	A - ACH	Sparks, Alyse R	36.28	False	BOARD - Board Harris BMO	128,0
04/17/2026	81140	R - Regular	Special Education Services	15,302.54	False	BOARD - Board Harris BMO	227,0
04/16/2026	81078	R - Regular	Steiner Electric Company	331.48	False	BOARD - Board Harris BMO	114,0
04/17/2026	81141	R - Regular	Stepping Stones Group	5,376.00	False	BOARD - Board Harris BMO	207,0
04/10/2026	81032	R - Regular	Streamwood High School c/o	300.00	False	BOARD - Board Harris BMO	35,0
04/17/2026	81142	R - Regular	Sunrise Southwest LLC	4,275.38	False	BOARD - Board Harris BMO	219,0
04/24/2026	81187	R - Regular	Sunrise Southwest LLC	4,275.38	False	BOARD - Board Harris BMO	402,0
04/17/2026	81143	R - Regular	Superior Overhead Door	320.00	False	BOARD - Board Harris BMO	220,0
04/17/2026	81144	R - Regular	Sweetwater Sound Inc	976.50	False	BOARD - Board Harris BMO	183,0
04/17/2026	9000000038	A - ACH	Sykora, Jenni J	101.24	False	BOARD - Board Harris BMO	156,0
04/24/2026	81175	R - Regular	Symmetry Energy Solutions	34,934.93	False	BOARD - Board Harris BMO	392,0
04/17/2026	81145	R - Regular	Themes & Variations Inc	2,850.00	False	BOARD - Board Harris BMO	184,0
04/24/2026	81188	R - Regular	TPI Tyler Press Inc	624.00	False	BOARD - Board Harris BMO	403,0
04/17/2026	81146	R - Regular	Tribe Country Farms Inc	486.00	False	BOARD - Board Harris BMO	221,0
04/24/2026	81189	R - Regular	Tribe Country Farms Inc	242.99	False	BOARD - Board Harris BMO	404,0
04/17/2026	81147	R - Regular	Uline	89.10	False	BOARD - Board Harris BMO	222,0
04/24/2026	81190	R - Regular	Uline	238.77	False	BOARD - Board Harris BMO	405,0
04/17/2026	81148	R - Regular	Unity School Bus Parts, Inc	1,652.39	False	BOARD - Board Harris BMO	180,0
04/16/2026	81079	R - Regular	Verizon Wireless	2,643.47	False	BOARD - Board Harris BMO	105,0
04/17/2026	81149	R - Regular	Village of Huntley	1,293.75	False	BOARD - Board Harris BMO	223,0
04/24/2026	81176	R - Regular	Village of Huntley	50.78	False	BOARD - Board Harris BMO	394,0
04/16/2026	81080	R - Regular	VSP of Illinois NFP	11,478.50	False	BOARD - Board Harris BMO	111,0
04/10/2026	81033	R - Regular	Warren Township HS	400.00	False	BOARD - Board Harris BMO	33,0
04/17/2026	9000000039	A - ACH	Whalen, Erika L	33.65	False	BOARD - Board Harris BMO	126,0
04/10/2026	81034	R - Regular	Wheaton Warrenville South HS	350.00	False	BOARD - Board Harris BMO	46,0
04/17/2026	9000000040	A - ACH	Winston, Nicole A	420.00	False	BOARD - Board Harris BMO	134,0
04/17/2026	9000000041	A - ACH	Wolfe-Schlosser, Andrea	56.52	False	BOARD - Board Harris BMO	166,0
04/24/2026	81191	R - Regular	Woodstock Chevrolet	579.09	False	BOARD - Board Harris BMO	406,0
04/17/2026	81150	R - Regular	Woodstock Community Unit	14,585.94	False	BOARD - Board Harris BMO	226,0
04/17/2026	9000000042	A - ACH	Zawacki, Allison M	840.00	False	BOARD - Board Harris BMO	135,0
04/16/2026	81081	R - Regular	Zieglers Ace Hardware	16.88	False	BOARD - Board Harris BMO	122,0
Check Transaction Grand Totals:				**2,198,398.**	**0**		

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Huntley Community School District 158

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • huntley158.org

To: Board of Education and Administration

From: Mark Altmayer, Chief Financial Officer

Date: May 7, 2026

Subject: **Activity Fund Balance Report**
Committee of the Whole Meeting – May 7, 2026
Finance Committee

Presented for the Committee's review is the Activity Fund Balance Report as of March 31, 2026.

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Dr. John Burkey Drive (formerly Academic Drive)
Algonquin, Illinois 60102
(847) 659-6158 • Huntley158.org

March 31, 2026 Financial Executive Summary - Activity Accounts

The Month to Date results are as follows:

Activity Accounts by Building/Class	Beginning Balance	Revenues	Expenses	Ending Balance
District Office	117,863.32	$ 1,643.00	$ 59.94	$ 119,446.38
Scholarships	12,580.89	-	-	12,580.89
D158 Foundation	-	-	-	-
Early Childhood	1,465.88	-	-	1,465.88
Mackeben	15,068.16	59.99	1,071.51	14,056.64
Conley	28,167.12	1,797.00	3,281.56	26,682.56
Chesak	29,242.37	1,845.00	76.88	31,010.49
Leggee	28,005.18	1,078.00	882.30	28,200.88
Martin	41,707.07	2,731.31	2,376.08	42,062.30
Heineman	53,174.50	10,360.46	6,703.42	56,831.54
Marlowe	99,985.76	10,611.53	16,414.61	94,182.68
High School Activities	242,124.59	10,506.33	22,970.95	229,659.97
High School Athletics	380,457.96	54,099.90	29,993.81	404,564.05
Total All Funds	**$ 1,049,842.80**	**$ 94,732.52**	**$ 83,831.06**	**$ 1,060,744.26**

The material transactions involving Revenues and Expenditures for the month are as follows:

Heineman: The majority of the $10,400 of revenue was from 8th Grade Trips $3,900, Charitable Contributions $3,300, Snow Hawks $2,100, and Volleyball $500. The majority of the ($6,700) of expenditures was for Snow Hawks ski trips ($4,200), Student Council supplies ($1,700), and Chorus/Band food supplies ($500).

Marlowe: The majority of the $10,600 of revenue was from 7th Grade $7,700, 6th Grade $1,800, 8th Grade $1,000, and Robotics Team $500. The majority of the ($16,400) of expenditures was for PE skating event ($6,800), Snow Stangs ski trips ($6,700), and Robotics Team supplies ($500).

High School Activities: The majority of the $10,500 of revenue was from DECA Club $4,600, Snow Raiders Club $1,600, Orchestra $1,600, Field Trips $900, Orchesis Club $600, and Student Council $500. The majority of the ($23,000) of expenditures was for Industrial Arts supplies & materials ($6,500), Snow Raiders Club ski trips ($6,100), DECA Club Illinois CDC registration fees ($6,900), Assessments supplies & materials ($1,700), Leos Club donation from "Flowers for Maddy" fundraiser ($1,100), Autos Club supplies ($900), Activities Director IADA fees and Chinatown tour ($600), Raider Nation donation from Chuck-a-Duck fundraiser ($500), and Journalism IJEA membership fees ($500).

High School Athletics: The majority of the $54,100 of revenue was from Softball $12,500, Girls Track $12,300, Baseball $8,000, Boys Track $7,900, Boys Tennis $4,200, Football $3,300, Girls Volleyball $2,000, Poms $1,300, Boys Swimming $1,300, and Cheerleading $800. The majority of the ($30,000) of expenditures was for Girls Track team indoor invite timing services, officials, food, & supplies ($5,200), Boys Track team shirts, indoor invite timing services, officials, food, & supplies ($4,400), Boys Lacrosse gloves ($4,300), Baseball uniform hats & socks ($3,900), Poms team apparel & supplies ($2,600), Football middle school camp shirts, coaches clinic lodging & meals ($2,500), Cheerleading team meals & supplies ($2,200), Girls Basketball game balls, apparel, tournament officials, & supplies ($2,200), Wrestling State tournament apparel ($700), Athletics supplies ($700), Boys Basketball team meals ($700), and Boys Bowling promotional items ($500).

For further detail, see attached list of major cash expenditures and revenues received.

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

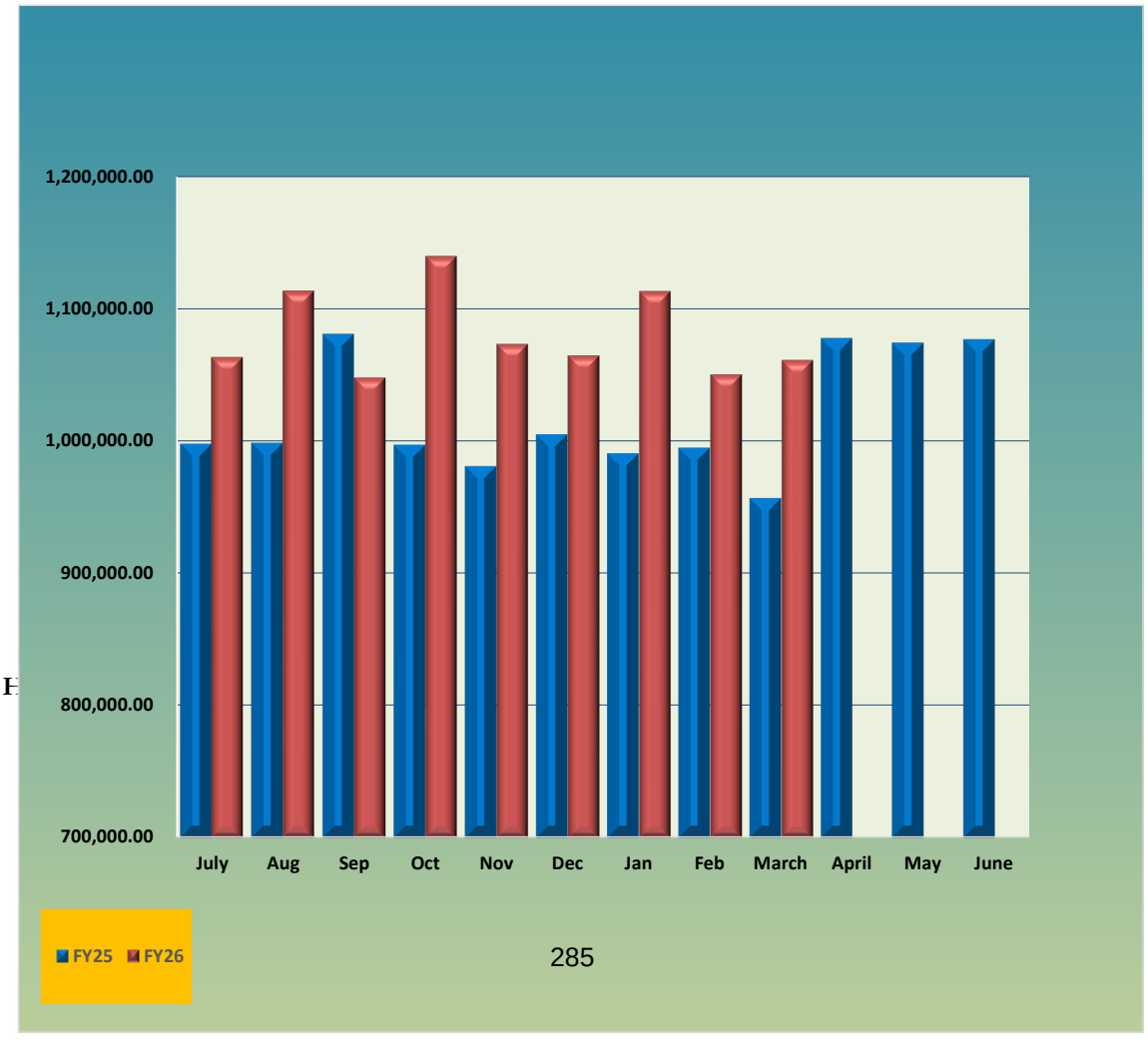
Huntley Community School District 158

650 Dr. John Burkey Drive (formerly Academic Drive)
Algonquin, Illinois 60102
(847) 659-6158 • Huntley158.org

March 31, 2026 Financial Executive Summary - Activity Accounts

Major transactions for the Month include:

Major Cash Expenditures		Description	Major Revenues Received	
Huntley Community School Dist 158	36,466.74	P-Card charges (1/21/26 - 02/20/26)	HS Softball	12,478.00
Alpine Valley Resort	10,790.00	MMS & HMS ski trips	HS Girls Track	12,337.00
B.R. Sports LTD.	6,842.00	MMS PE outing skate rentals	HS Baseball	8,000.00
Bellmore, Steve	425.00	HS Volleyball tourney officials assigno	HS Boys Track	7,934.00
BSN Sports LLC	1,293.36	HS Girls Basketball game balls	Marlowe 7th Grade	7,676.00
Callahan, Shannon	1,350.00	HS Girls Track team shirts	HS DECA Club	4,615.00
Distributive Education Clubs of Illinois	3,150.00	HS DECA IL CDC registration fee	HS Boys Tennis	4,193.70
Edge Sports Apparel, The	3,201.00	HS Football/Wrestling/Track apparel	Heineman 8th Grade Trips	3,909.00
IJEA	400.00	HS Journalism membership fees	HS Football	3,293.98
Illinois Prep Top Timing	1,610.00	HS Boys/Girls track meets timing svcs	Heineman Charitable Contribu	3,259.75
Kalamatas, Collin	431.45	HS Boys Basketball team meals	Martin Fieldtrips	2,293.31
Kumkoski, Jennifer	1,082.00	Flowers for Maddy donation	Heineman Snow Hawks	2,051.71
LRS LLC	345.00	Marlowe outdoor restroom rentals	HS Girls Volleyball	2,040.00
McHenry Specialties	1,390.00	HS Boys Track invite awards	Chesak Field Trips	1,845.00
On-Target Sales	415.00	Marlowe Wrestling singlets	Marlowe 6th Grade	1,764.00
Quiroz, Oscar	500.00	HS Chuck-a-Duck donation	HS SnowRaiders Club	1,587.46
Reinacher, Kristin	1,167.50	HS Poms team apparel & supplies	HS Orchestra	1,583.09
Storm Science Weather Programs LLC	1,275.00	Conley assembly speakers	Conley Field Trips	1,482.00
Tama Lacrosse LLC	4,320.00	HS Boys Lacrosse gloves	HS Pom Pons	1,320.00
Thayer, Roger	584.00	HS Boys/Girls Track invites official	HS Boys Swimming	1,275.22
Valley Athletics	3,571.84	HS Baseball hats	Leggee Recreation	1,078.00



Fund Balance Report

Printed: 4/10/2026 11:28 AM

Huntley Community School District 158

		Month to Date		Year to Date			Fund Balance	
Fund	Description	Expense	Income	Expense	Income	YTD Change	Start of Year	Current
100	District In & Out	0.00	560.03	493.92	1,092.95	599.03	762.00	1,361.03
101	Interest/Service Charge	0.00	710.02	0.00	6,232.91	6,232.91	98,732.91	104,965.82
102	District Pepsi Account	59.94	0.00	260.52	140.25	(120.27)	5,043.11	4,922.84
104	Activity Food Service	0.00	0.00	0.00	0.00	0.00	131.04	131.04
105	District Recycling	0.00	0.00	0.00	0.00	0.00	5,069.22	5,069.22
111	Huntley Hootenanny	0.00	0.00	778.61	657.56	(121.05)	121.05	0.00
112	Foundation Grants	0.00	0.00	0.00	0.00	0.00	0.00	0.00
113	Schaffenegger Memorial	0.00	0.00	1,000.00	0.00	(1,000.00)	13,580.89	12,580.89
1202	Mackeben Pop	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1203	Mackeben Recycling	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1204	Mackeben Art	776.51	0.00	1,947.76	2,359.34	411.58	1,112.25	1,523.83
1205	Mackeben Read-A-Thon	295.00	0.00	7,138.39	13,746.80	6,608.41	0.00	6,608.41
1209	Mackeben Field Trips	0.00	0.00	1,742.00	795.00	(947.00)	2,161.46	1,214.46
1210	Mackeben Library	0.00	59.99	2,607.53	4,622.50	2,014.97	1,408.91	3,423.88
1240	Mackeben In & Out	0.00	0.00	3,503.39	120.00	(3,383.39)	4,669.45	1,286.06
1400	Heineman LRC	0.00	0.00	0.00	32.00	32.00	580.02	612.02
1401	Heineman Snow Hawks	4,160.00	2,051.71	16,223.26	15,142.75	(1,080.51)	5,287.80	4,207.29
1402	Heineman Chess Club	0.00	0.00	0.00	844.80	844.80	80.00	924.80
1403	Heineman Yearbook	0.00	0.00	0.00	0.00	0.00	881.18	881.18
1404	Heineman PBIS	0.00	0.00	318.26	290.00	(28.26)	28.32	0.06
1405	Heineman Service Club	0.00	0.00	0.00	0.00	0.00	37.10	37.10
1406	Heineman Chorus/Band	485.88	0.00	27,798.01	35,632.20	7,834.19	9,638.79	17,472.98
1407	Heineman Wrestling	0.00	0.00	0.00	53.42	53.42	67.86	121.28
1408	Heineman Cheerleading	71.42	0.00	3,529.87	3,300.00	(229.87)	842.79	612.92
1409	Heineman Track	0.00	0.00	385.54	0.00	(385.54)	1,739.83	1,354.29
1410	Heineman Charitable Contributions	0.00	3,259.75	0.00	3,259.75	3,259.75	241.03	3,500.78
1411	Heineman Cross Country	0.00	0.00	143.82	343.00	199.18	238.40	437.58
1412	Heineman Volleyball	0.00	480.00	1,473.93	1,940.00	466.07	110.93	577.00
1413	Heineman PE	0.00	0.00	6,402.00	7,680.00	1,278.00	5,882.45	7,160.45
1414	Heineman Student Council	1,675.12	448.00	5,111.38	5,591.90	480.52	1,915.46	2,395.98
1415	Heineman Disc Golf Club	0.00	0.00	197.53	198.00	0.47	0.00	0.47
1416	Heineman Poms	0.00	0.00	2,439.28	2,683.00	243.72	839.08	1,082.80
1417	Heineman Girls Basketball	0.00	62.00	795.00	857.00	62.00	25.66	87.66
1418	Heineman Outdoor Activity	0.00	0.00	22,936.00	21,530.00	(1,406.00)	6,212.65	4,806.65
1419	Heineman Athletics	0.00	0.00	0.00	0.00	0.00	50.09	50.09
1420	Heineman Boys Basketball	0.00	0.00	3,297.85	804.00	(2,493.85)	2,696.36	202.51

Fund Balance Report

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Fund	Description	Expense	Income	Expense	Income	YTD Change	Start of Year	Current
1421	Heineman Ecology Club	0.00	0.00	40.00	97.48	57.48	69.39	126.87
1422	Heineman Computer Lab	0.00	0.00	0.00	0.00	0.00	97.27	97.27
1423	Heineman Art Club	0.00	0.00	0.00	0.00	0.00	823.20	823.20
1424	Heineman NJHS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1425	Heineman Engineering Club	0.00	0.00	0.00	0.00	0.00	23.34	23.34
1440	Heineman In & Out	132.77	70.00	750.71	710.30	(40.41)	174.28	133.87
1441	Heineman Foods Club	178.23	80.00	361.44	500.00	138.56	1,283.41	1,421.97
1461	Heineman 6th Grade Team 1	0.00	0.00	0.00	0.00	0.00	368.50	368.50
1462	Heineman 6th Grade Team 2	0.00	0.00	0.00	0.00	0.00	224.80	224.80
1471	Heineman 7th Grade Team 1	0.00	0.00	525.45	0.00	(525.45)	682.10	156.65
1472	Heineman 7th Grade Team 2	0.00	0.00	360.00	0.00	(360.00)	0.00	(360.00)
1480	Heineman 8th Grade Trips	0.00	3,909.00	2,310.00	3,909.00	1,599.00	4,358.27	5,957.27
1481	Heineman 8th Grade Team 1	0.00	0.00	89.41	0.00	(89.41)	103.46	14.05
1482	Heineman 8th Grade Team 2	0.00	0.00	88.94	0.00	(88.94)	1,406.80	1,317.86
1701	Conley PE	0.00	0.00	1,897.63	910.99	(986.64)	2,164.90	1,178.26
1702	Conley Pop	80.21	100.00	491.02	828.60	337.58	512.53	850.11
1703	Conley Recycling	0.00	0.00	0.00	0.00	0.00	0.00	287 0.00
1704	Conley PBIS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1706	Conley Band	0.00	0.00	1,510.10	2,590.00	1,079.90	2,452.31	3,532.21
1707	Conley Jean Fund	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1708	Conley Disc Golf Club	0.00	215.00	1,117.08	1,240.00	122.92	549.14	672.06
1709	Conley Field Trips	0.00	1,482.00	0.00	1,482.00	1,482.00	1,325.28	2,807.28
1710	Conley Library	3,161.36	0.00	11,738.46	8,060.12	(3,678.34)	11,372.08	7,693.74
1712	Conley Art	0.00	0.00	418.86	1,613.66	1,194.80	4,150.62	5,345.42
1713	Conley Yearbook	39.99	0.00	39.99	0.00	(39.99)	2,956.12	2,916.13
1740	Conley In & Out	0.00	0.00	576.98	322.00	(254.98)	1,942.33	1,687.35
194	Special Olympics Pgm	0.00	0.00	0.00	0.00	0.00	275.00	275.00
195	LIGHT Program	0.00	372.95	408.83	1,604.52	1,195.69	974.17	2,169.86
198	MS Orchestra District-wide	0.00	0.00	0.00	0.00	0.00	551.57	551.57
199	Preschool	0.00	0.00	339.67	0.00	(339.67)	1,805.55	1,465.88
202	Chesak Pop	0.00	0.00	0.00	0.00	0.00	46.00	46.00
203	Chesak Recycling	0.00	0.00	0.00	0.00	0.00	9.49	9.49
204	Chesak Art	0.00	0.00	0.00	2,639.88	2,639.88	5,135.31	7,775.19
205	Chesak Yearbook	0.00	0.00	0.00	0.00	0.00	0.00	0.00
206	Chesak Music	63.49	0.00	63.49	174.70	111.21	149.62	260.83
209	Chesak Field Trips	0.00	1,845.00	2,834.00	4,815.00	1,981.00	322.50	2,303.50

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Fund	Description	Expense	Income	Expense	Income	YTD Change	Start of Year	Current
210	Chesak Library	0.00	0.00	6,786.47	5,621.94	(1,164.53)	19,229.41	18,064.88
212	Chesak Dine & Share	0.00	0.00	0.00	0.00	0.00	28.26	28.26
240	Chesak In & Out	13.39	0.00	306.25	265.00	(41.25)	2,563.59	2,522.34
301	Leggee School Store	0.00	0.00	668.86	0.00	(668.86)	1,346.99	678.13
302	Leggee Pop	0.00	0.00	400.00	0.00	(400.00)	451.96	51.96
303	Leggee Recycling	0.00	0.00	0.00	0.00	0.00	15.92	15.92
304	Leggee Art	854.56	0.00	4,691.36	2,022.85	(2,668.51)	6,330.08	3,661.57
305	Leggee Chorus/Band	0.00	0.00	2,264.00	2,789.64	525.64	1,404.61	1,930.25
306	Leggee Fundraisers	0.00	0.00	0.00	0.00	0.00	551.10	551.10
307	Leggee Donations & Grants	0.00	0.00	0.00	500.00	500.00	3,183.64	3,683.64
308	Leggee Music	0.00	0.00	0.00	160.50	160.50	134.00	294.50
309	Leggee Field Trips	0.00	0.00	500.00	0.00	(500.00)	1,228.11	728.11
310	Leggee Library	0.00	0.00	10,786.57	9,013.07	(1,773.50)	14,172.96	12,399.46
311	Leggee Recreation	27.74	1,078.00	142.34	1,378.00	1,235.66	846.92	2,082.58
313	Leggee Yearbook	0.00	0.00	0.00	0.00	0.00	1,316.65	1,316.65
340	Leggee In & Out	0.00	0.00	0.00	100.00	100.00	707.01	807.01
400	Marlowe LRC	0.00	0.00	668.65	826.41	157.76	185.09	288 342.85
401	Marlowe Pop	0.00	22.00	1,340.87	995.00	(345.87)	720.92	375.05
402	Marlowe Jr Buddies Club	24.55	0.00	135.37	0.00	(135.37)	650.21	514.84
403	Marlowe Yearbook	0.00	0.00	0.00	0.00	0.00	227.27	227.27
404	Marlowe School Store	0.00	0.00	0.00	0.00	0.00	0.00	0.00
405	Marlowe Student Council	0.00	114.00	106.28	700.00	593.72	239.70	833.42
406	Marlowe Chorus/Band	452.08	0.00	67,261.52	71,034.66	3,773.14	33,307.16	37,080.30
407	Marlowe Wrestling	0.00	0.00	650.00	270.94	(379.06)	29.06	(350.00)
408	Marlowe Cheerleading	65.51	0.00	8,684.25	4,430.00	(4,254.25)	4,826.34	572.09
409	Marlowe Track	0.00	0.00	13,102.46	11,847.50	(1,254.96)	2,067.43	812.47
410	Marlowe Spanish Club	0.00	37.00	1,500.12	1,166.00	(334.12)	1,114.86	780.74
411	Marlowe Cross Country	0.00	0.00	570.70	638.40	67.70	738.95	806.65
412	Marlowe Volleyball	0.00	0.00	1,103.20	40.00	(1,063.20)	1,921.82	858.62
413	Marlowe Philanthropy	0.00	0.00	0.00	0.00	0.00	2,952.45	2,952.45
414	Marlowe Academic Club	30.00	0.00	308.58	348.00	39.42	131.68	171.10
415	Marlowe Play	77.73	0.00	2,066.82	2,018.88	(47.94)	93.40	45.46
416	Marlowe Service Club	0.00	0.00	46.96	0.00	(46.96)	360.66	313.70
417	Marlowe Girls Basketball	0.00	0.00	3,435.81	0.00	(3,435.81)	4,345.42	909.61
418	Marlowe Outdoor Activity	345.00	0.00	43,129.34	41,533.25	(1,596.09)	3,993.54	2,397.45
419	Marlowe Athletics	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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420	Marlowe Boys Basketball	165.00	0.00	6,543.69	177.00	(6,366.69)	3,870.23	(2,496.46)
421	Marlowe Snow Stangs	6,717.00	(1,692.29)	16,637.00	18,405.51	1,768.51	608.53	2,377.04
422	Marlowe Tech	0.00	0.00	116.22	25.00	(91.22)	124.00	32.78
423	Marlowe Art Class	51.34	0.00	51.34	480.00	428.66	2,130.78	2,559.44
424	Marlowe PE	6,842.00	380.00	8,771.16	11,060.00	2,288.84	10,298.57	12,587.41
425	Marlowe Ecology	146.17	74.82	997.98	142.60	(855.38)	711.80	(143.58)
426	Marlowe Dance	0.00	0.00	3,232.28	609.00	(2,623.28)	3,806.98	1,183.70
427	Marlowe Musical	308.83	156.00	1,460.83	156.00	(1,304.83)	851.38	(453.45)
428	Marlowe Chess Club	0.00	0.00	225.00	430.00	205.00	560.00	765.00
429	Marlowe Golf	0.00	0.00	0.00	0.00	0.00	1.00	1.00
430	Marlowe Boys Volleyball	0.00	320.00	0.00	320.00	320.00	0.00	320.00
431	Marlowe Robotics Team	970.95	510.00	9,119.35	8,944.00	(175.35)	1,638.00	1,462.65
440	Marlowe In & Out	0.00	160.00	1,121.18	1,331.52	210.34	1,449.07	1,659.41
441	Marlowe Foods Club	218.45	60.00	504.50	256.00	(248.50)	384.36	135.86
461	Marlowe 6th Grade	0.00	1,764.00	0.00	1,764.00	1,764.00	14.97	1,778.97
471	Marlowe 7th Grade	0.00	7,676.00	654.49	8,265.00	7,610.51	3,856.13	11,466.64
481	Marlowe 8th Grade	0.00	1,030.00	3,302.26	4,945.00	1,642.74	9,659.46	11,302.20
500	HS Leos Club	1,082.00	0.00	1,708.20	2,741.32	1,033.12	1,080.90	2,114.02
501	HS Raider Nation	500.00	0.00	7,820.00	8,348.56	528.56	298.98	827.54
502	HS Art	0.00	0.00	0.00	0.00	0.00	0.00	0.00
503	HS Yearbook	44.25	46.88	1,826.82	2,200.34	373.52	2,461.38	2,834.90
504	HS Girls Cross Country	0.00	0.00	0.00	0.00	0.00	0.00	0.00
505	HS Student Council	324.57	480.00	51,107.06	55,063.46	3,956.40	15,856.29	19,812.69
506	HS Chorus	200.40	0.00	335.40	0.00	(335.40)	1,225.60	890.20
507	HS Girls Flag Football	0.00	0.00	6,006.94	9,853.00	3,846.06	2,952.00	6,798.06
508	HS Pop	0.00	109.00	1,024.45	938.00	(86.45)	305.17	218.72
509	HS Math Club	0.00	0.00	910.13	400.00	(510.13)	1,771.40	1,261.27
510	HS Girls Golf	0.00	0.00	4,383.96	4,951.20	567.24	7,266.82	7,834.06
511	HS Drama Club	255.41	0.00	12,273.97	16,441.18	4,167.21	2,650.14	6,817.35
512	HS Pom Pons	2,603.20	1,320.00	60,421.88	53,208.65	(7,213.23)	22,320.98	15,107.75
513	HS SnowRaiders Club	6,112.00	1,587.46	47,851.96	51,624.19	3,772.23	12,470.83	16,243.06
514	HS Spanish Honor Society	0.00	0.00	35.00	1,990.00	1,955.00	1,260.88	3,215.88
515	HS Boys Track	4,398.10	7,934.00	5,163.60	12,184.00	7,020.40	3,928.03	10,948.43
516	HS Activities Director	582.50	0.00	1,719.17	2,182.00	462.83	5,610.94	6,073.77
517	HS HOSA Medical Club	0.00	0.00	5,468.30	6,442.85	974.55	1,699.74	2,674.29
518	HS NHS	0.00	0.00	3,097.83	1,620.55	(1,477.28)	4,527.03	3,049.75

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519	HS Co-Op (VICA)	0.00	0.00	0.00	0.00	0.00	3,325.45	3,325.45
520	HS Musical	0.00	0.00	0.00	(479.17)	(479.17)	479.17	0.00
521	HS Athletic Varsity	684.31	218.00	37,483.70	23,539.42	(13,944.28)	34,287.30	20,343.02
522	HS Girls Volleyball	0.00	2,040.00	38,350.78	38,540.80	190.02	10,303.97	10,493.99
523	HS Boys Golf	0.00	0.00	10,191.34	9,802.90	(388.44)	8,403.37	8,014.93
524	HS Softball	279.95	12,478.00	10,165.83	12,873.00	2,707.17	15,453.38	18,160.55
525	HS Baseball	3,902.52	8,000.00	13,186.60	7,500.00	(5,686.60)	10,908.86	5,222.26
526	HS Girls Basketball	2,152.73	0.00	30,192.03	28,389.00	(1,803.03)	13,702.86	11,899.83
527	HS Boys Basketball	607.11	0.00	41,939.11	23,734.16	(18,204.95)	36,019.89	17,814.94
528	HS Cheerleading	2,173.38	825.00	66,843.17	83,903.45	17,060.28	40,104.84	57,165.12
529	HS Wrestling	696.00	50.00	14,217.04	10,578.44	(3,638.60)	20,969.61	17,331.01
530	HS Cross Country	0.00	0.00	6,634.01	2,675.00	(3,959.01)	10,520.85	6,561.84
531	HS FBLA	0.00	0.00	0.00	0.00	0.00	2,084.41	2,084.41
532	Heuck Memorial Scholarship	0.00	0.00	3,458.96	10,652.03	7,193.07	1,924.83	9,117.90
533	HS Speech	0.00	0.00	0.00	0.00	0.00	1,896.47	1,896.47
534	HS Academic Team	0.00	0.00	272.00	255.00	(17.00)	58.31	41.31
535	HS Journalism	470.00	0.00	9,153.55	12,481.28	3,327.73	1,125.35	4,453.08
536	HS Soccer	0.00	0.00	28,878.57	27,391.96	(1,486.61)	88,905.28	87,418.67
537	HS Field Trips	0.00	885.00	520.00	1,383.00	863.00	1,482.75	2,345.75
538	HS Football	2,474.74	3,293.98	142,733.40	133,293.98	(9,439.42)	55,680.20	46,240.78
539	HS Special Olympics	0.00	0.00	0.00	0.00	0.00	445.09	445.09
540	HS In & Out	434.81	15.00	1,904.69	(3,586.60)	(5,491.29)	6,270.37	779.08
541	HS Industrial Arts	6,461.39	83.30	16,774.46	18,793.83	2,019.37	4,701.30	6,720.67
542	HS Wellness	401.23	98.00	62,793.40	51,192.79	(11,600.61)	29,603.85	18,003.24
543	HS Girls Track	5,187.58	12,337.00	15,615.63	19,368.00	3,752.37	8,918.04	12,670.41
544	HS Blooms Courtyard	0.00	0.00	0.00	0.00	0.00	540.90	540.90
545	HS Girls Tennis	(64.83)	0.00	4,734.38	7,122.00	2,387.62	3,951.70	6,339.32
546	HS Media Center	0.00	0.00	125.00	141.86	16.86	1,781.25	1,798.11
547	HS Buddies Club	0.00	0.00	71.63	1,411.00	1,339.37	487.99	1,827.36
548	HS Robotics Club	0.00	0.00	5,225.15	12,569.00	7,343.85	6,980.42	14,324.27
549	HS Assessments	1,709.40	0.00	2,648.42	4,680.00	2,031.58	16,292.73	18,324.31
550	HS Community Service Club	0.00	0.00	0.00	0.00	0.00	3,048.69	3,048.69
551	HS Custom Designs	0.00	0.00	164.65	864.40	699.75	2,237.74	2,937.49
552	HS Orchesis Club	0.00	633.60	0.00	1,883.20	1,883.20	3,308.16	5,191.36
553	HS Environmental Club	0.00	0.00	0.00	183.94	183.94	415.36	599.30
554	HS Art Club	0.00	0.00	652.62	771.88	119.26	787.25	906.51

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555	HS Boys Lacrosse	4,320.00	0.00	11,096.67	1,500.00	(9,596.67)	15,301.85	5,705.18
556	HS Marching Band	0.00	0.00	28,257.38	18,813.28	(9,444.10)	26,362.88	16,918.78
557	HS Culinary Club	0.00	0.00	0.00	0.00	0.00	67.50	67.50
558	HS Fashion Club	166.95	0.00	324.74	352.80	28.06	183.47	211.53
559	HS Social Studies Trips	0.00	0.00	0.00	870.00	870.00	131.59	1,001.59
560	HS PBIS Raider Way	0.00	0.00	647.74	225.00	(422.74)	1,321.71	898.97
561	HS Girls Bowling	82.95	0.00	807.64	2,178.70	1,371.06	3,578.70	4,949.76
562	HS Girls Swimming	0.00	0.00	6,578.59	6,483.50	(95.09)	3,489.04	3,393.95
563	HS Fishing Club	0.00	0.00	0.00	0.00	0.00	505.53	505.53
564	HS Science Club	0.00	0.00	0.00	0.00	0.00	3,181.12	3,181.12
565	HS Hope Squad	0.00	0.00	388.31	0.00	(388.31)	2,583.89	2,195.58
566	HS Horticulture Club	181.84	0.00	438.25	0.00	(438.25)	3,620.28	3,182.03
567	HS Orchestra	0.00	1,583.09	3,933.60	5,279.05	1,345.45	734.95	2,080.40
568	HS Medical Academy	0.00	370.00	2,779.97	11,510.00	8,730.03	2,627.99	11,358.02
569	HS Athletic Trainers	0.00	0.00	0.00	0.00	0.00	13.17	13.17
570	HS SES Program	0.00	0.00	0.00	0.00	0.00	175.66	175.66
571	HS Girls Lacrosse	34.91	0.00	5,008.40	1,724.00	(3,284.40)	13,720.06	10,435.66
572	HS Autos Club	888.52	0.00	1,310.57	1,985.80	675.23	1,930.55	2,605.78
573	HS Boys Volleyball	0.00	135.00	458.70	495.00	36.30	2,309.88	2,346.18
574	HS SkillsUSA Club	0.00	0.00	48.41	3,157.05	3,108.64	1.43	3,110.07
575	HS Job Skills	0.00	0.00	636.28	527.43	(108.85)	4,898.75	4,789.90
576	HS Chess Team	0.00	0.00	1,744.23	3,343.20	1,598.97	2,718.10	4,317.07
577	HS Boys Bowling	526.00	0.00	2,892.00	1,870.00	(1,022.00)	3,369.08	2,347.08
578	HS Boys Tennis	(64.84)	4,193.70	2,043.76	6,051.30	4,007.54	3,108.90	7,116.44
579	HS Boys Swimming	0.00	1,275.22	576.00	1,627.22	1,051.22	840.44	1,891.66
580	HS DECA Club	3,150.00	4,615.00	3,660.00	5,380.00	1,720.00	0.00	1,720.00
581	HS Mock Trial Team	0.00	0.00	0.00	0.00	0.00	0.00	0.00
598	HS Incubator Pgm	5.68	0.00	47,431.42	5,925.00	(41,506.42)	42,021.40	514.98
599	HS Senior Class Gift	0.00	0.00	2,298.00	7,211.13	4,913.13	1,168.14	6,081.27
701	Martin School Store	1,672.88	376.00	3,337.72	4,306.50	968.78	2,581.68	3,550.46
702	Martin Pop	0.00	0.00	0.00	0.00	0.00	0.00	0.00
704	Martin Art	670.28	0.00	1,497.26	3,002.09	1,504.83	7,536.22	9,041.05
706	Martin Band	16.92	0.00	2,387.23	3,740.00	1,352.77	5,007.45	6,360.22
709	Martin Fieldtrips	0.00	2,293.31	2,428.77	4,008.95	1,580.18	2,329.25	3,909.43
710	Martin Library	16.00	62.00	8,164.99	11,117.26	2,952.27	10,520.82	13,473.09
712	Martin Fundraising	0.00	0.00	73.00	329.79	256.79	219.90	476.69

Fund Balance Report

Printed: 4/10/2026 11:28 AM

Huntley Community School District 158

Fund	Description	Month to Date Expense	Month to Date Income	Year to Date Expense	Year to Date Income	Fund Balance YTD Change	Fund Balance Start of Year	Fund Balance Current
713	Martin Yearbook	0.00	0.00	0.00	0.00	0.00	4,588.73	4,588.73
714	Martin Wellness	0.00	0.00	521.67	1,412.00	890.33	0.00	890.33
740	Martin In & Out	0.00	0.00	2,868.72	2,164.16	(704.56)	476.86	(227.70)
		$83,831.06	$94,732.52	$1,280,604.78	$1,265,147.11	($15,457.67)	$1,076,201.93	$1,060,744.26

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HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • huntley158.org

To: Board of Education and Administration

From: Mark Altmayer, Chief Financial Officer

Date: May 7, 2026

Subject: **Purchase Order Summary**
Committee of the Whole Meeting, May 7, 2026
Finance Committee

Attached is a list of purchase order requests from the past month, submitted for Board approval, in the amount of $611,939.28.

RECOMMENDATION
Administration requests that the Finance Committee recommend the Board of Education approve the Purchase Order Report at the May 21, 2026 Regular Board of Education meeting.

Purchase Order Listing - BOARD

	PO Request	PO Number	PO Description	Fiscal Year	Amount
95 Percent Group LLC					
	1026	505260017	MSRC Video Playlists for HMS/MMS/HHS - Quote# Q-153720 - MTSS/RTI Materials. Deliver to HMS/MMS/HHS as listed on Quote 7/1/26-6/30/27	2025-2026	404.00
				Total for 95 Percent Group LLC	**404.00**
A Parts Warehouse					
	1034	507260018	Bus parts	2025-2026	881.28
				Total for A Parts Warehouse	**881.28**
Accurate Translation Bureau					294
	1074	511260002	Invoice 31844 Form translation English > Ukrainian for Abbe Colantonio	2025-2026	264.44
				Total for Accurate Translation Bureau	**264.44**
Al Piemonte					
	1035	507260019	Van recall and oil change	2025-2026	128.11
				Total for Al Piemonte	**128.11**
AMG Occ Health					
	946	506260005	Invoice | Worker's Comp Drug Screens for Tara Drafall and Mary Beth Corpolongo	2025-2026	202.00
				Total for AMG Occ Health	**202.00**

Purchase Order Listing - BOARD

	PO Request	PO Number	PO Description	Fiscal Year	Amount
Anderson, Francesca					
	1048	509260036	Invoice | April Tutoring for M. Ross	2025-2026	2,400.00
	1049	509260037	Invoice | March Tutoring for M. Ross	2025-2026	2,100.00
				Total for Anderson, Francesca	**4,500.00**
Apple Inc					
	1052	502260006	Ipad WI-FI 128GB- Silver Proposal number 2112506693	2025-2026	329.00
				Total for Apple Inc	**329.00**
Arctic Snow and Ice Control Inc					
	1003	508260036	3 Invoices #300013996, #300014002, #300013995	2025-2026	13,933.80
				Total for Arctic Snow and Ice Control Inc	**13,933.80**
Arlington Heights Ford					
	1036	507260020	Ford F-25 Pickup repairs	2025-2026	2,027.80
				Total for Arlington Heights Ford	**2,027.80**
Auto Tech Centers Inc					
	985	508260033	Invoice #INV123865 4-15-26 Oil Change 2015 Ford transit	2025-2026	53.90
				Total for Auto Tech Centers Inc	**53.90**

Purchase Order Listing - BOARD

PO Request	PO Number	PO Description	Fiscal Year	Amount
Benchmark Education Company				
964	509260022	(2B) Quote #94478-Benchmark Vocab Cards	2025-2026	4,015.20
			Total for Benchmark Education Company	**4,015.20**
Bornquist Inc				
1018	508260038	RUSH Quote #DD 2026-4-21-9:20 Air Separation tank	2025-2026	11,498.00
			Total for Bornquist Inc	**11,498.00**
Brents Mailing Equipment				
1067	300260016	Invoice 1179 Ink Cartridge	2025-2026	317.00
			Total for Brents Mailing Equipment	**317.00**
Build Capacity Consulting LLC				
962	505260016	Invoice | PLC Work on 4/9/26 with MS & Light Admins - Hotel/Dinner/Mileage - General Purch Services	2025-2026	369.36
			Total for Build Capacity Consulting LLC	**369.36**
Cassandra Strings				
1007	100260004	Scholarship Violin	2025-2026	597.00
			Total for Cassandra Strings	**597.00**

Purchase Order Listing - BOARD

	PO Request	PO Number	PO Description	Fiscal Year	Amount
CDW Government Inc					
	936	504260003	Dell CTO PRO16-Please move to 2026-2027 budget	2025-2026	24,480.00
				Total for CDW Government Inc	**24,480.00**
Clarity Assessments LLC					
	1051	509260038	(7A) Invoice #26-15803, April Psychological Assessments	2025-2026	13,000.00
				Total for Clarity Assessments LLC	**13,000.00**
Classic Glass and Glazing					
	1010	508260037	Quote 4-16-26 Supply and install new insulated glass	2025-2026	692.00
				Total for Classic Glass and Glazing	**692.00**
ClientFirst Consulting Group LLC					
	934	504260002	Invoice | E-Rate Services for March 2026	2025-2026	195.00
				Total for ClientFirst Consulting Group LLC	**195.00**
Costco Membership					
	947	501260010	Costco Renewal	2025-2026	195.00
				Total for Costco Membership	**195.00**

Purchase Order Listing - BOARD

PO Request	PO Number	PO Description	Fiscal Year	Amount
Crystal Lake School District 47				
991	509260027	(18A) Inv #26-AU-026	2025-2026	618.75
			Total for Crystal Lake School District 47	**618.75**
Demco Inc				
931	300260005	Cart ID 17858414	2025-2026	306.86
			Total for Demco Inc	**306.86**
DuPage Federation on Human Services				
919	505260007	Invoice | Language Line charges for March	2025-2026	364.45
			Total for DuPage Federation on Human Services	**364.45**
ECA Science Kit Services				
953	505260014	ECA Science Kit Biology Manipulatives - SY26/27 - Curriculum Materials	2025-2026	24,132.00
			Total for ECA Science Kit Services	**24,132.00**
ECRA Group Inc				
920	505260008	Invoice | School Improvement Services SY26-27 - 1st Installment of 2 - General Purchased Services	2025-2026	40,606.50
			Total for ECRA Group Inc	**40,606.50**

Purchase Order Listing - BOARD

	PO Request	PO Number	PO Description	Fiscal Year	Amount
Emotional ABCs Inc					
	1004	509260030	(1A) Emotional ABCs Subscription	2025-2026	276.00
				Total for Emotional ABCs Inc	**276.00**
Engler Callaway Baasten & Sraga LLC					
	971	501260011	Invoice	2025-2026	2,308.50
				Total for Engler Callaway Baasten & Sraga LLC	**2,308.50**
Fastsigns Crystal Lake					
	1058	300260014	Invoice 2088-20828 Prom Bus Signs	2025-2026	750.00
	1064	300260015	Invoice 2088-20365 Job Fair A-Frame Inserts Invoice 2088-20399 College Fair A-Frame Inserts	2025-2026	240.00
				Total for Fastsigns Crystal Lake	**990.00**
Follett Content Solutions LLC					
	996	100260003	Books for Leggee Library - not to exceed $1200.00	2025-2026	1,269.76
				Total for Follett Content Solutions LLC	**1,269.76**
Gordon Flesch Co Inc					
	1030	504260004	Copier Click Invoices for April 2026	2025-2026	11,678.33
				Total for Gordon Flesch Co Inc	**11,678.33**

	PO Request	PO Number	PO Description	Fiscal Year	Amount
Grainger					
	951	508260029	Invoice #9873525498 4-9-26 Dairy Case/ Dairy Crate	2025-2026	39.12
	957	508260030	Invoice #9875917008 4-10-26 Latching Solenoids	2025-2026	322.76
	1060	508260044	Invoice #9888210995 4-21-26 Hot Cartridges and Cold Cartridges	2025-2026	149.08
	1061	508260045	Invoice #9889494366 4-22-26 Hydrant Parts Repair Kit	2025-2026	95.40
	1063	508260047	Invoice #9868922338 4-6-26 Sleeve Coupling Insert	2025-2026	170.48
				Total for Grainger	**776.84**
Grand Stage Lighting Co					
					300
	944	315260001	stage light stands	2025-2026	3,032.80
				Total for Grand Stage Lighting Co	**3,032.80**
GW Berkheimer Co Inc					
	997	502260005	Paying Invoices for G.W. Berkheimer	2025-2026	1,946.70
	1053	502260007	Invoice | G W Berkheimer Invoice# 8207603	2025-2026	599.16
	1054	502260008	Invoice | G W Berkheimer Invoice# 8223540	2025-2026	278.31
	1055	502260009	Invoice | G W Berkheimer Invoice# 8222401	2025-2026	352.29
	1033	508260041	Invoice #8207603 3-19-26 Tools	2025-2026	246.27
				Total for GW Berkheimer Co Inc	**3,422.73**

Purchase Order Listing - BOARD

	PO Request	PO Number	PO Description	Fiscal Year	Amount
IASB					
	1022	510260002	Invoice | BoardBook subscription and Policy Reference Education Subscription Service (Basic PRESS) Member	2025-2026	5,150.00
				Total for IASB	**5,150.00**
IESA					
	1066	210260003	2026-2027 IESA Membership Dues | Check Request	2025-2026	275.00
	943	220260007	IESA Membership Dues 26/27 YR	2025-2026	1,020.00
				Total for IESA	**1,295.00**
Illinois Tollway Quarterly					301
	1038	507260022	Quarterly invoice	2025-2026	2,795.05
				Total for Illinois Tollway Quarterly	**2,795.05**
Illinois Tollway Violation					
	1037	507260021	Toll violation - Lic #118035SB	2025-2026	32.60
				Total for Illinois Tollway Violation	**32.60**
Instrumentalist Awards LLC					
	1014	300260012	Invoice | Order #60142H12601 Band Awards	2025-2026	463.00
				Total for Instrumentalist Awards LLC	**463.00**

Purchase Order Listing - BOARD

	PO Request	PO Number	PO Description	Fiscal Year	Amount
JRLX Inc					
	933	504260001	Quote | Audio Repair for Boardroom	2025-2026	5,618.27
				Total for JRLX Inc	**5,618.27**
Kimball Midwest					
	1050	508260042	Invoice #104395345 4-22-26 801192C Cleaner	2025-2026	125.52
				Total for Kimball Midwest	**125.52**
Lakeshore Learning Materials					
	1023	509260033	Quote | (2B) #20147062, Practice Journals	2025-2026	218.24
				Total for Lakeshore Learning Materials	**218.24**
Language Testing International					
	945	505260013	Invoice # L108510-IN Dated 4/8/26 - AAPPL Testing for 264 students in March, 2026	2025-2026	2,212.00
	1047	505260020	Seal of Biliteracy Testing Bundle (OPI & WPT) - Quote# 00003844 - SY25/26 - Test/Assessment PS	2025-2026	165.00
				Total for Language Testing International	**2,377.00**
LGMC					
	963	509260021	(15A) Ina Hall LGMC Application fee-Due 5/1	2025-2026	50.00
				Total for LGMC	**50.00**

	PO Request	PO Number	PO Description	Fiscal Year	Amount
LRS LLC					
	941	220260006	Inv# PS698566 (0002) MARLOWE MIDDLE SCHOOL 9625 HALIGUS RD, LAKE IN THE HILLS IL Serv #006 STANDARD UNIT 60.00	2025-2026	345.00
				Total for LRS LLC	**345.00**
McHenry County College					
	1021	300260013	Invoices: McHenry County College (MCC) Tuition Spring 2026	2025-2026	30,452.74
				Total for McHenry County College	**30,452.74**
					303
McHenry Specialties					
	1001	300260009	Invoice 2026-273 Guthrie	2025-2026	32.00
				Total for McHenry Specialties	**32.00**
MHS Inc					
	988	509260026	(8A) CEFI Teacher Forms-Online Digital forms	2025-2026	137.50
				Total for MHS Inc	**137.50**
MPS					
	921	505260009	Quote | AP US History Textbooks SY26/27 - New Adoption	2025-2026	25,965.48
				Total for MPS	**25,965.48**

	PO Request	PO Number	PO Description	Fiscal Year	Amount
Murnane Paper Company					
	1013	220260008	Item #15-0185 | Paper, Xerographic, White 20 lb. | Pallet (40 CS)	2025-2026	1,328.00
	1005	300260010	Invoice 232448	2025-2026	3,984.00
				Total for Murnane Paper Company	**5,312.00**
NeuroRestorative					
	949	509260019	(G) March Tuition	2025-2026	9,236.64
	950	509260020	(F) March Room & Board	2025-2026	13,800.00
				Total for NeuroRestorative	**23,036.64**
Northwestern Illinois Association					304
	1046	509260035	Invoice | (G) FY26 Q4 DHH Program Tuition	2025-2026	39,290.00
				Total for Northwestern Illinois Association	**39,290.00**
Northwestern Medicine Occupational Health					
	1039	507260023	Driver DOT physicals and drug screens	2025-2026	427.00
	1040	507260024	Driver DOT physicals and drug screens	2025-2026	682.00
				Total for Northwestern Medicine Occupational Health	**1,109.00**
Olivet Nazerene University					
	1008	505260018	Huntley Cohort Invoice 2627SFHUNT for Summer/Fall Classes	2025-2026	8,160.00
				Total for Olivet Nazerene University	**8,160.00**

Purchase Order Listing - BOARD

PO Request	PO Number	PO Description	Fiscal Year	Amount
OReilly Automotive Stores Inc				
1041	507260025	Bus parts	2025-2026	11.63
			Total for OReilly Automotive Stores Inc	**11.63**
Pioneer Center for Human Services				
1031	509260034	Invoice | (Step 1) March 2026	2025-2026	465.00
			Total for Pioneer Center for Human Services	**465.00**
Positive Behavior Supports Corp				
994	506260007	Invoice | (J) RBT and BCBA for L. Bozza	2025-2026	640.00
			Total for Positive Behavior Supports Corp	**640.00**
Positive Promotions Inc				
1027	120260007	Quote #00460198 Student Planners	2025-2026	2,252.58
			Total for Positive Promotions Inc	**2,252.58**
Primo Brands				
1011	300260011	Invoice 06D8760173587 Account #8760173587	2025-2026	125.71
			Total for Primo Brands	**125.71**

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Purchase Order Listing - BOARD

	PO Request	PO Number	PO Description	Fiscal Year	Amount
Pro Com Systems Inc					
	972	503260005	HHS Camera Replacements	2025-2026	33,553.00
	973	503260006	Conley - CareHawk	2025-2026	29,961.00
	974	503260007	Mackeben - CareHawk	2025-2026	29,961.00
	975	503260008	Leggee - camera replacements	2025-2026	6,906.00
	976	503260009	Chesak - camera replacements	2025-2026	2,765.00
	977	503260010	Marlowe - Security system replacement | Quote 5210	2025-2026	19,631.00
	978	503260011	Marlowe - camera replacements	2025-2026	28,798.00
	979	503260012	Heineman - Security system replacement | Quote #5211	2025-2026	19,142.00
	980	503260013	Heineman - camera replacements	2025-2026	18,439.00
	981	503260014	Heineman - Aiphone	2025-2026	11,875.00
				Total for Pro Com Systems Inc	**201,031.00**
Pro Prevent Pest Services LLC					
	1000	508260035	Quotes for Granule Pesticide Service for 9 buildings	2025-2026	16,972.70
				Total for Pro Prevent Pest Services LLC	**16,972.70**

	PO Request	PO Number	PO Description	Fiscal Year	Amount
Project Lead the Way					
	987	300260007	Invoice 527572 Ryan Marsh Principles of Biomedical Science Online Training June 1-12, 2026	2025-2026	2,400.00
	923	505260010	PLTW Consumable Launch Logs for the Explore program @ Chesak. K-2. See attached Quote/Cart #177574256742	2025-2026	5,460.00
	924	505260011	PLTW Consumable Launch Logs for the Explore program @ Leggee. See attached Quote/Cart #1775768852495	2025-2026	3,780.00
	925	505260012	PLTW Consumable Launch Logs for the Explore program @ Mackeben. See attached Quote/Cart #1775769059374	2025-2026	4,704.00
				Total for Project Lead the Way	**16,344.00**
					307
Randee's Music Center					
	954	505260015	Quote |Yamaha Clavinova piano CVP-701B & Jansen Dolly J4004C for Mackeben	2025-2026	4,510.00
				Total for Randee's Music Center	**4,510.00**
Rifton Equipment					
	995	509260029	(6A) Quote #80407 for Student #340005 Deliver to DO for Asset Tagging	2025-2026	5,088.75
				Total for Rifton Equipment	**5,088.75**
Rydin Decal					
	1019	120260006	Car rider, backpack tags for students	2025-2026	1,084.67
				Total for Rydin Decal	**1,084.67**

	PO Request	PO Number	PO Description	Fiscal Year	Amount
Safety Kleen Systems Inc					
	1042	507260026	Disposal of fluids	2025-2026	455.00
				Total for Safety Kleen Systems Inc	**455.00**
Schock's Towing					
	1043	507260027	Repairs H2001	2025-2026	225.00
				Total for Schock's Towing	**225.00**
School Health Corporation Bldg					
	958	512260001	Yearly Calibration of Audiometers (Hearing machines)	2025-2026	495.00
				Total for School Health Corporation Bldg	**495.00**
Sherwin Williams Co					
	983	508260032	Invoice #12427202200426 4-14-26 Paint and Rollers for HHS classroom	2025-2026	72.43
				Total for Sherwin Williams Co	**72.43**
Singer Factory Distributor					
	927	300260004	Singer Invoice 260404	2025-2026	129.95
				Total for Singer Factory Distributor	**129.95**

	PO Request	PO Number	PO Description	Fiscal Year	Amount
SiteOne Landscape Supply					
	959	508260031	Quote #M164673076 4-13-26 DuraEdge ProSlide, DuraEdge ProDry and AquaStripe White Athletic Field Marking Paint	2025-2026	5,522.57
				Total for SiteOne Landscape Supply	**5,522.57**
SNA Depository					
	970	502260004	Paying Invoice SNA Membership Renewal Notice ID 571430	2025-2026	178.00
				Total for SNA Depository	**178.00**
Southpaw Enterprises					309
	993	509260028	(6A) Quote #1192607	2025-2026	77.50
				Total for Southpaw Enterprises	**77.50**
Speech and Smile					
	1017	509260032	Quote | (10A) SLP Therapy Supplies-Bley, Hulen & Wille	2025-2026	502.05
				Total for Speech and Smile	**502.05**
Speech Corner LLC					
	928	509260018	(10A) Speech Therapy Supplies	2025-2026	76.96
	967	509260023	(10A) Speech Therapy Supplies	2025-2026	203.95
				Total for Speech Corner LLC	**280.91**

	PO Request	PO Number	PO Description	Fiscal Year	Amount
Stepping Stones Group					
	948	506260006	(J) Psychologist - M. Springer	2025-2026	1,792.00
				Total for Stepping Stones Group	**1,792.00**
Super Duper Publications					
	968	509260024	(10A) Webber Photo Cards WH Questions	2025-2026	29.95
	969	509260025	(10A) Speech Therapy Supplies	2025-2026	129.89
				Total for Super Duper Publications	**159.84**
Sweetwater Sound Inc					
	935	300260006	Quote 11602562 HHS Percussion	2025-2026	326.91
	966	315260002	Quote #11627129 Video Switcher	2025-2026	385.00
				Total for Sweetwater Sound Inc	**711.91**
Teacher Synergy LLC					
	992	509260031	Quote| (10A) SLP Therapy Supplies-Quote #508098	2025-2026	252.99
				Total for Teacher Synergy LLC	**252.99**
Tennant Sales and Service					
	998	508260034	2 Invoices #US90474604 4-1-26 and #US90474605 4-1-26	2025-2026	437.20
				Total for Tennant Sales and Service	**437.20**

	PO Request	PO Number	PO Description	Fiscal Year	Amount
Thermosystems Building System					
	929	508260027	RUSH Quote #QT0015387 4/10/26 Refrigerant R404A item 300058868	2025-2026	792.00
	1062	508260046	RUSH Quote #Q8320 4-28-26 Conley chiller	2025-2026	4,753.64
				Total for Thermosystems Building System	**5,545.64**
Trane					
	940	508260028	Quote #29189709 4/10/26 4 Transformers, 4 RLY 029793	2025-2026	125.04
	1029	508260040	Invoice #315957845 4-3-26 Quarterly Scheduled Maintenance for Leggee and Martin	2025-2026	2,060.99
	1059	508260043	Quote #29270327 4-20-26 Drive parts #DRV00633 and #DRV00971	2025-2026	3,163.55
					311
				Total for Trane	**5,349.58**
Tribe Country Farms Inc					
	937	502260003	Paying Invoices Tribe country Farm (Lettuce)	2025-2026	243.00
	1056	502260010	Invoices | Tribe Country Farm: # 7215; 7216; 7217	2025-2026	243.00
	1057	502260011	Invoices | Tribe Country Farm#: 7256; 7257; 7258	2025-2026	243.00
				Total for Tribe Country Farms Inc	**729.00**
Unity School Bus Parts, Inc					
	1044	507260028	Bus parts	2025-2026	561.45
	1045	507260029	Bus parts	2025-2026	42.23
				Total for Unity School Bus Parts, Inc	**603.68**

Purchase Order Listing - BOARD

	PO Request	PO Number	PO Description	Fiscal Year	Amount
VelocityEHS					
	1024	508260039	Invoice #347490 3-6-26 Material Safety Data	2025-2026	9,467.47
				Total for VelocityEHS	**9,467.47**
Wisconsin Center for Education Products & Services					
	1073	505260019	WIDA Workshop Conf. Reg. for Elizabeth Casas W-0099414	2025-2026	600.00
				Total for Wisconsin Center for Education Products & Services	**600.00**
Woodstock Community Unit School Dist 200					
	1077	509260039	Invoice | (G) Clay Academy	2025-2026	9,994.07
				Total for Woodstock Community Unit School Dist 200	**9,994.07**
				Purchase Order Grand Total:	**611,939.28** **611,939.28**

Fund Totals	
10 - EDUCATIONAL FUND	532,976.21
20 - OPERATIONS & MAINTENANCE FUND	70,693.92
40 - TRANSPORTATION FUND	8,269.15
	611,939.28

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Huntley Community School District 158

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • huntley158.org

To: Board of Education and Administration

From: Mark Altmayer, Chief Financial Officer

Date: May 7, 2026

Subject: **Accounts Payable Report**
Committee of the Whole Meeting, May 7, 2026
Finance Committee

The attached report details outstanding accounts payable, including fee refunds and employee reimbursements, currently awaiting Board approval in the amount of $6,685.00.

RECOMMENDATION
Administration requests that the Finance Committee recommends the Board of Education approve the Accounts Payable Report at the May 21, 2026 Regular Board meeting.

Invoice Listing

HUNTLEY CONS SCHOOL DIST 158

Vendor	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Crome, Nicole M		MAY/2026	DG507	Tuition Reimbursement-Intro SPED	04/30/2026		395.00
						Total for Crome, Nicole M:	**395.00**
Davis, Graham T		MAY/2026	DG507	Tuition Reimbursement-Leading Literacy Improvement	04/30/2026		1,680.00
						Total for Davis, Graham T:	**1,680.00**
Flight, Sharon R		MAY/2026	DG507	Tuition Reimbursement-Psychological Diagnosis	04/30/2026		420.00
						Total for Flight, Sharon R:	**420.00**
Gallien, Jennifer L		MAY/2026	DG507	Tuition Reimbursement-Structure & Tools for Assessment	04/30/2026		110.00
						Total for Gallien, Jennifer L:	**110.00**
Ginczycki, Michael J		MAY/2026	DG507	Tuition Reimbursement-Creating Safe Sport & Physical Activity Part 1	04/30/2026		495.00
						Total for Ginczycki, Michael J:	**495.00**
Karmalita, Bri M		MAY/2026	DG507	Tuition Reimbursement-Foundational Reading Skills	04/30/2026		165.00
						Total for Karmalita, Bri M:	**165.00**
Margiotta, Nicholas P		MAY/2026	DG507	Tuition Reimbursement-Civics Education Today	04/30/2026		440.00
						Total for Margiotta, Nicholas P:	**440.00**
Miguel, Madison M		MAY/2026	DG507	Tuition Reimbursement-Sleep, Learners & Teachers	04/30/2026		840.00
						Total for Miguel, Madison M:	**840.00**
Regan, Dan P		MAY/2026	DG507	Tuition Reimbursement-Curriculum & Instruction Design	04/30/2026		420.00
						Total for Regan, Dan P:	**420.00**
Schlueter, Jennifer		MAY/2026	DG507	Tuition Reimbursement-Trauma Informed Classroom	04/30/2026		460.00
						Total for Schlueter, Jennifer:	**460.00**
Shaw, Keyera		MAY/2026	DG507	Tuition Reimbursement-Foundations of ESL & bilingual	04/30/2026		840.00
						Total for Shaw, Keyera:	**840.00**
Winston, Nicole A		MAY/2026	DG507	Tuition Reimbursement-School Improvement	04/30/2026		420.00
						Total for Winston, Nicole A:	**420.00**

Invoice Listing

Vendor	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
REPORT							
Total Number of Batch Invoices:			12				6,685.00
Total Number of Open Invoices:			0				0.00
Total Number of History Invoices:			0				0.00
Total Number of Update in Progress Batch Invoices:			0				0.00
Total Number of Update in Progress Batch Reversal Invoices:			0				0.00
Total Number of Reversal History Invoices:			0				0.00
Total Number of Deleted History Invoices:			0				0.00
Total Number of Batch Reversal Invoices:			0				0.00
Total Number of Unsubmitted Invoices:			0				0.00
Total Number of Awaiting for Approval Invoices:			0				0.00
Total Invoices:			**12**				**6,685.00**

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HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • huntley158.org

To: Board of Education and Administration

From: Mark Altmayer, Chief Financial Officer

Date: May 7, 2026

Subject: **Imprest Checks Issued**
Committee of the Whole Meeting, May 7, 2026
Finance Committee

Attached is a list of imprest checks issued over the past month that have not yet been approved by the Board, totaling $88,510.99.

RECOMMENDATION
Administration requests that the Finance Committee recommend the Board of Education approve the Imprest Checks Issued Report at the May 21, 2026 Regular Board meeting.

Invoice Listing

HUNTLEY CONS SCHOOL DIST 158

Vendor	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
ComEd		5758216000	DG5158	Electric-3/11-4/12/26-10910-20 Reed Rd	04/21/2026		10,503.24
ComEd		2040365565	DG5158	Electric-10401 Vine St, Unit A-3/09-04/08/26	04/20/2026	81171	276.40
ComEd		4032931222	DG5158	Electric-3/12-4/13/26-13719 Harmony Rd	04/21/2026	81171	11,392.26
ComEd		5929942222	DG5158	Electric-11922 Oak Creek Prkwy Unit L-3/09-4/08/26-1	04/20/2026	81171	255.05
ComEd		6769332222	DG5158	Electric-3/11-4/12/26-650 Academic Drive (John Burkey Drive)	04/21/2026	81171	8,426.48
						Total for ComEd:	**30,853.43**
Galante, Gina		Refund Fees/26	DG5158	Refund of cafe fee	04/20/2026	81172	34.90
						Total for Galante, Gina:	**34.90**
Nicor Gas		74735604345	DG5158	Natural Gas-3/18-4/17/26-10321 Vine St	04/30/2026		116.19
Nicor Gas		78550028092	DG5158	Natural Gas-3/19-4/20/26-11924 Oak Creek Pkwy-Unit M	04/30/2026		162.85
Nicor Gas		03348177878	DG5158	Natural Gas-650 Dr. John Burkey Dr-03/01-04/01/26	04/20/2026	81173	694.93
Nicor Gas		08593450169	DG5158	Natural Gas-725 Dr. John Burkey Dr-03/01-04/01/26	04/20/2026	81173	1,156.27
Nicor Gas		26119410004	DG5158	Natural Gas-13723 Harmony Rd-03/01-04/01/26	04/20/2026	81173	1,194.65
Nicor Gas		36140957196	DG5158	Natural Gas-9625 Haligus Rd-03/01-04/01/26	04/20/2026	81173	1,175.48
Nicor Gas		45174410006	DG5158	Natural Gas-13719 Harmony Rd-03/01-04/01/26	04/20/2026	81173	2,602.44
Nicor Gas		55598410003	DG5158	Natural Gas-10910 Reed Rdr-03/01-04/01/26	04/20/2026	81173	1,244.15
Nicor Gas		64781510009	DG5158	Natural Gas-10920 Reed Rdr-03/01-04/01/26	04/20/2026	81173	1,108.02
Nicor Gas		64975248440	DG5158	Natural Gas-750 Dr. John Burkey Dr-03/01-04/01/26	04/20/2026	81173	1,001.72
Nicor Gas		78550028092	DG5158	Natural Gas-02/18-3/19/26-11924 Oak Creek Pkwy Unit M	04/21/2026	81173	216.10
Nicor Gas		81568597116	DG5158	Natural Gas-800 Dr. John Burkey Dr-3/01-04/01/26	04/20/2026	81173	1,092.61
						Total for Nicor Gas:	**11,765.41**
Petty Cash-HHS SpEd		97.69	DG5158	Walmart-Grocery CBI	05/01/2026		97.69
Petty Cash-HHS SpEd		RoyaltyGym41726	DG5158	Royalty Gymnastics Leisure CBI $155.00	05/01/2026		155.00
						Total for Petty Cash-HHS SpEd:	**252.69**

Invoice Listing

Vendor	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Saad, Michelle		WITHDRAWL/26	DG5158	Refund Cafe Funds due to withdrawl	04/20/2026	81174	17.55
						Total for Saad, Michelle:	**17.55**
Shpytko, Liubov		Refund	DG5158	Volleyball refund fee's 25/26	04/21/2026		75.00
						Total for Shpytko, Liubov:	**75.00**
Symmetry Energy Solutions		21639344	DG5158	Natural Gas-March 2026	04/20/2026	81175	34,934.93
						Total for Symmetry Energy Solutions:	**34,934.93**
VILLAGE OF ALGONQUIN		2099371	DG5158	Water/Sewer-1/31-2/28/26-725 Dr John Burkey Dr	04/30/2026		1,215.28
VILLAGE OF ALGONQUIN		2099371	DG5158	Water/Sewer-2/28-3/31/26-650 Dr John Burkey Dr	04/30/2026		1,195.84
VILLAGE OF ALGONQUIN		2099372	DG5158	Water/Sewer-1/31-2/28/26-650 Dr John Burkey Dr	04/30/2026		729.28
VILLAGE OF ALGONQUIN		2099372	DG5158	Water/Sewer-2/28-3/31/26-650 Dr John Burkey Dr	04/30/2026		515.44
VILLAGE OF ALGONQUIN		2099373	DG5158	Water/Sewer-1/31-2/28/26-750 Dr John Burkey Dr	04/30/2026		1,584.64
VILLAGE OF ALGONQUIN		2099373	DG5158	Water/Sewer-2/28-3/31/26-750 Dr John Burkey Dr	04/30/2026		319 1,429.12
VILLAGE OF ALGONQUIN		2099374	DG5158	Water/Sewer-1/31-2/28/26-800 Dr John Burkey Dr	04/30/2026		1,915.12
VILLAGE OF ALGONQUIN		2099374	DG5158	Water/Sewer-2/28-3/31/26-800 Dr John Burkey Dr	04/30/2026		1,856.80
VILLAGE OF ALGONQUIN		2099624	DG5158	Water/Sewer-1/31-2/28/26-725 Dr John Burkey Dr	04/30/2026		10.00
VILLAGE OF ALGONQUIN		2099624	DG5158	Water/Sewer-2/28-3/31/26-725 Dr John Burkey Dr	04/30/2026		10.00
						Total for VILLAGE OF ALGONQUIN:	**10,461.52**
Village of Huntley		0401007306-000	DG5158	Water/Sewer-Concession Stand-13719 Harmony Rd-2/16-4/15/26	04/30/2026		64.78
Village of Huntley		0301000153-0007	DG5158	Water/Sewer-03/16-04/14/26-11924 Oak Creek Pkwy, Unit M	04/21/2026	81176	50.78
						Total for Village of Huntley:	**115.56**

Invoice Listing

Vendor	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
REPORT							
Total Number of Batch Invoices:			2				252.69
Total Number of Open Invoices:			0				0.00
Total Number of History Invoices:			18				66,874.72
Total Number of Update in Progress Batch Invoices:			15				21,383.58
Total Number of Update in Progress Batch Reversal Invoices:			0				0.00
Total Number of Reversal History Invoices:			0				0.00
Total Number of Deleted History Invoices:			0				0.00
Total Number of Batch Reversal Invoices:			0				0.00
Total Number of Unsubmitted Invoices:			0				0.00
Total Number of Awaiting for Approval Invoices:			0				0.00
Total Invoices:			**35**				**88,510.99**

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HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Dr. John Burkey Drive (formerly Academic Drive)
Algonquin, Illinois 60102
(847) 659-6158 • huntley158.org

March 2026 Financial Executive Summary

The March 2026 month and YTD results are as follows:

Operating Funds: 10, 20, 40, 50, and 70	FY26 March	FY26 YTD	FY26 Budget	
Total Local	$ 8,145,454	$ 68,102,819	$ 96,645,991	**70%**
Total State	4,072,966	30,615,433	$ 38,730,062	**79%**
Total Federal	113,810	1,967,571	$ 3,922,013	**50%**
Operating Revenues	**$ 12,332,229**	**$ 100,685,823**	**$ 139,298,066**	**72%**
Salaries	$ 6,997,842	$ 62,439,908	$ 84,654,308	**74%**
Employee Benefits	$ 2,444,035	$ 21,043,897	$ 26,966,994	**78%**
Purchased Services	$ 793,762	$ 9,209,482	$ 11,967,930	**77%**
Supplies & Materials	$ 1,202,303	$ 5,699,978	$ 8,345,367	**68%**
Capital Outlay	$ -	$ 2,940,739	$ 2,943,164	**100%**
Other Objects	$ 223,209	$ 2,041,365	$ 3,830,030	**53%**
Operating Expenses	**11,661,151**	**103,375,368**	**138,707,793**	**75%**
Net Operating Surplus (Deficit)	**$ 671,078**	**$ (2,689,546)**	**$ 590,273**	

All Funds:	FY26 March	FY26 YTD	FY26 Budget	
Total Revenues	$ 13,183,843	$ 109,056,910	$ 150,886,105	**72%**
Total Expenses	11,592,162	113,675,922	149,028,458	**76%**
Net All Funds Surplus (Deficit)	**$ 1,591,680**	**$ (4,619,012)**	**$ 1,857,647**	

Primarily driven by summer improvement projects and Federal revenues short of budget, through the 9 months ended March 31, the District closed March 2026 with a YTD net operating deficit of ($2.689M).

March operating revenues of $12.3M are mainly due to the recognition of $7.8M levy 2025 property taxes, $3M Evidence Based Funding (EBF), $655k for Transporation claims, $254k for SpEd Facilities, $228k for Food Service and $92k for National School Lunch.

Approximately 80% of March operating expenditures cover Salaries and Benefits. Major expenditures making up the $793k in operating Purchased Services for the month was for contracted custodial ($200k), contracted substitutes ($74k), curriculum ($44k) and software maintenance ($40k). The $1.2M in monthly Supplies and Materials includes tech supplies ($558k), cafe supplies ($268k), natural gas ($55k), building & grounds supplies ($54k), electricity ($37k), diesel/gasoline ($35k), and propane ($33k). The majority of the Other Objects for the month is for special ed tution.

The District began FY26 with $57.9 million in cash and as of the end of March 2026, the cash balance approximated $15.3million. The District holds $2.2M with BMO, $15.3M through PMA, and $8.4M with Fifth Third.

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.district158.org

March 2026 Financial Executive Summary

Major transactions for March include:

Non-Salary Major Cash Expenditures			Major Revenues Received/Recognized	
Blue Cross (Insurance)	$	1,839,710	Monthly Levy 2025 Recognition	$7,797,053
CDWG Capital One (Tech)	$	811,599	Evidence Based Funding	$3,043,106
Gordon Food Service (Food Service)	$	214,737	Transportation	$654,949
GSF USA (Cont. Custodial)	$	211,264	SpEd Facilities	$254,417
BMO (P-Card)	$	119,482	Food Service	$228,181
CDW (Tech)	$	44,732	National School Lunch	$92,023
Symmetry Solutions (Natural Gas)	$	42,032		
Everyday Speech (IDEA Purch Svc)	$	40,491		
Benchmark Educ (Curriculum)	$	39,432	March 2026 ISBE (State) Receivable	
NW IL Assoc (SpEd Tuition)	$	39,290	SpEd Facility	$254,965
Midwest Transit (Tranportation)	$	36,674	State Lunch	$1,901
Blu Petroleum (Diesel/Gasoline)	$	35,812	Medicaid	$29,479
Marklund Childrens (SpEd Tuition)	$	35,599	Transportation	$654,949
Schoolbells (Trans)	$	31,489		
Brucker Co (O&M)	$	24,872	Total	$941,294
NeuroRestorative (SpEd Tuition)	$	24,823		
ComEd (Electricity)	$	24,083		

Monthly Insurance Update:

Claims Paid	**Jan 2026**	**Feb 2026**	**Mar 2026**	**FY26 YTD**
	$ 1,002,352	$ 1,141,615	$ 1,418,430	$ 12,027,780
Total	$ 1,002,352	$ 1,141,615	$ 1,418,430	$ 12,027,780
Settlement Costs - BC/BS	381,999	514,385	413,082	3,005,805
Average Monthly Claims Based upon the last 12 months of claims	$ 1,305,076	$ 1,300,000	$ 1,319,222	
Total Insurance Costs	$ 888,739	$ 1,572,331	$ 1,546,092	$ 13,040,744
Includes employee contributions				
FY26 Budget				$ 16,215,811

March 2026 claims totaled $1.4M, an increase from $1.1M in March 2025. Average monthly claims for FY26 are $1.3M, compared with $1M for the same period in FY25. Year-to-date claims stand at $12M, which is $1M higher than the prior year-to-date total of $11M.

Huntley Community School District 158

650 Dr. John Burkey Drive
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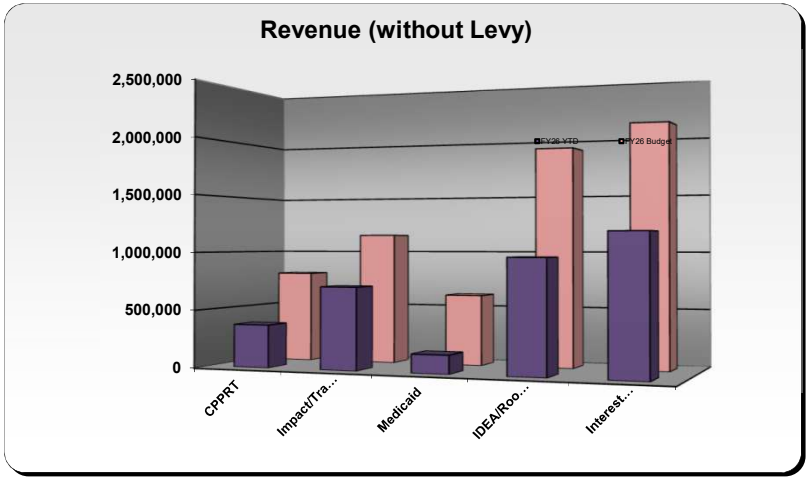
March 2026 Dashboard

Revenue					
	Prior YTD	FY26 YTD	FY26 Budget	%	Variance
Operating Levies	59,501,890	62,944,996	91,097,681	69%	28,152,685
MCATs	2,085,327	2,880,430	4,631,694	62%	1,751,264
CPPRT	339,051	370,729	800,000	46%	429,271
Impact/Transition Fees	1,598,284	706,642	1,150,000	61%	443,358
Medicaid	60,146	159,111	617,000	26%	457,889
IDEA/Room & Board	1,725,385	964,213	1,900,527	51%	936,314
Interest Earnings-Total	1,574,579	1,176,582	2,099,999	56%	923,417

Tracking with Budget
Plus or minus 10 percent of Budget
Unfavorable budget variance exceeding 10%

Monthly Notes - Revenue

►Revenue trending as expected due to timing or anticipated recognition.
►Interest earnings lagging versus budget due to decline in investment rates during the year.
►Impact fees expected to increase in the 4th quarter due to spring residential housing construction.

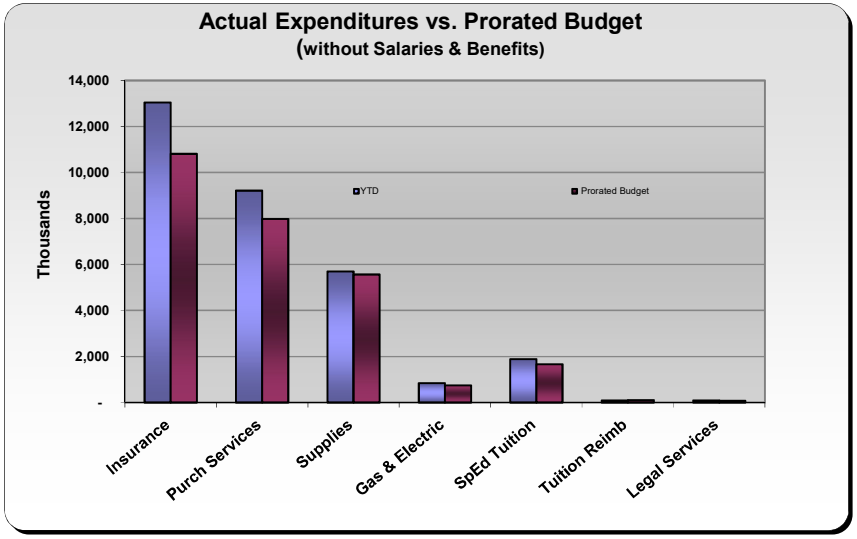


Key Operating Expenditures					
	Prior YTD	FY26 YTD	FY26 Budget	%	Budget Bal.
Salaries & Benefits	79,855,430	22,556,021	95,405,490	24%	72,849,469
Insurance	11,864,674	13,040,744	16,215,811	80%	3,175,067
Purchased Services	8,687,818	9,209,482	11,967,930	77%	2,758,448
Supplies	6,294,927	5,699,978	8,345,367	68%	2,645,389
Legal Fees	83,733	87,910	100,000	88%	12,091
Gas & Electric	792,312	838,184	1,108,000	76%	269,816
SpEd Tuition	2,218,199	1,880,991	2,496,396	75%	615,405
Tuition Reimb	100,009	82,821	150,000	55%	67,179

Tracking with Budget
Plus or minus 10 percent of Budget
Unfavorable budget variance exceeding 10%

Monthly Notes - Expenditures

►Expenditures are on track for this time of year.



HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
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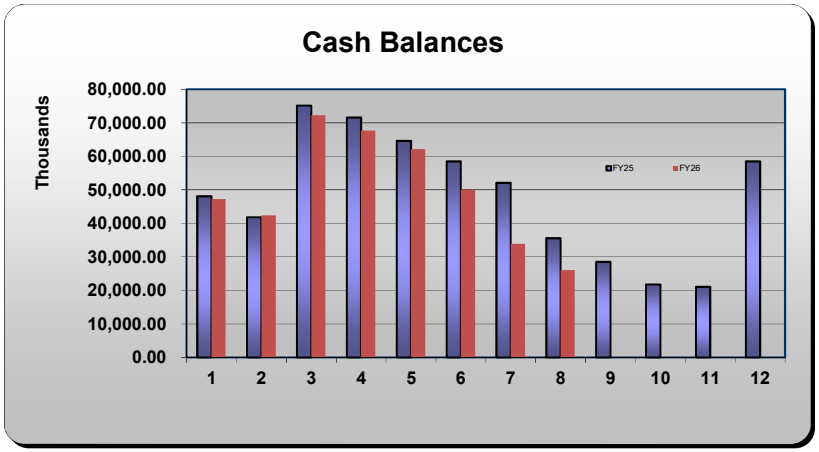
March 2026 Dashboard

Balance Sheet - Cash Flow				
	Prior YTD	FY26 YTD	%	Variance
Cash and Investments	28,488,682	26,047,678	91%	(2,441,004)
A/R Total	439,082	1,341,253	305%	902,171
A/R State	120,040	1,032,506	860%	912,466
Deferred Revenue	71,060,820	74,119,084	104%	3,058,264
Contracts Payable	10,125,962	8,624,058	85%	(1,501,904)
Self Insurance Res.	3,340,050	3,340,050	100%	0

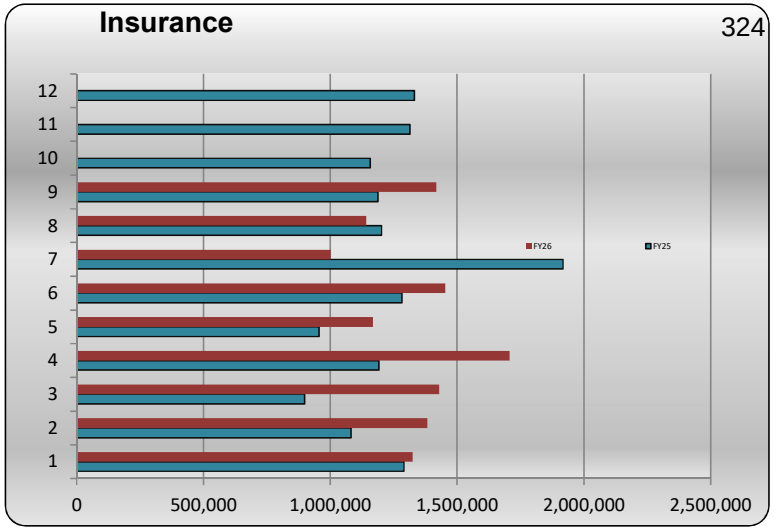
Monthly Notes - Balance Sheet

►Contracts Payable has been adjusted for summer payrolls.



FY25 AFR Data				
	FY25	FY24	%	Variance
Fund Balance to Revenue Ratio	0.28	0.29	100%	(0.00)
Expenditure to Revenue Ratio	1.00	1.00	100%	0.00
Days Cash on Hand	129.44	136.90	95%	(7.46)
Percent Short-Term Borrowing Max Rem	100.00	100.00	100%	0.00
Percent Long-Term Debt Margin Remain	67.02	58.77	114%	8.25
ISBE Rating	**3.80**	**3.80**	100%	0.00
Operating Expense per Pupil	16,338.00	15,537.00	105%	801.00
	RECOGNITION	RECOGNITION		

► The District ISBE rating remains at Financial Recognition in FY25.



Revenue Report

Printed: 4/13/2026 9:07 AM
Huntley Community School District 158

Educational Fund 10

Source of Revenue 1000 RECEIPTS/REVENUE FROM LOCAL SOURCES
Source of Revenue 1100 Designated Levies

	Description	M.T.D. Revenue	Y.T.D. Revenue	Adopted Budget	Budget Balance Revenue	% of Budget		Account Number
1100	Designated Levies	6,423,978.17	50,762,502.31	(69,708,509.00)	(18,946,006.69)	72.82		
1200	Payments In Lieu Of Taxes	34,886.18	370,728.87	(684,292.00)	(313,563.13)	54.18		
1300	Tuition	1,150.00	20,691.62	(336,982.00)	(316,290.38)	6.14		
1500	Earnings On Investments	0.00	17,085.10	(672,952.00)	(655,866.90)	2.54		
1600	Food Service	228,181.15	1,919,761.00	(2,675,196.00)	(755,435.00)	71.89		
1700	District/School Activity Income	26,110.00	465,213.00	(1,393,613.00)	(928,400.00)	33.38		
1800	Textbook Income	(163,689.56)	789,372.81	(1,350,367.00)	(560,994.19)	58.46		
1900	Other Local Revenues	10,191.36	453,319.36	(545,624.00)	(157,321.44)	74.85		
1000	RECEIPTS/REVENUE FROM LOCAL SOURCES	6,560,807.30	54,798,674.07	(77,367,535.00)	(22,633,877.73)	70.78	*	Source of Revenue
3001	General State Aide	3,043,106.00	24,344,848.00	(33,473,581.00)	(9,128,733.00)	72.73		
3100	Special Education	256,318.17	804,801.43	(1,284,322.00)	(479,520.57)	62.66		
3200	Career And Technical Education (Cte) - Tech Prep	50,000.00	50,000.00	(34,500.00)	15,500.00	144.93		325
3300	Bilingual/StateFreeLunch/Dr Ed	8,633.70	29,078.81	(77,280.00)	(48,201.19)	37.63		
3500	Transportation - Reg/Voc/SpEd	0.00	0.00	0.00	0.00	0.00		
3700	Early Childhood	59,959.00	228,794.00	(305,294.00)	(76,500.00)	74.94		
3900	Other State Revenue	0.00	145,975.00	(207,713.00)	(69,462.00)	67.76		
3000	RECEIPTS/REVENUE FROM STATE SOURCES	3,418,016.87	25,603,497.24	(35,382,690.00)	(9,786,916.76)	72.35	*	Source of Revenue
4100	Title V	0.00	0.00	0.00	0.00	0.00		
4200	Child Nutrition	92,022.74	642,791.07	(1,005,803.00)	(363,011.93)	63.91		
4300	Title I - Low Income	0.00	48,445.00	(178,858.00)	(130,413.00)	27.09		
4400	Title IV - Safe And Drug-Free Schools - Formula	0.00	0.00	(12,186.00)	(12,186.00)	0.00		
4620	Federal Special Education - IDEA Flow-Through/ Low	0.00	964,213.00	(1,900,527.00)	(936,314.00)	50.73		
4700	CTE	21,609.00	21,609.00	(39,500.00)	(17,891.00)	54.71		
4800	Federal - ARRA	0.00	0.00	0.00	0.00	0.00		
4900	Other Restricted Grants Received From Federal	177.84	290,512.76	(785,139.00)	(1,254,626.24)	18.80		
4000	RECEIPTS/REVENUE FROM FEDERAL SOURCES	113,809.58	1,967,570.83	(3,922,013.00)	(2,714,442.17)	42.02	*	Source of Revenue
7100	Transfers From Various Funds	0.00	0.00	0.00	0.00	0.00		
7200	Proceeds From The Sale Of Bonds	0.00	0.00	0.00	0.00	0.00		
7300	Sale Or Compensation For Loss Of Fixed Assets	0.00	0.00	0.00	0.00	0.00		

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Huntley Community School District 158

Educational Fund 10

Source of Revenue 7000 SOURCES OF FUNDS
Source of Revenue 7400 Transfers From Other Funds To Pay Principal On Cap

	Description	M.T.D. Revenue	Y.T.D. Revenue	Adopted Budget	Budget Balance Revenue	% of Budget		Account Number
7400	**Transfers From Other Funds To Pay Principal On Cap**	0.00	0.00	0.00	0.00	0.00		
7500	**Transfers From Other Funds To Pay Interest On Capi**	0.00	0.00	0.00	0.00	0.00		
7900	**Isbe Loan Proceeds**	0.00	0.00	0.00	0.00	0.00		
7000	**SOURCES OF FUNDS**	0.00	0.00	0.00	0.00	0.00	*	Source of Revenue
10	**Educational Fund**	10,092,633.75	82,369,742.14	(116,672,238.00)	(35,135,236.66)	70.11		Fund

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Revenue Report

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Huntley Community School District 158

Operations & Maintenance Fund 20

Source of Revenue 1000 RECEIPTS/REVENUE FROM LOCAL SOURCES
Source of Revenue 1100 Designated Levies

	Description	M.T.D. Revenue	Y.T.D. Revenue	Adopted Budget	Budget Balance Revenue	% of Budget		Account Number
1100	**Designated Levies**	826,238.14	6,662,573.88	(9,248,799.00)	(2,586,225.12)	72.04		
1500	**Earnings On Investments**	31,343.02	317,878.84	(483,684.00)	(165,805.16)	65.72		
1900	**Other Local Revenues**	47,626.98	247,819.17	(280,000.00)	(30,465.83)	89.12		
1000	**RECEIPTS/REVENUE FROM LOCAL SOURCES**	905,208.14	7,228,271.89	(10,012,483.00)	(2,782,496.11)	72.21	*	Source of Revenue
3001	**General State Aide**	0.00	0.00	0.00	0.00	0.00		
3900	**Other State Revenue**	0.00	0.00	0.00	0.00	0.00		
3000	**RECEIPTS/REVENUE FROM STATE SOURCES**	0.00	0.00	0.00	0.00	0.00	*	Source of Revenue
4500		0.00	0.00	0.00	0.00	0.00		
4900	**Other Restricted Grants Received From Federal**	0.00	0.00	0.00	0.00	0.00		
4000	**RECEIPTS/REVENUE FROM FEDERAL SOURCES**	0.00	0.00	0.00	0.00	0.00	*	Source of Revenue
7100	**Transfers From Various Funds**	0.00	0.00	0.00	0.00	0.00		
7200	**Proceeds From The Sale Of Bonds**	0.00	0.00	0.00	0.00	0.00		
7300	**Sale Or Compensation For Loss Of Fixed Assets**	0.00	0.00	0.00	0.00	0.00		
7900	**Isbe Loan Proceeds**	0.00	0.00	0.00	0.00	0.00		
7000	**SOURCES OF FUNDS**	0.00	0.00	0.00	0.00	0.00	*	Source of Revenue
20	**Operations & Maintenance Fund**	905,208.14	7,228,271.89	(10,012,483.00)	(2,782,496.11)	72.21		Fund

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Huntley Community School District 158

Debt Service Fund or Fund Group 30

Source of Revenue 1000 RECEIPTS/REVENUE FROM LOCAL SOURCES
Source of Revenue 1100 Designated Levies

	Description	M.T.D. Revenue	Y.T.D. Revenue	Adopted Budget	Budget Balance Revenue	% of Budget		Account Number
1100	**Designated Levies**	901,290.09	7,447,375.49	(10,299,389.00)	(2,852,013.51)	72.31		
1500	**Earnings On Investments**	49,454.19	502,737.14	(374,298.00)	128,439.14	134.31		
1900	**Other Local Revenues**	0.00	0.00	0.00	0.00	0.00		
1000	**RECEIPTS/REVENUE FROM LOCAL SOURCES**	950,744.28	7,950,112.63	(10,673,687.00)	(2,723,574.37)	74.48	*	Source of Revenue
7100	**Transfers From Various Funds**	0.00	0.00	0.00	0.00	0.00		
7200	**Proceeds From The Sale Of Bonds**	0.00	0.00	0.00	0.00	0.00		
7400	**Transfers From Other Funds To Pay Principal On Cap**	0.00	0.00	0.00	0.00	0.00		
7500	**Transfers From Other Funds To Pay Interest On Capi**	0.00	0.00	0.00	0.00	0.00		
7600	**Transfers From Other Funds To Pay Principal On Rev**	0.00	0.00	0.00	0.00	0.00		
7700	**Transfers From Other Funds To Pay Interest On Reve**	0.00	0.00	0.00	0.00	0.00		
7900	**Isbe Loan Proceeds**	0.00	0.00	0.00	0.00	0.00		
7000	**SOURCES OF FUNDS**	0.00	0.00	0.00	0.00	0.00	*	Source of Revenue
30	**Debt Service Fund or Fund Group**	950,744.28	7,950,112.63	(10,673,687.00)	(2,723,574.37)	74.48		Fund

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Huntley Community School District 158

Transportation Fund 40

Source of Revenue 1000 RECEIPTS/REVENUE FROM LOCAL SOURCES
Source of Revenue 1100 Designated Levies

	Description	M.T.D. Revenue	Y.T.D. Revenue	Adopted Budget	Budget Balance Revenue	% of Budget		Account Number
1100	**Designated Levies**	173,333.33	2,504,404.58	(4,386,753.00)	(1,882,348.42)	57.09		
1400	**Transportation Fees**	0.00	824.26	(69,700.00)	(68,875.74)	1.18		
1500	**Earnings On Investments**	15,181.95	154,001.03	(273,387.00)	(119,385.97)	56.33		
1900	**Other Local Revenues**	0.00	67,023.06	0.00	67,023.06	0.00		
1000	**RECEIPTS/REVENUE FROM LOCAL SOURCES**	188,515.28	2,726,252.93	(4,729,840.00)	(2,003,587.07)	57.64	*	Source of Revenue
3500	**Transportation - Reg/Voc/SpEd**	654.949.22	1,996,549.73	(3,347,372.00)	(1,350,822.27)	59.65		
3900	**Other State Revenue**	0.00	0.00	0.00	0.00	0.00		
3000	**RECEIPTS/REVENUE FROM STATE SOURCES**	654,949.22	1,996,549.73	(3,347,372.00)	(1,350,822.27)	59.65	*	Source of Revenue
7300	**Sale Or Compensation For Loss Of Fixed Assets**	0.00	0.00	0.00	0.00	0.00		
7900	**Isbe Loan Proceeds**	0.00	1,137.50	0.00	1,137.50	0.00		
7000	**SOURCES OF FUNDS**	0.00	1,137.50	0.00	1,137.50	0.00	*	Source of Revenue
40	**Transportation Fund**	843,464.50	4,723,940.16	(8,077,212.00)	(3,353,271.84)	58.48		Fund

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Revenue Report

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Huntley Community School District 158

Municipal Retirement and Social Security Fund 50

Source of Revenue 1000 RECEIPTS/REVENUE FROM LOCAL SOURCES
Source of Revenue 1100 Designated Levies

	Description	M.T.D. Revenue	Y.T.D. Revenue	Adopted Budget	Budget Balance Revenue	% of Budget		Account Number
1100	**Designated Levies**	326,260.57	2,634,548.01	(3,660,267.00)	(1,025,718.99)	71.98		
1200	**Payments In Lieu Of Taxes**	0.00	0.00	(115,708.00)	(115,708.00)	0.00		
1500	**Earnings On Investments**	15,669.43	159,194.20	(168,238.00)	(9,043.80)	94.62		
1000	**RECEIPTS/REVENUE FROM LOCAL SOURCES**	341,930.00	2,793,742.21	(3,944,213.00)	(1,150,470.79)	70.83	*	Source of Revenue
50	**Municipal Retirement and Social Security Fund**	341,930.00	2,793,742.21	(3,944,213.00)	(1,150,470.79)	70.83		Fund

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Huntley Community School District 158

Capital Projects Fund or Fund Group 60

Source of Revenue 1000 RECEIPTS/REVENUE FROM LOCAL SOURCES

Source of Revenue 1500 Earnings On Investments

	Description	M.T.D. Revenue	Y.T.D. Revenue	Adopted Budget	Budget Balance Revenue	% of Budget		Account Number
1500	**Earnings On Investments**	326.88	3,125.24	(63,089.00)	(59,963.76)	4.95		
1900	**Other Local Revenues**	71.40	570,200.29	(850,000.00)	(279,799.71)	67.08		
1000	**RECEIPTS/REVENUE FROM LOCAL SOURCES**	398.28	573,325.53	(913,089.00)	(339,763.47)	62.79	*	Source of Revenue
3900	**Other State Revenue**	0.00	0.00	0.00	0.00	0.00		
3000	**RECEIPTS/REVENUE FROM STATE SOURCES**	0.00	0.00	0.00	0.00	0.00	*	Source of Revenue
7100	**Transfers From Various Funds**	0.00	0.00	0.00	0.00	0.00		
7200	**Proceeds From The Sale Of Bonds**	0.00	0.00	0.00	0.00	0.00		
7300	**Sale Or Compensation For Loss Of Fixed Assets**	0.00	0.00	0.00	0.00	0.00		
7900	**Isbe Loan Proceeds**	0.00	0.00	0.00	0.00	0.00		
7000	**SOURCES OF FUNDS**	0.00	0.00	0.00	0.00	0.00	*	Source of Revenue
60	**Capital Projects Fund or Fund Group**	398.28	573,325.53	(913,089.00)	(339,763.47)	62.79		Fund

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Huntley Community School District 158

Working Cash Fund 70

Source of Revenue 1000 RECEIPTS/REVENUE FROM LOCAL SOURCES
Source of Revenue 1100 Designated Levies

	Description	M.T.D. Revenue	Y.T.D. Revenue	Adopted Budget	Budget Balance Revenue	% of Budget	Account Number	
1100	**Designated Levies**	47,243.21	380,967.07	(528,832.00)	(147,864.93)	72.04		
1500	**Earnings On Investments**	2,220.63	22,560.20	(63,089.00)	(40,528.80)	35.76		
1000	**RECEIPTS/REVENUE FROM LOCAL SOURCES**	49,463.84	403,527.27	(591,921.00)	(188,393.73)	68.17	*	Source of Revenue
70	**Working Cash Fund**	49,463.84	403,527.27	(591,921.00)	(188,393.73)	68.17		Fund

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Fire Prevention and Safety Fund or Fund Group 90

Source of Revenue 1000 RECEIPTS/REVENUE FROM LOCAL SOURCES
Source of Revenue 1100 Designated Levies

	Description	M.T.D. Revenue	Y.T.D. Revenue	Adopted Budget	Budget Balance Revenue	% of Budget	Account Number	
1100	**Designated Levies**	0.00	0.00	0.00	0.00	0.00		
1500	**Earnings On Investments**	0.00	0.00	(1,262.00)	(1,262.00)	0.00		
1000	**RECEIPTS/REVENUE FROM LOCAL SOURCES**	0.00	0.00	(1,262.00)	(1,262.00)	0.00	*	Source of Revenue
90	**Fire Prevention and Safety Fund or Fund Group**	0.00	0.00	(1,262.00)	(1,262.00)	0.00		Fund
	Report Total:	13,183,842.79	106,042,661.83	(150,886,105.00)	(45,674,468.97)	69.90		

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Huntley Community School District 158

Educational Fund 10

Function 1000 INSTRUCTION
Object 100 SALARIES

	Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget		Account Number
100	SALARIES	4,756,097.35	42,802,447.05	0.00	58,000,822.00	15,209,461.95	73.78		
200	EMPLOYEE BENEFITS	1,792,659.11	15,485,976.57	4,767,593.98	15,781,231.00	(4,472,339.55)	128.34		
300	PURCHASED SERVICES	163,401.76	1,213,356.62	362,970.58	1,614,277.00	(29,200.20)	101.89		
400	SUPPLIES & MATERIALS	88,872.57	972,255.88	160,779.19	2,290,737.00	863,762.93	56.74		
500	CAPITAL OUTLAY	0.00	96,501.27	4,000.00	10,000.00	(90,501.27)	1,005.01		
600	OTHER OBJECTS	620.00	62,679.79	618.00	1,063,089.00	998,292.21	5.96		
700	NON-CAPITALIZED EQUIPMENT	0.00	28,169.50	12,275.00	142,005.00	(8,639.50)	127.16		
1000	INSTRUCTION	6,801,650.79	60,661,386.68	5,308,236.75	78,902,161.00	12,470,836.57	84.10	*	Function
100	SALARIES	1,816,073.78	16,137,203.29	0.00	21,994,788.00	5,842,785.71	73.42		
200	EMPLOYEE BENEFITS	368,321.89	2,972,358.41	179,328.45	4,687,548.00	1,534,499.14	67.25		
300	PURCHASED SERVICES	203,723.98	3,521,195.64	638,273.75	4,376,776.00	578,174.61	87.80		
400	SUPPLIES & MATERIALS	1,136,112.08	2,920,356.25	1,237,351.43	3,335,787.00	(982,736.44)	130.95		
500	CAPITAL OUTLAY	265.00	210,960.49	48,361.86	315,000.00	44,277.65	85.42		
600	OTHER OBJECTS	2,760.00	130,283.71	3,474.00	97,374.00	117,629.29	53.21		
700	NON-CAPITALIZED EQUIPMENT	0.00	0.00	3,249.00	21,947.00	19,447.00	14.32		
2000	SUPPORT SERVICES	3,527,256.73	25,892,357.79	2,110,038.49	34,829,220.00	7,154,076.96	79.65	*	Function
100	SALARIES	11,291.66	71,037.06	0.00	87,481.00	8,962.94	88.80		
300	PURCHASED SERVICES	7,323.50	138,268.71	21,030.00	4,300.00	(53,798.71)	150.99		
400	SUPPLIES & MATERIALS	2,385.41	16,100.01	3,422.22	5,000.00	25,137.77	43.71		
3000	COMMUNITY SERVICES	21,000.57	225,405.78	24,452.22	96,781.00	(19,698.00)	108.56	*	Function
300	PURCHASED SERVICES	112.50	3,012.00	168.75	10,000.00	1,819.25	63.62		
600	OTHER OBJECTS	217,978.78	1,799,525.22	1,090,651.94	2,496,396.00	(393,781.16)	115.77		
4000	PAYMENTS TO OTHER DISTRICTS AND GOVERNMENTAL UNITS	218,091.28	1,802,537.22	1,090,820.69	2,506,396.00	(391,961.91)	115.67	*	Function
10	Educational Fund	10,567,999.37	88,581,687.47	8,533,548.15	116,334,558.00	19,213,253.62	83.48		Fund

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Huntley Community School District 158

Operations & Maintenance Fund 20

Function 2000 SUPPORT SERVICES
Object 100 SALARIES

	Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget		Account Number
100	SALARIES	134,703.06	1,159,562.31	0.00	1,486,359.00	326,796.69	78.01		
200	EMPLOYEE BENEFITS	(8,089.32)	(50,187.46)	0.00	368,572.00	418,759.46	-13.62		
300	PURCHASED SERVICES	340,110.80	3,527,459.91	1,043,883.46	4,852,306.00	280,962.63	94.21		
400	SUPPLIES & MATERIALS	147,258.80	1,222,226.42	146,049.43	1,828,843.00	460,567.15	74.82		
500	CAPITAL OUTLAY	0.00	2,621,538.19	123,297.64	2,618,164.00	(126,671.83)	104.84		
600	OTHER OBJECTS	1,850.00	2,673.00	0.00	3,000.00	327.00	89.10		
2000	SUPPORT SERVICES	615,833.34	8,483,272.37	1,313,230.53	11,157,244.00	1,360,741.10	87.80	*	Function
600	OTHER OBJECTS	0.00	0.00	0.00	0.00	0.00	0.00		
5000	DEBT SERVICE	0.00	0.00	0.00	0.00	0.00	0.00	*	Function
20	Operations & Maintenance Fund	615,833.34	8,483,272.37	1,313,230.53	11,157,244.00	1,360,741.10	87.80		Fund

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Huntley Community School District 158

Debt Service Fund or Fund Group 30

Function 5000 DEBT SERVICE
Object 600 OTHER OBJECTS

	Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number	
600	**OTHER OBJECTS**	0.00	10,322,871.50	0.00	10,320,666.00	(2,205.50)	100.02		
5000	**DEBT SERVICE**	0.00	10,322,871.50	0.00	10,320,666.00	(2,205.50)	100.02	*	Function
30	**Debt Service Fund or Fund Group**	0.00	10,322,871.50	0.00	10,320,666.00	(2,205.50)	100.02		Fund

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Huntley Community School District 158

Transportation Fund 40

Function 2000 SUPPORT SERVICES
Object 100 SALARIES

	Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number	
100	SALARIES	279,675.80	2,269,658.11	0.00	3,084,856.00	815,197.89	73.57		
200	EMPLOYEE BENEFITS	(17,323.40)	(135,675.39)	0.00	2,467,421.00	2,603,096.39	-5.50		
300	PURCHASED SERVICES	79,089.51	806,188.80	553,169.20	1,110,271.00	(249,087.00)	122.43		
400	SUPPLIES & MATERIALS	81,258.29	569,039.43	554,016.99	885,000.00	(238,056.42)	126.90		
500	CAPITAL OUTLAY	0.00	11,739.00	450,000.00	0.00	(461,739.00)	0.00		
600	OTHER OBJECTS	0.00	18,034.02	0.00	6,219.00	(11,815.02)	289.98		
2000	SUPPORT SERVICES	422,700.20	3,538,983.97	1,557,186.19	7,553,767.00	2,457,596.84	67.47	*	Function
40	Transportation Fund	422,700.20	3,538,983.97	1,557,186.19	7,553,767.00	2,457,596.84	67.47		Fund

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Huntley Community School District 158

Municipal Retirement and Social Security Fund 50

Function 1000 INSTRUCTION
Object 200 EMPLOYEE BENEFITS

	Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget		Account Number
200	EMPLOYEE BENEFITS	122,769.76	1,111,088.76	0.00	1,474,988.00	363,899.24	75.33		
1000	INSTRUCTION	122,769.76	1,111,088.76	0.00	1,474,988.00	363,899.24	75.33	*	Function
200	EMPLOYEE BENEFITS	184,772.55	1,651,725.28	0.00	2,187,235.00	535,509.72	75.52		
2000	SUPPORT SERVICES	184,772.55	1,651,725.28	0.00	2,187,235.00	535,509.72	75.52	*	Function
200	EMPLOYEE BENEFITS	924.88	8,610.64	0.00	0.00	(8,610.64)	0.00		
3000	COMMUNITY SERVICES	924.88	8,610.64	0.00	0.00	(8,610.64)	0.00	*	Function
50	Municipal Retirement and Social Security Fund	308,467.19	2,771,424.68	0.00	3,662,223.00	890,798.32	75.68		Fund

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Expenditure Report - Board of Education

Printed: 4/13/2026 9:14 AM
Huntley Community School District 158

Capital Projects Fund or Fund Group 60

Function 5000 DEBT SERVICE
Object 600 OTHER OBJECTS

	Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget		Account Number
600	**OTHER OBJECTS**	0.00	0.00	0.00	0.00	0.00	0.00		
5000	**DEBT SERVICE**	0.00	0.00	0.00	0.00	0.00	0.00	*	Function
60	**Capital Projects Fund or Fund Group**	0.00	0.00	0.00	0.00	0.00	0.00		Fund
	Report Total:	11,915,000.10	113,698,239.99	11,403,964.87	149,028,458.00	23,920,184.38	83.95		

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Expenditure Report

Printed: 4/13/2026 9:16 AM
Huntley Community School District 158

Educational Fund 10

Object 100 SALARIES

Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
SALARIES							
Extra Duty	26,360.03	214,337.59	0.00	325,000.00	110,662.41	65.95	10-1100-120-00-79-605-14
National Board Certification	0.00	8,000.00	0.00	19,665.00	11,665.00	40.68	10-1100-130-00-79-600-14
Substitute Teacher	131,683.00	770,702.83	0.00	1,250,000.00	479,297.17	61.66	10-1101-120-00-79-605-14
District Homebound Tutoring Salary	5,717.67	33,133.89	0.00	41,541.00	8,407.11	79.76	10-1101-121-00-79-605-14
Substitute Teacher Aide	11,062.50	79,020.70	0.00	112,022.00	33,001.30	70.54	10-1101-128-00-79-605-14
Kinderg Teacher Leggee	42,182.96	366,347.12	0.00	502,320.00	135,972.88	72.93	10-1110-110-00-71-105-00
1st Grade Teacher Leggee	48,078.57	437,372.23	0.00	573,351.00	135,978.77	76.28	10-1110-110-00-71-105-01
2nd Grade Teacher Leggee	34,565.49	310,288.51	0.00	410,985.00	100,696.49	75.50	10-1110-110-00-71-105-02
3rd Grade Teacher Leggee	43,810.92	389,657.60	0.00	523,101.00	133,443.40	74.49	10-1110-110-00-71-105-03
4th Grade Teacher Leggee	30,935.98	270,703.11	0.00	363,624.00	92,920.89	74.45	10-1110-110-00-71-105-04
5th Grade Teacher Leggee	45,098.33	404,931.83	0.00	534,386.00	129,454.17	75.78	10-1110-110-00-71-105-05
Kinderg Teacher Chesak	58,837.74	526,315.92	0.00	700,351.00	174,035.08	75.15	10-1110-110-00-72-115-00
1st Grade Teacher Chesak	59,905.20	534,802.08	0.00	715,814.00	181,011.92	74.71	10-1110-110-00-72-115-01
2nd Grade Teacher Chesak	64,867.06	577,724.57	0.00	775,357.00	197,632.43	74.51	10-1110-110-00-72-115-02
3rd Grade Teacher Martin	63,036.29	592,528.79	0.00	796,889.00	204,360.21	74.36	10-1110-110-00-72-125-03
4th Grade Teacher Martin	61,072.68	539,700.91	0.00	729,824.00	190,123.09	73.95	10-1110-110-00-72-125-04
5th Grade Teacher Martin	49,486.09	408,731.06	0.00	544,709.00	135,977.94	75.04	10-1110-110-00-72-125-05
Kinderg Teacher Mackeben	52,364.04	475,964.97	0.00	625,797.00	149,832.03	76.06	10-1110-110-00-74-145-00
1st Grade Teacher Mackeben	43,059.94	371,234.41	0.00	513,671.00	142,436.59	72.27	10-1110-110-00-74-145-01
2nd Grade Teacher Mackeben	50,511.85	455,452.19	0.00	602,631.00	147,178.81	75.58	10-1110-110-00-74-145-02
3rd Grade Teacher Conley	53,306.10	479,302.86	0.00	650,063.00	170,760.14	73.73	10-1110-110-00-74-155-03
4th Grade Teacher Conley	40,232.89	365,400.45	0.00	501,747.00	136,346.55	72.83	10-1110-110-00-74-155-04
5th Grade Teacher Conley	56,936.88	508,307.22	0.00	680,738.00	172,430.78	74.67	10-1110-110-00-74-155-05
Art Teacher Leggee	14,864.76	131,046.24	0.00	175,329.00	44,282.76	74.74	10-1110-110-02-71-105-13
Art Teacher Chesak	6,880.22	61,921.98	0.00	82,563.00	20,641.02	75.00	10-1110-110-02-72-115-13
Art Teacher Martin	7,705.26	64,411.34	0.00	90,069.00	25,657.66	71.51	10-1110-110-02-72-125-13
Art Teacher Mackeben	7,674.76	68,201.80	0.00	92,097.00	23,895.20	74.05	10-1110-110-02-74-145-13
Art Teacher Conley	6,440.76	57,966.84	0.00	77,289.00	19,322.16	75.00	10-1110-110-02-74-155-13
Reading Specialist Leggee	22,651.92	211,380.03	0.00	269,319.00	57,938.97	78.49	10-1110-110-05-71-105-13
Reading Specialist Chesak	22,508.14	201,075.90	0.00	270,097.00	69,021.10	74.45	10-1110-110-05-72-115-13
Reading Specialist Martin	36,299.97	324,016.98	0.00	432,970.00	108,953.02	74.84	10-1110-110-05-72-125-13
Reading Spec Mackeben	13,316.49	117,663.49	0.00	159,798.00	42,134.51	73.63	10-1110-110-05-74-145-13
Reading Specialist Conley	23,579.90	215,558.13	0.00	280,329.00	64,770.87	76.89	10-1110-110-05-74-155-13
Music Teacher Leggee	26,015.02	224,039.87	0.00	312,180.00	88,140.13	71.77	10-1110-110-12-71-105-13
Music Teacher Chesak	13,943.16	119,126.62	0.00	166,066.00	46,939.38	71.73	10-1110-110-12-72-115-13
Music Teacher Martin	11,303.00	102,766.44	0.00	134,112.00	31,345.56	76.63	10-1110-110-12-72-125-13
Music Teacher Mackeben	7,485.34	69,248.18	0.00	89,824.00	20,575.82	77.09	10-1110-110-12-74-145-13
Music Teacher Conley	14,362.68	129,505.46	0.00	172,352.00	42,846.54	75.14	10-1110-110-12-74-155-13
Explore Teacher Leggee	15,589.92	137,457.49	0.00	187,079.00	49,621.51	73.48	10-1110-110-34-71-105-13

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Educational Fund 10

Object 100 SALARIES

Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
Explore Teacher Chesak	6,634.00	58,557.16	0.00	79,608.00	21,050.84	73.56	10-1110-110-34-72-115-13
Explore Teacher Martin	10,273.84	96,318.08	0.00	123,286.00	26,967.92	78.13	10-1110-110-34-72-125-13
Explore Teacher Mackeben	9,137.02	78,876.85	0.00	109,644.00	30,767.15	71.94	10-1110-110-34-74-145-13
Explore Teacher Conley	8,198.76	69,416.16	0.00	90,069.00	20,652.84	77.07	10-1110-110-34-74-155-13
PE Teacher Leggee	22,833.70	207,037.48	0.00	274,004.00	66,966.52	75.56	10-1110-110-50-71-105-13
PE Teacher Chesak	21,292.10	189,217.06	0.00	255,505.00	66,287.94	74.06	10-1110-110-50-72-115-13
PE Teacher Martin	20,503.95	185,240.74	0.00	251,271.00	66,030.26	73.72	10-1110-110-50-72-125-13
PE Teacher Mackeben	16,903.11	148,038.82	0.00	191,591.00	43,552.18	77.27	10-1110-110-50-74-145-13
PE Teacher Conley	21,875.86	198,805.43	0.00	259,462.00	60,656.57	76.62	10-1110-110-50-74-155-13
Aide Salary Leggee	7,520.35	60,982.07	0.00	57,497.00	(3,485.07)	106.06	10-1110-112-00-71-105-13
Aide Salary Chesak	9,274.54	109,354.68	0.00	193,228.00	83,873.32	56.59	10-1110-112-00-72-115-13
Aide Salary Martin	12,143.68	74,235.02	0.00	89,362.00	15,126.98	83.07	10-1110-112-00-72-125-13
Aide Salary Conley	2,567.93	19,401.41	0.00	21,548.00	2,146.59	90.04	10-1110-112-00-74-150-14
Title I Aide Salaries	20,375.00	61,125.00	0.00	75,968.00	20,375.00	75.00	10-1110-112-89-79-605-14
Foods Teacher Heineman	8,247.92	74,673.78	0.00	96,995.00	22,321.22	76.99	10-1120-110-00-72-215-13
Foods Teacher Marlowe	6,634.00	60,775.50	0.00	79,608.00	18,832.50	76.34	10-1120-110-00-72-225-13
Art Teacher Marlowe	10,775.28	97,175.27	0.00	123,183.00	26,007.73	78.89	10-1120-110-02-72-225-13
Heineman Fine Arts Salaries	0.00	0.00	0.00	0.00	0.00	0.00	10-1120-110-02-74-210-13
Art Teacher Heineman	7,577.76	65,550.41	0.00	87,873.00	22,322.59	74.60	10-1120-110-02-74-215-13
English Teacher 6th Marlowe	50,725.19	456,817.58	0.00	607,352.00	150,534.42	75.21	10-1120-110-05-72-225-06
English Teacher 7th Marlowe	52,793.98	474,606.97	0.00	632,987.00	158,380.03	74.98	10-1120-110-05-72-225-07
English Teacher 8th Marlowe	64,501.14	568,498.21	0.00	685,791.00	117,292.79	82.90	10-1120-110-05-72-225-08
English Teacher 6th Heineman	35,966.44	315,921.92	0.00	428,177.00	112,255.08	73.78	10-1120-110-05-74-215-06
English Teacher 7th Heineman	34,069.55	294,593.15	0.00	382,920.00	88,326.85	76.93	10-1120-110-05-74-215-07
English Teacher 8th Heineman	27,953.50	252,137.95	0.00	326,982.00	74,844.05	77.11	10-1120-110-05-74-215-08
Foreign Lang Teacher Marlowe	14,080.30	130,348.28	0.00	168,964.00	38,615.72	77.15	10-1120-110-06-72-225-13
Foreign Lang Teacher Heineman	7,948.42	71,460.78	0.00	92,321.00	20,860.22	77.40	10-1120-110-06-74-215-13
Math Teacher 6th Marlowe	24,473.10	207,803.11	0.00	275,929.00	68,125.89	75.31	10-1120-110-11-72-225-06
Math Teacher 7th Marlowe	18,788.80	163,314.84	0.00	225,466.00	62,151.16	72.43	10-1120-110-11-72-225-07
Math Teacher 8th Marlowe	15,330.06	138,588.26	0.00	192,056.00	53,467.74	72.16	10-1120-110-11-72-225-08
Math Teacher 6th Heineman	18,737.51	167,451.67	0.00	224,850.00	57,398.33	74.47	10-1120-110-11-74-215-06
Math Teacher 7th Heineman	20,329.78	183,624.98	0.00	247,278.00	63,653.02	74.26	10-1120-110-11-74-215-07
Math Teacher 8th Heineman	7,054.84	65,616.80	0.00	81,598.00	15,981.20	80.41	10-1120-110-11-74-215-08
Music Teacher Marlowe	25,395.00	227,951.14	0.00	304,740.00	76,788.86	74.80	10-1120-110-12-72-225-13
Music Teacher Heineman	29,461.26	260,934.14	0.00	345,681.00	84,746.86	75.48	10-1120-110-12-74-215-13
Science 6th Marlowe	31,762.34	282,046.37	0.00	381,148.00	99,101.63	74.00	10-1120-110-13-72-225-06
Science 7th Marlowe	6,799.84	60,223.16	0.00	81,598.00	21,374.84	73.80	10-1120-110-13-72-225-07
Science 8th Marlowe	27,388.52	247,650.33	0.00	324,162.00	76,511.67	76.40	10-1120-110-13-72-225-08
Science 6th Heineman	18,057.82	164,788.37	0.00	216,694.00	51,905.63	76.05	10-1120-110-13-74-215-06
Science 7th Heineman	13,386.08	118,460.72	0.00	160,633.00	42,172.28	73.75	10-1120-110-13-74-215-07
Science 8th Heineman	13,899.68	125,397.13	0.00	166,796.00	41,398.87	75.18	10-1120-110-13-74-215-08

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Educational Fund 10

Object 100 SALARIES

Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
Soc Studies Teacher 8th	3,985.72	27,210.04	0.00	46,209.00	18,998.96	58.88	10-1120-110-15-71-205-08
Soc Stud 6th Marlowe	29,822.76	267,613.96	0.00	357,873.00	90,259.04	74.78	10-1120-110-15-72-225-06
Soc Stud 7th Marlowe	15,248.00	136,456.55	0.00	179,736.00	43,279.45	75.92	10-1120-110-15-72-225-07
Soc Stud 8th Marlowe	12,789.00	92,615.80	0.00	150,588.00	57,972.20	61.50	10-1120-110-15-72-225-08
Soc Studies 6th Heineman	15,377.06	142,662.14	0.00	184,525.00	41,862.86	77.31	10-1120-110-15-74-215-06
Soc Studies 7th Heineman	12,444.50	112,209.18	0.00	149,334.00	37,124.82	75.14	10-1120-110-15-74-215-07
Soc Studies 8th Heineman	8,654.94	83,150.14	0.00	103,859.00	20,708.86	80.06	10-1120-110-15-74-215-08
PE Teacher Marlowe	59,920.46	533,890.73	0.00	715,212.00	181,321.27	74.65	10-1120-110-50-72-225-13
PE Teacher Heineman	32,222.74	278,711.63	0.00	376,799.00	98,087.37	73.97	10-1120-110-50-74-215-13
Computer Teacher Marlowe	6,969.83	65,911.76	0.00	83,638.00	17,726.24	78.81	10-1120-110-61-72-225-13
Computer Teacher Heineman	9,117.00	79,210.24	0.00	107,064.00	27,853.76	73.98	10-1120-110-61-74-215-13
Aide Salary Marlowe	9,743.40	99,210.32	0.00	140,261.00	41,050.68	70.73	10-1120-112-00-72-225-13
Aide Salary Heineman	318.72	18,024.41	0.00	46,879.00	28,854.59	38.45	10-1120-112-00-74-215-13
MMS Prin Discretionary Salaries	0.00	126.92	0.00	0.00	(126.92)	0.00	10-1120-130-00-72-225-13
Preschool Teacher Salary	45,659.91	599,470.94	0.00	932,560.00	333,089.06	64.28	10-1125-110-00-79-165-24
Preschool Teacher	0.00	0.00	0.00	0.00	0.00	0.00	10-1125-110-00-79-600-14
Parent Tot Coordinator	0.00	0.00	0.00	0.00	0.00	0.00	10-1125-110-90-79-600-14
All Children Teacher Salaries	29,971.25	89,913.75	0.00	118,683.00	29,971.25	75.00	10-1125-110-97-79-600-14
Preschool Aide Salary	15,770.90	281,118.18	0.00	392,491.00	111,372.82	71.62	10-1125-112-00-79-165-24
Preschool Aide	0.00	0.00	0.00	0.00	0.00	0.00	10-1125-112-00-79-600-14
All Children Aide Salaries	20,333.50	61,000.50	0.00	80,481.00	20,333.50	75.00	10-1125-112-97-79-600-14
Team Leaders HS	0.00	0.00	0.00	0.00	0.00	0.00	10-1130-110-00-71-305-13
Art Teacher HS	34,000.61	269,276.87	0.00	372,025.00	102,748.13	72.38	10-1130-110-02-71-305-13
English/LA Teacher HS	146,602.95	1,322,082.16	0.00	1,783,114.00	461,031.84	74.14	10-1130-110-05-71-305-13
Reading Specialist HS	0.00	0.00	0.00	0.00	0.00	0.00	10-1130-110-05-71-305-23
Foreign Lang Teacher HS	75,336.66	658,079.26	0.00	904,040.00	245,960.74	72.79	10-1130-110-06-71-305-13
Math Teacher HS	147,289.92	1,299,876.28	0.00	1,763,133.00	463,256.72	73.73	10-1130-110-11-71-305-13
Music Teacher HS	15,276.72	115,156.82	0.00	164,743.00	49,586.18	69.90	10-1130-110-12-71-305-13
Science Teacher HS	150,326.12	1,349,568.58	0.00	1,790,071.00	440,502.42	75.39	10-1130-110-13-71-305-13
Soc Studies Teacher HS	161,260.48	1,457,182.13	0.00	1,940,398.00	483,215.87	75.10	10-1130-110-15-71-305-13
PE Teacher HS	115,251.49	1,025,721.37	0.00	1,381,255.00	355,533.63	74.26	10-1130-110-50-71-305-13
Computer Teacher HS	6,667.54	59,765.30	0.00	80,010.00	20,244.70	74.70	10-1130-110-61-71-305-13
Aide Salary HS	43,826.64	360,446.60	0.00	398,166.00	37,719.40	90.53	10-1130-112-00-71-305-13
HS Overloads	0.00	0.00	0.00	134,500.00	134,500.00	0.00	10-1130-127-00-71-300-14
HS Prin Discretionary Salaries	0.00	0.00	0.00	0.00	3,500.00	0.00	10-1130-127-00-71-305-14
Team Leader HS Overtime	43.74	391.68	0.00	0.00	(391.68)	0.00	10-1130-130-00-71-305-13
Director Special Services	18,893.07	170,842.55	0.00	226,717.00	55,874.45	75.35	10-1200-110-00-79-505-14
IDEA Salary	150,000.00	450,000.00	0.00	600,000.00	150,000.00	75.00	10-1200-110-92-79-600-14
Sp Ed Teacher Leggee	76,840.87	681,861.92	0.00	903,259.00	221,397.08	75.49	10-1200-111-00-71-105-13
Sp Ed Teacher HS	221,605.40	1,984,469.20	0.00	2,707,955.00	723,485.80	73.28	10-1200-111-00-71-305-13
Sp Ed Teacher Chesak	52,893.61	466,172.89	0.00	713,881.00	247,708.11	65.30	10-1200-111-00-72-115-13

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Educational Fund 10

Object 100 SALARIES

Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
Sp Ed Teacher Martin	66,509.68	579,699.17	0.00	791,398.00	211,698.83	73.25	10-1200-111-00-72-125-13
Sp Ed Teacher Marlowe	109,877.16	980,328.26	0.00	1,305,680.00	325,351.74	75.08	10-1200-111-00-72-225-13
Sp Ed Teacher Mackeben	30,379.58	272,401.40	0.00	364,555.00	92,153.60	74.72	10-1200-111-00-74-145-13
Sp Ed Teacher Conley	44,147.66	395,937.12	0.00	527,611.00	131,673.88	75.04	10-1200-111-00-74-155-13
Sp Ed Teacher Heineman	51,985.00	433,287.76	0.00	617,535.00	184,247.24	70.16	10-1200-111-00-74-215-13
Sp Ed TeacherUnassigned	5,207.74	49,507.06	0.00	62,493.00	12,985.94	79.22	10-1200-111-00-79-605-13
Asst Director Special Svcs	59,179.96	525,589.73	0.00	702,184.00	176,594.27	74.85	10-1200-111-00-79-605-14
Spec Ed Aide Leggee	24,147.94	367,754.67	0.00	500,621.00	132,866.33	73.46	10-1200-112-00-71-105-13
Spec Ed Aide MS	(989.73)	5,973.66	0.00	20,481.00	14,507.34	29.17	10-1200-112-00-71-205-13
Spec Ed Aide HS	39,150.36	378,371.84	0.00	439,157.00	60,785.16	86.16	10-1200-112-00-71-305-13
Spec Ed Aide Chesak	8,870.86	149,073.28	0.00	263,587.00	114,513.72	56.56	10-1200-112-00-72-115-13
Spec Ed Aide Martin	12,144.62	157,733.01	0.00	308,453.00	150,719.99	51.14	10-1200-112-00-72-125-13
Sp Ed Aide Marlowe	21,196.63	278,277.41	0.00	392,400.00	114,122.59	70.92	10-1200-112-00-72-225-13
Sp Ed Aide Mackeben	10,444.39	145,193.26	0.00	190,760.00	45,566.74	76.11	10-1200-112-00-74-145-13
Sp Ed Aide Conley	7,329.36	162,179.68	0.00	261,083.00	98,903.32	62.12	10-1200-112-00-74-155-13
Sp Ed Aide Heineman	1,618.46	64,708.02	0.00	109,739.00	45,030.98	58.97	10-1200-112-00-74-215-13
Spec Ed Aide Off-Site	0.00	0.00	0.00	0.00	0.00	0.00	10-1200-112-00-79-605-13
Sp Ed Office Salary	8,565.66	91,168.11	0.00	130,084.00	38,915.89	70.08	10-1200-113-00-79-505-14
SpEd Staff Development	184.00	79,292.97	0.00	105,343.00	26,050.03	75.27	10-1200-122-00-79-600-14
SpEd After School Staff Development	0.00	0.00	0.00	0.00	0.00	0.00	10-1200-126-00-79-600-14
SpEd Summer Evaluations	0.00	48,527.08	0.00	50,211.00	1,683.92	96.65	10-1200-129-00-79-600-14
SpEd OT Marlowe	0.00	72.84	0.00	0.00	(72.84)	0.00	10-1200-130-00-72-225-13
Vacation-Sp Ed Office	0.00	0.00	0.00	0.00	0.00	0.00	10-1200-140-00-79-505-14
Business Teacher HS	23,462.28	209,897.48	0.00	281,547.00	71,649.52	74.55	10-1400-110-03-71-305-13
Home Ec Teacher HS	15,796.40	163,802.95	0.00	207,029.00	43,226.05	79.12	10-1400-110-09-71-305-13
Industrial Arts Teacher HS	25,265.36	227,582.60	0.00	303,184.00	75,601.40	75.06	10-1400-110-10-71-305-13
Academic Team Sponsor HS	0.00	2,854.00	0.00	141.00	(2,713.00)	2,024.11	10-1501-110-30-71-305-13
Academic Team Sponsor Marlowe	1,269.50	1,269.50	0.00	2,600.00	1,330.50	48.83	10-1501-110-30-72-225-13
Academic Team Sponsor Heineman	0.00	0.00	0.00	0.00	0.00	0.00	10-1501-110-30-74-215-13
Art Team Sponsor HS	0.00	1,193.00	0.00	2,443.00	1,250.00	48.83	10-1502-110-30-71-305-13
Art Club Sponsor-Marlowe	0.00	1,069.50	0.00	2,190.00	1,120.50	48.84	10-1502-110-30-72-225-13
Art Club Sponsor MS	0.00	1,069.50	0.00	2,190.00	1,120.50	48.84	10-1502-110-30-74-215-13
Band Sponsor HS	1,893.50	25,733.00	0.00	20,484.00	(5,249.00)	125.62	10-1503-110-30-71-305-13
Band Sponsor Marlowe	0.00	10,570.50	0.00	21,677.00	11,106.50	48.76	10-1503-110-30-72-225-13
Band Sponsor Heineman	0.00	5,448.00	0.00	11,071.00	5,623.00	49.21	10-1503-110-30-74-215-13
Band/Choir-Gr. 3-5	0.00	3,164.00	0.00	6,307.00	3,143.00	50.17	10-1503-110-30-79-600-21
Baseball Coach HS	0.00	0.00	0.00	39,820.00	39,820.00	0.00	10-1504-110-30-71-305-15
Basketball Boys Coach HS	0.00	35,970.00	0.00	36,375.00	405.00	98.89	10-1505-110-30-71-305-15
Basketball Girls Coach HS	0.00	38,890.00	0.00	39,816.00	926.00	97.67	10-1505-110-30-71-305-16

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Educational Fund 10

Object 100 SALARIES

Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
Basketball Boys Coach Marlowe	0.00	13,559.00	0.00	10,996.00	(2,563.00)	123.31	10-1505-110-30-72-225-15
Basketball Girls Coach Marlowe	6,902.00	13,804.00	0.00	16,666.00	2,862.00	82.83	10-1505-110-30-72-225-16
Basketball Boys Coach Heineman	0.00	11,896.00	0.00	12,763.00	867.00	93.21	10-1505-110-30-74-215-15
Basketball Gls Coach Heineman	5,948.00	11,896.00	0.00	12,079.00	183.00	98.48	10-1505-110-30-74-215-16
Cheerleading Sponsor HS	0.00	47,360.50	0.00	46,731.00	(629.50)	101.35	10-1506-110-30-71-305-13
Cheer Sponsor Marlowe	0.00	5,262.00	0.00	4,787.00	(475.00)	109.92	10-1506-110-30-72-225-13
Cheer Sponsor Heineman	0.00	6,749.00	0.00	6,911.00	162.00	97.66	10-1506-110-30-74-215-13
Chorus Sponsor HS	1,657.00	4,328.00	0.00	7,394.00	3,066.00	58.53	10-1507-110-30-71-305-13
Chorus Sponsor Marlowe	0.00	1,680.50	0.00	3,479.00	1,798.50	48.30	10-1507-110-30-72-225-13
Chorus Sponsor Heineman	0.00	3,170.50	0.00	6,536.00	3,365.50	48.51	10-1507-110-30-74-215-13
Color Guard Coach HS	0.00	3,367.00	0.00	3,448.00	81.00	97.65	10-1508-110-30-71-305-13
Community Service Club	0.00	1,493.00	0.00	3,057.00	1,564.00	48.84	10-1510-110-30-71-300-13
Cross Ctry Boys Coach HS	0.00	13,434.00	0.00	27,508.00	14,074.00	48.84	10-1511-110-30-71-305-15
Cross Ctry Girls Coach HS	0.00	13,434.00	0.00	0.00	(13,434.00)	0.00	10-1511-110-30-71-305-16
Cross Ctry Coach Marlowe	0.00	7,591.00	0.00	8,772.00	1,181.00	86.54	10-1511-110-30-72-225-13
Cross Ctry Coach Heineman	0.00	6,780.00	0.00	3,346.00	(3,434.00)	202.63	10-1511-110-30-74-215-13
Dance Club	0.00	0.00	0.00	1,862.00	1,862.00	0.00	10-1512-110-30-71-300-13
FFA Sponsor HS	0.00	0.00	0.00	0.00	0.00	0.00	10-1513-110-30-71-305-13
Football Coach HS	0.00	120,253.00	0.00	122,983.00	2,730.00	97.78	10-1514-110-30-71-305-15
Golf Boys Coach HS	0.00	13,351.00	0.00	14,733.00	1,382.00	90.62	10-1515-110-30-71-305-15
Golf Girls Coach HS	0.00	11,288.00	0.00	11,514.00	226.00	98.04	10-1515-110-30-71-305-16
Frisbee Golf Club Coord CON	0.00	1,816.50	0.00	0.00	(1,816.50)	0.00	10-1515-110-30-74-150-13
Literary Club Leggee	0.00	0.00	0.00	0.00	0.00	0.00	10-1516-110-30-71-105-13
Literary Club Sponsor HS	0.00	399.00	0.00	818.00	419.00	48.78	10-1516-110-30-71-305-13
Literary Club Chesak	0.00	486.00	0.00	2,190.00	1,704.00	22.19	10-1516-110-30-72-115-13
Literary Club Martin	0.00	0.00	0.00	0.00	0.00	0.00	10-1516-110-30-72-125-13
Literary Club Sponsor Marlowe	0.00	0.00	0.00	0.00	0.00	0.00	10-1516-110-30-72-225-13
Literary Club Mackeben	0.00	0.00	0.00	0.00	0.00	0.00	10-1516-110-30-74-145-14
Literary Club Conley	0.00	375.50	0.00	777.00	401.50	48.33	10-1516-110-30-74-155-13
Literary Club Sponsor Heineman	0.00	486.00	0.00	1,006.00	520.00	48.31	10-1516-110-30-74-215-13
Math Team Sponsor HS	0.00	2,742.50	0.00	5,616.00	2,873.50	48.83	10-1517-110-30-71-305-13
Buddies Club Sponsor HS	0.00	1,735.50	0.00	3,473.00	1,737.50	49.97	10-1518-110-30-71-305-13
NHS Coach HS	0.00	2,307.00	0.00	4,724.00	2,417.00	48.84	10-1519-110-30-71-305-13
Newspaper Sponsor HS	1,081.50	2,163.00	0.00	3,043.00	880.00	71.08	10-1520-110-30-71-305-13
Newspaper Sponsor Marlowe	0.00	0.00	0.00	0.00	0.00	0.00	10-1520-110-30-72-225-13
Newspaper Sponsor Heineman	0.00	0.00	0.00	0.00	0.00	0.00	10-1520-110-30-74-215-13
Pom Pons Sponsor HS	0.00	36,404.00	0.00	36,420.00	16.00	99.96	10-1521-110-30-71-305-13
Science Club Sponsor HS	0.00	4,971.50	0.00	10,000.00	5,028.50	49.72	10-1522-110-30-71-305-13
Science Club Sponsor Marlowe	0.00	909.00	0.00	1,862.00	953.00	48.82	10-1522-110-30-72-225-13
Science Club Sponsor Heineman	0.00	1,069.50	0.00	2,190.00	1,120.50	48.84	10-1522-110-30-74-215-13
Ski Club Sponsor HS	0.00	6,393.00	0.00	4,519.00	(1,874.00)	141.47	10-1523-110-30-71-305-13

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Educational Fund 10

Object 100 SALARIES

Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
Soccer Boys Coach HS	0.00	30,586.00	0.00	31,412.00	826.00	97.37	10-1525-110-30-71-305-15
Soccer Girls Coach HS	0.00	2,117.50	0.00	28,403.00	26,285.50	7.46	10-1525-110-30-71-305-16
Softball Girls Coach HS	0.00	0.00	0.00	32,228.00	32,228.00	0.00	10-1526-110-30-71-305-16
Spanish Club Sponsor HS	0.00	0.00	0.00	0.00	0.00	0.00	10-1527-110-30-71-305-13
Spanish Club Sponsor Marlowe	0.00	516.50	0.00	1,058.00	541.50	48.82	10-1527-110-30-72-225-13
Spanish Club Sponsor Heineman	0.00	516.50	0.00	1,058.00	541.50	48.82	10-1527-110-30-74-215-13
Speech Club Sponsor HS	2,546.00	5,862.50	0.00	9,848.00	3,985.50	59.53	10-1528-110-30-71-305-13
MMS Performance Reading Sponsor	826.50	826.50	0.00	0.00	(826.50)	0.00	10-1528-110-30-72-225-13
HMS Performance Reading Sponsor	909.00	909.00	0.00	0.00	(909.00)	0.00	10-1528-110-30-74-215-13
Student Council Sponsor HS	0.00	0.00	0.00	0.00	0.00	0.00	10-1529-110-30-71-305-13
Student Council Spons Marlowe	0.00	2,383.00	0.00	4,880.00	2,497.00	48.83	10-1529-110-30-72-225-13
Student Council Spons Heineman	0.00	1,931.00	0.00	3,897.00	1,966.00	49.55	10-1529-110-30-74-215-13
Tennis Boys Coach HS	0.00	0.00	0.00	11,734.00	11,734.00	0.00	10-1530-110-30-71-305-15
Tennis Girls Coach HS	0.00	11,633.00	0.00	11,556.00	(77.00)	100.67	10-1530-110-30-71-305-16
Theater Club Sponsor Heineman	0.00	0.00	0.00	0.00	0.00	0.00	10-1531-110-30-74-215-13
Track Boys Coach HS	0.00	37,035.00	0.00	75,834.00	38,799.00	48.84	10-1532-110-30-71-305-15
Track Girls Coach HS	0.00	37,035.00	0.00	75,834.00	38,799.00	48.84	10-1532-110-30-71-305-16
Track Coach Marlowe	0.00	0.00	0.00	23,946.00	23,946.00	0.00	10-1532-110-30-72-225-13
Track Coach Heineman	0.00	0.00	0.00	23,515.00	23,515.00	0.00	10-1532-110-30-74-215-13
VICA Sponsor HS	0.00	0.00	0.00	0.00	0.00	0.00	10-1533-110-30-71-305-13
Volleyball Boys HHS	0.00	983.00	0.00	0.00	(983.00)	0.00	10-1534-110-30-71-305-15
Volleyball Girls Coach HS	0.00	27,501.00	0.00	27,747.00	246.00	99.11	10-1534-110-30-71-305-16
Volleyball Coach Marlowe	0.00	12,140.00	0.00	12,079.00	(61.00)	100.51	10-1534-110-30-72-225-16
Volleyball Coach Heineman	0.00	11,797.00	0.00	7,467.00	(4,330.00)	157.99	10-1534-110-30-74-215-16
Wrestling Coach HS	0.00	44,540.00	0.00	46,830.00	2,290.00	95.11	10-1535-110-30-71-305-15
Wrestling Coach Marlowe	4,039.50	8,079.00	0.00	7,421.00	(658.00)	108.87	10-1535-110-30-72-225-15
Wrestling Coach Heineman	4,749.00	9,498.00	0.00	9,224.00	(274.00)	102.97	10-1535-110-30-74-215-15
WYSE Marlowe	0.00	0.00	0.00	0.00	0.00	0.00	10-1536-110-30-72-225-13
WYSE Heineman	0.00	0.00	0.00	0.00	0.00	0.00	10-1536-110-30-74-215-13
Leggee Yearbook	1,184.25	2,368.50	0.00	2,742.00	373.50	86.38	10-1537-110-30-71-100-13
Yearbook Sponsor HS	1,470.00	2,940.00	0.00	3,043.00	103.00	96.62	10-1537-110-30-71-305-13
Chesak Yearbook	0.00	1,493.00	0.00	2,885.00	1,392.00	51.75	10-1537-110-30-72-110-13
Martin Yearbook	0.00	1,493.00	0.00	2,885.00	1,392.00	51.75	10-1537-110-30-72-120-13
Yearbook Sponsor Marlowe	0.00	1,478.50	0.00	3,027.00	1,548.50	48.84	10-1537-110-30-72-225-13
Mackeben Yearbook	1,269.50	1,269.50	0.00	2,362.00	1,092.50	53.75	10-1537-110-30-74-140-13
Conley Yearbook	0.00	1,269.50	0.00	2,600.00	1,330.50	48.83	10-1537-110-30-74-150-13
Yearbook Sponsor Heineman	0.00	2,009.00	0.00	4,114.00	2,105.00	48.83	10-1537-110-30-74-215-13
Broadcast Club Coord LEG	0.00	1,408.50	0.00	0.00	(1,408.50)	0.00	10-1538-110-30-71-100-13
TV Production Sponsor	1,386.50	2,773.00	0.00	0.00	(2,773.00)	0.00	10-1538-110-30-71-305-13

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Educational Fund 10

Object 100 SALARIES

Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
Boardcast Club Coord CON	0.00	1,408.50	0.00	0.00	(1,408.50)	0.00	10-1538-110-30-74-150-13
Weight Training HS	0.00	0.00	0.00	0.00	0.00	0.00	10-1539-110-30-71-305-13
Class Sponsors HS	0.00	5,525.00	0.00	10,839.00	5,314.00	50.97	10-1540-110-30-71-305-13
Team Leaders Marlowe	3,610.52	32,494.68	0.00	43,613.00	11,118.32	74.51	10-1540-110-30-72-225-14
Team Leaders Heineman	2,922.38	26,301.42	0.00	16,713.00	(9,588.42)	157.37	10-1540-110-30-74-215-14
Beta Club Sponsor Marlowe	0.00	1,869.50	0.00	4,178.00	2,308.50	44.75	10-1541-110-30-72-225-13
Beta Club Sponsor Heineman	0.00	2,147.50	0.00	4,277.00	2,129.50	50.21	10-1541-110-30-74-215-13
Head Play Director	0.00	7,543.00	0.00	7,723.00	180.00	97.67	10-1542-110-30-71-305-14
Play Director Marlowe	0.00	4,948.00	0.00	3,477.00	(1,471.00)	142.31	10-1542-110-30-72-220-14
Play Director Heineman	2,931.00	5,862.00	0.00	6,002.00	140.00	97.67	10-1542-110-30-74-210-14
Athletic Director HS	17,890.78	161,987.35	0.00	214,689.00	52,701.65	75.45	10-1543-110-00-71-305-13
Athletic Office HS Salary	0.00	0.00	0.00	0.00	0.00	0.00	10-1543-113-00-71-305-13
Vacation-Activities Office	0.00	0.00	0.00	0.00	0.00	0.00	10-1543-140-00-71-305-13
Homework Club Marlowe	0.00	0.00	0.00	0.00	0.00	0.00	10-1544-110-00-72-225-13
Homework Club Heineman	4,680.26	32,133.10	0.00	47,490.00	15,356.90	67.66	10-1544-110-00-74-215-13
Musical Director High School	0.00	11,920.50	0.00	16,564.00	4,643.50	71.97	10-1545-110-30-71-300-14
Musical Director Heineman	0.00	8,562.00	0.00	9,248.00	686.00	92.58	10-1545-110-30-74-210-14
Musical Director Marlowe	3,643.50	7,287.00	0.00	7,272.00	(15.00)	100.21	10-1545-110-30-72-220-14
Bowling-Girls	0.00	5,394.00	0.00	5,523.00	129.00	97.66	10-1547-110-30-71-300-13
Bowling-Girls	0.00	1,069.50	0.00	2,190.00	1,120.50	48.84	10-1547-110-30-74-215-13
Bowling-Boys	0.00	6,372.00	0.00	6,524.00	152.00	97.67	10-1548-110-30-71-300-13
Leggee Recycle	0.00	0.00	0.00	0.00	0.00	0.00	10-1549-110-30-71-100-13
HHS Recycle	0.00	0.00	0.00	0.00	0.00	0.00	10-1549-110-30-71-300-13
Chesak Recycle	0.00	0.00	0.00	0.00	0.00	0.00	10-1549-110-30-72-110-13
Martin Recycle	0.00	0.00	0.00	818.00	818.00	0.00	10-1549-110-30-72-120-13
Mackeben Recycle	0.00	0.00	0.00	778.00	778.00	0.00	10-1549-110-30-74-140-13
Conley Recycle	0.00	0.00	0.00	0.00	0.00	0.00	10-1549-110-30-74-150-13
Fishing Club HS	0.00	2,854.00	0.00	5,616.00	2,762.00	50.82	10-1550-110-30-71-305-13
Swimming-Boys	0.00	14,354.00	0.00	13,556.00	(798.00)	105.89	10-1551-110-00-71-300-15
Swimming-Girls	0.00	13,361.00	0.00	12,419.00	(942.00)	107.59	10-1551-110-00-71-300-16
Baking Club	0.00	0.00	0.00	0.00	0.00	0.00	10-1552-110-00-79-300-14
FBLA	0.00	0.00	0.00	0.00	0.00	0.00	10-1553-110-30-71-300-13
Spelling Bee Coordinator	0.00	0.00	0.00	0.00	0.00	0.00	10-1554-110-30-79-600-22
Friends of Rachel Sponsor	0.00	0.00	0.00	0.00	0.00	0.00	10-1555-110-30-71-300-13
Lacrosse - Boys	0.00	0.00	0.00	18,472.00	18,472.00	0.00	10-1556-110-30-71-305-15
Lacrosse - Girls	0.00	0.00	0.00	18,062.00	18,062.00	0.00	10-1556-110-30-71-305-16
RtI Facilitator	64,027.05	560,519.25	0.00	763,912.00	203,392.75	73.37	10-1557-110-00-79-600-14
HS Special Olympics	0.00	7,315.00	0.00	0.00	(7,315.00)	0.00	10-1559-110-30-71-305-13
HOSA Club Sponsor	0.00	909.00	0.00	0.00	(909.00)	0.00	10-1561-110-30-71-305-13
Chess Club HHS	0.00	1,336.00	0.00	0.00	(1,336.00)	0.00	10-1562-110-30-71-305-13
Summer Camp Salaries	0.00	138,594.00	0.00	170,569.00	31,975.00	81.25	10-1599-129-00-79-600-14

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Educational Fund 10

Object 100 SALARIES

Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
Summer School Salary	0.00	501,727.55	0.00	581,330.00	79,602.45	86.31	10-1600-110-00-79-605-14
Summer School SpEd Salary	0.00	0.00	0.00	0.00	0.00	0.00	10-1600-111-00-79-605-14
Summer Challenge Salaries	0.00	0.00	0.00	0.00	0.00	0.00	10-1600-127-00-79-605-14
Gifted Salary	0.00	0.00	0.00	0.00	0.00	0.00	10-1650-110-00-79-605-14
Drivers Ed Teacher HS	7,144.08	64,296.72	0.00	85,729.00	21,432.28	75.00	10-1700-110-21-71-300-13
ESL Team Leader	208.66	1,960.62	0.00	3,105.00	1,144.38	63.14	10-1800-110-00-79-600-14
ESL/TBE Salary	197,563.03	1,813,692.79	0.00	2,399,710.00	586,017.21	75.58	10-1800-110-00-79-605-14
T Bilingual Instr Salaries	0.00	0.00	0.00	0.00	0.00	0.00	10-1800-110-82-79-605-14
Social Worker Salary	172,360.50	1,550,311.23	0.00	2,066,711.00	516,399.77	75.01	10-2113-110-00-79-605-14
Registration Salaries	10,134.96	91,413.84	0.00	121,619.00	30,205.16	75.16	10-2114-113-00-79-505-14
Registration Temp Salaries	0.00	0.00	0.00	0.00	0.00	0.00	10-2114-120-00-79-505-14
Registration Overtime	0.00	0.00	0.00	0.00	0.00	0.00	10-2114-130-00-79-505-14
Vacation-Registration Office	0.00	0.00	0.00	0.00	0.00	0.00	10-2114-140-00-79-505-14
Guidance HS	70,676.48	636,684.84	0.00	865,643.00	228,958.16	73.55	10-2121-110-00-71-305-13
Guidance Marlowe	26,077.62	230,712.48	0.00	309,871.00	79,158.52	74.45	10-2121-110-00-72-225-13
Guidance Heineman	16,879.38	151,116.58	0.00	199,313.00	48,196.42	75.82	10-2121-110-00-74-215-13
Health Salary	78,816.35	740,501.65	0.00	950,725.00	210,223.35	77.89	10-2134-110-00-79-605-14
Health Overtime	11.81	1,148.12	0.00	8,882.00	7,733.88	12.93	10-2134-130-00-79-605-14
Physical Therapy Salary	25,085.94	225,499.23	0.00	301,031.00	75,531.77	74.91	10-2137-110-00-79-605-14
Occupational Therapy Salary	99,776.56	864,285.58	0.00	1,143,404.00	279,118.42	75.59	10-2138-110-00-79-605-14
Psychologist Salary	49,671.34	434,466.38	0.00	755,725.00	321,258.62	57.49	10-2140-110-00-79-605-14
Speech Pathologist Salary	178,165.65	1,578,693.64	0.00	2,197,972.00	619,278.36	71.83	10-2150-110-00-79-605-14
Student Supervision	35,002.50	253,681.94	0.00	382,884.00	129,202.06	66.26	10-2190-110-00-79-605-14
Lunchroom/Elementary Supervisor	40,012.95	277,963.45	0.00	390,669.00	112,705.55	71.15	10-2190-112-00-79-605-14
Occupational Therapist	5,800.00	5,800.00	0.00	0.00	(5,800.00)	0.00	10-2190-125-81-79-600-13
Spanish Interpreter	0.00	0.00	0.00	0.00	0.00	0.00	10-2190-127-00-79-605-14
Data Analyst HHS	0.00	15,923.60	0.00	47,840.00	31,916.40	33.29	10-2210-110-00-71-305-13
TOSA - Teacher on Special Assignment	10,677.19	95,077.67	0.00	128,126.00	33,048.33	74.21	10-2210-110-00-79-600-14
All Children Prof Dev Sal	3,100.00	9,963.73	0.00	26,569.00	2,436.27	80.35	10-2210-110-97-79-600-14
T Bilingual Instr Stipends	0.00	8,280.36	0.00	12,346.00	4,065.64	67.07	10-2210-127-82-71-300-14
Title III Excellence Grant	0.00	0.00	0.00	0.00	0.00	0.00	10-2210-127-98-79-600-14
Instructional Coaches	101,447.26	960,965.15	0.00	1,217,367.00	256,401.85	78.94	10-2211-110-00-79-600-14
Director of Curr & Inst	40,897.09	415,908.22	0.00	601,901.00	185,992.78	69.10	10-2212-110-00-79-505-14
FY16 NH	0.00	0.00	0.00	0.00	0.00	0.00	10-2212-119-00-74-145-14
FY17 NH	0.00	0.00	0.00	0.00	0.00	0.00	10-2212-119-00-74-155-14
Curriculum Duty	0.00	22,137.50	0.00	54,696.00	32,558.50	40.47	10-2212-119-00-79-605-14
Mentoring	1,000.00	21,400.00	0.00	29,498.00	8,098.00	72.55	10-2212-124-00-79-605-14
Vacation-Director of C&I	0.00	0.00	0.00	0.00	0.00	0.00	10-2212-140-00-79-505-14
Marlowe Inservice Salaries	0.00	0.00	0.00	0.00	0.00	0.00	10-2213-119-00-72-220-13
Special Svcs Duty Pay	0.00	0.00	0.00	327.00	327.00	0.00	10-2213-119-00-79-600-14

Educational Fund 10

Object 100 SALARIES

Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
PLTW Teacher Duty Pay	0.00	0.00	0.00	0.00	0.00	0.00	10-2213-119-67-71-300-13
Media Specialist Salary	15,823.76	139,282.92	0.00	186,285.00	47,002.08	74.77	10-2220-110-00-79-605-14
Media Aide Wages	48,933.62	499,674.43	0.00	755,824.00	256,149.57	66.11	10-2220-112-00-79-605-14
Media Specialist OT	0.00	193.61	0.00	0.00	(193.61)	0.00	10-2220-130-00-79-605-14
PAC Director Salary	9,166.56	82,698.24	0.00	109,999.00	27,300.76	75.18	10-2223-110-00-79-605-14
PAC Salaries	0.00	0.00	0.00	0.00	0.00	0.00	10-2223-123-00-71-605-14
PAC Overtime	528.45	2,745.45	0.00	0.00	(2,745.45)	0.00	10-2223-130-00-79-605-14
Vacation-PAC Director	0.00	0.00	0.00	0.00	0.00	0.00	10-2223-140-00-79-605-14
All Children Clerical Salary	2,000.00	6,000.00	0.00	8,280.00	2,000.00	75.00	10-2300-113-97-79-600-14
Superintendent Salary	19,389.58	182,006.25	0.00	232,675.00	50,668.75	78.22	10-2321-110-00-79-505-14
Supt Office Salary	10,643.47	94,705.48	0.00	121,232.00	26,526.52	78.12	10-2321-113-00-79-505-14
Supt Office Overtime	487.95	3,208.28	0.00	2,719.00	(489.28)	117.99	10-2321-130-00-79-505-14
Vacation-Supt Office	0.00	0.00	0.00	0.00	0.00	0.00	10-2321-140-00-79-505-14
Director Admin Services	5,832.40	52,894.07	0.00	69,989.00	17,094.93	75.57	10-2322-113-00-79-505-14
Assoc Supt Salary Elem & MS/HS	28,960.88	253,261.65	0.00	331,148.00	77,886.35	76.48	10-2323-110-00-79-505-14
Curr & Inst Office Salary & CSO	18,274.06	164,658.34	0.00	216,515.00	51,856.66	76.05	10-2323-113-00-79-505-14
Vacation-Curr & Inst Office	0.00	0.00	0.00	0.00	0.00	0.00	10-2323-140-00-79-505-14
Comm & Public Engmt Salary	14,863.83	133,257.98	0.00	175,948.00	42,690.02	75.74	10-2325-110-00-79-605-14
Principal Salary Leggee	11,611.48	104,905.78	0.00	139,338.00	34,432.22	75.29	10-2410-110-00-71-105-13
Principal Salary HS	14,941.52	134,876.15	0.00	179,298.00	44,421.85	75.22	10-2410-110-00-71-305-13
Principal Salary Chesak	9,678.51	87,509.14	0.00	116,142.00	28,632.86	75.35	10-2410-110-00-72-115-13
Principal Salary Martin	10,193.30	92,142.15	0.00	122,320.00	30,177.85	75.33	10-2410-110-00-72-125-13
Principal Salary Marlowe	9,395.85	85,367.51	0.00	112,750.00	27,382.49	75.71	10-2410-110-00-72-225-13
Principal Salary Mackeben	10,473.38	94,662.89	0.00	125,680.00	31,017.11	75.32	10-2410-110-00-74-145-13
Principal Salary Conley	9,228.76	83,461.32	0.00	110,745.00	27,283.68	75.36	10-2410-110-00-74-155-13
Principal Salary Heineman	9,395.84	91,535.99	0.00	112,750.00	21,214.01	81.18	10-2410-110-00-74-215-13
Principal Salary Preschool	10,774.68	97,374.58	0.00	129,296.00	31,921.42	75.31	10-2410-110-00-79-165-24
School Office Leggee	8,634.90	75,858.26	0.00	97,339.00	21,480.74	77.93	10-2410-113-00-71-105-13
School Office HS	27,286.29	227,167.67	0.00	299,251.00	72,083.33	75.91	10-2410-113-00-71-305-13
School Office Chesak	7,846.94	62,937.83	0.00	81,019.00	18,081.17	77.68	10-2410-113-00-72-115-13
School Office Martin	9,063.58	76,661.16	0.00	100,502.00	23,840.84	76.28	10-2410-113-00-72-125-13
School Office Marlowe	5,683.69	61,182.45	0.00	89,626.00	28,443.55	68.26	10-2410-113-00-72-225-13
School Office Mackeben	4,956.17	43,589.28	0.00	57,310.00	13,720.72	76.06	10-2410-113-00-74-145-13
School Office Conley	5,229.22	44,352.10	0.00	59,774.00	15,421.90	74.20	10-2410-113-00-74-155-13
School Office Heineman	6,714.08	54,756.85	0.00	82,089.00	27,332.15	66.70	10-2410-113-00-74-215-13
School Office Preschool	1,909.23	21,974.75	0.00	33,930.00	11,955.25	64.76	10-2410-113-00-79-165-24
School Office Leggee Overtime	0.00	183.47	0.00	0.00	(183.47)	0.00	10-2410-130-00-71-105-13
School Office HS Overtime	17.00	132.08	0.00	0.00	(132.08)	0.00	10-2410-130-00-71-305-13
School Office Chesak Overtime	0.00	38.09	0.00	0.00	(38.09)	0.00	10-2410-130-00-72-115-13
School Office Martin Overtime	0.00	0.00	0.00	0.00	0.00	0.00	10-2410-130-00-72-125-13
School Office Marlowe OT	13.06	130.59	0.00	0.00	(130.59)	0.00	10-2410-130-00-72-225-13

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Educational Fund 10

Object 100 SALARIES

Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
Principal Office Mackeben OT	6.76	186.72	0.00	0.00	(186.72)	0.00	10-2410-130-00-74-145-13
Principal Office Conley OT	0.00	22.32	0.00	0.00	(22.32)	0.00	10-2410-130-00-74-155-13
Principal Office Heineman OT	0.00	328.08	0.00	0.00	(328.08)	0.00	10-2410-130-00-74-215-13
Vacation-School Office Leggee	0.00	0.00	0.00	0.00	0.00	0.00	10-2410-140-00-71-105-13
Vacation-School Office HS	0.00	0.00	0.00	0.00	0.00	0.00	10-2410-140-00-71-305-13
Vacation-School Office Chesak	0.00	0.00	0.00	0.00	0.00	0.00	10-2410-140-00-72-115-13
Vacation-School Office Marlowe	0.00	0.00	0.00	0.00	0.00	0.00	10-2410-140-00-72-225-13
Vacation-School Office Mack	0.00	0.00	0.00	0.00	0.00	0.00	10-2410-140-00-74-145-13
Vacation-School Office Conley	0.00	0.00	0.00	0.00	0.00	0.00	10-2410-140-00-74-155-13
Vacation-School Office HMS	0.00	0.00	0.00	0.00	0.00	0.00	10-2410-140-00-74-215-13
Asst Prin Salary Leggee	8,110.16	73,393.92	0.00	97,322.00	23,928.08	75.41	10-2411-110-00-71-105-13
Asst Prin Salary HS	94,950.03	805,501.53	0.00	1,054,846.00	249,344.47	76.36	10-2411-110-00-71-305-13
Asst Prin Salary Chesak	6,110.51	60,102.74	0.00	80,385.00	20,282.26	74.77	10-2411-110-00-72-115-13
Asst Prin Salary Martin	6,826.40	61,840.07	0.00	81,917.00	20,076.93	75.49	10-2411-110-00-72-125-13
Asst Prin Salary Marlowe	20,196.34	182,572.00	0.00	242,356.00	59,784.00	75.33	10-2411-110-00-72-225-13
Asst Prin Salary Mackeben	7,013.42	63,120.78	0.00	84,161.00	21,040.22	75.00	10-2411-110-00-74-145-13
Asst Prin Salary Conley	6,306.58	59,047.11	0.00	80,385.00	21,337.89	73.46	10-2411-110-00-74-155-13
Asst Prin Salary Heineman	6,641.26	101,396.08	0.00	159,390.00	57,993.92	63.62	10-2411-110-00-74-215-13
Dean - HS	26,845.10	257,134.78	0.00	350,439.00	93,304.22	73.38	10-2412-110-00-71-305-13
Dean Secretary - HS	0.00	0.00	0.00	0.00	0.00	0.00	10-2412-113-00-71-305-13
CFO Salary	18,984.78	171,265.51	0.00	227,817.00	56,551.49	75.18	10-2510-110-00-79-505-14
Vacation-Fiscal Office	0.00	0.00	0.00	0.00	0.00	0.00	10-2510-140-00-79-505-14
Director of Fiscal Service Sal	9,631.77	87,088.34	0.00	115,581.00	28,492.66	75.35	10-2520-110-00-79-505-14
Vacation-Dir of Fiscal Service	0.00	0.00	0.00	0.00	0.00	0.00	10-2520-140-00-79-505-14
Fiscal Office Salary	32,036.02	289,224.70	0.00	384,432.00	95,207.30	75.23	10-2525-110-00-79-505-14
IDEA Fiscal Salaries	0.00	0.00	0.00	0.00	0.00	0.00	10-2525-110-92-79-605-14
Vacation-Fiscal Office	0.00	0.00	0.00	0.00	0.00	0.00	10-2525-140-00-79-505-14
Food Service Sal Leggee	6,805.02	52,230.99	0.00	73,808.00	21,577.01	70.77	10-2560-110-00-71-105-13
Food Service Salary HS	32,164.18	225,163.36	0.00	310,805.00	85,641.64	72.45	10-2560-110-00-71-305-13
Food Service Sal Chesak	6,480.12	45,032.86	0.00	63,363.00	18,330.14	71.07	10-2560-110-00-72-115-13
Food Service Sal Martin	8,221.71	64,240.96	0.00	93,189.00	28,948.04	68.94	10-2560-110-00-72-125-13
Food Service Salary Marlowe	11,460.22	79,582.06	0.00	102,717.00	23,134.94	77.48	10-2560-110-00-72-225-13
Food Service Salary Mackeben	5,539.49	38,949.36	0.00	47,843.00	8,893.64	81.41	10-2560-110-00-74-145-13
Food Service Salary Conley	6,331.04	44,599.87	0.00	67,100.00	22,500.13	66.47	10-2560-110-00-74-155-13
Food Service Salary Heineman	10,187.39	76,171.17	0.00	108,509.00	32,337.83	70.20	10-2560-110-00-74-215-13
Admin Asst Food Service	3,370.56	30,175.15	0.00	42,245.00	12,069.85	71.43	10-2560-113-00-79-605-14
Food Service Substitute Salary	754.74	6,907.44	0.00	23,738.00	16,830.56	29.10	10-2560-120-00-79-605-14
Food Service OT HS	0.00	6.53	0.00	0.00	(6.53)	0.00	10-2560-130-00-71-305-13
Food Service OT Marlowe	0.00	0.00	0.00	0.00	0.00	0.00	10-2560-130-00-72-225-13
Vacation-Food Service Office	0.00	0.00	0.00	0.00	0.00	0.00	10-2560-140-00-79-605-14
Dir Food Service Salary	9,631.77	87,088.31	0.00	115,581.00	28,492.69	75.35	10-2561-110-00-79-605-14

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Educational Fund 10

Object 100 SALARIES

Description		M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number	
	Vacation-Dir Food Service	0.00	0.00	0.00	0.00	0.00	0.00	10-2561-140-00-79-605-14	
	Volunteer Coord Salary	4,327.66	39,048.54	0.00	51,932.00	12,883.46	75.19	10-2630-110-00-79-605-14	
	Director of HR Salary	15,525.00	140,127.47	0.00	186,300.00	46,172.53	75.22	10-2641-110-00-79-505-14	
	Vacation-Director of HR	0.00	0.00	0.00	0.00	0.00	0.00	10-2641-140-00-79-505-14	
	HR Office Salary	31,670.19	286,235.09	0.00	380,042.00	93,806.91	75.32	10-2642-113-00-79-505-14	
	Vacation-HR Office	0.00	0.00	0.00	0.00	0.00	0.00	10-2642-140-00-79-505-14	
	IDEA Data Processing Salary	2,500.00	7,500.00	0.00	10,350.00	2,500.00	75.00	10-2660-110-92-79-605-14	
	Technology Summer Salaries	0.00	0.00	0.00	0.00	0.00	0.00	10-2660-120-00-79-605-14	
	Office of Technology	103,899.94	954,589.07	0.00	1,284,507.00	329,917.93	74.32	10-2664-110-00-79-605-14	
	Technology Overtime	0.00	8.40	0.00	836.00	827.60	1.00	10-2664-130-00-79-605-14	
	Community Services Salary	6,291.66	56,037.06	0.00	0.00	3,962.94	93.40	10-3000-110-92-79-605-14	
	All Children Parent Coord Salary	5,000.00	15,000.00	0.00	20,700.00	5,000.00	75.00	10-3100-110-97-79-605-14	
	IDEA Non-Public School Salary	0.00	0.00	0.00	66,781.00	0.00	0.00	10-3700-110-92-79-605-14	
100 SALARIES		6,583,462.79	59,010,687.40	0.00	80,083,091.00	21,061,210.60	73.70	* Object	
EMPLOYEE BENEFITS									
	TRS	0.00	0.00	0.00	4,713,265.00	4,713,265.00	0.00	10-1100-211-00-79-600-14	350
	TRS	0.00	0.00	0.00	423.00	423.00	0.00	10-1100-211-00-79-605-14	
	ESSER III Instruc Benefits	0.00	0.00	0.00	14,297.00	14,297.00	0.00	10-1100-211-75-79-600-14	
	CURES Instruc Benefits	0.00	0.00	0.00	15,324.00	15,324.00	0.00	10-1100-211-76-79-600-14	
	Regular Programs Insurance	1,330,644.82	11,470,598.75	4,767,593.98	7,034,251.00	(9,203,941.73)	230.84	10-1100-220-00-79-600-14	
	Substitute TRS	1,544.58	8,919.80	0.00	28,704.00	19,784.20	31.08	10-1101-211-00-79-605-14	
	Kinderg TRS Leggee	4,710.00	42,425.69	0.00	15,021.00	(27,404.69)	282.44	10-1110-211-00-71-105-00	
	1st Grade Teacher Leggee	5,375.70	47,282.01	0.00	14,895.00	(32,387.01)	317.44	10-1110-211-00-71-105-01	
	2nd Grade Teacher Leggee	3,854.26	33,215.89	0.00	14,624.00	(18,591.89)	227.13	10-1110-211-00-71-105-02	
	3rd Grade Teacher Leggee	4,903.34	42,960.29	0.00	12,103.00	(30,857.29)	354.96	10-1110-211-00-71-105-03	
	4th Grade Teacher Leggee	3,414.52	31,464.85	0.00	11,435.00	(20,029.85)	275.16	10-1110-211-00-71-105-04	
	5th Grade Teacher Leggee	5,016.75	44,334.57	0.00	9,605.00	(34,729.57)	461.58	10-1110-211-00-71-105-05	
	Kinderg Teacher Chesak	6,574.53	58,242.16	0.00	31,361.00	(26,881.16)	185.72	10-1110-211-00-72-115-00	
	1st Grade Teacher Chesak	6,709.28	59,243.11	0.00	29,809.00	(29,434.11)	198.74	10-1110-211-00-72-115-01	
	2nd Grade Teacher Chesak	7,267.17	65,215.31	0.00	26,686.00	(38,529.31)	244.38	10-1110-211-00-72-115-02	
	3rd Grade Teacher Martin	7,060.09	65,400.39	0.00	24,516.00	(40,884.39)	266.77	10-1110-211-00-72-125-03	
	4th Grade Teacher Martin	6,842.13	61,152.36	0.00	27,032.00	(34,120.36)	226.22	10-1110-211-00-72-125-04	
	5th Grade Teacher Martin	5,519.14	47,207.28	0.00	23,927.00	(23,280.28)	197.30	10-1110-211-00-72-125-05	
	Kinderg Teacher Mackeben	5,865.47	53,256.68	0.00	20,930.00	(32,326.68)	254.45	10-1110-211-00-74-145-00	
	1st Grade Teacher Mackeben	4,815.44	44,067.63	0.00	21,439.00	(22,628.63)	205.55	10-1110-211-00-74-145-01	
	2nd Grade Teacher Mackeben	5,649.40	50,030.48	0.00	18,072.00	(31,958.48)	276.84	10-1110-211-00-74-145-02	
	3rd Grade Teacher Conley	6,079.26	53,811.57	0.00	15,986.00	(37,825.57)	336.62	10-1110-211-00-74-155-03	
	4th Grade Teacher Conley	4,695.52	42,779.43	0.00	17,337.00	(25,442.43)	246.75	10-1110-211-00-74-155-04	
	5th Grade Teacher Conley	6,382.23	55,818.98	0.00	15,914.00	(39,904.98)	350.75	10-1110-211-00-74-155-05	
	Art Teacher Leggee	1,656.09	14,577.90	0.00	2,894.00	(11,683.90)	503.73	10-1110-211-02-71-105-13	
	Art Teacher Chesak	773.67	6,889.35	0.00	3,683.00	(3,206.35)	187.06	10-1110-211-02-72-115-13	

Educational Fund 10

Object 200 EMPLOYEE BENEFITS

Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
Art Teacher Martin	847.69	8,656.31	0.00	4,215.00	(4,441.31)	205.37	10-1110-211-02-72-125-13
Art Teacher Mackeben	863.81	7,597.27	0.00	2,124.00	(5,473.27)	357.69	10-1110-211-02-74-145-13
Art Teacher Conley	725.26	6,421.39	0.00	2,264.00	(4,157.39)	283.63	10-1110-211-02-74-155-13
Reading Specialist Leggee	2,529.42	22,639.90	0.00	5,377.00	(17,262.90)	421.05	10-1110-211-05-71-105-13
Reading Specialist Chesak	2,535.71	22,485.53	0.00	9,015.00	(13,470.53)	249.42	10-1110-211-05-72-115-13
Reading Specialist Martin	4,064.74	37,417.99	0.00	7,321.00	(30,096.99)	511.10	10-1110-211-05-72-125-13
Reading Spec Mackeben	1,503.38	13,267.45	0.00	6,187.00	(7,080.45)	214.44	10-1110-211-05-74-145-13
Reading Specialist Conley	2,633.25	22,040.06	0.00	5,873.00	(16,167.06)	375.28	10-1110-211-05-74-155-13
Music Teacher Leggee	2,932.59	25,927.44	0.00	4,790.00	(21,137.44)	541.28	10-1110-211-12-71-105-13
Music Teacher Chesak	1,558.35	13,741.81	0.00	5,807.00	(7,934.81)	236.64	10-1110-211-12-72-115-13
Music Teacher Martin	1,258.00	12,071.74	0.00	7,005.00	(5,066.74)	172.33	10-1110-211-12-72-125-13
Music Teacher Mackeben	844.48	8,359.60	0.00	3,973.00	(4,386.60)	210.41	10-1110-211-12-74-145-13
Music Teacher Conley	1,621.18	13,323.28	0.00	2,805.00	(10,518.28)	474.98	10-1110-211-12-74-155-13
Explore TRS Leggee	1,764.23	15,506.99	0.00	0.00	(15,506.99)	0.00	10-1110-211-34-71-105-13
Explore TRS Chesak	746.38	6,584.79	0.00	0.00	(6,584.79)	0.00	10-1110-211-34-72-115-13
Explore TRS Martin	1,160.79	10,799.70	0.00	0.00	(10,799.70)	0.00	10-1110-211-34-72-125-13
Explore TRS Mackeben	1,028.38	8,874.58	0.00	0.00	(8,874.58)	0.00	10-1110-211-34-74-145-13
Explore TRS Conley	854.69	7,544.21	0.00	0.00	(7,544.21)	0.00	10-1110-211-34-74-155-13
PE Teacher Leggee	2,575.74	23,533.28	0.00	7,740.00	(15,793.28)	304.05	10-1110-211-50-71-105-13
PE Teacher Chesak	2,425.18	21,444.21	0.00	9,247.00	(12,197.21)	231.90	10-1110-211-50-72-115-13
PE Teacher Martin	2,368.91	20,928.66	0.00	12,238.00	(8,690.66)	171.01	10-1110-211-50-72-125-13
PE Teacher Mackeben	1,817.01	16,041.47	0.00	5,574.00	(10,467.47)	287.79	10-1110-211-50-74-145-13
PE Teacher Conley	2,440.56	21,649.26	0.00	5,510.00	(16,139.26)	392.91	10-1110-211-50-74-155-13
Keyboarding TRS/THIS Martin	0.00	0.00	0.00	2,573.00	2,573.00	0.00	10-1110-211-61-72-120-03
Keyboarding 3rd Grade Conley	0.00	0.00	0.00	996.00	996.00	0.00	10-1110-211-61-74-150-03
Foods Teacher Heineman	911.65	8,064.52	0.00	1,963.00	(6,101.52)	410.83	10-1120-211-00-72-215-13
Foods Teacher Marlowe	747.46	6,613.84	0.00	1,468.00	(5,145.84)	450.53	10-1120-211-00-72-225-13
Art Teacher Marlowe	1,170.35	10,395.95	0.00	3,443.00	(6,952.95)	301.94	10-1120-211-02-72-225-13
Art Teacher Heineman	826.41	7,299.23	0.00	1,701.00	(5,598.23)	429.11	10-1120-211-02-74-215-13
English Teacher 6th Marlowe	5,716.39	50,632.58	0.00	14,023.00	(36,609.58)	361.07	10-1120-211-05-72-225-06
English Teacher 7th Marlowe	5,943.18	52,614.71	0.00	11,024.00	(41,590.71)	477.27	10-1120-211-05-72-225-07
English Teacher 8th Marlowe	7,216.53	64,012.86	0.00	13,079.00	(50,933.86)	489.43	10-1120-211-05-72-225-08
English Teacher 6th Heineman	4,020.93	35,561.34	0.00	10,778.00	(24,783.34)	329.94	10-1120-211-05-74-215-06
English Teacher 7th Heineman	3,841.73	34,547.58	0.00	9,865.00	(24,682.58)	350.20	10-1120-211-05-74-215-07
English Teacher 8th Heineman	3,084.15	26,932.96	0.00	6,388.00	(20,544.96)	421.62	10-1120-211-05-74-215-08
Foreign Lang Teacher Marlowe	1,595.35	13,040.64	0.00	3,604.00	(9,436.64)	361.84	10-1120-211-06-72-225-13
Foreign Lang Teacher Heineman	868.09	7,668.21	0.00	2,267.00	(5,401.21)	338.25	10-1120-211-06-74-215-13
Math Teacher 6th Marlowe	2,605.01	22,617.69	0.00	6,933.00	(15,684.69)	326.23	10-1120-211-11-72-225-06
Math Teacher 7th Marlowe	2,135.00	20,282.35	0.00	5,868.00	(14,414.35)	345.64	10-1120-211-11-72-225-07
Math Teacher 8th Marlowe	1,723.44	15,345.65	0.00	8,085.00	(7,260.65)	189.80	10-1120-211-11-72-225-08
Math Teacher 6th Heineman	2,137.69	18,894.04	0.00	4,412.00	(14,482.04)	428.24	10-1120-211-11-74-215-06

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Educational Fund 10

Object 200 EMPLOYEE BENEFITS

Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
Math Teacher 7th Heineman	2,333.01	20,646.03	0.00	4,276.00	(16,370.03)	482.84	10-1120-211-11-74-215-07
Math Teacher 8th Heineman	774.64	6,790.65	0.00	4,833.00	(1,957.65)	140.51	10-1120-211-11-74-215-08
Music Teacher Marlowe	2,879.42	25,192.02	0.00	8,733.00	(16,459.02)	288.47	10-1120-211-12-72-225-13
Music Teacher Heineman	3,298.20	29,176.30	0.00	5,461.00	(23,715.30)	534.27	10-1120-211-12-74-215-13
Science 6th Marlowe	3,602.65	31,746.92	0.00	7,653.00	(24,093.92)	414.83	10-1120-211-13-72-225-06
Science 7th Marlowe	765.20	6,762.15	0.00	7,163.00	400.85	94.40	10-1120-211-13-72-225-07
Science 8th Marlowe	3,051.11	27,581.26	0.00	3,408.00	(24,173.26)	809.31	10-1120-211-13-72-225-08
Science 6th Heineman	2,036.23	18,076.86	0.00	4,850.00	(13,226.86)	372.72	10-1120-211-13-74-215-06
Science 7th Heineman	1,505.25	13,391.65	0.00	4,333.00	(9,058.65)	309.06	10-1120-211-13-74-215-07
Science 8th Heineman	1,567.05	14,057.97	0.00	3,853.00	(10,204.97)	364.86	10-1120-211-13-74-215-08
Soc Studies Teacher 8th	435.19	3,034.55	0.00	0.00	(3,034.55)	0.00	10-1120-211-15-71-205-08
Soc Stud 6th Marlowe	3,385.23	29,955.69	0.00	7,566.00	(22,389.69)	395.93	10-1120-211-15-72-225-06
Soc Stud 7th Marlowe	1,690.71	14,934.67	0.00	4,986.00	(9,948.67)	299.53	10-1120-211-15-72-225-07
Soc Stud 8th Marlowe	1,416.84	12,510.89	0.00	5,692.00	(6,818.89)	219.80	10-1120-211-15-72-225-08
Soc Studies 6th Heineman	1,731.33	15,344.44	0.00	4,004.00	(11,340.44)	383.23	10-1120-211-15-74-215-06
Soc Studies 7th Heineman	1,402.74	12,465.38	0.00	3,581.00	(8,884.38)	348.10	10-1120-211-15-74-215-07
Soc Studies 8th Heineman	973.00	10,408.01	0.00	3,710.00	(6,698.01)	280.54	10-1120-211-15-74-215-08
PE Teacher Marlowe	6,760.19	59,710.45	0.00	13,843.00	(45,867.45)	431.34	10-1120-211-50-72-225-13
PE Teacher Heineman	3,480.25	30,976.60	0.00	7,979.00	(22,997.60)	388.23	10-1120-211-50-74-215-13
Computer Teacher Marlowe	783.56	5,842.78	0.00	4,709.00	(1,133.78)	124.08	10-1120-211-61-72-225-13
Computer Teacher Heineman	1,009.91	8,966.49	0.00	4,015.00	(4,951.49)	223.32	10-1120-211-61-74-215-13
Preschool Teacher TRS	8,326.13	71,904.31	0.00	0.00	(71,904.31)	0.00	10-1125-211-00-79-165-24
Preschool Teacher	0.00	0.00	0.00	19,629.00	19,629.00	0.00	10-1125-211-00-79-600-14
Pre-K Programs Insurance	0.00	0.00	0.00	305,002.00	305,002.00	0.00	10-1125-220-00-79-600-14
Team Leaders HS	0.00	0.00	0.00	966.00	966.00	0.00	10-1130-211-00-71-305-13
Art Teacher HS	3,531.25	30,988.85	0.00	9,764.00	(21,224.85)	317.38	10-1130-211-02-71-305-13
English/LA Teacher HS	16,549.61	148,370.72	0.00	39,293.00	(109,077.72)	377.60	10-1130-211-05-71-305-13
TRS	0.00	0.00	0.00	2,729.00	2,729.00	0.00	10-1130-211-05-71-305-23
Foreign Lang Teacher HS	8,473.66	77,455.42	0.00	20,096.00	(57,359.42)	385.43	10-1130-211-06-71-305-13
Math Teacher HS	16,557.42	147,420.79	0.00	37,407.00	(110,013.79)	394.10	10-1130-211-11-71-305-13
Music Teacher HS	1,618.79	14,181.13	0.00	4,524.00	(9,657.13)	313.46	10-1130-211-12-71-305-13
Science Teacher HS	16,855.75	148,993.59	0.00	27,848.00	(121,145.59)	535.02	10-1130-211-13-71-305-13
Soc Studies Teacher HS	18,161.43	44,493.00	0.00	27,761.00	(16,732.00)	160.27	10-1130-211-15-71-305-13
PE Teacher HS	12,970.14	116,642.66	0.00	24,365.00	(92,277.66)	478.73	10-1130-211-50-71-305-13
Computer Teacher HS	749.58	6,719.70	0.00	4,566.00	(2,153.70)	147.17	10-1130-211-61-71-305-13
Sp Ed Teacher Leggee	8,515.77	75,041.90	0.00	19,003.00	(56,038.90)	394.90	10-1200-211-00-71-105-13
Sp Ed Teacher HS	25,031.21	222,865.89	0.00	26,024.00	(196,841.89)	856.39	10-1200-211-00-71-305-13
Sp Ed Teacher Chesak	5,963.05	53,405.69	0.00	12,651.00	(40,754.69)	422.15	10-1200-211-00-72-115-13
Sp Ed Teacher Martin	7,443.86	64,460.52	0.00	20,410.00	(44,050.52)	315.83	10-1200-211-00-72-125-13
Sp Ed Teacher Marlowe	12,193.39	106,797.80	0.00	24,580.00	(82,217.80)	434.49	10-1200-211-00-72-225-13
Sp Ed Teacher Mackeben	3,417.60	30,164.35	0.00	5,819.00	(24,345.35)	518.38	10-1200-211-00-74-145-13

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Educational Fund 10

Object 200 EMPLOYEE BENEFITS

Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
Sp Ed Teacher Conley	4,951.86	44,956.65	0.00	13,847.00	(31,109.65)	324.67	10-1200-211-00-74-155-13
Sp Ed Teacher Heineman	5,842.41	51,404.38	0.00	21,402.00	(30,002.38)	240.18	10-1200-211-00-74-215-13
Director Special Ed	2,304.08	20,962.74	0.00	32,705.00	11,742.26	64.10	10-1200-211-00-79-505-14
Sp Ed Extra Duty	2.30	1,159.10	0.00	3,337.00	2,177.90	34.73	10-1200-211-00-79-600-14
SpEd TRS	585.48	5,565.30	0.00	0.00	(5,565.30)	0.00	10-1200-211-00-79-605-13
Director Sp Ed TRS	7,023.73	62,264.94	0.00	2,590.00	(59,674.94)	2,404.05	10-1200-211-00-79-605-14
Special Education Programs Ins	0.00	0.00	0.00	2,081,901.00	2,081,901.00	0.00	10-1200-220-00-79-600-14
Business Teacher HS	2,637.64	24,048.76	0.00	5,001.00	(19,047.76)	480.88	10-1400-211-03-71-305-13
Home Ec Teacher HS	1,776.25	18,628.19	0.00	3,676.00	(14,952.19)	506.75	10-1400-211-09-71-305-13
Industrial Arts Teacher HS	2,849.42	25,404.39	0.00	3,628.00	(21,776.39)	700.23	10-1400-211-10-71-305-13
CTE Programs Insurance	0.00	0.00	0.00	118,487.00	118,487.00	0.00	10-1400-220-00-79-600-14
DO NOT USE-FOR BUDGET	0.00	0.00	0.00	0.00	0.00	0.00	10-1500-211
Interscholastic Prog Insurance	0.00	23,050.00	0.00	36,756.00	13,706.00	62.71	10-1500-220-00-79-600-14
Academic Team Sponsor HS	0.00	0.00	0.00	69.00	69.00	0.00	10-1501-211-30-71-305-13
Academic Team Sponsor Marlowe	0.00	0.00	0.00	129.00	129.00	0.00	10-1501-211-30-72-225-13
Academic Team Sponsor Heineman	0.00	0.00	0.00	114.00	114.00	0.00	10-1501-211-30-74-215-13
TRS	0.00	0.00	0.00	30.00	30.00	0.00	10-1502-211-30-74-215-13
Band Sponsor HS	0.00	0.00	0.00	113.00	113.00	0.00	10-1503-211-30-71-305-13
Band Sponsor Marlowe	0.00	0.00	0.00	151.00	151.00	0.00	10-1503-211-30-72-225-13
Band Sponsor Heineman	0.00	0.00	0.00	84.00	84.00	0.00	10-1503-211-30-74-215-13
Baseball Coach HS	0.00	0.00	0.00	176.00	176.00	0.00	10-1504-211-30-71-305-15
Basketball Boys Coach HS	0.00	0.00	0.00	774.00	774.00	0.00	10-1505-211-30-71-305-15
Basketball Girls Coach HS	0.00	0.00	0.00	769.00	769.00	0.00	10-1505-211-30-71-305-16
Basketball Boys Coach Marlowe	0.00	0.00	0.00	321.00	321.00	0.00	10-1505-211-30-72-225-15
Basketball Girls Coach Marlowe	0.00	0.00	0.00	420.00	420.00	0.00	10-1505-211-30-72-225-16
Basketball Boys Coach Heineman	0.00	0.00	0.00	430.00	430.00	0.00	10-1505-211-30-74-215-15
Basketball Gls Coach Heineman	0.00	0.00	0.00	420.00	420.00	0.00	10-1505-211-30-74-215-16
Cheerleading Sponsor HS	0.00	0.00	0.00	299.00	299.00	0.00	10-1506-211-30-71-305-13
Cheer Sponsor Marlowe	0.00	0.00	0.00	91.00	91.00	0.00	10-1506-211-30-72-225-13
Cheer Sponsor Heineman	0.00	0.00	0.00	91.00	91.00	0.00	10-1506-211-30-74-215-13
Chorus Sponsor HS	0.00	0.00	0.00	84.00	84.00	0.00	10-1507-211-30-71-305-13
Chorus Sponsor Marlowe	0.00	0.00	0.00	45.00	45.00	0.00	10-1507-211-30-72-225-13
Chorus Sponsor Heineman	0.00	0.00	0.00	160.00	160.00	0.00	10-1507-211-30-74-215-13
Color Guard Coach HS	0.00	0.00	0.00	37.00	37.00	0.00	10-1508-211-30-71-305-13
Community Service Club	0.00	0.00	0.00	37.00	37.00	0.00	10-1510-211-30-71-300-13
TRS/THIS	0.00	0.00	0.00	109.00	109.00	0.00	10-1511-211-30-71-305-15
Cross Ctry Girls Coach HS	0.00	0.00	0.00	109.00	109.00	0.00	10-1511-211-30-71-305-16
TRS/THIS	0.00	0.00	0.00	128.00	128.00	0.00	10-1511-211-30-72-225-13
Cross Ctry Coach Heineman	0.00	0.00	0.00	133.00	133.00	0.00	10-1511-211-30-74-215-13
Dance Club	0.00	0.00	0.00	30.00	30.00	0.00	10-1512-211-30-71-300-13

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Educational Fund 10

Object 200 EMPLOYEE BENEFITS

Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
FFA Sponsor THR	0.00	0.00	0.00	57.00	57.00	0.00	10-1513-211-30-71-305-13
Football Coach HS	0.00	0.00	0.00	1,676.00	1,676.00	0.00	10-1514-211-30-71-305-15
Golf Boys Coach HS	0.00	0.00	0.00	327.00	327.00	0.00	10-1515-211-30-71-305-15
Literary Club Leggee	0.00	0.00	0.00	37.00	37.00	0.00	10-1516-211-30-71-105-13
Literary Club Chesak	0.00	0.00	0.00	82.00	82.00	0.00	10-1516-211-30-72-115-13
Literary Club Martin	0.00	0.00	0.00	79.00	79.00	0.00	10-1516-211-30-72-125-13
Literary Club Sponsor Marlowe	0.00	0.00	0.00	39.00	39.00	0.00	10-1516-211-30-72-225-13
Literary Club Mackeben	0.00	0.00	0.00	42.00	42.00	0.00	10-1516-211-30-74-145-14
Literary Club Conley	0.00	0.00	0.00	37.00	37.00	0.00	10-1516-211-30-74-155-13
Literary Club Sponsor Heineman	0.00	0.00	0.00	37.00	37.00	0.00	10-1516-211-30-74-215-13
Math Team Sponsor HS	0.00	0.00	0.00	57.00	57.00	0.00	10-1517-211-30-71-305-13
TRS	0.00	0.00	0.00	30.00	30.00	0.00	10-1518-211-30-71-305-13
TRS/THIS	0.00	0.00	0.00	30.00	30.00	0.00	10-1519-211-30-71-305-13
Newspaper Sponsor HS	0.00	0.00	0.00	34.00	34.00	0.00	10-1520-211-30-71-305-13
Pom Pons Sponsor HS	0.00	0.00	0.00	181.00	181.00	0.00	10-1521-211-30-71-305-13
Science Club Sponsor Marlowe	0.00	0.00	0.00	39.00	39.00	0.00	10-1522-211-30-72-225-13
Science Club Sponsor Heineman	0.00	0.00	0.00	42.00	42.00	0.00	10-1522-211-30-74-215-13
Soccer Boys Coach HS	0.00	0.00	0.00	287.00	287.00	0.00	10-1525-211-30-71-305-15
Soccer Girls Coach HS	0.00	0.00	0.00	294.00	294.00	0.00	10-1525-211-30-71-305-16
Softball Girls Coach HS	0.00	0.00	0.00	408.00	408.00	0.00	10-1526-211-30-71-305-16
Spanish Club Sponsor Marlowe	0.00	0.00	0.00	12.00	12.00	0.00	10-1527-211-30-72-225-13
Spanish Club Sponsor Heineman	0.00	0.00	0.00	12.00	12.00	0.00	10-1527-211-30-74-215-13
Speech Club Sponsor HS	0.00	0.00	0.00	223.00	223.00	0.00	10-1528-211-30-71-305-13
Student Council Sponsor HS	0.00	0.00	0.00	45.00	45.00	0.00	10-1529-211-30-71-305-13
Student Council Spons Marlowe	0.00	0.00	0.00	76.00	76.00	0.00	10-1529-211-30-72-225-13
Student Council Spons Heineman	0.00	0.00	0.00	84.00	84.00	0.00	10-1529-211-30-74-215-13
Tennis Boys Coach HS	0.00	0.00	0.00	203.00	203.00	0.00	10-1530-211-30-71-305-15
Tennis Girls Coach HS	0.00	0.00	0.00	203.00	203.00	0.00	10-1530-211-30-71-305-16
Theater Club Sponsor Heineman	0.00	0.00	0.00	87.00	87.00	0.00	10-1531-211-30-74-215-13
Track Boys Coach HS	0.00	0.00	0.00	547.00	547.00	0.00	10-1532-211-30-71-305-15
Track Girls Coach HS	0.00	0.00	0.00	408.00	408.00	0.00	10-1532-211-30-71-305-16
Track Coach Marlowe	0.00	0.00	0.00	191.00	191.00	0.00	10-1532-211-30-72-225-13
Track Coach Heineman	0.00	0.00	0.00	260.00	260.00	0.00	10-1532-211-30-74-215-13
VICA Sponsor HS	0.00	0.00	0.00	37.00	37.00	0.00	10-1533-211-30-71-305-13
Volleyball Girls Coach HS	0.00	0.00	0.00	618.00	618.00	0.00	10-1534-211-30-71-305-16
TRS/THIS	0.00	0.00	0.00	327.00	327.00	0.00	10-1534-211-30-72-225-16
TRS/THIS	0.00	0.00	0.00	242.00	242.00	0.00	10-1534-211-30-74-215-13
Volleyball Coach Heineman	0.00	0.00	0.00	97.00	97.00	0.00	10-1534-211-30-74-215-16
Wrestling Coach HS	0.00	0.00	0.00	351.00	351.00	0.00	10-1535-211-30-71-305-15
Wrestling Coach Marlowe	0.00	0.00	0.00	299.00	299.00	0.00	10-1535-211-30-72-225-15
TRS/THIS	0.00	0.00	0.00	291.00	291.00	0.00	10-1535-211-30-74-215-15

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Educational Fund 10

Object 200 EMPLOYEE BENEFITS

Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
WYSE Marlowe	0.00	0.00	0.00	12.00	12.00	0.00	10-1536-211-30-72-225-13
WYSE Heineman	0.00	0.00	0.00	12.00	12.00	0.00	10-1536-211-30-74-215-13
Yearbook Sponsor HS	0.00	0.00	0.00	99.00	99.00	0.00	10-1537-211-30-71-305-13
TRS/THIS	0.00	0.00	0.00	30.00	30.00	0.00	10-1537-211-30-72-225-13
Yearbook Sponsor Heineman	0.00	0.00	0.00	30.00	30.00	0.00	10-1537-211-30-74-215-13
Class Sponsors HS	0.00	0.00	0.00	143.00	143.00	0.00	10-1540-211-30-71-305-13
Team Leaders Marlowe	0.00	0.00	0.00	1,310.00	1,310.00	0.00	10-1540-211-30-72-225-14
Team Leaders Heineman	0.00	0.00	0.00	971.00	971.00	0.00	10-1540-211-30-74-215-14
Beta Club Sponsor Marlowe	0.00	0.00	0.00	24.00	24.00	0.00	10-1541-211-30-72-225-13
Beta Club Sponsor Heineman	0.00	0.00	0.00	84.00	84.00	0.00	10-1541-211-30-74-215-13
Head Play Director	0.00	0.00	0.00	91.00	91.00	0.00	10-1542-211-30-71-305-14
Play Director Marlowe	0.00	0.00	0.00	113.00	113.00	0.00	10-1542-211-30-72-220-14
TRS	0.00	0.00	0.00	76.00	76.00	0.00	10-1542-211-30-74-210-14
Activities Dir Retire HS	2,181.84	19,614.50	0.00	37,268.00	17,653.50	52.63	10-1543-211-00-71-305-13
Homework Club Marlowe THR	0.00	0.00	0.00	680.00	680.00	0.00	10-1544-211-00-72-225-13
Homework Club Heineman	0.00	0.00	0.00	453.00	453.00	0.00	10-1544-211-00-74-215-13
Musical Director HS	0.00	0.00	0.00	464.00	464.00	0.00	10-1545-211-30-71-300-14
TRS	0.00	0.00	0.00	170.00	170.00	0.00	10-1545-211-30-72-220-14
TRS	0.00	0.00	0.00	99.00	99.00	0.00	10-1545-211-30-74-210-14
Bowling-Girls	0.00	0.00	0.00	87.00	87.00	0.00	10-1547-211-30-71-300-13
Bowling-Girls	0.00	0.00	0.00	30.00	30.00	0.00	10-1547-211-30-74-215-13
RtI Facilitator TRS	7,194.86	62,771.94	0.00	0.00	(62,771.94)	0.00	10-1557-211-00-79-600-14
Atwood Salaries	0.00	0.00	0.00	657.00	657.00	0.00	10-1598-211-00-79-600-14
Summer Camp Salaries	0.00	0.00	0.00	1,737.00	1,737.00	0.00	10-1599-211-00-79-600-14
Summer School TRS	0.00	212.89	0.00	7,702.00	7,489.11	2.76	10-1600-211-00-79-605-14
Gifted TRS	0.00	0.00	0.00	4,242.00	4,242.00	0.00	10-1650-211-00-79-605-14
Gifted Programs Insurance	0.00	0.00	0.00	60,757.00	60,757.00	0.00	10-1650-220-00-79-600-14
Drivers Ed Teacher HS	805.34	7,319.37	0.00	3,295.00	(4,024.37)	222.14	10-1700-211-21-71-300-13
Drivers Education Prog Ins	0.00	0.00	0.00	16,525.00	16,525.00	0.00	10-1700-220-00-79-600-14
TRS	0.00	0.00	0.00	97.00	97.00	0.00	10-1800-211-00-79-600-14
ESL/TBE Salary	22,267.07	200,859.79	0.00	19,293.00	(181,566.79)	1,041.10	10-1800-211-00-79-605-14
Bilingual Programs Insurance	0.00	0.00	0.00	161,416.00	161,416.00	0.00	10-1800-220-00-79-600-14
Attend & Social Work Serv Ins	0.00	0.00	0.00	290,157.00	290,157.00	0.00	10-2110-220-00-79-600-14
Social Worker TRS	19,225.18	170,305.33	0.00	30,082.00	(140,223.33)	566.14	10-2113-211-00-79-605-14
Guidance Services Insurance	0.00	0.00	0.00	163,469.00	163,469.00	0.00	10-2120-220-00-79-600-14
Guidance HS	7,978.89	71,465.24	0.00	13,439.00	(58,026.24)	531.77	10-2121-211-00-71-305-13
Guidance Marlowe	2,934.14	25,883.32	0.00	5,037.00	(20,846.32)	513.86	10-2121-211-00-72-225-13
Guidance Heineman	1,876.41	16,621.13	0.00	5,263.00	(11,358.13)	315.81	10-2121-211-00-74-215-13
Director TRS	0.00	0.00	0.00	25,717.00	25,717.00	0.00	10-2130-211-00-79-605-14
Health Services Insurance	588.00	7,283.00	9,021.00	341,043.00	324,739.00	4.78	10-2130-220-00-79-600-14
Health TRS	2,010.20	19,517.23	0.00	8,617.00	(10,900.23)	226.50	10-2134-211-00-79-605-14

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Educational Fund 10

Object 200 EMPLOYEE BENEFITS

Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
Psychologist TRS	5,193.04	50,089.29	0.00	21,661.00	(28,428.29)	231.24	10-2140-211-00-79-605-14
Psychological Services Ins	0.00	0.00	0.00	165,965.00	165,965.00	0.00	10-2140-220-00-79-600-14
Speech Pathologist TRS	19,956.90	176,227.82	0.00	51,595.00	(124,632.82)	341.56	10-2150-211-00-79-605-14
Speech Path & Audi Serv Ins	0.00	0.00	0.00	234,475.00	234,475.00	0.00	10-2150-220-00-79-600-14
Student Supervision TRS	0.00	0.00	0.00	9,917.00	9,917.00	0.00	10-2190-211-00-79-605-14
TOSA TRS	1,200.34	10,691.79	0.00	0.00	(10,691.79)	0.00	10-2210-211-00-79-600-14
TRS/THIS	0.00	103.53	0.00	0.00	(103.53)	0.00	10-2210-211-82-71-300-14
Improvement of Instr Serv Ins	0.00	0.00	0.00	117,603.00	117,603.00	0.00	10-2210-220-00-79-600-14
Instructional Coaches TRS	11,463.43	108,353.99	0.00	0.00	(108,353.99)	0.00	10-2211-211-00-79-600-14
Director of Curr & Inst	4,987.56	51,486.46	0.00	102,541.00	51,054.54	50.21	10-2212-211-00-79-505-14
Proctor Stipends	0.00	281.31	0.00	354.00	72.69	79.47	10-2212-211-00-79-605-14
Media Specialist Benefits	1,750.44	15,463.31	0.00	18,356.00	2,892.69	84.24	10-2220-211-00-79-605-14
Educational Media Services Ins	0.00	0.00	0.00	288,276.00	288,276.00	0.00	10-2220-220-00-79-600-14
Support Serv-Gen Adm Insurance	236,712.19	1,715,538.98	166,173.45	0.00	(1,881,712.43)	0.00	10-2310-220-00-79-600-14
Title I Benefits	3,547.50	10,642.50	0.00	15,552.00	3,547.50	75.00	10-2310-220-89-79-600-14
Tuition Reimbursement	1,080.00	82,820.69	0.00	150,000.00	67,179.31	55.21	10-2310-230-00-74-500-14
Executive Admin Serv Insurance	0.00	0.00	0.00	119,395.00	119,395.00	0.00	10-2320-220-00-79-600-14
Superintendent Salary	2,364.62	21,454.49	0.00	37,331.00	15,876.51	57.47	10-2321-211-00-79-505-14
Assoc Supt TRS	3,396.86	30,401.52	0.00	51,308.00	20,906.48	59.25	10-2323-211-00-79-505-14
Board Paid IMRF	478.16	4,322.41	0.00	0.00	(4,322.41)	0.00	10-2323-212-00-79-505-14
Board Paid IMRF	491.56	4,689.23	0.00	0.00	(4,689.23)	0.00	10-2325-212-00-79-605-14
Principal Retire Leggee	1,416.06	12,753.82	0.00	35,242.00	22,488.18	36.19	10-2410-211-00-71-105-13
Principal Retire HS	1,822.18	16,408.88	0.00	49,069.00	32,660.12	33.44	10-2410-211-00-71-305-13
Principal Retire Chesak	1,180.34	10,632.32	0.00	37,859.00	27,226.68	28.08	10-2410-211-00-72-115-13
Principal Retire Martin	1,243.10	11,197.18	0.00	38,102.00	26,904.82	29.39	10-2410-211-00-72-125-13
Principal Salary Marlowe	1,145.86	10,331.28	0.00	28,728.00	18,396.72	35.96	10-2410-211-00-72-225-13
Principal Salary Mackeben	1,277.26	11,504.62	0.00	28,599.00	17,094.38	40.23	10-2410-211-00-74-145-13
Principal Salary Conley	1,125.48	10,138.58	0.00	26,931.00	16,792.42	37.65	10-2410-211-00-74-155-13
Principal Salary Heineman	1,145.86	10,473.49	0.00	32,298.00	21,824.51	32.43	10-2410-211-00-74-215-13
Preschool Principal TRS	1,314.02	11,835.45	0.00	0.00	(11,835.45)	0.00	10-2410-211-00-79-165-24
Office of Principal Serv Ins	0.00	0.00	0.00	1,023,038.00	1,023,038.00	0.00	10-2410-220-00-79-600-14
Asst Prin TRS Leggee	989.08	8,910.99	0.00	23,347.00	14,436.01	38.17	10-2411-211-00-71-105-13
Asst Prin TRS HS	10,882.61	100,271.20	0.00	31,155.00	(69,116.20)	321.85	10-2411-211-00-71-305-13
Asst Prin TRS Chesak	803.39	7,454.37	0.00	53,110.00	45,655.63	14.04	10-2411-211-00-72-115-13
Asst Prin TRS Martin	832.52	7,521.87	0.00	49,353.00	41,831.13	15.24	10-2411-211-00-72-125-13
Asst Prin Salary Marlowe	1,816.04	17,333.37	0.00	15,316.00	(2,017.37)	113.17	10-2411-211-00-72-225-13
Asst Prin Salary Mackeben	1,548.94	14,634.10	0.00	18,554.00	3,919.90	78.87	10-2411-211-00-74-145-13
Asst Prin Salary Conley	807.91	7,323.96	0.00	22,308.00	14,984.04	32.83	10-2411-211-00-74-155-13
Asst Prin Salary Heineman	809.92	12,518.19	0.00	24,647.00	12,128.81	50.79	10-2411-211-00-74-215-13
Director TRS	3,507.12	32,460.91	0.00	4,978.00	(27,482.91)	652.09	10-2412-211-00-71-305-13
Board Paid IMRF	894.58	8,070.18	0.00	11,612.00	3,541.82	69.50	10-2510-212-00-79-505-14

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Educational Fund 10

Object 200 EMPLOYEE BENEFITS

Description		M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number	
	Direction of Business Serv Ins	1,378.00	12,090.00	4,134.00	34,529.00	18,305.00	46.99	10-2510-220-00-79-600-14	
	Board Paid IMRF	453.86	4,103.70	0.00	0.00	(4,103.70)	0.00	10-2520-212-00-79-505-14	
	Fiscal Services Insurance	0.00	0.00	0.00	134,676.00	134,676.00	0.00	10-2520-220-00-79-600-14	
	Board Paid IMRF	326.72	2,959.44	0.00	0.00	(2,959.44)	0.00	10-2525-212-00-79-505-14	
	Food Services Insurance	0.00	0.00	0.00	338,521.00	338,521.00	0.00	10-2560-220-00-79-600-14	
	Director IMRF	453.86	4,103.70	0.00	0.00	(4,103.70)	0.00	10-2561-212-00-79-605-14	
	Information Services Insurance	0.00	0.00	0.00	23,678.00	23,678.00	0.00	10-2630-220-00-79-600-14	
	Staff Services Insurance	0.00	0.00	0.00	131,934.00	131,934.00	0.00	10-2640-220-00-79-600-14	
	Director of HR Retirement	1,893.32	17,049.15	0.00	35,442.00	18,392.85	48.10	10-2641-211-00-79-505-14	
	IMRF Employer Paid	1,382.92	12,474.50	0.00	0.00	(12,474.50)	0.00	10-2642-212-00-79-505-14	
	Dir Technology/Curriculum TRS	0.00	0.00	0.00	2,590.00	2,590.00	0.00	10-2660-211-00-79-605-14	
	Data Processing Services Ins	0.00	0.00	0.00	164,779.00	164,779.00	0.00	10-2660-220-00-79-600-14	
	IMRF Board Paid	635.52	4,160.59	0.00	0.00	(4,160.59)	0.00	10-2664-212-00-79-605-14	
200 EMPLOYEE BENEFITS		2,160,981.00	18,458,334.98	4,946,922.43	20,468,779.00	(2,937,840.41)	114.35	* Object	
PURCHASED SERVICES									
	Teacher Vacancy Purch Svcs	3,323.12	3,323.12	0.00	0.00	(3,323.12)	0.00	10-1000-310-98-79-600-14	357
	Title IA Instruc Pur Svc	0.00	0.00	0.00	0.00	0.00	0.00	10-1100-310-89-79-605-14	
	Board Paid IMRF	274.82	2,492.34	0.00	0.00	(2,492.34)	0.00	10-2322-212-00-79-505-14	
	Elevating Educators Tuition	0.00	1,680.00	0.00	0.00	(1,680.00)	0.00	10-4120-670-77-79-600-14	
	Regular Education W/C Ins	0.00	62,913.38	0.00	103,742.00	40,828.62	60.64	10-1100-382-00-79-600-14	
	Title I Purchased Services	0.00	0.00	38,166.00	60,790.00	0.00	100.00	10-1100-390-89-79-605-14	
	Substitute Teacher-Contracted	74,132.01	432,208.49	276,202.18	572,500.00	(135,910.67)	123.74	10-1101-310-00-79-605-14	
	Repairs & Maintenance Leggee	741.03	2,022.85	0.00	3,000.00	977.15	67.43	10-1110-323-00-71-100-13	
	Repairs & Maintenance Chesak	0.00	9.99	0.00	2,893.00	2,883.01	0.35	10-1110-323-00-72-110-13	
	Repairs Martin	205.00	2,180.20	0.00	3,954.00	(135.20)	106.61	10-1110-323-00-72-120-13	
	Repairs & Maintenance Mackeben	0.00	553.99	446.94	800.00	(150.93)	117.76	10-1110-323-00-74-140-13	
	Repairs Conley	42.00	710.29	43.00	1,500.00	46.71	94.16	10-1110-323-00-74-150-13	
	Teacher Travel Leggee	157.64	572.74	0.00	500.00	427.26	57.27	10-1110-332-00-71-100-13	
	Teacher Travel Chesak	0.00	1,691.46	0.00	4,986.00	308.54	84.57	10-1110-332-00-72-110-13	
	Teacher Travel Martin	0.00	196.92	0.00	3,984.00	1,003.08	16.41	10-1110-332-00-72-120-13	
	Teacher Travel Mackeben	0.00	0.00	0.00	0.00	0.00	0.00	10-1110-332-00-74-140-13	
	Teacher Travel Conley	0.00	0.00	0.00	0.00	0.00	0.00	10-1110-332-00-74-150-13	
	Repairs Marlowe	0.00	2,090.05	1,520.00	3,485.00	(125.05)	103.59	10-1120-323-00-72-220-13	
	Repairs & Maintenance HMS	1,783.08	6,608.27	200.13	7,000.00	191.60	97.26	10-1120-323-00-74-210-13	
	Instrument Repair Marlowe	9,328.30	9,328.30	1,036.04	15,000.00	4,635.66	69.10	10-1120-323-02-72-220-13	
	Teacher Travel Marlowe	0.00	35.70	0.00	2,500.00	2,464.30	1.43	10-1120-332-00-72-220-13	
	Teacher Travel Heineman	36.89	958.75	0.00	4,600.00	2,041.25	31.96	10-1120-332-00-74-210-13	
	Printing Marlowe	0.00	0.00	0.00	2,615.00	2,615.00	0.00	10-1120-360-00-72-220-13	
	Printing Heineman	0.00	765.90	0.00	2,500.00	1,734.10	30.64	10-1120-360-00-74-210-13	
	Marlowe Purchased Service	0.00	12,400.27	578.47	2,006.00	(10,972.74)	647.00	10-1120-390-00-72-220-13	
	Heineman Purchased Service	817.00	10,808.72	0.00	800.00	(3,808.72)	154.41	10-1120-390-00-74-210-13	

Educational Fund 10

Object 300 PURCHASED SERVICES

Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
Heineman Fine Arts Pur Svc	0.00	850.00	300.00	2,000.00	(650.00)	230.00	10-1120-390-02-74-210-13
Student Field Trips	0.00	2,356.50	0.00	5,000.00	2,643.50	47.13	10-1120-399-00-72-220-13
Student Field Trips	0.00	0.00	0.00	1,700.00	1,700.00	0.00	10-1120-399-00-74-210-13
All Children Field Trip Cost	0.00	0.00	0.00	0.00	0.00	0.00	10-1125-331-97-79-600-14
Travel Preschool	0.00	232.40	0.00	400.00	167.60	58.10	10-1125-332-00-79-600-14
Pre-K Programs W/C Ins	0.00	7,871.00	0.00	7,871.00	0.00	100.00	10-1125-382-00-79-600-14
Preschool Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00	10-1125-390-00-79-600-14
Purchased Serv Parent-Tot	915.00	3,834.89	520.00	7,110.00	2,755.11	61.25	10-1125-390-90-79-600-14
All Children Purchased Service	325.00	5,758.47	0.00	7,065.00	1,241.53	82.26	10-1125-390-97-79-600-14
General Pur Svcs HS	0.00	29,620.90	0.00	30,000.00	(4,620.90)	118.48	10-1130-310-00-71-300-13
Alternative School	0.00	79,442.89	76.86	90,000.00	10,480.25	88.36	10-1130-314-06-71-305-13
Repairs HS	1,533.35	23,506.87	1,868.22	30,000.00	3,624.91	87.50	10-1130-323-00-71-300-13
Teacher Travel HS	1,242.88	8,057.33	800.00	10,000.00	1,142.67	88.57	10-1130-332-00-71-300-13
Curriculum/FVC Competitions	0.00	880.00	0.00	2,000.00	120.00	88.00	10-1130-335-00-71-300-13
Consulting HS	1,770.00	10,045.00	2,230.00	0.00	(12,275.00)	0.00	10-1130-390-00-71-300-13
PLTW Pur Svc 6-12	0.00	8,150.00	0.00	20,000.00	11,850.00	40.75	10-1130-390-67-71-300-13
Title IV Purchased Services	0.00	0.00	0.00	0.00	4,186.00	0.00	10-1130-390-85-79-605-14
STEP Purchased Services	1,472.08	39,539.51	9,754.49	50,000.00	706.00	98.59	10-1200-310-66-71-300-13
IDEA General Purchased Service	20,209.34	128,128.96	16,952.33	0.00	29,522.71	83.09	10-1200-310-92-79-600-14
IDEA Homebound/Hosp Tutoring	0.00	0.00	0.00	213,600.00	0.00	0.00	10-1200-314-92-79-600-14
Travel Sp Ed	3,087.11	20,289.95	0.00	18,000.00	(2,289.95)	112.72	10-1200-332-00-79-600-14
Special Education W/C Ins	0.00	50,787.00	0.00	50,787.00	0.00	100.00	10-1200-382-00-79-600-14
ECE Purchased Services	0.00	2,473.00	0.00	595.00	0.00	100.00	10-1225-390-95-79-600-14
Voc Ed Tuition	(1,575.08)	38,720.09	0.00	45,000.00	6,279.91	86.04	10-1400-310-00-74-305-13
Voc Ed Repairs HS	133.23	2,262.46	0.00	1,500.00	(762.46)	150.83	10-1400-323-00-71-300-13
Career & Tech Ed W/C Ins	0.00	3,000.00	0.00	3,000.00	0.00	100.00	10-1400-382-00-79-600-14
Perkins Grant Purch Svc	0.00	1,230.00	0.00	0.00	(1,230.00)	0.00	10-1400-390-64-71-305-13
CTEI Purchased Service	0.00	13,275.00	0.00	18,496.00	5,221.00	71.77	10-1412-310-63-71-300-14
Supervision HS	0.00	0.00	0.00	5,200.00	5,200.00	0.00	10-1500-310-00-71-300-13
Sports Officials HS	13,179.00	43,485.00	0.00	37,243.00	(6,242.00)	116.76	10-1500-319-00-71-300-13
Sports Officials Marlowe	3,020.00	8,285.40	0.00	4,980.00	(3,305.40)	166.37	10-1500-319-00-72-220-13
Sports Officials Heineman	3,100.00	7,054.00	0.00	6,000.00	146.00	97.97	10-1500-319-00-74-210-13
HHS Athletics Grounds Svcs	772.29	9,531.98	0.00	7,000.00	(2,531.98)	136.17	10-1500-320-00-71-300-13
Reconditioning	0.00	31,741.87	0.00	15,394.00	(16,347.87)	206.20	10-1500-323-00-71-300-13
Athletic Trips HS	116.23	1,099.88	2,000.00	12,000.00	8,900.12	25.83	10-1500-332-00-71-300-13
Athletic Travel Marlowe	2,952.37	2,952.37	1,716.36	5,977.00	1,308.27	78.11	10-1500-332-00-72-220-13
Athletic Travel Heineman	3,341.86	5,826.50	2,698.20	4,130.00	(4,394.70)	206.41	10-1500-332-00-74-210-13
Conference Travel HS	10,892.77	24,062.98	280.59	35,000.00	10,656.43	69.55	10-1500-335-00-71-300-13
Conference Travel Marlowe	0.00	0.00	0.00	1,206.00	1,206.00	0.00	10-1500-335-00-72-220-13
Conference Travel Heineman	287.64	287.64	0.00	1,000.00	(287.64)	0.00	10-1500-335-00-74-210-13
Interscholastic Prog W/C Ins	0.00	7,076.00	0.00	7,076.00	0.00	100.00	10-1500-382-00-79-600-14

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Educational Fund 10

Object 300 PURCHASED SERVICES

Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
Student Drug Testing	0.00	0.00	0.00	29,445.00	29,445.00	0.00	10-1500-390-00-71-300-13
Theater Royalties	0.00	4,000.50	729.00	4,500.00	(229.50)	105.10	10-1531-319-00-71-300-13
Activities Judges/Officials	0.00	2,175.00	0.00	4,200.00	2,025.00	51.79	10-1543-310-00-71-305-13
Activities Travel	3,225.60	4,038.00	3,494.27	10,000.00	2,467.73	75.32	10-1543-332-00-71-305-13
Gifted Programs W/C Ins	0.00	2,222.00	0.00	2,222.00	0.00	100.00	10-1650-382-00-79-600-14
Driver Ed Repair & Maintenance	0.00	360.40	0.00	3,000.00	2,639.60	12.01	10-1700-323-21-71-300-13
Drivers Education Prog W/C	0.00	916.00	0.00	916.00	0.00	100.00	10-1700-382-00-79-600-14
Bilingual Travel	0.00	0.00	0.00	843.00	843.00	0.00	10-1800-332-00-79-600-14
Bilingual Programs W/C Ins	0.00	3,666.00	0.00	3,666.00	0.00	100.00	10-1800-382-00-79-600-14
TBE/TPI Instr Pur Svc	2,560.20	20,711.15	1,357.50	0.00	(22,068.65)	0.00	10-1800-390-82-79-605-14
IDEA Social Work Pur Svc	0.00	8,265.94	0.00	0.00	9,734.06	45.92	10-2110-310-92-79-600-14
Attend & Social Work W/C Ins	0.00	7,912.00	0.00	7,912.00	0.00	100.00	10-2110-382-00-79-600-14
Travel Registration	0.00	0.00	0.00	0.00	0.00	0.00	10-2114-332-00-74-500-14
Purch Serv Registration	0.00	0.00	0.00	0.00	0.00	0.00	10-2114-390-00-74-500-14
Guidance Services W/C Ins	0.00	5,501.00	0.00	5,501.00	0.00	100.00	10-2120-382-00-79-600-14
Health Services	0.00	0.00	0.00	0.00	0.00	0.00	10-2130-310-00-79-600-14
IDEA Health Services	5,940.50	31,948.96	0.00	7,500.00	17,476.04	64.64	10-2130-310-92-79-600-14
Health Sharps Disposal	0.00	0.00	0.00	0.00	0.00	0.00	10-2130-321-00-79-600-14
Health Travel	0.00	0.00	0.00	1,500.00	1,500.00	0.00	10-2130-332-00-79-600-14
McHenry Co Health Pub Rel	0.00	0.00	0.00	0.00	0.00	0.00	10-2130-342-79-79-605-14
Health Services W/C Ins	0.00	8,497.00	0.00	8,497.00	0.00	100.00	10-2130-382-00-79-600-14
Purchased Services Health	0.00	15,603.00	0.00	23,000.00	7,397.00	67.84	10-2130-390-00-79-600-14
IDEA Psychological Services	3,000.00	53,657.65	0.00	10,000.00	6,842.35	88.69	10-2140-310-92-79-600-14
Psychological Services W/C Ins	0.00	5,385.00	0.00	5,385.00	0.00	100.00	10-2140-382-00-79-600-14
IDEA Sp Path & Audiology Serv	5,700.00	24,341.35	0.00	5,000.00	14,558.65	62.57	10-2150-310-92-79-600-14
Speech Path & Audi Serv W/C	0.00	9,795.00	0.00	9,795.00	0.00	100.00	10-2150-382-00-79-600-14
Other Support Serv-Pupils W/C	0.00	3,692.00	0.00	3,692.00	0.00	100.00	10-2190-382-00-79-600-14
Graduation Event	0.00	0.00	0.00	12,000.00	18,000.00	0.00	10-2190-390-00-71-300-12
CARES Act Impr Inst Pur Svc	0.00	0.00	0.00	0.00	0.00	0.00	10-2210-310-57-79-600-14
ADA Block Program Consult Fees	0.00	0.00	0.00	0.00	0.00	0.00	10-2210-310-81-79-600-14
Title III LIPLEPS Pur Svcs	11,245.60	16,235.72	6,849.05	22,400.00	10,915.23	67.90	10-2210-310-84-79-605-14
ECE Improv of Instruc Pur Svc	0.00	0.00	0.00	38.00	0.00	0.00	10-2210-310-95-79-600-14
Temp Instr Pur Svc	(1,486.38)	(1,486.38)	0.00	0.00	1,486.38	0.00	10-2210-310-98-79-600-14
Title I Professional Developmt	0.00	0.00	0.00	0.00	0.00	0.00	10-2210-312-89-79-605-14
All Children Prof Dev	0.00	2,359.91	0.00	700.00	3,140.09	42.91	10-2210-312-97-79-600-14
IDEA Impr of Instr-Staff Dev	11,962.52	268,103.35	60,371.08	129,500.00	(43,474.43)	115.25	10-2210-314-92-79-605-14
Confucius Conference Exp	0.00	0.00	0.00	311,569.00	311,569.00	0.00	10-2210-332-54-79-600-14
Bilingual PD Travel & Conference	0.00	0.00	0.00	10,000.00	10,000.00	0.00	10-2210-332-82-79-605-14
All Children Travel	199.78	199.78	0.00	0.00	(199.78)	0.00	10-2210-332-97-79-600-14
Improvement of Instr W/C Ins	0.00	2,316.00	0.00	2,316.00	0.00	100.00	10-2210-382-00-79-600-14
T Bilingual Impr Inst Services	0.00	0.00	0.00	113,000.00	113,000.00	0.00	10-2210-390-82-79-605-14

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Educational Fund 10

Object 300 PURCHASED SERVICES

Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
Curriclum Gen Pur Svc 6-12	44,170.91	286,489.47	82,817.95	449,000.00	79,692.58	82.25	10-2212-310-00-79-505-14
Title II Prof Development	0.00	69,797.50	3,999.00	96,319.00	34,998.50	67.83	10-2212-314-83-79-505-14
Instructional Tech Renewal	0.00	0.00	0.00	4,602.00	4,602.00	0.00	10-2212-319-00-74-500-14
Travel & Conference Curr 6-12	0.00	2,316.37	0.00	10,000.00	7,683.63	23.16	10-2212-332-00-74-500-14
Special Svcs Pur Svc	0.00	0.00	0.00	0.00	0.00	0.00	10-2213-310-00-79-600-14
Special Svcs Travel & Conf	0.00	0.00	0.00	19,500.00	19,500.00	0.00	10-2213-332-00-79-600-14
IDEA Ed Media Pur Svc	0.00	0.00	0.00	0.00	0.00	0.00	10-2220-310-92-79-600-14
Educational Media Services W/C	0.00	8,683.00	0.00	8,683.00	0.00	100.00	10-2220-382-00-79-600-14
PAC Repairs	0.00	1,011.50	0.00	4,184.00	3,172.50	24.18	10-2223-323-00-79-600-14
Testing/Assessment 6-12	0.00	55,137.40	0.00	192,181.00	137,043.60	28.69	10-2230-312-00-79-600-14
Prof & Tech Board	0.00	0.00	0.00	199.00	199.00	0.00	10-2310-310-00-74-500-14
ADA Block Strategic Planning	0.00	0.00	0.00	0.00	0.00	0.00	10-2310-311-81-79-600-14
CPA Audit	0.00	41,000.00	0.00	41,000.00	0.00	100.00	10-2310-317-00-74-500-14
Legal Board	8,906.30	87,909.50	40,874.00	125,000.00	(3,783.50)	103.03	10-2310-318-00-74-500-14
Travel Board	0.00	2,815.03	0.00	9,000.00	6,184.97	31.28	10-2310-332-00-74-500-14
Advertising Board	0.00	0.00	0.00	10,459.00	10,459.00	0.00	10-2310-350-00-74-500-14
CLIC Liability Insurance	0.00	435,349.36	0.00	447,306.00	11,956.64	97.33	10-2310-381-00-74-500-14
Unemployment Insurance	0.00	18,155.38	0.00	5,000.00	10,748.62	62.81	10-2310-383-00-74-500-14
Purchased Service Board	125.00	4,785.96	0.00	15,000.00	10,214.04	31.91	10-2310-390-00-74-500-14
Executive Admin Serv W/C Ins	0.00	4,467.00	0.00	4,467.00	0.00	100.00	10-2320-382-00-79-600-14
Travel Supt	110.86	2,055.84	0.00	9,000.00	6,944.16	22.84	10-2321-332-00-74-500-14
Purchased Service Supt	0.00	4,177.23	0.00	50,000.00	45,822.77	8.35	10-2321-390-00-74-500-14
Associate Supt Travel	0.00	0.00	0.00	8,700.00	0.00	0.00	10-2323-332-00-74-500-14
Principal Academies	0.00	4,968.03	0.00	0.00	1,031.97	82.80	10-2410-312-00-79-600-14
Prin Travel Leggee	0.00	0.00	0.00	200.00	200.00	0.00	10-2410-332-00-71-100-13
Prin Travel HS	10.51	3,310.70	0.00	7,000.00	1,689.30	66.21	10-2410-332-00-71-300-13
Prin Travel Chesak	0.00	761.82	0.00	499.00	738.18	50.79	10-2410-332-00-72-110-13
Principal Travel Marlowe	0.00	0.00	0.00	2,197.00	2,197.00	0.00	10-2410-332-00-72-220-13
Principal Travel Mackeben	0.00	0.00	0.00	0.00	0.00	0.00	10-2410-332-00-74-140-13
Principal Travel Heineman	0.00	0.00	0.00	1,000.00	0.00	0.00	10-2410-332-00-74-210-13
Office of Principal Serv W/C	0.00	21,215.00	0.00	21,215.00	0.00	100.00	10-2410-382-00-79-600-14
Direction of Business Serv W/C	0.00	1,188.00	0.00	1,188.00	0.00	100.00	10-2510-382-00-79-600-14
Prof & Tech Fiscal	22,679.95	456,983.19	79,816.61	500,000.00	(36,799.80)	107.36	10-2520-310-00-74-500-14
Travel Fiscal	42.75	3,891.38	0.00	9,750.00	5,858.62	39.91	10-2520-332-00-74-500-14
Fiscal Services W/C Ins	0.00	2,968.00	0.00	2,968.00	0.00	100.00	10-2520-382-00-79-600-14
Purch Serv Fiscal	0.00	46,347.51	2,250.00	30,000.00	(18,597.51)	161.99	10-2520-390-00-74-500-14
Banking Fees	14,218.91	154,014.90	50,000.00	125,000.00	(79,014.90)	163.21	10-2523-319-00-79-600-14
Security Officer Repairs	0.00	16,477.00	2,890.80	75,000.00	55,632.20	25.82	10-2546-323-00-79-600-14
Security Officer Travel	0.00	1,639.82	0.00	3,000.00	1,360.18	54.66	10-2546-332-00-79-600-14
Security Officer Gnl Purch Svc	358.25	137,680.52	35,795.00	87,896.00	(85,579.52)	197.36	10-2546-390-00-79-600-14
Cafe Prof & Tech Leggee	0.00	0.00	0.00	1,000.00	1,000.00	0.00	10-2560-310-00-71-100-13

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Educational Fund 10

Object 300 PURCHASED SERVICES

Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
Cafe Prof & Tech HS	0.00	181.98	0.00	1,000.00	818.02	18.20	10-2560-310-00-71-300-13
Cafe Prof & Tech Chesak	0.00	0.00	0.00	1,000.00	1,000.00	0.00	10-2560-310-00-72-110-13
Cafe Prof & Tech Martin	0.00	0.00	0.00	1,000.00	1,000.00	0.00	10-2560-310-00-72-120-13
Cafe Prof & Tech Marlowe	0.00	0.00	0.00	1,000.00	1,000.00	0.00	10-2560-310-00-72-220-13
Cafe Prof & Tech Mackeben	0.00	0.00	0.00	1,000.00	1,000.00	0.00	10-2560-310-00-74-140-13
Cafe Prof & Tech Conley	0.00	0.00	0.00	1,000.00	1,000.00	0.00	10-2560-310-00-74-150-13
Cafe Prof & Tech Heineman	0.00	0.00	0.00	1,000.00	1,000.00	0.00	10-2560-310-00-74-210-13
Cafe Commodity Ship HS	0.00	0.00	0.00	1,500.00	1,500.00	0.00	10-2560-313-00-71-300-13
Cafe Commodity Marlowe	0.00	0.00	0.00	2,500.00	2,500.00	0.00	10-2560-313-00-72-220-13
Cafe Commodity Heineman	0.00	0.00	0.00	1,600.00	1,600.00	0.00	10-2560-313-00-74-210-13
Cafe Repairs Leggee	0.00	4,894.20	25,000.00	11,000.00	(18,894.20)	271.77	10-2560-323-00-71-100-13
Cafe Repairs HS	553.45	14,583.30	25,000.00	20,000.00	(19,583.30)	197.92	10-2560-323-00-71-300-13
Cafe Repairs Chesak	72.87	11,081.06	24,927.13	9,000.00	(27,008.19)	400.09	10-2560-323-00-72-110-13
Cafe Repairs Martin	0.00	4,383.79	26,908.70	9,000.00	(22,292.49)	347.69	10-2560-323-00-72-120-13
Cafe Repairs Marlowe	1,987.21	17,362.78	23,012.79	10,000.00	(30,375.57)	403.76	10-2560-323-00-72-220-13
Cafe Repairs Mackeben	0.00	13,815.66	25,000.00	9,000.00	(29,815.66)	431.29	10-2560-323-00-74-140-13
Cafe Repairs Conley	0.00	5,171.86	25,065.78	9,000.00	(21,237.64)	335.97	10-2560-323-00-74-150-13
Cafe Repairs Heineman	0.00	4,815.96	25,220.45	10,000.00	(20,036.41)	300.36	10-2560-323-00-74-210-13
Cafe Travel Leggee	0.00	0.00	0.00	80.00	80.00	0.00	10-2560-332-00-71-100-13
Cafe Travel HS	0.00	0.00	0.00	80.00	80.00	0.00	10-2560-332-00-71-300-13
Cafe Travel Chesak	0.00	0.00	0.00	80.00	80.00	0.00	10-2560-332-00-72-110-13
Cafe Travel Martin	0.00	0.00	0.00	80.00	80.00	0.00	10-2560-332-00-72-120-13
Cafe Travel Marlowe	0.00	0.00	0.00	80.00	80.00	0.00	10-2560-332-00-72-220-13
Cafe Travel Mackeben	0.00	0.00	0.00	80.00	80.00	0.00	10-2560-332-00-74-140-13
Cafe Travel Conley	0.00	0.00	0.00	80.00	80.00	0.00	10-2560-332-00-74-150-13
Cafe Travel Heineman	0.00	0.00	0.00	80.00	80.00	0.00	10-2560-332-00-74-210-13
Food Services W/C Ins	0.00	28,305.00	0.00	28,305.00	0.00	100.00	10-2560-382-00-79-600-14
Dir Food Service Travel	104.40	948.40	0.00	1,200.00	251.60	79.03	10-2561-332-00-79-605-14
Communications Travel	73.21	569.20	0.00	3,000.00	2,430.80	18.97	10-2630-332-00-74-500-14
Postage Central Office	4,000.00	21,300.05	0.00	28,642.00	7,341.95	74.37	10-2630-341-00-74-500-14
Printing Volunteer Coord	0.00	9.95	0.00	0.00	(9.95)	0.00	10-2630-360-00-74-500-14
Information Services W/C Ins	0.00	274.00	0.00	274.00	0.00	100.00	10-2630-382-00-79-600-14
Communications Purch Services	26.40	32,212.44	11.48	40,000.00	7,776.08	80.56	10-2633-360-00-74-500-14
Staff Services W/C Ins	0.00	2,020.00	0.00	2,020.00	0.00	100.00	10-2640-382-00-79-600-14
Travel Human Res	739.73	2,747.03	0.00	1,117.00	2,369.97	53.68	10-2642-332-00-74-500-14
Advertising Human Res	350.00	3,213.03	(250.00)	17,488.00	14,524.97	16.94	10-2642-350-00-74-500-14
Purchased Service Human Res	18,194.00	27,517.50	1,250.00	22,000.00	(6,767.50)	130.76	10-2642-390-00-74-500-14
Sub Calling/Applicant Software	0.00	16,857.31	0.00	15,000.00	142.69	99.16	10-2643-316-00-79-605-14
IDEA Data Processing Pur Svc	0.00	22,953.25	0.00	25,500.00	3,546.75	86.62	10-2660-310-92-79-600-14
Student Information	0.00	124,037.47	12,082.50	152,000.00	15,880.03	89.55	10-2660-316-00-79-600-14
Hardware Maintenance Renewal	0.00	224,611.50	2,916.00	176,510.00	(51,017.50)	128.90	10-2660-319-00-79-600-14

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Educational Fund 10

Object 300 PURCHASED SERVICES

Description		M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
	Software Maintenance	39,938.35	530,450.57	17,750.98	540,000.00	(8,201.55)	101.52	10-2660-319-61-79-600-14
	Repairs Technology	0.00	0.00	0.00	5,000.00	5,000.00	0.00	10-2660-323-00-79-600-14
	Travel Technology	17.40	290.82	0.00	12,000.00	11,709.18	2.42	10-2660-332-00-79-600-14
	Data Processing Services W/C	0.00	4,501.00	0.00	4,501.00	0.00	100.00	10-2660-382-00-79-600-14
	Purchased Service Technology	50.00	5,184.67	635.00	60,000.00	54,180.33	9.70	10-2660-390-00-79-600-14
	Copier Leases	8,069.76	66,663.45	23,930.24	60,000.00	(30,593.69)	150.99	10-2900-325-00-79-600-14
	Copier Maintenance	2,361.74	(7,685.28)	14,149.21	15,161.00	8,697.07	42.64	10-2900-390-00-79-600-14
	IDEA Comm Engage PS	218.50	74,262.67	135.00	0.00	27,002.33	73.37	10-3000-310-92-79-600-14
	All Children Community Travel	0.00	61.04	0.00	300.00	38.96	61.04	10-3100-332-97-79-605-14
	Community Svcs Purchased Svcs	7,105.00	63,945.00	20,895.00	4,000.00	(80,840.00)	2,121.00	10-3600-390-82-79-605-14
	IDEA Payments to Other Districts	112.50	3,012.00	168.75	10,000.00	1,819.25	63.62	10-4120-310-92-79-600-14
300 PURCHASED SERVICES		374,561.74	4,875,832.97	1,022,443.08	6,005,353.00	496,994.95	92.23	* Object
SUPPLIES & MATERIALS								
	Supplies Curr & Inst	0.00	0.00	0.00	0.00	0.00	0.00	10-1100-410-00-74-500-14
	Rtl Materials 6-12	0.00	1,690.05	0.00	25,000.00	23,309.95	6.76	10-1100-410-56-79-605-14
	ARP IDEA Instruc Sup	0.00	210.49	0.00	0.00	(210.49)	0.00	10-1100-410-72-79-600-14
	ADA Block Curriculum materials	0.00	0.00	0.00	503.00	503.00	0.00	10-1100-410-81-74-500-14
	Rep Instr Supplies	0.00	436.57	0.00	0.00	49,563.43	0.87	10-1100-410-98-79-600-14
	Materials 6-12	31,190.61	51,020.89	528.09	96,200.00	44,651.02	53.59	10-1100-421-00-74-500-14
	New Adoption 6-12	1,614.00	70,061.80	0.00	500,000.00	429,938.20	14.01	10-1100-423-00-74-500-14
	Inst Supplies Leggee	834.57	29,940.60	2,936.51	40,070.00	12,892.89	71.83	10-1110-410-00-71-100-13
	Inst Supplies Chesak	39.56	14,980.41	313.22	28,446.00	13,152.37	53.76	10-1110-410-00-72-110-13
	Inst Supplies Martin	761.90	30,445.57	448.95	34,910.00	8,015.48	79.40	10-1110-410-00-72-120-13
	Inst Supplies Mackeben	1,044.68	14,418.20	5,209.90	29,161.00	482.90	97.60	10-1110-410-00-74-140-13
	Inst Supplies Conley	204.05	29,857.61	233.48	34,653.00	4,361.91	87.34	10-1110-410-00-74-150-13
	Art Supplies Leggee	26.99	4,775.33	0.00	4,500.00	(275.33)	106.12	10-1110-410-02-71-100-13
	Art Supplies Chesak	0.00	1,945.12	794.13	2,992.00	252.75	91.55	10-1110-410-02-72-110-13
	Art Supplies Martin	992.15	3,145.20	1,091.45	4,482.00	245.35	94.53	10-1110-410-02-72-120-13
	Mackeben Art Supplies	0.00	976.79	0.00	900.00	(76.79)	108.53	10-1110-410-02-74-140-13
	Art Supplies Conley	0.00	1,051.52	0.00	1,200.00	148.48	87.63	10-1110-410-02-74-150-13
	Music Supplies Leggee	200.94	546.92	33.95	3,000.00	1,919.13	23.23	10-1110-410-12-72-100-13
	Music SuppliesMartin	97.94	1,616.72	59.99	3,896.00	2,219.29	43.04	10-1110-410-12-72-120-13
	Music Supplies	42.99	582.70	0.00	598.00	15.30	97.44	10-1110-410-12-74-110-13
	Mackeben Music Supplies	0.00	664.68	0.00	900.00	235.32	73.85	10-1110-410-12-74-140-13
	Conley Music Supplies	154.89	1,163.47	0.00	3,600.00	36.53	96.96	10-1110-410-12-74-150-13
	Band Supplies Leggee	500.00	724.24	0.00	0.00	(474.24)	289.70	10-1110-410-35-71-100-13
	Band Supplies Martin	500.00	500.00	0.00	0.00	700.00	41.67	10-1110-410-35-72-120-13
	Conley Band Supplies	0.00	410.89	520.00	0.00	269.11	77.57	10-1110-410-35-74-150-13
	Orchestra Supplies Leggee	0.00	251.27	0.00	0.00	(1.27)	100.51	10-1110-410-36-71-100-13
	Orchestra Supplies Martin	0.00	0.00	0.00	0.00	2,000.00	0.00	10-1110-410-36-72-120-13
	Conley Orchestra Supplies	106.20	124.38	785.08	0.00	290.54	75.79	10-1110-410-36-74-150-13

Educational Fund 10

Object 400 SUPPLIES & MATERIALS

Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
PE Supplies Chesak	0.00	254.46	0.00	598.00	343.54	42.55	10-1110-410-50-72-110-13
PE Supplies Martin	0.00	996.00	0.00	996.00	0.00	100.00	10-1110-410-50-72-120-13
PE Supplies Leggee	0.00	832.19	464.77	1,000.00	(296.96)	129.70	10-1110-410-50-74-100-14
Mackeben PE Supplies	0.00	895.44	0.00	900.00	4.56	99.49	10-1110-410-50-74-140-14
Conley PE Supplies	0.00	1,194.89	0.00	1,200.00	5.11	99.57	10-1110-410-50-74-150-13
Inst Supplies Marlowe	2,365.78	37,251.17	3,074.93	44,736.00	4,409.90	90.14	10-1120-410-00-72-220-13
Inst Supplies Heineman	1,243.56	9,420.39	3,857.17	24,973.00	11,044.44	54.59	10-1120-410-00-74-210-13
Art Supplies Marlowe	3,150.84	6,424.19	589.71	6,000.00	(1,013.90)	116.90	10-1120-410-02-72-220-13
Art Supplies Heineman	89.99	3,681.26	195.58	3,279.00	(597.84)	118.23	10-1120-410-02-74-210-13
Foreign Lang Supplies Marlowe	0.00	242.89	209.77	400.00	(52.66)	113.17	10-1120-410-06-72-220-13
Foreign Lang Supplies Heineman	41.65	312.05	0.00	600.00	87.95	78.01	10-1120-410-06-74-210-13
Health Supplies Marlowe	0.00	91.13	0.00	471.00	379.87	19.35	10-1120-410-08-72-220-13
Health Supplies Heineman	15.99	86.87	0.00	700.00	613.13	12.41	10-1120-410-08-74-210-13
Home Ec Marlowe	507.77	4,925.75	354.92	5,500.00	219.33	96.01	10-1120-410-09-72-220-13
Home Ec Heineman	610.82	3,721.01	1,083.73	4,966.00	161.26	96.75	10-1120-410-09-74-210-13
Chorus/Band Supplies Marlowe	82.99	366.14	38.72	3,000.00	2,595.14	13.50	10-1120-410-12-72-220-13
Chorus/Band Supplies Heineman	1,183.67	16,212.76	1,642.02	19,099.00	1,244.22	93.49	10-1120-410-12-74-210-13
Marlowe Science Supplies 6	0.00	364.11	254.94	3,329.00	2,709.95	18.60	10-1120-410-13-72-220-06
Marlowe Science Supplies 7	531.84	2,895.54	31.99	3,329.00	401.47	87.94	10-1120-410-13-72-220-07
Marlowe Science Supplies 8	333.12	4,464.92	390.31	3,329.00	(1,526.23)	145.85	10-1120-410-13-72-220-08
Heineman Science Supplies 6	0.00	889.66	432.50	2,086.00	763.84	63.38	10-1120-410-13-74-210-06
Heineman Science Supplies 7	86.49	1,209.97	269.69	2,086.00	606.34	70.93	10-1120-410-13-74-210-07
Heineman Science Supplies 8	292.89	644.40	0.00	2,086.00	1,441.60	30.89	10-1120-410-13-74-210-08
Tech Lab Supplies Marlowe	25.99	2,004.55	0.00	2,044.00	39.45	98.07	10-1120-410-22-72-220-13
PLTW Supplies Heineman	0.00	414.57	107.06	800.00	278.37	65.20	10-1120-410-22-74-210-13
PE Supplies Marlowe	0.00	14,586.25	0.00	7,191.00	(7,395.25)	202.84	10-1120-410-50-72-220-13
PE Supplies Heineman	599.94	599.94	0.00	1,093.00	493.06	54.89	10-1120-410-50-74-210-13
PBIS	30.50	2,341.45	0.00	2,980.00	638.55	78.57	10-1120-410-80-72-220-13
PE Uniforms Marlowe	0.00	14,561.90	0.00	13,822.00	(739.90)	105.35	10-1120-412-50-72-220-13
PE Uniforms Heineman	0.00	537.93	0.00	6,000.00	6,113.07	8.09	10-1120-412-50-74-210-13
Instruc Coach/1:1 Supplies MMS	0.00	1,842.28	20.99	4,500.00	2,636.73	41.41	10-1120-490-00-72-220-13
Marlowe Fine Arts Supplies	1,215.00	3,142.92	4.00	20,000.00	16,853.08	15.73	10-1120-490-02-72-220-13
Heineman Fine Arts Supplies	0.00	11,057.80	0.00	11,000.00	(57.80)	100.53	10-1120-490-02-74-210-13
Copier Paper & Toner Preschool	392.86	4,526.91	17.58	2,000.00	(2,544.49)	227.22	10-1125-410-00-79-600-14
Supplies Parent-Tot	0.00	1,776.42	788.49	3,232.00	667.09	79.36	10-1125-410-90-79-600-14
All Children Supplies	1,904.75	8,754.05	7,010.64	20,659.00	(702.69)	104.67	10-1125-410-97-79-600-14
Food Supplies Parent-Tot	0.00	0.00	0.00	100.00	100.00	0.00	10-1125-415-90-79-600-14
Supplies Preschool	174.63	1,027.46	982.92	4,748.00	2,737.62	42.34	10-1125-490-00-79-600-14
Inst Supplies HS	449.28	77,580.68	5,638.61	18,000.00	(45,719.29)	221.92	10-1130-410-00-71-300-13
Art Supplies HS	412.99	22,907.41	247.22	20,000.00	1,845.37	92.62	10-1130-410-02-71-300-13
English Supplies HS	273.51	1,087.83	228.76	3,000.00	1,183.41	52.66	10-1130-410-05-71-300-13

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Educational Fund 10

Object 400 SUPPLIES & MATERIALS

Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
World Languages Supplies HS	518.84	1,673.29	180.51	2,000.00	146.20	92.69	10-1130-410-06-71-300-13
Health Supplies HS	0.00	0.00	0.00	600.00	600.00	0.00	10-1130-410-08-71-300-13
Math Supplies HS	78.60	2,799.14	194.63	3,000.00	6.23	99.79	10-1130-410-11-71-300-13
Music Supplies HS	1,246.19	11,448.05	2,479.68	32,000.00	3,072.27	81.93	10-1130-410-12-71-300-13
Science Supplies HS	281.91	16,060.62	756.73	20,000.00	3,182.65	84.09	10-1130-410-13-71-300-13
Social Studies Supplies HS	62.81	1,508.19	252.01	3,000.00	739.80	70.41	10-1130-410-15-71-300-13
Blended Learning Supplies	0.00	0.00	0.00	500.00	500.00	0.00	10-1130-410-31-71-300-13
Student Services (PODS) Supplies	0.00	0.00	0.00	3,000.00	3,000.00	0.00	10-1130-410-32-71-305-09
Academies Supplies	0.00	6,379.70	0.00	10,000.00	620.30	91.14	10-1130-410-33-71-305-13
Wellness Supplies HS	32.70	1,966.39	548.45	4,000.00	1,485.16	62.87	10-1130-410-50-71-300-13
HS Special Ed Supplies	0.00	1,098.22	0.00	3,000.00	(98.22)	109.82	10-1130-410-59-71-300-14
PLTW Supplies 6-12	979.95	33,061.72	957.21	75,000.00	40,981.07	45.36	10-1130-410-67-71-300-13
Title IV Supplies	0.00	0.00	0.00	13,169.00	8,000.00	0.00	10-1130-410-85-79-605-14
HS Curriculum Textbooks	42.40	26,907.97	0.00	40,000.00	3,092.03	89.69	10-1130-420-00-71-300-13
Instructional Coaching Supplies HS	0.00	0.00	0.00	1,000.00	500.00	0.00	10-1130-490-00-71-300-13
High School Fine Arts/PAC Supplies	1,240.43	14,862.71	2,256.42	20,000.00	2,880.87	85.60	10-1130-490-02-71-300-13
Supplies Sp Ed	13.96	6,751.37	0.00	10,000.00	3,248.63	67.51	10-1200-410-00-79-600-14
STEP Supplies	2,070.02	13,930.55	1,519.62	60,000.00	44,549.83	25.75	10-1200-410-66-71-300-13
IDEA Instructional Supplies	8,297.20	105,466.72	14,748.56	485,776.00	29,784.72	80.14	10-1200-410-92-79-600-14
IDEA Textbooks	0.00	0.00	0.00	0.00	0.00	0.00	10-1200-420-92-79-600-14
Other Supplies Conley	0.00	0.00	0.00	3,000.00	3,000.00	0.00	10-1200-490-00-74-150-13
ECE Instr Supplies	384.76	1,624.05	1,207.65	13,789.00	447.30	86.36	10-1225-410-95-79-600-14
Ag Supplies	0.00	0.00	0.00	0.00	0.00	0.00	10-1400-410-01-71-300-13
Business Supplies	494.95	6,962.10	0.00	5,000.00	(3,962.10)	232.07	10-1400-410-03-71-300-13
Family Consumer Science HS	627.21	8,844.51	2,749.92	8,000.00	(3,594.43)	144.93	10-1400-410-09-71-300-13
Ind Arts Supplies	4,021.68	16,080.70	382.21	5,000.00	(8,462.91)	205.79	10-1400-410-10-71-300-13
Co-Op Supplies	0.00	0.00	0.00	1,000.00	1,000.00	0.00	10-1400-410-62-71-300-13
Perkins Grant Supplies	0.00	4,816.15	0.00	21,305.00	16,488.85	22.61	10-1400-490-64-71-305-13
CTEI Supplies	0.00	6,255.76	0.00	15,562.00	9,306.24	40.20	10-1412-410-63-71-300-14
Training/Athletic Supplies HS	3,352.89	47,271.38	59,248.00	44,294.00	(62,225.38)	240.48	10-1500-410-00-71-300-13
Training Supplies Marlowe	0.00	0.00	284.94	1,492.00	1,207.06	19.10	10-1500-410-00-72-220-13
Training Supplies Heineman	0.00	1,492.04	0.00	4,000.00	507.96	74.60	10-1500-410-00-74-210-13
Awards HS	0.00	0.00	375.00	5,000.00	4,625.00	7.50	10-1500-411-00-71-300-13
Awards Heineman	0.00	233.10	77.38	1,100.00	789.52	28.23	10-1500-411-00-74-210-13
Uniforms HS	0.00	4,499.76	0.00	22,000.00	17,500.24	20.45	10-1500-412-00-71-300-13
Uniforms Marlowe	87.42	87.42	0.00	3,490.00	3,402.58	2.50	10-1500-412-00-72-220-13
Uniforms Heineman	299.00	3,220.21	104.48	6,000.00	2,675.31	55.41	10-1500-412-00-74-210-13
Team Sports HHS	0.00	0.00	0.00	33,710.00	33,710.00	0.00	10-1500-490-00-71-300-13
Scholastic Bowl Supplies	0.00	0.00	0.00	199.00	199.00	0.00	10-1501-410-00-72-220-13
Basketball Boys Supplies Marl	0.00	109.21	0.00	199.00	89.79	54.88	10-1505-410-00-72-220-15

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Educational Fund 10

Object 400 SUPPLIES & MATERIALS

Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
Basketball Girls Supplies Marl	0.00	0.00	0.00	199.00	199.00	0.00	10-1505-410-00-72-220-16
Basketball Boys Supplies Heine	0.00	19.98	0.00	100.00	80.02	19.98	10-1505-410-00-74-210-15
Basketball Gls Supplies Heine	0.00	0.00	0.00	100.00	100.00	0.00	10-1505-410-00-74-210-16
Cheerleading Supplies Marlowe	0.00	0.00	0.00	199.00	199.00	0.00	10-1506-410-00-72-220-13
Cheerleading Supplies Heineman	0.00	60.00	0.00	0.00	40.00	60.00	10-1506-410-00-74-210-13
Cross Ctry Supplies Marlowe	0.00	3,322.79	0.00	0.00	(3,322.79)	0.00	10-1511-410-00-72-220-13
Cross Ctry Supplies Heineman	0.00	34.43	0.00	100.00	65.57	34.43	10-1511-410-00-74-210-13
Football Boys Supplies HS	0.00	0.00	0.00	14,918.00	14,918.00	0.00	10-1514-410-00-71-300-15
HS Newspaper Supplies	1,412.70	6,056.80	0.00	6,000.00	1,943.20	75.71	10-1520-410-30-71-305-13
Pom Pon Supplies Marlowe	0.00	0.00	0.00	199.00	199.00	0.00	10-1521-410-00-72-220-13
Pom Pon Supplies Heineman	0.00	0.00	0.00	0.00	100.00	0.00	10-1521-410-00-74-210-13
Track Supplies Marlowe	0.00	0.00	0.00	199.00	199.00	0.00	10-1532-410-00-72-220-13
Track Supplies Heineman	0.00	275.00	0.00	400.00	125.00	68.75	10-1532-410-00-74-210-13
Volleyball Supplies Marlowe	0.00	0.00	0.00	199.00	199.00	0.00	10-1534-410-00-72-220-16
Volleyball Supplies Heineman	0.00	0.00	0.00	100.00	100.00	0.00	10-1534-410-00-74-210-16
Wrestling Supplies Marlowe	0.00	0.00	0.00	199.00	199.00	0.00	10-1535-410-00-72-220-15
Wrestling Supplies Heineman	29.51	82.31	0.00	100.00	17.69	82.31	10-1535-410-00-74-210-15
TV Production Supplies	353.49	5,341.23	590.00	5,000.00	68.77	98.85	10-1538-410-00-71-305-13
Activities Awards	0.00	0.00	0.00	1,800.00	1,800.00	0.00	10-1543-410-00-71-305-13
Bowling Girls HS	0.00	4,900.00	0.00	0.00	(4,900.00)	0.00	10-1547-410-30-71-300-13
Bowling Boys HS	0.00	4,900.00	0.00	0.00	(4,900.00)	0.00	10-1548-410-30-71-300-13
Swimming Sup HS-Boys	0.00	7,466.66	0.00	10,000.00	2,533.34	74.67	10-1551-410-00-71-300-15
Swimming HS-Girls	0.00	14,933.34	0.00	10,000.00	(4,933.34)	149.33	10-1551-410-00-71-300-16
VEI Supplies HS	0.00	9,791.69	0.00	11,613.00	9,821.31	49.92	10-1558-410-00-71-300-13
Activity Accounts	0.00	0.00	0.00	0.00	0.00	0.00	10-1599-410-00-79-600-14
Copier Paper & Toner Summer Sc	0.00	0.00	0.00	7,850.00	7,850.00	0.00	10-1600-410-00-79-600-14
Title I Supplies	0.00	600.00	0.00	18,783.00	44,402.00	1.33	10-1600-410-89-79-605-14
Supplies Summer School	0.00	0.00	89.43	3,295.00	3,205.57	2.71	10-1610-410-00-79-600-14
Driver Ed Supplies HS	0.00	0.00	0.00	600.00	600.00	0.00	10-1700-410-21-71-300-13
Driver Education Gasoline	400.65	2,342.71	8,000.00	8,000.00	(2,342.71)	129.28	10-1700-464-21-71-300-13
TBE/TPI Instructional Supplies	8,214.98	36,879.59	22,884.59	70,000.00	10,235.82	85.38	10-1800-410-82-79-605-14
Title III LIPLEPS Supplies	0.00	2,169.36	0.00	49,756.00	27,830.64	7.23	10-1800-410-84-79-605-14
IDEA Social Work Supplies	0.00	143.23	983.24	5,000.00	6,373.53	15.02	10-2110-410-92-79-605-14
Supplies Registration	0.00	0.00	0.00	1,500.00	1,500.00	0.00	10-2114-410-00-74-500-14
Supplies Counseling HS	25.00	1,033.78	0.00	2,000.00	(33.78)	103.38	10-2120-410-00-71-300-13
Supplies Guidance Marlowe	233.19	1,207.10	194.00	700.00	(701.10)	200.16	10-2120-410-00-72-220-13
Supplies Guidance Heineman	0.00	0.00	0.00	100.00	0.00	0.00	10-2120-410-00-74-210-13
Supplies Health	468.13	4,018.19	9,174.36	23,197.00	10,004.45	56.87	10-2130-410-00-79-600-14
IDEA Health OTPT & Nurse Sup	1,332.40	23,176.28	7,103.50	10,000.00	2,220.22	93.17	10-2130-410-92-79-605-14
IDEA Psychological Supplies	1,104.00	3,975.14	990.00	10,000.00	34.86	99.30	10-2140-410-92-79-605-14
IDEA Sp Path & Audiol Supplies	557.81	4,278.33	8,893.57	10,000.00	1,828.10	87.81	10-2150-410-92-79-605-14

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Educational Fund 10

Object 400 SUPPLIES & MATERIALS

Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
Graduation Supplies HHS	106.06	106.06	0.00	6,500.00	6,393.94	1.63	10-2190-410-00-71-300-12
Assignment Notebooks/Locks	0.00	0.00	0.00	34,904.00	0.00	0.00	10-2210-410-00-79-600-14
IDEA Impr of Instruction Suppl	0.00	35,192.75	0.00	10,000.00	69,307.25	33.68	10-2210-410-92-79-600-14
ECE PD Supplies	0.00	0.00	550.00	600.00	(50.00)	110.00	10-2210-410-95-79-600-14
All Children PD Supplies	79.00	283.55	92.16	2,000.00	624.29	37.57	10-2210-410-97-79-600-14
ESL Prof Library	0.00	0.00	0.00	3,469.00	3,469.00	0.00	10-2210-430-82-71-300-14
Supplies Curr & Inst 6-12	1,270.28	7,736.56	324.18	15,000.00	6,939.26	53.74	10-2210-490-00-74-500-14
Associate Supt Supplies	0.00	0.00	0.00	300.00	0.00	0.00	10-2212-410-00-74-500-14
Title II Supplies	0.00	0.00	0.00	0.00	0.00	0.00	10-2212-410-83-79-505-14
Special Svcs Supplies	0.00	0.00	0.00	0.00	0.00	0.00	10-2213-410-00-79-600-14
Leggee Staff Devel Supplies	0.00	814.60	0.00	0.00	(314.60)	162.92	10-2213-415-00-71-100-13
HHS Staff Devel Supplies	1,611.02	12,515.46	1,046.03	22,000.00	8,438.51	61.64	10-2213-415-00-71-300-13
Chesak Staff Devel Supplies	469.95	2,829.72	0.00	0.00	(645.72)	129.57	10-2213-415-00-72-110-13
Martin Staff Devel Supplies	401.68	4,900.32	0.00	0.00	592.68	89.21	10-2213-415-00-72-120-13
Preschool Staff Devel Supplies	97.47	3,797.34	684.78	5,000.00	517.88	89.64	10-2213-415-00-72-165-13
Marlowe Staff Devel Supplies	0.00	824.68	0.00	0.00	(824.68)	0.00	10-2213-415-00-72-220-13
Mackeben Staff Devel Supplies	904.29	4,697.56	0.00	0.00	1,302.44	78.29	10-2213-415-00-74-140-13
Conley Staff Devel Supplies	0.00	4,362.50	603.63	0.00	33.87	99.32	10-2213-415-00-74-150-13
Heineman Staff Devel Supplies	0.00	3,394.48	0.00	0.00	(594.48)	121.23	10-2213-415-00-74-210-13
Staff Dev Supplies 6-12	(118.90)	1,073.15	156.00	0.00	(1,229.15)	0.00	10-2213-415-00-74-500-14
Special Svcs Testing/Assessments	0.00	0.00	0.00	500.00	500.00	0.00	10-2213-490-00-79-600-14
Literacy Grant Supplies	0.00	0.00	0.00	0.00	7,724.00	0.00	10-2220-410-98-79-600-14
Media Center Leggee	9.97	1,356.67	0.00	4,500.00	2,643.33	33.92	10-2220-430-00-71-100-13
Media Center HS	139.20	1,049.87	101.14	3,000.00	848.99	57.55	10-2220-430-00-71-300-13
Media Center Chesak	0.00	2,647.56	1,101.63	3,989.00	239.81	93.99	10-2220-430-00-72-110-13
Media Center Martin	462.86	3,328.54	627.88	6,083.00	2,126.58	65.04	10-2220-430-00-72-120-13
Media Center Marlowe	547.75	5,186.37	1,220.34	6,500.00	93.29	98.56	10-2220-430-00-72-220-13
Media Center Mackeben	71.18	225.49	0.00	1,500.00	1,274.51	15.03	10-2220-430-00-74-140-13
Media Center Conley	187.16	1,240.79	258.16	3,000.00	1.05	99.93	10-2220-430-00-74-150-13
Media Center Heineman	794.78	3,115.61	115.00	3,973.00	742.39	81.31	10-2220-430-00-74-210-13
Media Center Per Capita Grant	0.00	0.00	0.00	6,199.00	0.00	0.00	10-2220-430-00-79-600-14
Media Center Tech Leggee	39.00	935.34	0.00	1,000.00	64.66	93.53	10-2220-490-00-71-100-13
Media Center Tech Chesak	0.00	306.86	0.00	2,992.00	2,685.14	10.26	10-2220-490-00-72-110-13
Media Center Tech Martin	308.09	817.50	245.93	2,800.00	936.57	53.17	10-2220-490-00-72-120-13
Media Center Tech Marlowe	0.00	805.93	63.63	2,000.00	1,130.44	43.48	10-2220-490-00-72-220-13
Media Center Tech Mackeben	0.00	2,535.28	0.00	1,100.00	564.72	81.78	10-2220-490-00-74-140-13
Media Center Tech Conley	564.38	754.52	238.42	2,600.00	7.06	99.29	10-2220-490-00-74-150-13
Media Center Tech Heineman	35.04	95.05	82.52	4,000.00	822.43	17.76	10-2220-490-00-74-210-13
Supplies PAC	0.00	0.00	1,077.27	7,945.00	6,867.73	13.56	10-2223-410-00-79-600-14
PAC Invent Supplies	0.00	23,044.13	299.17	61,837.00	38,493.70	37.75	10-2223-490-00-79-600-14
ECE Test/Assess Supplies	0.00	688.90	0.00	0.00	311.10	68.89	10-2230-410-95-79-600-14

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Educational Fund 10

Object 400 SUPPLIES & MATERIALS

Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
All Children Gen Admin Sup	520.65	2,369.77	18.98	2,550.00	1,111.25	68.25	10-2300-410-97-79-600-14
Supplies Board	989.99	2,855.41	147.44	3,000.00	(2.85)	100.10	10-2310-410-00-74-500-14
Leadership Supplies	0.00	0.00	0.00	3,476.00	3,476.00	0.00	10-2310-415-00-74-500-14
Supplies Supt	336.31	4,152.69	33.29	25,000.00	20,814.02	16.74	10-2321-410-00-74-500-14
Community Supplies	0.00	0.00	0.00	499.00	499.00	0.00	10-2321-415-00-74-500-14
Supt Periodicals	0.00	0.00	0.00	273.00	273.00	0.00	10-2321-440-00-74-500-14
Office Supplies Leggee	0.00	686.20	31.17	1,500.00	782.63	47.82	10-2410-410-00-71-100-13
Copier Paper & Toner Leggee	1,131.26	22,077.28	0.00	18,000.00	(77.28)	100.35	10-2410-410-00-71-100-14
Office Supplies HS	20.27	2,636.44	6.22	3,500.00	(642.66)	132.13	10-2410-410-00-71-300-13
Copier Paper & Toner HS	4,901.53	79,836.22	95.82	75,000.00	(4,932.04)	106.58	10-2410-410-00-71-300-14
Office Supplies Chesak	0.00	463.71	0.00	997.00	533.29	46.51	10-2410-410-00-72-110-13
Copier Paper & Toner Chesak	1,811.65	25,613.81	0.00	24,931.00	(682.81)	102.74	10-2410-410-00-72-110-14
Office Supplies Martin	38.36	417.45	0.00	1,500.00	1,082.55	27.83	10-2410-410-00-72-120-13
Copier Paper & Toner Martin	1,080.58	13,800.05	66.95	27,312.00	6,245.00	68.95	10-2410-410-00-72-120-14
Office Supplies Marlowe	0.00	107.56	0.00	6,693.00	6,585.44	1.61	10-2410-410-00-72-220-13
Copier Paper & Toner Marlowe	3,815.91	33,256.36	0.00	26,928.00	(6,328.36)	123.50	10-2410-410-00-72-220-14
Office Supplies Mackeben	126.16	619.28	31.34	1,100.00	449.38	59.15	10-2410-410-00-74-140-13
Copier Paper & Toner Mackeben	2,266.35	13,238.33	0.00	16,000.00	3,761.67	77.87	10-2410-410-00-74-140-14
Office Supplies Conley	25.60	994.92	0.00	2,000.00	5.08	99.49	10-2410-410-00-74-150-13
Copier Paper & Toner Conley	3,362.37	14,617.23	812.80	16,000.00	569.97	96.44	10-2410-410-00-74-150-14
Office Supplies Heineman	550.94	5,158.13	321.18	6,200.00	720.69	88.38	10-2410-410-00-74-210-13
Copier Paper & Toner Heineman	3,513.56	17,966.44	1,265.66	19,343.00	110.90	99.43	10-2410-410-00-74-210-14
HS Staff Recognition	0.00	388.76	0.00	3,000.00	611.24	38.88	10-2410-490-00-71-300-13
Rebate Supplies Leggee	0.00	0.00	0.00	0.00	1,684.92	0.00	10-2410-491-00-71-100-13
Rebate Supplies High School	0.00	0.00	0.00	0.00	610.44	0.00	10-2410-491-00-71-300-13
Rebate Supplies Chesak	0.00	0.00	0.00	0.00	1,855.02	0.00	10-2410-491-00-72-110-13
Rebate Supplies Martin	0.00	1,615.64	0.00	0.00	0.00	100.00	10-2410-491-00-72-120-13
Rebate Supplies ECE	0.00	0.00	0.00	0.00	290.40	0.00	10-2410-491-00-72-165-13
Rebate Supplies Marlowe	0.00	200.00	0.00	0.00	927.96	17.73	10-2410-491-00-72-220-13
Rebate Supplies Mackeben	0.00	110.00	0.00	0.00	634.01	14.78	10-2410-491-00-74-140-13
Rebate Supplies Conley	157.57	200.83	689.22	0.00	452.58	66.29	10-2410-491-00-74-150-13
Rebate Supplies Heineman	0.00	954.50	0.00	0.00	(543.28)	232.11	10-2410-491-00-74-210-13
Supplies Fiscal	4,041.62	8,235.77	0.00	20,000.00	11,764.23	41.18	10-2520-410-00-74-500-14
Campus Supervisor Supplies	128.32	1,324.32	0.00	5,000.00	3,675.68	26.49	10-2546-412-00-79-600-14
Security Officer Supplies	2,529.31	20,031.70	1,098.30	40,000.00	18,870.00	52.83	10-2546-490-00-79-600-14
All Children Trans Supplies	1,541.95	1,541.95	0.00	1,726.00	41.05	97.41	10-2550-410-97-79-600-14
Cafe Supplies Leggee	1,837.16	8,201.70	4,292.48	6,903.00	(5,591.18)	181.00	10-2560-410-00-71-100-13
Cafe Supplies HS	7,860.82	41,468.90	22,364.75	37,166.00	(26,667.65)	171.75	10-2560-410-00-71-300-13
Cafe Supplies Chesak	822.78	4,870.52	3,740.54	5,310.00	(3,301.06)	162.17	10-2560-410-00-72-110-13
Cafe Supplies Martin	1,361.48	9,332.78	4,703.51	6,774.00	(7,262.29)	207.21	10-2560-410-00-72-120-13
Cafe Supplies Marlowe	3,035.57	14,191.75	8,228.59	14,642.00	(7,778.34)	153.12	10-2560-410-00-72-220-13

Educational Fund 10

Object 400 SUPPLIES & MATERIALS

Description		M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number	
	Cafe Supplies Mackeben	1,361.94	6,374.52	2,935.47	4,675.00	(4,634.99)	199.14	10-2560-410-00-74-140-13	
	Cafe Supplies Conley	1,280.38	7,200.25	3,285.95	5,749.00	(4,737.20)	182.40	10-2560-410-00-74-150-13	
	Cafe Supplies Heineman	2,512.93	12,486.36	6,053.91	10,829.00	(7,711.27)	171.21	10-2560-410-00-74-210-13	
	Cafe Food Leggee	13,248.79	76,496.72	80,001.21	85,000.00	(71,497.93)	184.12	10-2560-415-00-71-100-13	
	Cafe Food HS	118,785.41	524,688.10	393,955.76	575,000.00	(343,643.86)	159.76	10-2560-415-00-71-300-13	
	Cafe Food Chesak	12,508.62	63,180.14	80,991.38	67,500.00	(76,671.52)	213.59	10-2560-415-00-72-110-13	
	Cafe Food Martin	18,015.85	85,548.59	91,984.15	100,000.00	(77,532.74)	177.53	10-2560-415-00-72-120-13	
	Cafe Food Marlowe	39,833.14	193,299.76	155,538.11	175,000.00	(173,837.87)	199.34	10-2560-415-00-72-220-13	
	Cafe Food Mackeben	11,072.27	48,834.35	51,927.73	60,000.00	(40,762.08)	167.94	10-2560-415-00-74-140-13	
	Cafe Food Conley	9,253.55	64,664.36	51,588.49	62,500.00	(53,752.85)	186.00	10-2560-415-00-74-150-13	
	Cafe Food Heineman	25,742.29	132,903.32	163,500.71	160,000.00	(136,404.03)	185.25	10-2560-415-00-74-210-13	
	IDEA Preschool Food	0.00	0.00	0.00	13,853.00	0.00	0.00	10-2560-415-92-79-605-14	
	ECE Snacks	0.00	316.59	37.33	800.00	146.08	70.78	10-2560-415-95-79-600-14	
	All Children Snacks	411.37	8,474.60	2,883.52	10,150.00	141.88	98.77	10-2560-415-97-79-600-14	
	Cafe Invent Supplies Leggee	0.00	0.00	0.00	543.00	543.00	0.00	10-2560-490-00-71-100-13	
	Cafe Invent Supplies HS	0.00	0.00	0.00	543.00	543.00	0.00	10-2560-490-00-71-300-13	
	Cafe Invent Supplies Chesak	0.00	0.00	0.00	543.00	543.00	0.00	10-2560-490-00-72-110-13	368
	Cafe Invent Supplies Martin	0.00	0.00	0.00	543.00	543.00	0.00	10-2560-490-00-72-120-13	
	Cafe Invent Supplies Marlowe	0.00	0.00	0.00	543.00	543.00	0.00	10-2560-490-00-72-220-13	
	Cafe Invent Supplies Mackeben	0.00	0.00	0.00	543.00	543.00	0.00	10-2560-490-00-74-140-13	
	Cafe Invent Supplies Conley	0.00	0.00	0.00	543.00	543.00	0.00	10-2560-490-00-74-150-13	
	Cafe Invent Supplies Heineman	0.00	0.00	0.00	543.00	543.00	0.00	10-2560-490-00-74-210-13	
	Dir Food Service Supplies	0.00	775.43	0.00	941.00	165.57	82.40	10-2561-410-00-79-605-14	
	Communications Supplies	450.00	2,246.10	1,066.00	3,000.00	(312.10)	110.40	10-2630-410-00-74-500-14	
	Teacher Vacancy Supplies	0.00	560.41	0.00	0.00	9,439.59	5.60	10-2640-410-98-79-600-14	
	Supplies Human Res	46.11	1,589.42	93.81	9,931.00	8,247.77	16.95	10-2642-410-00-74-500-14	
	HR Employee Recognition	9,677.74	10,364.39	2,289.40	6,000.00	1,346.21	90.38	10-2642-411-00-74-500-14	
	Supplies Tech	739.83	61,511.87	3,258.97	19,945.00	(44,825.84)	324.75	10-2660-410-00-79-600-14	
	Software Technology	0.00	0.00	0.00	20,000.00	0.00	0.00	10-2660-470-00-79-600-14	
	Inventoriable Equipment Tech	811,663.00	1,093,294.18	61,784.75	1,220,000.00	(185,078.93)	119.08	10-2660-490-00-79-600-14	
	Copier Paper & Toner DO	0.00	3,515.20	0.00	10,459.00	6,943.80	33.61	10-2900-410-00-79-600-14	
	Title III Comm Svcs Supplies	0.00	128.00	0.00	0.00	5,370.00	2.33	10-3000-410-84-79-605-14	
	IDEA Comm Engage Supplies	2,385.41	13,875.85	3,422.22	0.00	17,701.93	49.42	10-3000-410-92-79-600-14	
	All Children Parental Supplies	0.00	1,560.44	0.00	3,000.00	(660.44)	173.38	10-3100-410-97-79-605-24	
	T Bilingual Com Svc Supplies	0.00	535.72	0.00	2,000.00	1,464.28	26.79	10-3600-410-82-79-605-14	
	IDEA Supplies NPPS	0.00	0.00	0.00	0.00	1,262.00	0.00	10-3700-410-92-79-605-14	
400 SUPPLIES & MATERIALS		1,227,370.06	3,908,712.14	1,401,552.84	5,631,524.00	(93,835.74)	101.80	* Object	
CAPITAL OUTLAY									
	Equipment CTEI Grant	0.00	88,889.47	0.00	0.00	(88,889.47)	0.00	10-1412-540-63-71-300-14	
	Driver Education Vehicle	0.00	7,611.80	4,000.00	10,000.00	(1,611.80)	116.12	10-1700-540-21-71-300-13	
	IDEA Cap Eqpt	0.00	13,600.00	0.00	25,000.00	0.00	100.00	10-2530-550-92-79-600-14	

Educational Fund 10

Object 500 CAPITAL OUTLAY

Description		M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number	
	Security Officer Equipment	265.00	153,044.70	43,928.88	280,000.00	83,026.42	70.35	10-2546-540-00-79-600-14	
	Cafe Equipment HS	0.00	309.46	0.00	10,000.00	9,690.54	3.09	10-2560-540-00-71-300-13	
	Cafe Equipment Chesak	0.00	373.55	0.00	0.00	(373.55)	0.00	10-2560-540-00-72-110-13	
	Cafe Equipment Martin	0.00	25,368.55	0.00	0.00	(25,368.55)	0.00	10-2560-540-00-72-120-13	
	Cafe Equipment Marlowe	0.00	957.14	0.00	0.00	(957.14)	0.00	10-2560-540-00-72-220-13	
	Cafe Equipment Mackeben	0.00	10,166.78	111.49	0.00	(10,278.27)	0.00	10-2560-540-00-74-140-13	
	Cafe Equipment Conley	0.00	200.00	4,321.49	0.00	(4,521.49)	0.00	10-2560-540-00-74-150-13	
	Cafe Equipment Heineman	0.00	6,940.31	0.00	0.00	(6,940.31)	0.00	10-2560-540-00-74-210-13	
500 CAPITAL OUTLAY		265.00	307,461.76	52,361.86	325,000.00	(46,223.62)	114.74	* Object	
OTHER OBJECTS									
	Teacher Dues & Fees Chesak	0.00	0.00	0.00	199.00	0.00	0.00	10-1110-640-00-72-110-13	
	Teacher Dues & Fees Mackeben	0.00	0.00	0.00	200.00	400.00	0.00	10-1110-640-00-74-140-13	
	Teacher Dues & Fees Marlowe	0.00	221.00	0.00	396.00	175.00	55.81	10-1120-640-00-72-220-13	
	Teacher Dues & Fees HS	0.00	0.00	0.00	1,500.00	0.00	0.00	10-1130-640-00-71-300-13	
	Sports Dues & Fees MS	0.00	475.00	0.00	0.00	(475.00)	0.00	10-1500-640-00-71-200-13	
	Sports Dues & Fees HS	410.00	50,271.88	0.00	50,000.00	(271.88)	100.54	10-1500-640-00-71-300-13	369
	Sports Dues & Fees Marlowe	0.00	3,963.06	618.00	1,494.00	(3,087.06)	306.63	10-1500-640-00-72-220-13	
	Sports Dues & Fees Heineman	0.00	1,731.00	0.00	1,800.00	69.00	96.17	10-1500-640-00-74-210-13	
	Activities Fees	210.00	6,017.85	0.00	7,500.00	1,482.15	80.24	10-1543-640-00-71-305-13	
	Activity Accounts	0.00	0.00	0.00	1,000,000.00	1,000,000.00	0.00	10-1999-690-00-79-600-14	
	Dues & Fees Registration	0.00	0.00	0.00	0.00	0.00	0.00	10-2114-640-00-74-500-14	
	IDEA Other Objects	250.00	11,523.06	0.00	10,000.00	3,476.94	76.82	10-2210-640-92-79-605-14	
	Teacher Vacancy Tuit	0.00	81,465.34	0.00	0.00	66,247.66	55.15	10-2210-670-98-79-600-14	
	Special Svcs Dues & Fees	0.00	0.00	0.00	3,000.00	3,000.00	0.00	10-2213-640-00-79-600-14	
	Dues & Fees Board	56.00	896.00	80.00	35,000.00	34,024.00	2.79	10-2310-640-00-74-500-14	
	Treasurers Bond	0.00	6,855.00	0.00	25,320.00	18,465.00	27.07	10-2313-640-00-79-605-14	
	Dues & Fees Supt	56.00	6,990.00	0.00	3,296.00	(3,694.00)	212.08	10-2321-640-00-74-500-14	
	Dues & Fees Curr & Inst 6-12	0.00	299.00	0.00	3,000.00	2,701.00	9.97	10-2323-640-00-74-500-14	
	Principal Dues Leggee	0.00	449.00	325.00	700.00	(74.00)	110.57	10-2410-640-00-71-100-13	
	Dues & Fees HS	578.00	1,675.75	0.00	2,000.00	1,824.25	47.88	10-2410-640-00-71-300-13	
	Office Dues & Fees Chesak	0.00	425.00	0.00	499.00	74.00	85.17	10-2410-640-00-72-110-13	
	Office Dues & Fees Martin	425.00	999.00	0.00	993.00	(6.00)	100.60	10-2410-640-00-72-120-13	
	Office Dues & Fees Mackeben	0.00	0.00	0.00	200.00	0.00	0.00	10-2410-640-00-74-140-13	
	Office Dues & Fees Conley	0.00	325.00	574.00	1,000.00	101.00	89.90	10-2410-640-00-74-150-13	
	Office Dues & Fees Heineman	0.00	0.00	0.00	1,300.00	1,300.00	0.00	10-2410-640-00-74-210-13	
	Dues & Fees Fiscal	0.00	2,043.00	0.00	4,500.00	2,457.00	45.40	10-2520-640-00-74-500-14	
	Cafe Dues & Fees Leggee	155.00	1,826.06	311.87	466.00	(1,671.93)	458.78	10-2560-640-00-71-100-13	
	Cafe Dues & Fees HS	310.00	1,981.14	311.91	658.00	(1,635.05)	348.49	10-2560-640-00-71-300-13	
	Cafe Dues & Fees Chesak	155.00	1,826.06	311.87	466.00	(1,671.93)	458.78	10-2560-640-00-72-110-13	
	Cafe Dues & Fees Martin	155.00	1,826.06	311.87	466.00	(1,671.93)	458.78	10-2560-640-00-72-120-13	
	Cafe Dues & Fees Marlowe	155.00	1,826.06	311.87	466.00	(1,671.93)	458.78	10-2560-640-00-72-220-13	

Educational Fund 10

Object 600 OTHER OBJECTS

Description		M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number	
Cafe Dues & Fees Mackeben		155.00	1,826.06	311.87	466.00	(1,671.93)	458.78	10-2560-640-00-74-140-13	
Cafe Dues & Fees Conley		155.00	1,826.06	311.87	466.00	(1,671.93)	458.78	10-2560-640-00-74-150-13	
Cafe Dues & Fees Heineman		155.00	1,826.06	311.87	466.00	(1,671.93)	458.78	10-2560-640-00-74-210-13	
Dir Food Service Dues & Fees		0.00	20.00	0.00	157.00	137.00	12.74	10-2561-640-00-79-600-14	
Dues & Fees Human Res		0.00	535.00	0.00	993.00	458.00	53.88	10-2642-640-00-74-500-14	
Dues & Fees Technology		0.00	1,020.00	0.00	1,496.00	476.00	68.18	10-2660-640-00-79-600-14	
Sp Ed Room & Board		0.00	0.00	0.00	7,500.00	7,500.00	0.00	10-4120-670-00-79-605-14	
Dist Hospital Instruct./Safe School		0.00	0.00	0.00	80,000.00	80,000.00	0.00	10-4210-670-00-79-600-14	
Sp Ed Private Tuition		217,978.78	1,799,525.22	1,090,651.94	2,408,896.00	(481,281.16)	119.98	10-4220-670-00-79-600-14	
600 OTHER OBJECTS		221,358.78	1,992,488.72	1,094,743.94	3,656,859.00	722,140.34	81.04	* Object	
NON-CAPITALIZED EQUIPMENT									
Non-Cap Eqpt Leggee		0.00	19,351.50	0.00	15,000.00	(14,551.50)	403.16	10-1110-710-00-71-100-13	
Marlowe Non-Capitalized Eqpt		0.00	0.00	0.00	9,949.00	9,949.00	0.00	10-1120-710-00-72-220-13	
Preschool Non-Cap Eqpt		0.00	0.00	0.00	0.00	0.00	0.00	10-1125-710-00-79-600-14	
Non-Capitalized Eqpt HS		0.00	7,050.00	0.00	0.00	(7,050.00)	0.00	10-1130-710-00-71-300-13	
STEP Non-Cap Eqpt		0.00	0.00	0.00	0.00	0.00	0.00	10-1200-710-66-71-300-13	370
IDEA Instructional Non-Cap Eqp		0.00	0.00	0.00	100,000.00	0.00	0.00	10-1200-710-92-79-600-14	
Perkins Grant Non-Cap Eqpt		0.00	1,768.00	12,275.00	17,056.00	3,013.00	82.33	10-1400-710-64-71-305-13	
TBE/TPI Non-Cap Eqpt		0.00	0.00	0.00	0.00	0.00	0.00	10-1800-710-82-79-605-14	
ECE Noncap Eqpt		0.00	0.00	3,249.00	0.00	0.00	100.00	10-2130-700-95-79-600-14	
IDEA Speech NonCap Eqpt		0.00	0.00	0.00	2,500.00	0.00	0.00	10-2150-710-92-79-605-14	
Foodservice Non-Cap Eqpt		0.00	0.00	0.00	19,447.00	19,447.00	0.00	10-2560-710-00-79-605-14	
700 NON-CAPITALIZED EQUIPMENT		0.00	28,169.50	15,524.00	163,952.00	10,807.50	80.17	* Object	
10 Educational Fund		10,567,999.37	88,581,687.47	8,533,548.15	116,334,558.00	19,213,253.62	83.48	Fund	

Operations & Maintenance Fund 20

Object 100 SALARIES

Description		M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number	
SALARIES									
	Assistant Director Salary	9,315.00	83,934.63	0.00	111,780.00	27,845.37	75.09	20-2540-110-00-79-600-14	
	Director O & M Salary	11,212.50	101,315.97	0.00	134,550.00	33,234.03	75.30	20-2540-110-00-79-605-14	
	Office O&M Salary	3,528.00	32,556.43	0.00	44,133.00	11,576.57	73.77	20-2540-113-00-79-605-14	
	Vacation-Assistant Director	0.00	0.00	0.00	0.00	0.00	0.00	20-2540-140-00-79-600-14	
	Vacation-Office O&M	0.00	0.00	0.00	0.00	0.00	0.00	20-2540-140-00-79-605-14	
	Custodial Salaries	41,197.31	346,186.40	0.00	442,240.00	96,053.60	78.28	20-2542-110-00-79-605-14	
	On Call Wages	4.50	360.84	0.00	4,014.00	3,653.16	8.99	20-2542-120-00-79-605-14	
	Summer Custodial	0.00	0.00	0.00	0.00	0.00	0.00	20-2542-122-00-79-605-14	
	Custodial Overtime	5,832.60	35,125.01	0.00	38,231.00	3,105.99	91.88	20-2542-130-00-79-605-14	
	Vacation-Custodial Salaries	0.00	0.00	0.00	0.00	0.00	0.00	20-2542-140-00-79-605-14	
	Athletic Grounds Mtnc Overtime	0.00	0.00	0.00	0.00	0.00	0.00	20-2543-130-00-79-605-14	
	Maintenance Salary	62,602.42	551,356.38	0.00	692,730.00	141,373.62	79.59	20-2544-110-00-79-605-14	
	Overtime-Maintenance	1,010.73	8,726.65	0.00	18,681.00	9,954.35	46.71	20-2544-130-00-79-605-14	
	Vacation-Maintenance	0.00	0.00	0.00	0.00	0.00	0.00	20-2544-140-00-79-605-14	
100 SALARIES		134,703.06	1,159,562.31	0.00	1,486,359.00	326,796.69	78.01	* Object	
EMPLOYEE BENEFITS									
	IMRF Employer Paid	967.38	8,993.59	0.00	7,835.00	(1,158.59)	114.79	20-2540-212-00-79-605-14	
	O&M of Plant Serv Insurance	(9,056.70)	(59,181.05)	0.00	360,737.00	419,918.05	-16.41	20-2540-220-00-79-600-14	
200 EMPLOYEE BENEFITS		(8,089.32)	(50,187.46)	0.00	368,572.00	418,759.46	-13.62	* Object	
PURCHASED SERVICES									
	Professional & Technical	0.00	82,805.05	21,716.55	100,000.00	(4,521.60)	104.52	20-2540-310-00-79	
	Repairs and Maintenance	0.00	0.00	0.00	9,459.00	9,459.00	0.00	20-2540-323-00-79	
	Travel	89.60	1,220.85	0.00	2,750.00	1,529.15	44.39	20-2540-332-00-79	
	Telephone - Districtwide	6,914.67	68,497.20	69,565.51	135,000.00	(3,062.71)	102.27	20-2540-340-00-79	
	Postage	0.00	0.00	55.39	140.00	84.61	39.56	20-2540-341-00-79-605-14	
	Newspaper bids	0.00	50.34	0.00	1,024.00	973.66	4.92	20-2540-350-00-79	
	Water/Sewer	9,620.54	67,614.45	0.00	99,072.00	31,457.55	68.25	20-2540-370-00-79	
	Property Insurance	0.00	162,449.76	0.00	171,595.00	9,145.24	94.67	20-2540-381-00-79-500-14	
	Support Serv-O&M W/C Ins	0.00	67,150.10	0.00	79,993.00	12,842.90	83.94	20-2540-382-00-79-600-14	
	Custodial Contract Service	200,635.41	1,805,718.69	601,906.23	2,425,359.00	17,734.08	99.27	20-2542-310-00-79	
	Contractual Cust. Replacement	2,500.00	5,665.51	11,920.86	17,151.00	(435.37)	102.54	20-2542-319-00-79-605-14	
	Contractual Overtime	4,400.00	17,443.47	19,800.00	30,000.00	(7,243.47)	124.14	20-2542-320-00-79-605-14	
	Sanitation/Exterminating	18,140.04	52,181.91	17,216.88	55,032.00	(14,366.79)	126.11	20-2542-321-00-79	
	Snow Removal	0.00	190,808.30	28,587.40	218,500.00	(895.70)	100.41	20-2542-322-00-79-605-14	
	Repairs & Maint Buildings	36,634.13	301,681.59	84,754.82	575,000.00	188,563.59	67.21	20-2542-323-00-79	
	Rentals	0.00	560.00	0.00	1,104.00	544.00	50.72	20-2542-325-00-79	
	Buildings - Small Projects	0.00	0.00	0.00	25,000.00	25,000.00	0.00	20-2542-329-00-79	
	Other Purchased Service	22,092.52	262,853.79	40,650.76	254,000.00	(49,504.55)	119.49	20-2542-390-00-79	
	Grounds Contract	21,747.00	126,910.90	65,244.56	180,591.00	(11,564.46)	106.40	20-2543-320-00-79-600-14	

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Operations & Maintenance Fund 20

Object 300 PURCHASED SERVICES

Description		M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
Repairs-Grounds		0.00	107,353.78	0.00	191,536.00	84,182.22	56.05	20-2543-323-00-79
Grounds - Small Projects		0.00	0.00	0.00	0.00	0.00	0.00	20-2543-329-00-79
Vehicle Repairs & Maintenance		129.46	2,564.33	0.00	5,000.00	2,435.67	51.29	20-2545-323-00-79-600-14
Resource Officer		17,207.43	203,929.89	82,464.50	275,000.00	(11,394.39)	104.14	20-2546-310-00-71-305
300 PURCHASED SERVICES		340,110.80	3,527,459.91	1,043,883.46	4,852,306.00	280,962.63	94.21	* Object
SUPPLIES & MATERIALS								
Office Supplies B & G		508.76	3,951.61	397.47	4,000.00	(349.08)	108.73	20-2540-410-00-79
Natural Gas		54,951.21	322,464.41	0.00	358,000.00	35,535.59	90.07	20-2540-465-00-79
Electric		37,214.56	515,719.36	0.00	750,000.00	234,280.64	68.76	20-2540-466-00-79
Supplies B & G		54,276.79	327,330.59	137,803.36	640,843.00	175,709.05	72.58	20-2542-410-00-79
Invent Supplies B & G		0.00	0.00	0.00	0.00	0.00	0.00	20-2542-490-00-79
Grounds Supplies		307.48	52,760.45	7,848.60	76,000.00	15,390.95	79.75	20-2543-410-00-79
Grounds Invent Supplies		0.00	0.00	0.00	0.00	0.00	0.00	20-2543-490-00-79
400 SUPPLIES & MATERIALS		147,258.80	1,222,226.42	146,049.43	1,828,843.00	460,567.15	74.82	* Object
CAPITAL OUTLAY								
Building projects		0.00	1,305,660.19	103,497.64	1,403,164.00	(5,993.83)	100.43	20-2542-520-00-79
Improvements not Buildings		0.00	1,315,878.00	19,800.00	1,215,000.00	(120,678.00)	109.93	20-2543-530-00-79
O&M Vehicles		0.00	0.00	0.00	0.00	0.00	0.00	20-2552-550-00-79
500 CAPITAL OUTLAY		0.00	2,621,538.19	123,297.64	2,618,164.00	(126,671.83)	104.84	* Object
OTHER OBJECTS								
Dues & Fees		1,850.00	2,673.00	0.00	3,000.00	327.00	89.10	20-2540-640-00-79
Bond Interest		0.00	0.00	0.00	0.00	0.00	0.00	20-5260-620
Bond Principal		0.00	0.00	0.00	0.00	0.00	0.00	20-5360-610
600 OTHER OBJECTS		1,850.00	2,673.00	0.00	3,000.00	327.00	89.10	* Object
20 Operations & Maintenance Fund		615,833.34	8,483,272.37	1,313,230.53	11,157,244.00	1,360,741.10	87.80	Fund

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Expenditure Report

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Huntley Community School District 158

Debt Service Fund or Fund Group 30

Object 600 OTHER OBJECTS

Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
OTHER OBJECTS							
Principal on Bonds	0.00	7,685,000.00	0.00	0.00	(7,685,000.00)	0.00	30-5200-610
Interest on Bonds	0.00	2,635,663.50	0.00	7,238,383.00	4,602,719.50	36.41	30-5220-620
Principal on Bonds	0.00	0.00	0.00	3,060,423.00	3,060,423.00	0.00	30-5320-610
Principal on CABs	0.00	0.00	0.00	0.00	0.00	0.00	30-5340-610
Bond Service Charge	0.00	2,208.00	0.00	21,860.00	19,652.00	10.10	30-5900-690
600 OTHER OBJECTS	0.00	10,322,871.50	0.00	10,320,666.00	(2,205.50)	100.02	* Object
30 Debt Service Fund or Fund Group	0.00	10,322,871.50	0.00	10,320,666.00	(2,205.50)	100.02	Fund

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Transportation Fund 40

Object 100 SALARIES

Description		M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
SALARIES								
	Director Transportation	8,444.99	76,407.44	0.00	101,340.00	24,932.56	75.40	40-2550-110-00-79-405-14
	Trans Secretary	3,419.04	30,916.34	0.00	41,028.00	10,111.66	75.35	40-2550-113-00-79-400-14
	Trans Coordinator	6,571.84	59,331.48	0.00	78,862.00	19,530.52	75.23	40-2550-113-00-79-405-14
	Transp Office Overtime	0.00	66.59	0.00	0.00	(66.59)	0.00	40-2550-130-00-79-405-14
	Vacation-Transportation Office	0.00	0.00	0.00	0.00	0.00	0.00	40-2550-140-00-79-405-14
	Drivers Salary	170,268.52	1,553,197.09	0.00	2,184,275.00	631,077.91	71.11	40-2552-110-00-79-405-14
	Field Trip Salary	15,960.49	43,972.98	0.00	69,993.00	26,020.02	62.82	40-2552-114-00-79-405-14
	Athletic Trip Salary	21,303.78	63,055.70	0.00	105,378.00	42,322.30	59.84	40-2552-115-00-79-405-14
	Park District Trip Salary	0.00	0.00	0.00	0.00	0.00	0.00	40-2552-116-00-79-405-14
	On Call Substitute Salary	0.00	8.25	0.00	0.00	(8.25)	0.00	40-2552-120-00-79-405-14
	Training	693.84	2,651.29	0.00	8,822.00	6,170.71	30.05	40-2552-125-00-79-405-14
	Overtime	2,261.50	19,077.28	0.00	19,939.00	861.72	95.68	40-2552-130-00-79-405-14
	Bus Maintenance Salary	16,982.78	148,991.32	0.00	131,187.00	(17,804.32)	113.57	40-2554-110-00-79-405-14
	Overtime	2,145.39	23,187.97	0.00	29,366.00	6,178.03	78.96	40-2554-130-00-79-405-14
	Vacation-Bus Maintenance	0.00	0.00	0.00	0.00	0.00	0.00	40-2554-140-00-79-405-14
	Bus Aides	31,623.63	248,794.38	0.00	314,666.00	65,871.62	79.07	40-2559-110-00-79-605-14
100 SALARIES		279,675.80	2,269,658.11	0.00	3,084,856.00	815,197.89	73.57	* Object
EMPLOYEE BENEFITS								
	IMRF Employer Paid	397.94	3,602.42	0.00	14,532.00	10,929.58	24.79	40-2550-212-00-79-405-14
	Pupil Transportation Serv Ins	(17,721.34)	(139,277.81)	0.00	2,452,889.00	2,592,166.81	-5.68	40-2550-220-00-79-600-14
200 EMPLOYEE BENEFITS		(17,323.40)	(135,675.39)	0.00	2,467,421.00	2,603,096.39	-5.50	* Object
PURCHASED SERVICES								
	Prof & Tech Service Trans	3,412.00	25,884.42	7,808.53	115,000.00	81,307.05	29.30	40-2550-310-00-79
	Bus Sanitation	3,728.62	33,557.58	11,185.86	31,204.00	(13,539.44)	143.39	40-2550-321-00-79
	Repairs and Maintenance	37,656.10	69,721.16	39,520.33	73,439.00	(35,802.49)	148.75	40-2550-323-00-79
	Rental Trans	1,096.12	12,043.35	8,860.73	10,000.00	(10,904.08)	209.04	40-2550-325-00-79
	Transportation Radio Repairs	0.00	0.00	0.00	20,896.00	20,896.00	0.00	40-2550-340-00-79
	Vehicle Insurance	0.00	81,224.88	0.00	58,716.00	(22,508.88)	138.34	40-2550-380-00-79
	Support Serv-Trans W/C Ins	0.00	349,180.52	0.00	295,699.00	(53,481.52)	118.09	40-2550-382-00-79-600-14
	Bus Repairs - Large	0.00	336.96	0.00	5,317.00	4,980.04	6.34	40-2552-323-00-79
	Bus Leases	0.00	0.00	0.00	0.00	0.00	0.00	40-2552-325-00-79
	Contracted Transportation	33,128.34	233,722.43	485,793.75	500,000.00	(219,516.18)	143.90	40-2552-331-00-79
	Transportation Travel	68.33	517.50	0.00	0.00	(517.50)	0.00	40-2552-332-00-79
300 PURCHASED SERVICES		79,089.51	806,188.80	553,169.20	1,110,271.00	(249,087.00)	122.43	* Object
SUPPLIES & MATERIALS								
	Office Supplies	0.00	4,295.91	402.47	5,000.00	301.62	93.97	40-2550-410-00-79
	Propane	16,128.59	129,986.48	133,969.49	150,000.00	(113,955.97)	175.97	40-2552-461-00-79
	Diesel/Gasoline	35,811.69	210,577.35	184,622.07	400,000.00	4,800.58	98.80	40-2552-464-00-79

Transportation Fund 40

Object 400 SUPPLIES & MATERIALS

	Description		M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
		Inventoriable Supplies	0.00	2,549.76	0.00	30,000.00	27,450.24	8.50	40-2552-490-00-79
		Fleet Supplies	29,318.01	221,629.93	235,022.96	300,000.00	(156,652.89)	152.22	40-2554-410-00-79
400	**SUPPLIES & MATERIALS**		81,258.29	569,039.43	554,016.99	885,000.00	(238,056.42)	126.90	* Object
CAPITAL OUTLAY									
		Bus Purchases	0.00	11,739.00	450,000.00	0.00	(461,739.00)	0.00	40-2552-540-00-79
500	**CAPITAL OUTLAY**		0.00	11,739.00	450,000.00	0.00	(461,739.00)	0.00	* Object
OTHER OBJECTS									
		Dues & Fees	0.00	18,034.02	0.00	6,219.00	(11,815.02)	289.98	40-2552-640-00-79
600	**OTHER OBJECTS**		0.00	18,034.02	0.00	6,219.00	(11,815.02)	289.98	* Object
40	**Transportation Fund**		422,700.20	3,538,983.97	1,557,186.19	7,553,767.00	2,457,596.84	67.47	Fund

Municipal Retirement and Social Security Fund 50

Object 200 EMPLOYEE BENEFITS

Description		M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
EMPLOYEE BENEFITS								
	MEDI	0.00	0.00	0.00	611.00	611.00	0.00	50-1100-214-00-79-600-14
	Extra Duty	0.00	0.00	0.00	925.00	925.00	0.00	50-1100-214-00-79-605-14
	Retirement Incentive IMRF	14.25	41.55	0.00	369.00	327.45	11.26	50-1101-212-00-79-605-14
	Retirement Incentive FICA	760.46	7,601.63	0.00	236.00	(7,365.63)	3,221.03	50-1101-213-00-79-605-14
	Retirement Incentive Medicare	2,176.05	13,443.72	0.00	18,203.00	4,759.28	73.85	50-1101-214-00-79-605-14
	Aide IMRF Leggee	822.95	6,121.25	0.00	0.00	(6,121.25)	0.00	50-1110-212-00-71-105-13
	Aide IMRF Chesak	1,415.18	11,965.22	0.00	4,767.00	(7,198.22)	251.00	50-1110-212-00-72-115-13
	Aide IMRF Martin	991.98	6,374.90	0.00	0.00	(6,374.90)	0.00	50-1110-212-00-72-125-13
	Aide Salary Conley IMRF	204.41	1,635.37	0.00	0.00	(1,635.37)	0.00	50-1110-212-00-74-150-14
	Aide FICA Leggee	593.77	4,340.33	0.00	0.00	(4,340.33)	0.00	50-1110-213-00-71-105-13
	Aide FICA Chesak	1,006.22	7,895.16	0.00	3,043.00	(4,852.16)	259.45	50-1110-213-00-72-115-13
	Aide FICA Martin	734.64	4,497.49	0.00	0.00	(4,497.49)	0.00	50-1110-213-00-72-125-13
	Aide Salary Conley FICA	158.34	1,170.58	0.00	0.00	(1,170.58)	0.00	50-1110-213-00-74-150-14
	Kinderg Teacher Leggee	551.70	4,971.39	0.00	9,502.00	4,530.61	52.32	50-1110-214-00-71-105-00
	1st Grade Teacher Leggee	670.48	5,914.57	0.00	9,417.00	3,502.43	62.81	50-1110-214-00-71-105-01
	2nd Grade Teacher Leggee	464.47	4,052.45	0.00	9,244.00	5,191.55	43.84	50-1110-214-00-71-105-02
	3rd Grade Teacher Leggee	606.50	5,304.44	0.00	7,649.00	2,344.56	69.35	50-1110-214-00-71-105-03
	4th Grade Teacher Leggee	416.07	3,822.85	0.00	7,227.00	3,404.15	52.90	50-1110-214-00-71-105-04
	5th Grade Teacher Leggee	627.20	5,596.98	0.00	6,071.00	474.02	92.19	50-1110-214-00-71-105-05
	Medicare Leggee	138.86	1,014.99	0.00	0.00	(1,014.99)	0.00	50-1110-214-00-71-105-13
	Kinderg Teacher Chesak	813.21	7,216.22	0.00	19,833.00	12,616.78	36.38	50-1110-214-00-72-115-00
	1st Grade Teacher Chesak	817.28	7,294.40	0.00	18,846.00	11,551.60	38.71	50-1110-214-00-72-115-01
	2nd Grade Teacher Chesak	909.83	8,278.04	0.00	16,868.00	8,589.96	49.08	50-1110-214-00-72-115-02
	Medicare Chesak	235.31	1,846.41	0.00	730.00	(1,116.41)	252.93	50-1110-214-00-72-115-13
	3rd Grade Teacher Martin	839.43	7,791.84	0.00	15,501.00	7,709.16	50.27	50-1110-214-00-72-125-03
	4th Grade Teacher Martin	817.06	7,365.98	0.00	17,088.00	9,722.02	43.11	50-1110-214-00-72-125-04
	5th Grade Teacher Martin	684.91	5,851.73	0.00	15,126.00	9,274.27	38.69	50-1110-214-00-72-125-05
	Medicare Martin	171.81	1,051.89	0.00	0.00	(1,051.89)	0.00	50-1110-214-00-72-125-13
	Kndr Teach Mackeben Medicare	716.39	6,523.39	0.00	13,233.00	6,709.61	49.30	50-1110-214-00-74-145-00
	1st Grade Teacher Mackeben	570.32	5,261.33	0.00	13,557.00	8,295.67	38.81	50-1110-214-00-74-145-01
	2nd Grade Teacher Mackeben	681.72	6,073.45	0.00	11,428.00	5,354.55	53.15	50-1110-214-00-74-145-02
	Aide Salary Conley Medicare	37.03	273.76	0.00	0.00	(273.76)	0.00	50-1110-214-00-74-150-14
	3rd Gr Teach Conley Medicare	728.44	6,623.04	0.00	10,109.00	3,485.96	65.52	50-1110-214-00-74-155-03
	4th Grade Teacher Conley	561.28	5,304.85	0.00	10,961.00	5,656.15	48.40	50-1110-214-00-74-155-04
	5th Grade Teacher Conley	810.13	7,177.29	0.00	10,058.00	2,880.71	71.36	50-1110-214-00-74-155-05
	Art Teacher Leggee	204.49	1,737.95	0.00	1,828.00	90.05	95.07	50-1110-214-02-71-105-13
	Art Teacher Chesak	87.30	786.24	0.00	2,329.00	1,542.76	33.76	50-1110-214-02-72-115-13
	Art Teacher Martin	94.37	969.40	0.00	2,663.00	1,693.60	36.40	50-1110-214-02-72-125-13
	Art Teacher Mackeben	101.58	896.51	0.00	1,343.00	446.49	66.75	50-1110-214-02-74-145-13
	Art Teacher Conley	91.22	806.12	0.00	1,429.00	622.88	56.41	50-1110-214-02-74-155-13

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Municipal Retirement and Social Security Fund 50

Object 200 EMPLOYEE BENEFITS

Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
Reading Teacher Leggee	314.38	2,624.78	0.00	3,399.00	774.22	77.22	50-1110-214-05-71-105-13
Reading Teacher Chesak	302.11	2,719.65	0.00	5,694.00	2,974.35	47.76	50-1110-214-05-72-115-13
Reading Teacher Martin	496.29	4,569.40	0.00	4,599.00	29.60	99.36	50-1110-214-05-72-125-13
Reading Teacher Mackeben	195.76	1,715.55	0.00	3,887.00	2,171.45	44.14	50-1110-214-05-74-145-13
Reading Teacher Conley	328.85	2,751.29	0.00	3,693.00	941.71	74.50	50-1110-214-05-74-155-13
Music Teacher Leggee	358.98	3,216.51	0.00	3,030.00	(186.51)	106.16	50-1110-214-12-71-105-13
Music Teacher Chesak	188.02	1,661.46	0.00	3,673.00	2,011.54	45.23	50-1110-214-12-72-115-13
Music Teacher Martin	161.94	1,577.57	0.00	4,429.00	2,851.43	35.62	50-1110-214-12-72-125-13
Music Teacher Mackeben	108.45	1,065.84	0.00	2,513.00	1,447.16	42.41	50-1110-214-12-74-145-13
Music Teacher Conley	207.25	1,732.56	0.00	1,774.00	41.44	97.66	50-1110-214-12-74-155-13
Explore Medicare Leggee	225.00	1,941.44	0.00	0.00	(1,941.44)	0.00	50-1110-214-34-71-105-13
Explore Medicare Chesak	75.88	672.83	0.00	0.00	(672.83)	0.00	50-1110-214-34-72-115-13
Explore Medicare Martin	154.15	1,376.52	0.00	0.00	(1,376.52)	0.00	50-1110-214-34-72-125-13
Explore Medicare Mackeben	133.44	1,149.68	0.00	0.00	(1,149.68)	0.00	50-1110-214-34-74-145-13
Explore Medicare Conley	118.08	1,044.06	0.00	0.00	(1,044.06)	0.00	50-1110-214-34-74-155-13
PE Teacher Leggee	303.21	2,829.90	0.00	4,893.00	2,063.10	57.84	50-1110-214-50-71-105-13
PE Teacher Chesak	322.18	2,845.82	0.00	5,845.00	2,999.18	48.69	50-1110-214-50-72-115-13
PE Teacher Martin	311.90	2,720.34	0.00	7,736.00	5,015.66	35.16	50-1110-214-50-72-125-13
PE Teacher Mackeben	253.50	2,168.13	0.00	3,522.00	1,353.87	61.56	50-1110-214-50-74-145-13
PE Teacher Conley	305.52	2,746.87	0.00	3,480.00	733.13	78.93	50-1110-214-50-74-155-13
Keyboarding Medicare Leggee	0.00	0.00	0.00	630.00	630.00	0.00	50-1110-214-61-71-100-03
Keyboarding Medicare Martin	0.00	0.00	0.00	1,626.00	1,626.00	0.00	50-1110-214-61-72-120-03
Keyboarding 3rd Grade Conley	0.00	0.00	0.00	630.00	630.00	0.00	50-1110-214-61-74-150-03
Aide Salary Marlowe	1,345.85	10,701.80	0.00	0.00	(10,701.80)	0.00	50-1120-212-00-72-225-13
Aide Salary Heineman IMRF	354.64	2,558.96	0.00	0.00	(2,558.96)	0.00	50-1120-212-00-74-215-13
Aide Salary Marlowe	1,035.01	7,666.84	0.00	0.00	(7,666.84)	0.00	50-1120-213-00-72-225-13
Aide Salary Heineman FICA	265.66	1,820.78	0.00	0.00	(1,820.78)	0.00	50-1120-213-00-74-215-13
Foods Teacher Heineman	118.23	1,064.89	0.00	1,242.00	177.11	85.74	50-1120-214-00-72-215-13
Foods Teacher Marlowe	337.90	2,592.47	0.00	928.00	(1,664.47)	279.36	50-1120-214-00-72-225-13
Aide Salary Heineman Medicare	62.14	425.87	0.00	0.00	(425.87)	0.00	50-1120-214-00-74-215-13
Art Teacher Marlowe	164.22	1,442.16	0.00	2,179.00	736.84	66.18	50-1120-214-02-72-225-13
Art Teacher Heineman	109.12	969.25	0.00	1,077.00	107.75	90.00	50-1120-214-02-74-215-13
English Teacher 6th Marlowe	736.10	6,593.38	0.00	8,865.00	2,271.62	74.38	50-1120-214-05-72-225-06
English Teacher 7th Marlowe	719.16	6,349.08	0.00	6,972.00	622.92	91.07	50-1120-214-05-72-225-07
English Teacher 8th Marlowe	923.37	8,191.57	0.00	8,267.00	75.43	99.09	50-1120-214-05-72-225-08
English Teacher 6th Heineman	499.22	4,459.61	0.00	6,814.00	2,354.39	65.45	50-1120-214-05-74-215-06
English Teacher 7th Heineman	495.25	4,715.39	0.00	6,233.00	1,517.61	75.65	50-1120-214-05-74-215-07
English Teacher 8th Heineman	401.52	3,597.23	0.00	4,042.00	444.77	89.00	50-1120-214-05-74-215-08
Foreign Lang Teacher Marlowe	189.67	1,546.34	0.00	2,280.00	733.66	67.82	50-1120-214-06-72-225-13
Foreign Lang Teacher Heineman	101.40	905.40	0.00	1,432.00	526.60	63.23	50-1120-214-06-74-215-13
Math Teacher 6th Marlowe	355.52	3,010.27	0.00	4,383.00	1,372.73	68.68	50-1120-214-11-72-225-06

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Municipal Retirement and Social Security Fund 50

Object 200 EMPLOYEE BENEFITS

Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
Math Teacher 7th Marlowe	278.12	2,502.39	0.00	3,709.00	1,206.61	67.47	50-1120-214-11-72-225-07
Math Teacher 8th Marlowe	215.40	1,923.73	0.00	5,115.00	3,191.27	37.61	50-1120-214-11-72-225-08
Math Teacher 6th Heineman	303.64	2,623.84	0.00	2,788.00	164.16	94.11	50-1120-214-11-74-215-06
Math Teacher 7th Heineman	307.63	2,789.91	0.00	2,702.00	(87.91)	103.25	50-1120-214-11-74-215-07
Math Teacher 8th Heineman	103.88	866.02	0.00	3,056.00	2,189.98	28.34	50-1120-214-11-74-215-08
Music Teacher Marlowe	375.05	3,357.91	0.00	5,520.00	2,162.09	60.83	50-1120-214-12-72-225-13
Music Teacher Heineman	453.94	3,929.03	0.00	3,453.00	(476.03)	113.79	50-1120-214-12-74-215-13
Science Teacher 6th Marlowe	474.57	3,989.82	0.00	4,838.00	848.18	82.47	50-1120-214-13-72-225-06
Science Teacher 7th Marlowe	86.88	782.51	0.00	4,529.00	3,746.49	17.28	50-1120-214-13-72-225-07
Science Teacher 8th Marlowe	402.20	3,658.25	0.00	2,153.00	(1,505.25)	169.91	50-1120-214-13-72-225-08
Science 6th Heineman	250.02	2,247.58	0.00	3,067.00	819.42	73.28	50-1120-214-13-74-215-06
Science 7th Heineman	172.91	1,633.27	0.00	2,741.00	1,107.73	59.59	50-1120-214-13-74-215-07
Science 8th Heineman	197.05	1,987.02	0.00	2,438.00	450.98	81.50	50-1120-214-13-74-215-08
Soc Studies Teacher 8th	56.52	380.95	0.00	0.00	(380.95)	0.00	50-1120-214-15-71-205-08
Soc Stud Teacher 6th Marlowe	436.20	3,743.29	0.00	4,781.00	1,037.71	78.30	50-1120-214-15-72-225-06
Soc Stud Teacher 7th Marlowe	207.21	1,833.27	0.00	3,152.00	1,318.73	58.16	50-1120-214-15-72-225-07
Soc Stud Teacher 8th Marlowe	181.10	1,593.64	0.00	3,597.00	2,003.36	44.30	50-1120-214-15-72-225-08
Soc Studies 6th Heineman	212.24	1,947.81	0.00	2,529.00	581.19	77.02	50-1120-214-15-74-215-06
Soc Studies 7th Heineman	168.58	1,557.51	0.00	2,264.00	706.49	68.79	50-1120-214-15-74-215-07
Soc Studies 8th Heineman	112.92	1,320.63	0.00	2,345.00	1,024.37	56.32	50-1120-214-15-74-215-08
PE Teacher Marlowe	912.43	8,186.31	0.00	8,753.00	566.69	93.53	50-1120-214-50-72-225-13
PE Teacher Heineman	478.30	4,287.75	0.00	5,044.00	756.25	85.01	50-1120-214-50-74-215-13
Computer Teacher Marlowe	86.72	653.68	0.00	2,978.00	2,324.32	21.95	50-1120-214-61-72-225-13
Computer Teacher Heineman	128.74	1,188.91	0.00	2,539.00	1,350.09	46.83	50-1120-214-61-74-215-13
Preschool IMRF	4,219.49	37,117.90	0.00	0.00	(37,117.90)	0.00	50-1125-212-00-79-165-24
Preschool Aide	0.00	0.00	0.00	44,818.00	44,818.00	0.00	50-1125-212-00-79-600-14
Parent Tot Coordinator	0.00	0.00	0.00	2,736.00	2,736.00	0.00	50-1125-212-90-79-600-14
Preschool FICA	2,756.99	22,910.24	0.00	0.00	(22,910.24)	0.00	50-1125-213-00-79-165-24
Preschool Aide	0.00	0.00	0.00	33,603.00	33,603.00	0.00	50-1125-213-00-79-600-14
Parent Tot Coordinator	0.00	0.00	0.00	1,747.00	1,747.00	0.00	50-1125-213-90-79-600-14
Preschool Medicare	1,644.60	14,161.40	0.00	0.00	(14,161.40)	0.00	50-1125-214-00-79-165-24
Preschool Aide	0.00	0.00	0.00	20,460.00	20,460.00	0.00	50-1125-214-00-79-600-14
Parent Tot Coordinator	0.00	0.00	0.00	419.00	419.00	0.00	50-1125-214-90-79-600-14
Aide Salary HS	3,536.11	31,535.40	0.00	11,104.00	(20,431.40)	284.00	50-1130-212-00-71-305-13
Aide Salary HS	2,529.36	21,505.94	0.00	7,089.00	(14,416.94)	303.37	50-1130-213-00-71-305-13
Team Leaders HS	591.52	5,029.55	0.00	2,308.00	(2,721.55)	217.92	50-1130-214-00-71-305-13
Art Teacher HS	490.45	4,066.99	0.00	6,171.00	2,104.01	65.90	50-1130-214-02-71-305-13
English/LA Teacher HS	2,132.05	19,121.73	0.00	24,834.00	5,712.27	77.00	50-1130-214-05-71-305-13
Reading Specialist HS	0.00	0.00	0.00	1,726.00	1,726.00	0.00	50-1130-214-05-71-305-23
Foreign Lang Teacher HS	1,040.63	9,461.95	0.00	12,700.00	3,238.05	74.50	50-1130-214-06-71-305-13
Math Teacher HS	2,025.55	18,944.29	0.00	23,643.00	4,698.71	80.13	50-1130-214-11-71-305-13

Municipal Retirement and Social Security Fund 50

Object 200 EMPLOYEE BENEFITS

Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
Music Teacher HS	253.79	1,995.99	0.00	2,860.00	864.01	69.79	50-1130-214-12-71-305-13
Science Teacher HS	2,144.10	19,325.72	0.00	17,604.00	(1,721.72)	109.78	50-1130-214-13-71-305-13
Soc Studies Teacher HS	2,231.90	21,156.31	0.00	17,549.00	(3,607.31)	120.56	50-1130-214-15-71-305-13
PE Teacher HS	1,600.51	16,543.22	0.00	15,400.00	(1,143.22)	107.42	50-1130-214-50-71-305-13
Computer Teacher HS	96.26	899.14	0.00	2,887.00	1,987.86	31.14	50-1130-214-61-71-305-13
Spec Ed Aide Leggee	4,399.12	40,707.42	0.00	60,720.00	20,012.58	67.04	50-1200-212-00-71-105-13
Spec Ed Aide MS	156.94	1,256.52	0.00	0.00	(1,256.52)	0.00	50-1200-212-00-71-205-13
Spec Ed Aide HS	3,443.17	34,824.48	0.00	27,650.00	(7,174.48)	125.95	50-1200-212-00-71-305-13
Spec Ed Aide Chesak	2,139.56	17,524.12	0.00	35,229.00	17,704.88	49.74	50-1200-212-00-72-115-13
Spec Ed Aide Martin	1,852.90	17,830.64	0.00	42,747.00	24,916.36	41.71	50-1200-212-00-72-125-13
Sp Ed Aide Marlowe	3,179.58	29,200.01	0.00	19,552.00	(9,648.01)	149.35	50-1200-212-00-72-225-13
Sp Ed Aide Mackeben	1,497.50	14,997.78	0.00	13,942.00	(1,055.78)	107.57	50-1200-212-00-74-145-13
Sp Ed Aide Conley	2,007.62	18,919.92	0.00	25,129.00	6,209.08	75.29	50-1200-212-00-74-155-13
Sp Ed Aide Heineman	957.69	8,111.11	0.00	32,166.00	24,054.89	25.22	50-1200-212-00-74-215-13
Sp Ed Office Salary	880.84	8,330.54	0.00	11,808.00	3,477.46	70.55	50-1200-212-00-79-505-14
Sp Ed Extra Duty	0.00	3,413.92	0.00	0.00	(3,413.92)	0.00	50-1200-212-00-79-600-14
Spec Ed Aide Leggee	3,074.49	26,713.11	0.00	38,756.00	12,042.89	68.93	50-1200-213-00-71-105-13
Spec Ed Aide MS	122.14	925.28	0.00	0.00	(925.28)	0.00	50-1200-213-00-71-205-13
Spec Ed Aide HS	2,351.15	22,641.87	0.00	17,649.00	(4,992.87)	128.29	50-1200-213-00-71-305-13
Spec Ed Aide Chesak	1,472.28	11,764.52	0.00	22,485.00	10,720.48	52.32	50-1200-213-00-72-115-13
Spec Ed Aide Martin	1,338.13	12,134.20	0.00	27,281.00	15,146.80	44.48	50-1200-213-00-72-125-13
Sp Ed Aide Marlowe	2,144.34	19,352.05	0.00	12,476.00	(6,876.05)	155.11	50-1200-213-00-72-225-13
Sp Ed Aide Mackeben	1,068.06	10,222.13	0.00	8,899.00	(1,323.13)	114.87	50-1200-213-00-74-145-13
Sp Ed Aide Conley	1,341.15	12,291.46	0.00	16,036.00	3,744.54	76.65	50-1200-213-00-74-155-13
Sp Ed Aide Heineman	686.21	5,474.64	0.00	20,530.00	15,055.36	26.67	50-1200-213-00-74-215-13
Sp Ed Office Salary	647.18	5,856.79	0.00	7,537.00	1,680.21	77.71	50-1200-213-00-79-505-14
Sp Ed Extra Duty	0.00	2,509.76	0.00	0.00	(2,509.76)	0.00	50-1200-213-00-79-600-14
Sp Ed Teacher Leggee	1,823.07	15,949.73	0.00	21,301.00	5,351.27	74.88	50-1200-214-00-71-105-13
Sp Ed Teacher MS	28.56	216.35	0.00	0.00	(216.35)	0.00	50-1200-214-00-71-205-13
Sp Ed Teacher HS	3,631.13	33,627.51	0.00	20,676.00	(12,951.51)	162.64	50-1200-214-00-71-305-13
Sp Ed Teacher Chesak	1,077.75	9,467.82	0.00	13,386.00	3,918.18	70.73	50-1200-214-00-72-115-13
Sp Ed Teacher Martin	1,211.94	10,744.21	0.00	19,434.00	8,689.79	55.29	50-1200-214-00-72-125-13
Sp Ed Teacher Marlowe	2,046.88	18,069.45	0.00	18,532.00	462.55	97.50	50-1200-214-00-72-225-13
Sp Ed Teacher Mackeben	653.66	5,929.50	0.00	5,809.00	(120.50)	102.07	50-1200-214-00-74-145-13
Sp Ed Teacher Conley	900.49	8,303.60	0.00	12,595.00	4,291.40	65.93	50-1200-214-00-74-155-13
Sp Ed Teacher Heineman	913.78	7,797.60	0.00	18,445.00	10,647.40	42.27	50-1200-214-00-74-215-13
Director Special Ed	424.90	3,974.13	0.00	3,821.00	(153.13)	104.01	50-1200-214-00-79-505-14
Sp Ed Extra Duty	2.66	1,915.83	0.00	2,109.00	193.17	90.84	50-1200-214-00-79-600-14
SpEd Medicare	74.18	702.65	0.00	0.00	(702.65)	0.00	50-1200-214-00-79-605-13
Sp Ed Aides Salary District	857.11	7,628.89	0.00	1,638.00	(5,990.89)	465.74	50-1200-214-00-79-605-14
Business Teacher HS	326.74	3,088.92	0.00	3,163.00	74.08	97.66	50-1400-214-03-71-305-13

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Municipal Retirement and Social Security Fund 50

Object 200 EMPLOYEE BENEFITS

Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number	
Home Ec Teacher HS	207.28	2,430.78	0.00	2,324.00	(106.78)	104.59	50-1400-214-09-71-305-13	
Industrial Arts Teacher HS	354.88	3,378.93	0.00	2,293.00	(1,085.93)	147.36	50-1400-214-10-71-305-13	
Academis Team Sponsor HS	0.00	0.00	0.00	45.00	45.00	0.00	50-1501-214-30-71-305-13	
Academic Team Sponsor Marlowe	0.00	0.00	0.00	84.00	84.00	0.00	50-1501-214-30-72-225-13	
Academic Team Sponsor Heineman	0.00	0.00	0.00	76.00	76.00	0.00	50-1501-214-30-74-215-13	
Art Club	0.00	0.00	0.00	19.00	19.00	0.00	50-1502-214-30-74-215-13	
Band Social Security	0.00	930.62	0.00	0.00	(930.62)	0.00	50-1503-213-30-71-305-13	
Band Sponsor HS	0.00	217.66	0.00	73.00	(144.66)	298.16	50-1503-214-30-71-305-13	
Band Sponsor Marlowe	0.00	0.00	0.00	100.00	100.00	0.00	50-1503-214-30-72-225-13	
Band Sponsor Heineman	0.00	0.00	0.00	55.00	55.00	0.00	50-1503-214-30-74-215-13	
Baseball Coach HS	0.00	0.00	0.00	115.00	115.00	0.00	50-1504-214-30-71-305-15	
Basketball Boys Coach HS	0.00	0.00	0.00	712.00	712.00	0.00	50-1505-213-30-71-305-15	
Basketball Girls Coach HS	0.00	1,156.36	0.00	396.00	(760.36)	292.01	50-1505-213-30-71-305-16	
Basketball Heineman	0.00	153.38	0.00	0.00	(153.38)	0.00	50-1505-213-30-74-215-15	
Basketball Boys Coach HS	0.00	0.00	0.00	497.00	497.00	0.00	50-1505-214-30-71-305-15	
Basketball Girls Coach HS	0.00	270.44	0.00	494.00	223.56	54.74	50-1505-214-30-71-305-16	380
Basketball Boys Coach Marlowe	0.00	0.00	0.00	208.00	208.00	0.00	50-1505-214-30-72-225-15	
Basketball Girls Coach Marlowe	0.00	0.00	0.00	271.00	271.00	0.00	50-1505-214-30-72-225-16	
Basketball Boys Coach Heineman	0.00	35.88	0.00	275.00	239.12	13.05	50-1505-214-30-74-215-15	
Basketball Gls Coach Heineman	0.00	0.00	0.00	271.00	271.00	0.00	50-1505-214-30-74-215-16	
Cheer Coach HS	0.00	1,704.28	0.00	0.00	(1,704.28)	0.00	50-1506-213-30-71-305-13	
Cheerleading Sponsor HS	0.00	398.59	0.00	194.00	(204.59)	205.46	50-1506-214-30-71-305-13	
Cheer Sponsor Marlowe	0.00	0.00	0.00	59.00	59.00	0.00	50-1506-214-30-72-225-13	
Cheer Sponsor Heineman	0.00	0.00	0.00	61.00	61.00	0.00	50-1506-214-30-74-215-13	
Chorus Sponsor HS	0.00	0.00	0.00	55.00	55.00	0.00	50-1507-214-30-71-305-13	
Chorus Sponsor Marlowe	0.00	0.00	0.00	28.00	28.00	0.00	50-1507-214-30-72-225-13	
Chorus Sponsor Heineman	0.00	0.00	0.00	104.00	104.00	0.00	50-1507-214-30-74-215-13	
Color Guard Coach HS	0.00	208.76	0.00	0.00	(208.76)	0.00	50-1508-213-30-71-305-13	
Color Guard Coach HS	0.00	48.82	0.00	23.00	(25.82)	212.26	50-1508-214-30-71-305-13	
Community Service Club	0.00	0.00	0.00	24.00	24.00	0.00	50-1510-214-30-71-300-13	
Girls Cross Country SS	0.00	322.80	0.00	0.00	(322.80)	0.00	50-1511-213-30-71-305-16	
Cross Ctry Boys Coach HS	0.00	0.00	0.00	72.00	72.00	0.00	50-1511-214-30-71-305-15	
Cross Ctry Girls Coach HS	0.00	75.50	0.00	72.00	(3.50)	104.86	50-1511-214-30-71-305-16	
Cross Ctry Coach Marlowe	0.00	0.00	0.00	82.00	82.00	0.00	50-1511-214-30-72-225-13	
Cross Ctry Coach Heineman	0.00	0.00	0.00	85.00	85.00	0.00	50-1511-214-30-74-215-13	
Dance Club	0.00	0.00	0.00	19.00	19.00	0.00	50-1512-214-30-71-300-13	
FFA Sponsor HS	0.00	0.00	0.00	38.00	38.00	0.00	50-1513-214-30-71-305-13	
Football Coach HS	0.00	3,191.02	0.00	772.00	(2,419.02)	413.34	50-1514-213-30-71-305-15	
Football Coach HS	0.00	746.31	0.00	1,078.00	331.69	69.23	50-1514-214-30-71-305-15	
Golf Boys Coach HS	0.00	0.00	0.00	212.00	212.00	0.00	50-1515-214-30-71-305-15	

Municipal Retirement and Social Security Fund 50

Object 200 EMPLOYEE BENEFITS

Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
Literary Club Leggee	0.00	0.00	0.00	24.00	24.00	0.00	50-1516-214-30-71-105-13
Literary Club Chesak	0.00	0.00	0.00	54.00	54.00	0.00	50-1516-214-30-72-115-13
Literary Club Martin	0.00	0.00	0.00	53.00	53.00	0.00	50-1516-214-30-72-125-13
Literary Club Sponsor Marlowe	0.00	0.00	0.00	27.00	27.00	0.00	50-1516-214-30-72-225-13
Literary Club Mackeben	0.00	0.00	0.00	28.00	28.00	0.00	50-1516-214-30-74-145-14
Literary Club Conley	0.00	0.00	0.00	24.00	24.00	0.00	50-1516-214-30-74-155-13
Literary Club Sponsor Heineman	0.00	0.00	0.00	24.00	24.00	0.00	50-1516-214-30-74-215-13
Math Team Sponsor HS	0.00	0.00	0.00	38.00	38.00	0.00	50-1517-214-30-71-305-13
Multicultural Club Sponsor HS	0.00	0.00	0.00	19.00	19.00	0.00	50-1518-214-30-71-305-13
NHS Coach HS	0.00	0.00	0.00	19.00	19.00	0.00	50-1519-214-30-71-305-13
Newspaper Sponsor HS	0.00	0.00	0.00	21.00	21.00	0.00	50-1520-214-30-71-305-13
Pom Pons Sponsor MS	0.00	223.69	0.00	0.00	(223.69)	0.00	50-1521-214-30-71-205-13
Pom Pons Sponsor HS	0.00	0.00	0.00	118.00	118.00	0.00	50-1521-214-30-71-305-13
Science Club Sponsor Marlowe	0.00	0.00	0.00	24.00	24.00	0.00	50-1522-214-30-72-225-13
Science Club Sponsor Heineman	0.00	0.00	0.00	28.00	28.00	0.00	50-1522-214-30-74-215-13
Boys Soccer Soc Security	0.00	691.36	0.00	0.00	(691.36)	0.00	50-1525-213-30-71-305-15
Soccer Boys Coach HS	0.00	161.70	0.00	186.00	24.30	86.94	50-1525-214-30-71-305-15
Soccer Girls Coach HS	0.00	0.00	0.00	190.00	190.00	0.00	50-1525-214-30-71-305-16
Softball Girls Coach HS	0.00	0.00	0.00	267.00	267.00	0.00	50-1526-214-30-71-305-16
Spanish Club Sponsor Marlowe	0.00	0.00	0.00	10.00	10.00	0.00	50-1527-214-30-72-225-13
Spanish Club Sponsor Heineman	0.00	0.00	0.00	8.00	8.00	0.00	50-1527-214-30-74-215-13
Speech Club Sponsor HS	0.00	0.00	0.00	149.00	149.00	0.00	50-1528-214-30-71-305-13
Student Council Sponsor HS	0.00	0.00	0.00	30.00	30.00	0.00	50-1529-214-30-71-305-13
Student Cncil Sponsor Marlowe	0.00	0.00	0.00	51.00	51.00	0.00	50-1529-214-30-72-225-13
Student Council Spons Heineman	0.00	0.00	0.00	55.00	55.00	0.00	50-1529-214-30-74-215-13
Tennis Boys Coach HS	0.00	0.00	0.00	132.00	132.00	0.00	50-1530-214-30-71-305-15
Tennis Girls Coach HS	0.00	0.00	0.00	132.00	132.00	0.00	50-1530-214-30-71-305-16
Theater Club Sponsor Heineman	0.00	0.00	0.00	59.00	59.00	0.00	50-1531-214-30-74-215-13
Girls Track Coach HS	0.00	367.10	0.00	0.00	(367.10)	0.00	50-1532-213-30-71-305-16
Track Boys Coach HS	0.00	0.00	0.00	355.00	355.00	0.00	50-1532-214-30-71-305-15
Track Girls Coach HS	0.00	85.86	0.00	267.00	181.14	32.16	50-1532-214-30-71-305-16
Track Coach Marlowe	0.00	0.00	0.00	121.00	121.00	0.00	50-1532-214-30-72-225-13
Track Coach Heineman	0.00	0.00	0.00	170.00	170.00	0.00	50-1532-214-30-74-215-13
VICA Sponsor HS	0.00	0.00	0.00	24.00	24.00	0.00	50-1533-214-30-71-305-13
Volleyball Girls Coach HS	0.00	1,059.02	0.00	0.00	(1,059.02)	0.00	50-1534-213-30-71-305-16
FICA	0.00	187.98	0.00	0.00	(187.98)	0.00	50-1534-213-30-74-215-13
Volleyball Girls Coach HS	0.00	247.68	0.00	396.00	148.32	62.55	50-1534-214-30-71-305-16
Volleyball Coach Marlowe	0.00	0.00	0.00	210.00	210.00	0.00	50-1534-214-30-72-225-16
Medicare	0.00	0.00	0.00	154.00	154.00	0.00	50-1534-214-30-74-215-13
Volleyball Coach Heineman	0.00	43.96	0.00	62.00	18.04	70.90	50-1534-214-30-74-215-16
Wrestling Coach HS	0.00	1,420.78	0.00	793.00	(627.78)	179.17	50-1535-213-30-71-305-15

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Municipal Retirement and Social Security Fund 50

Object 200 EMPLOYEE BENEFITS

Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
Wrestling Coach Marlowe	145.82	291.64	0.00	0.00	(291.64)	0.00	50-1535-213-30-72-225-15
Wrestling Boys Coach HS	0.00	332.30	0.00	225.00	(107.30)	147.69	50-1535-214-30-71-305-15
Wrestling Coach Marlowe	34.11	68.22	0.00	191.00	122.78	35.72	50-1535-214-30-72-225-15
Medicare	0.00	0.00	0.00	186.00	186.00	0.00	50-1535-214-30-74-215-15
WYSE Marlowe	0.00	0.00	0.00	8.00	8.00	0.00	50-1536-214-30-72-225-13
WYSE Heineman	0.00	0.00	0.00	10.00	10.00	0.00	50-1536-214-30-74-215-13
Yearbook Sponsor HS	0.00	0.00	0.00	65.00	65.00	0.00	50-1537-214-30-71-305-13
Yearbook Sponsor Marlowe	0.00	0.00	0.00	20.00	20.00	0.00	50-1537-214-30-72-225-13
Yearbook Sponsor Heineman	0.00	0.00	0.00	20.00	20.00	0.00	50-1537-214-30-74-215-13
Class Sponsors HS	0.00	0.00	0.00	90.00	90.00	0.00	50-1540-214-30-71-305-13
Team Leaders Marlowe	0.00	0.00	0.00	864.00	864.00	0.00	50-1540-214-30-72-225-14
Team Leaders Heineman	0.00	0.00	0.00	635.00	635.00	0.00	50-1540-214-30-74-215-14
Beta Club Sponsor Marlowe	0.00	0.00	0.00	14.00	14.00	0.00	50-1541-214-30-72-225-13
Beta Club Sponsor Heineman	0.00	0.00	0.00	55.00	55.00	0.00	50-1541-214-30-74-215-13
Head Play Director	0.00	168.16	0.00	59.00	(109.16)	285.02	50-1542-214-30-71-305-14
Play Director Marlowe	0.00	0.00	0.00	72.00	72.00	0.00	50-1542-214-30-72-220-14
Plays	0.00	0.00	0.00	48.00	48.00	0.00	50-1542-214-30-74-210-14
Activities Director HS	259.02	2,317.93	0.00	2,296.00	(21.93)	100.96	50-1543-214-00-71-305-13
Homework Club Marlowe	0.00	0.00	0.00	441.00	441.00	0.00	50-1544-214-00-72-225-13
Homework Club Heineman	0.00	0.00	0.00	295.00	295.00	0.00	50-1544-214-00-74-215-13
Musical Director High School	0.00	143.04	0.00	670.00	526.96	21.35	50-1545-213-30-71-300-14
Musical Director High School	0.00	33.46	0.00	305.00	271.54	10.97	50-1545-214-30-71-300-14
Music Director	0.00	0.00	0.00	112.00	112.00	0.00	50-1545-214-30-72-220-14
Music Director	0.00	0.00	0.00	65.00	65.00	0.00	50-1545-214-30-74-210-14
Bowling-Girls	0.00	0.00	0.00	55.00	55.00	0.00	50-1547-214-30-71-300-13
Bowling-Girls	0.00	0.00	0.00	20.00	20.00	0.00	50-1547-214-30-74-215-13
Bowling - Boys	0.00	334.42	0.00	0.00	(334.42)	0.00	50-1548-213-30-71-300-13
Bowling-Boys	0.00	78.22	0.00	0.00	(78.22)	0.00	50-1548-214-30-71-300-13
Girls Swimming Soc Security	0.00	889.94	0.00	0.00	(889.94)	0.00	50-1551-213-00-71-300-16
Swimming-Girls	0.00	208.14	0.00	0.00	(208.14)	0.00	50-1551-214-00-71-300-16
Lacrosse SS	0.00	3.26	0.00	0.00	(3.26)	0.00	50-1556-213-30-71-305-15
Lacrosse Medicare	0.00	0.76	0.00	0.00	(0.76)	0.00	50-1556-214-30-71-305-15
RtI Facilitator Medicare	914.97	7,996.52	0.00	0.00	(7,996.52)	0.00	50-1557-214-00-79-600-14
Atwood Salaries	0.00	0.00	0.00	414.00	414.00	0.00	50-1598-214-00-79-600-14
IMRF	0.00	0.00	0.00	133,948.00	133,948.00	0.00	50-1599-212-00-79-600-14
Summer Camp Salaries	0.00	0.00	0.00	1,098.00	1,098.00	0.00	50-1599-214-00-79-600-14
Summer School Salary	0.00	304.20	0.00	0.00	(304.20)	0.00	50-1600-213-00-79-605-14
Summer School Salary	0.00	318.14	0.00	4,867.00	4,548.86	6.54	50-1600-214-00-79-605-14
Gifted Salary	0.00	0.00	0.00	2,682.00	2,682.00	0.00	50-1650-214-00-79-605-14
Drivers Ed Teacher HS	92.01	1,063.04	0.00	2,082.00	1,018.96	51.06	50-1700-214-21-71-300-13
MEDI	0.00	0.00	0.00	61.00	61.00	0.00	50-1800-214-00-79-600-14

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Municipal Retirement and Social Security Fund 50

Object 200 EMPLOYEE BENEFITS

Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
TPI Salary	2,727.70	24,962.65	0.00	12,196.00	(12,766.65)	204.68	50-1800-214-00-79-605-14
Social Worker Salary	2,347.39	21,002.89	0.00	18,381.00	(2,621.89)	114.26	50-2113-214-00-79-605-14
Registration Salaries	806.74	7,720.35	0.00	11,564.00	3,843.65	66.76	50-2114-212-00-79-505-14
Registration Salaries	570.20	5,170.32	0.00	7,380.00	2,209.68	70.06	50-2114-213-00-79-505-14
Registration Salaries	133.34	1,209.06	0.00	1,767.00	557.94	68.42	50-2114-214-00-79-505-14
Guidance HS	991.45	8,946.90	0.00	8,210.00	(736.90)	108.98	50-2121-214-00-71-305-13
Guidance Marlowe	374.75	3,256.26	0.00	3,078.00	(178.26)	105.79	50-2121-214-00-72-225-13
Guidance Heineman	240.72	2,083.73	0.00	3,214.00	1,130.27	64.83	50-2121-214-00-74-215-13
Director of Health	0.00	0.00	0.00	1,531.00	1,531.00	0.00	50-2130-214-00-79-605-14
Health Salary	4,740.71	42,647.23	0.00	30,636.00	(12,011.23)	139.21	50-2134-212-00-79-605-14
Health Salary	3,639.93	33,560.72	0.00	19,554.00	(14,006.72)	171.63	50-2134-213-00-79-605-14
Health Salary	1,092.63	10,251.66	0.00	9,949.00	(302.66)	103.04	50-2134-214-00-79-605-14
Physical Therapy Salary	1,737.45	15,015.15	0.00	22,511.00	7,495.85	66.70	50-2137-212-00-79-605-14
Physical Therapy Salary	1,465.75	13,187.86	0.00	14,368.00	1,180.14	91.79	50-2137-213-00-79-605-14
Physical Therapy Medicare	342.81	3,084.30	0.00	3,441.00	356.70	89.63	50-2137-214-00-79-605-14
Occupational Therapy Salary	7,998.73	76,737.22	0.00	67,853.00	(8,884.22)	113.09	50-2138-212-00-79-605-14
Occupational Therapy Salary	5,746.82	52,551.07	0.00	43,315.00	(9,236.07)	121.32	50-2138-213-00-79-605-14
Occupational Therapy Medicare	1,344.02	12,290.25	0.00	10,374.00	(1,916.25)	118.47	50-2138-214-00-79-605-14
Psychologist Salary	678.19	6,359.56	0.00	13,233.00	6,873.44	48.06	50-2140-214-00-79-605-14
Speech Pathologist Salary	0.00	0.00	0.00	6,192.00	6,192.00	0.00	50-2150-212-00-79-605-14
Speech Pathologist Salary	321.32	2,837.54	0.00	3,953.00	1,115.46	71.78	50-2150-213-00-79-605-14
Speech Pathologist Salary	2,470.67	22,091.03	0.00	32,469.00	10,377.97	68.04	50-2150-214-00-79-605-14
Lunch Room/Bus Duty	174.26	1,723.90	0.00	382.00	(1,341.90)	451.28	50-2190-212-00-79-605-14
Lunch Room/Bus Duty	2,516.41	17,719.75	0.00	38,760.00	21,040.25	45.72	50-2190-213-00-79-605-14
Occupational Therapist	359.61	359.61	0.00	0.00	(359.61)	0.00	50-2190-213-81-79-600-13
Lunch Room/Bus Duty	588.57	4,144.40	0.00	15,236.00	11,091.60	27.20	50-2190-214-00-79-605-14
Occupational Therapist Medicar	84.10	84.10	0.00	0.00	(84.10)	0.00	50-2190-214-81-79-600-13
Improv Instruc IMRF	0.00	32.96	0.00	0.00	(32.96)	0.00	50-2210-212-00-79-600-14
Improv of Instruc IMRF	0.00	1,456.11	0.00	0.00	(1,456.11)	0.00	50-2210-212-00-71-305-13
Improv Instruct SS	0.00	23.57	0.00	0.00	(23.57)	0.00	50-2210-213-00-79-600-14
Improv of Instruc SS	0.00	1,011.31	0.00	0.00	(1,011.31)	0.00	50-2210-213-00-71-305-13
TOSA Medicare	148.74	1,307.84	0.00	0.00	(1,307.84)	0.00	50-2210-214-00-79-600-14
Improv of Instruc Medicare	0.00	236.48	0.00	0.00	(236.48)	0.00	50-2210-214-00-71-305-13
ESL Coordinator Stipend	0.00	120.07	0.00	0.00	(120.07)	0.00	50-2210-214-82-71-300-14
Instructional Coaches Medicare	1,501.13	14,150.67	0.00	0.00	(14,150.67)	0.00	50-2211-214-00-79-600-14
Title II Salary	581.96	5,991.00	0.00	0.00	(5,991.00)	0.00	50-2212-214-00-79-505-14
Inservice Hours	0.00	321.47	0.00	216.00	(105.47)	148.83	50-2212-214-00-79-605-14
Media/Library Salary	2,026.31	37,052.99	0.00	46,352.00	9,299.01	79.94	50-2220-212-00-79-605-14
Media/Library Salary	4,129.58	33,554.43	0.00	30,821.00	(2,733.43)	108.87	50-2220-213-00-79-605-14
Media/Library Salary	1,178.46	9,710.56	0.00	18,599.00	8,888.44	52.21	50-2220-214-00-79-605-14
PAC Director IMRF	771.73	7,562.71	0.00	6,521.00	(1,041.71)	115.97	50-2223-212-00-79-605-14

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Municipal Retirement and Social Security Fund 50

Object 200 EMPLOYEE BENEFITS

Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
PAC Director FICA	591.40	5,464.32	0.00	4,163.00	(1,301.32)	131.26	50-2223-213-00-79-605-14
PAC Director Medicare	138.31	1,277.92	0.00	997.00	(280.92)	128.18	50-2223-214-00-79-605-14
Supt Office Salary	886.07	8,267.17	0.00	17,120.00	8,852.83	48.29	50-2321-212-00-79-505-14
Supt Office Salary	663.36	5,849.01	0.00	10,926.00	5,076.99	53.53	50-2321-213-00-79-505-14
Superintendent Salary	435.85	4,003.33	0.00	5,495.00	1,491.67	72.85	50-2321-214-00-79-505-14
HR Medicare	976.78	8,851.59	0.00	0.00	(8,851.59)	0.00	50-2322-214-00-79-505-14
Curr & Inst Office Salary	1,572.36	14,512.07	0.00	11,964.00	(2,548.07)	121.30	50-2323-212-00-79-505-14
Curr & Inst Office Salary	1,097.66	9,920.82	0.00	7,635.00	(2,285.82)	129.94	50-2323-213-00-79-505-14
Asst Supt Salary Curr & Inst	675.92	5,986.49	0.00	4,886.00	(1,100.49)	122.52	50-2323-214-00-79-505-14
Comm Engmt IMRF	1,304.20	11,875.01	0.00	0.00	(11,875.01)	0.00	50-2325-212-00-79-605-14
Comm Engmt SS	911.06	8,170.05	0.00	0.00	(8,170.05)	0.00	50-2325-213-00-79-605-14
Comm Engmt Medicare	213.07	1,910.71	0.00	0.00	(1,910.71)	0.00	50-2325-214-00-79-605-14
School Office Leggee	687.34	6,551.37	0.00	14,526.00	7,974.63	45.10	50-2410-212-00-71-105-13
School Office HS	2,218.90	18,989.75	0.00	24,882.00	5,892.25	76.32	50-2410-212-00-71-305-13
School Office Chesak	624.62	5,310.54	0.00	15,583.00	10,272.46	34.08	50-2410-212-00-72-115-13
School Office Martin	721.46	6,468.45	0.00	17,133.00	10,664.55	37.75	50-2410-212-00-72-125-13
School Office Marlowe	456.81	5,215.07	0.00	11,281.00	6,065.93	46.23	50-2410-212-00-72-225-13
School Office Mackeben	395.05	3,694.46	0.00	10,535.00	6,840.54	35.07	50-2410-212-00-74-145-13
School Office Conley	416.25	3,754.69	0.00	11,548.00	7,793.31	32.51	50-2410-212-00-74-155-13
School Office Heineman	542.24	4,667.28	0.00	10,533.00	5,865.72	44.31	50-2410-212-00-74-215-13
Preschool Office IMRF	233.62	2,197.86	0.00	0.00	(2,197.86)	0.00	50-2410-212-00-79-165-24
School Office Leggee	481.74	4,505.26	0.00	9,271.00	4,765.74	48.60	50-2410-213-00-71-105-13
School Office HS	1,609.72	13,452.42	0.00	15,883.00	2,430.58	84.70	50-2410-213-00-71-305-13
School Office Chesak	486.52	3,904.56	0.00	9,947.00	6,042.44	39.25	50-2410-213-00-72-115-13
School Office Martin	554.70	4,515.72	0.00	10,935.00	6,419.28	41.30	50-2410-213-00-72-125-13
School Office Marlowe	348.68	3,717.59	0.00	7,200.00	3,482.41	51.63	50-2410-213-00-72-225-13
School Office Mackeben	294.64	2,630.55	0.00	6,724.00	4,093.45	39.12	50-2410-213-00-74-145-13
School Office Conley	324.02	2,757.45	0.00	7,373.00	4,615.55	37.40	50-2410-213-00-74-155-13
School Office Heineman	422.36	3,433.39	0.00	6,721.00	3,287.61	51.08	50-2410-213-00-74-215-13
Preschool Office FICA	224.72	1,578.13	0.00	0.00	(1,578.13)	0.00	50-2410-213-00-79-165-24
Principal Salary Leggee	278.80	2,555.04	0.00	4,321.00	1,765.96	59.13	50-2410-214-00-71-105-13
Principal Salary HS	592.70	5,098.28	0.00	6,728.00	1,629.72	75.78	50-2410-214-00-71-305-13
Principal Salary Chesak	254.00	2,181.09	0.00	4,638.00	2,456.91	47.03	50-2410-214-00-72-115-13
Principal Salary Martin	277.14	2,388.97	0.00	4,892.00	2,503.03	48.83	50-2410-214-00-72-125-13
Principal Salary Marlowe	213.25	2,067.51	0.00	3,876.00	1,808.49	53.34	50-2410-214-00-72-225-13
Principal Salary Mackeben	220.27	1,983.66	0.00	3,575.00	1,591.34	55.49	50-2410-214-00-74-145-13
Principal Salary Conley	209.61	1,855.12	0.00	3,598.00	1,742.88	51.56	50-2410-214-00-74-155-13
Principal Salary Heineman	234.60	2,126.94	0.00	3,874.00	1,747.06	54.90	50-2410-214-00-74-215-13
Preschool Office Medicare	204.75	1,745.00	0.00	0.00	(1,745.00)	0.00	50-2410-214-00-79-165-24
Asst Prin Salary Leggee	117.60	1,064.24	0.00	1,391.00	326.76	76.51	50-2411-214-00-71-105-13
Asst Prin Salary HS	1,355.41	11,598.54	0.00	1,856.00	(9,742.54)	624.92	50-2411-214-00-71-305-13

Municipal Retirement and Social Security Fund 50

Object 200 EMPLOYEE BENEFITS

Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
Asst Prin Salary Chesak	88.61	938.27	0.00	3,164.00	2,225.73	29.65	50-2411-214-00-72-115-13
Asst Prin Salary Martin	98.98	909.19	0.00	2,940.00	2,030.81	30.92	50-2411-214-00-72-125-13
Asst Prin Salary Marlowe	291.72	2,638.12	0.00	1,519.00	(1,119.12)	173.67	50-2411-214-00-72-225-13
Asst Prin Salary Mackeben	101.42	913.14	0.00	1,388.00	474.86	65.79	50-2411-214-00-74-145-13
Asst Prin Salary Conley	86.44	839.19	0.00	1,391.00	551.81	60.33	50-2411-214-00-74-155-13
Asst Prin Salary Heineman	92.56	1,422.33	0.00	1,691.00	268.67	84.11	50-2411-214-00-74-215-13
Dean Secretary - HS	0.00	0.00	0.00	3,279.00	3,279.00	0.00	50-2412-212-00-71-305-13
Dean Secretary - HS	0.00	0.00	0.00	2,092.00	2,092.00	0.00	50-2412-213-00-71-305-13
Dean - HS	388.14	3,796.66	0.00	3,541.00	(255.66)	107.22	50-2412-214-00-71-305-13
Bus Office IMRF	1,731.50	15,593.37	0.00	20,819.00	5,225.63	74.90	50-2510-212-00-79-505-14
Bus Office FICA	1,175.54	7,629.35	0.00	12,690.00	5,060.65	60.12	50-2510-213-00-79-505-14
Asst Supt Salary Business	274.92	2,480.36	0.00	3,040.00	559.64	81.59	50-2510-214-00-79-505-14
Fiscal Office IMRF	878.46	7,929.23	0.00	10,706.00	2,776.77	74.06	50-2520-212-00-79-505-14
Fiscal Office Soc Sec	582.90	5,309.93	0.00	6,834.00	1,524.07	77.70	50-2520-213-00-79-505-14
Director of Fiscal Service	136.32	1,241.84	0.00	1,636.00	394.16	75.91	50-2520-214-00-79-505-14
Fiscal Office Salary	2,630.52	24,840.66	0.00	39,422.00	14,581.34	63.01	50-2525-212-00-79-505-14
Fiscal Office Salary	1,864.76	17,111.45	0.00	25,163.00	8,051.55	68.00	50-2525-213-00-79-505-14
Fiscal Office Salary	436.14	4,002.14	0.00	6,028.00	2,025.86	66.39	50-2525-214-00-79-505-14
Assistant Director Salary	849.56	7,641.96	0.00	12,357.00	4,715.04	61.84	50-2540-212-00-79-600-14
Director Build & Grounds	1,303.44	11,979.62	0.00	29,669.00	17,689.38	40.38	50-2540-212-00-79-605-14
Assistant Director Salary	575.46	5,187.00	0.00	7,889.00	2,702.00	65.75	50-2540-213-00-79-600-14
Director Build & Grounds	869.36	8,106.96	0.00	13,568.00	5,461.04	59.75	50-2540-213-00-79-605-14
O & M Medicare	134.58	1,213.02	0.00	1,890.00	676.98	64.18	50-2540-214-00-79-600-14
Director O & M Medicare	203.32	1,895.99	0.00	3,250.00	1,354.01	58.34	50-2540-214-00-79-605-14
Custodial Salary	3,754.92	32,381.80	0.00	50,737.00	18,355.20	63.82	50-2542-212-00-79-605-14
Custodial Salary	2,773.72	22,760.81	0.00	37,283.00	14,522.19	61.05	50-2542-213-00-79-605-14
Custodial Medicare	648.67	5,322.91	0.00	8,928.00	3,605.09	59.62	50-2542-214-00-79-605-14
Maintenance Salary	5,044.17	47,090.93	0.00	53,895.00	6,804.07	87.38	50-2544-212-00-79-605-14
Maintenance Salary	3,564.98	32,230.23	0.00	34,401.00	2,170.77	93.69	50-2544-213-00-79-605-14
Maintenance Medicare	833.75	7,537.77	0.00	8,240.00	702.23	91.48	50-2544-214-00-79-605-14
Director of Transportation	1,565.50	14,585.12	0.00	20,056.00	5,470.88	72.72	50-2550-212-00-79-405-14
Director of Transportation	1,025.60	9,349.06	0.00	12,436.00	3,086.94	75.18	50-2550-213-00-79-405-14
Director Transp Medicare	239.84	2,186.35	0.00	2,978.00	791.65	73.42	50-2550-214-00-79-405-14
Drivers Salary IMRF	16,427.65	145,442.27	0.00	280,964.00	135,521.73	51.77	50-2552-212-00-79-405-14
Drivers Salary FICA	12,289.18	102,209.31	0.00	205,724.00	103,514.69	49.68	50-2552-213-00-79-405-14
Drivers Salary Medicare	2,874.12	23,903.42	0.00	49,283.00	25,379.58	48.50	50-2552-214-00-79-405-14
Bus Maintenance Salary	1,522.60	14,538.56	0.00	14,632.00	93.44	99.36	50-2554-212-00-79-405-14
Bus Maintenance Salary	1,123.62	10,131.32	0.00	9,342.00	(789.32)	108.45	50-2554-213-00-79-405-14
Bus Maintenance Medicare	262.78	2,369.40	0.00	2,236.00	(133.40)	105.97	50-2554-214-00-79-405-14
Bus Aides	2,433.36	21,776.51	0.00	30,331.00	8,554.49	71.80	50-2559-212-00-79-605-14
Bus Aides	1,902.65	16,376.28	0.00	19,758.00	3,381.72	82.88	50-2559-213-00-79-605-14

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Municipal Retirement and Social Security Fund 50

Object 200 EMPLOYEE BENEFITS

Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
Bus Aides Medicare	444.97	3,829.82	0.00	4,729.00	899.18	80.99	50-2559-214-00-79-605-14
Food Service Sal Leggee	505.50	4,083.43	0.00	8,638.00	4,554.57	47.27	50-2560-212-00-71-105-13
Food Service Salary HS	2,493.75	18,473.98	0.00	9,905.00	(8,568.98)	186.51	50-2560-212-00-71-305-13
Food Service Sal Chesak	515.82	3,785.94	0.00	8,470.00	4,684.06	44.70	50-2560-212-00-72-115-13
Food Service Sal Martin	654.44	5,407.50	0.00	6,673.00	1,265.50	81.04	50-2560-212-00-72-125-13
Food Service Salary Marlowe	773.15	5,948.25	0.00	12,533.00	6,584.75	47.46	50-2560-212-00-72-225-13
Food Service Salary Mackeben	440.94	3,274.75	0.00	7,055.00	3,780.25	46.42	50-2560-212-00-74-145-13
Food Service Salary Conley	433.84	3,232.30	0.00	6,659.00	3,426.70	48.54	50-2560-212-00-74-155-13
Food Service Salary Heineman	731.86	6,003.30	0.00	10,462.00	4,458.70	57.38	50-2560-212-00-74-215-13
Director Food Service	268.30	2,548.50	0.00	9,955.00	7,406.50	25.60	50-2560-212-00-79-605-14
Food Service Sal Leggee	439.14	3,342.30	0.00	6,762.00	3,419.70	49.43	50-2560-213-00-71-105-13
Food Service Salary HS	1,861.84	13,054.99	0.00	7,813.00	(5,241.99)	167.09	50-2560-213-00-71-305-13
Food Service Sal Chesak	401.77	2,792.07	0.00	6,516.00	3,723.93	42.85	50-2560-213-00-72-115-13
Food Service Sal Martin	503.99	3,931.56	0.00	4,861.00	929.44	80.88	50-2560-213-00-72-125-13
Food Service Salary Marlowe	704.15	5,044.14	0.00	8,001.00	2,956.86	63.04	50-2560-213-00-72-225-13
Food Service Salary Mackeben	343.44	2,414.87	0.00	4,504.00	2,089.13	53.62	50-2560-213-00-74-145-13
Food Service Salary Conley	392.52	2,765.17	0.00	4,252.00	1,486.83	65.03	50-2560-213-00-74-155-13
Food Service Salary Heineman	616.49	4,620.37	0.00	7,275.00	2,654.63	63.51	50-2560-213-00-74-215-13
Director Food Service	247.21	2,186.42	0.00	6,354.00	4,167.58	34.41	50-2560-213-00-79-605-14
Food Service Sal Leggee	102.69	781.56	0.00	1,622.00	840.44	48.18	50-2560-214-00-71-105-13
Food Service HS Medicare	435.44	3,053.14	0.00	3,122.00	68.86	97.79	50-2560-214-00-71-305-13
Food Service Chesak Medicare	93.96	652.97	0.00	1,561.00	908.03	41.83	50-2560-214-00-72-115-13
Food Service Martin Medicare	117.88	919.49	0.00	1,165.00	245.51	78.93	50-2560-214-00-72-125-13
Food Service Marlowe Medicare	164.70	1,179.65	0.00	1,916.00	736.35	61.57	50-2560-214-00-72-225-13
Food Service Mackeben Medicare	80.32	564.77	0.00	1,081.00	516.23	52.25	50-2560-214-00-74-145-13
Food Service Conley Medicare	91.81	646.74	0.00	1,019.00	372.26	63.47	50-2560-214-00-74-155-13
Food Service Heineman Medicare	144.18	1,080.53	0.00	1,743.00	662.47	61.99	50-2560-214-00-74-215-13
Food Service Medicare	57.81	511.27	0.00	1,522.00	1,010.73	33.59	50-2560-214-00-79-605-14
Dir Food Service IMRF	878.46	7,929.23	0.00	10,505.00	2,575.77	75.48	50-2561-212-00-79-605-14
Dir Food Service FICA	595.12	5,382.71	0.00	6,404.00	1,021.29	84.05	50-2561-213-00-79-605-14
Dir Food Service Medicare	139.18	1,258.82	0.00	1,534.00	275.18	82.06	50-2561-214-00-79-605-14
Vol Coord Salary	344.48	3,297.92	0.00	4,729.00	1,431.08	69.74	50-2630-212-00-79-605-14
Vol Coord Salary	227.86	2,080.08	0.00	3,019.00	938.92	68.90	50-2630-213-00-79-605-14
Volunteer Coord Medicare	53.30	486.54	0.00	722.00	235.46	67.39	50-2630-214-00-79-605-14
Director of HR Salary	223.34	2,016.26	0.00	3,647.00	1,630.74	55.29	50-2641-214-00-79-505-14
HR Office Salary	1,846.16	17,422.60	0.00	25,278.00	7,855.40	68.92	50-2642-212-00-79-505-14
FICA Employer Paid	1,263.46	11,412.18	0.00	16,136.00	4,723.82	70.72	50-2642-213-00-79-505-14
HR Office Medicare	429.78	3,883.42	0.00	3,866.00	(17.42)	100.45	50-2642-214-00-79-505-14
Dir Technology/Curriculum IMRF	0.00	0.00	0.00	2,295.00	2,295.00	0.00	50-2660-212-00-79-605-14
Dir Technology/Curriculum FICA	0.00	0.00	0.00	1,465.00	1,465.00	0.00	50-2660-213-00-79-605-14
Dir Technology/Curriculum MEDI	0.00	0.00	0.00	1,936.00	1,936.00	0.00	50-2660-214-00-79-605-14

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Municipal Retirement and Social Security Fund 50

Object 200 EMPLOYEE BENEFITS

Description		M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
Office of Technology		8,446.16	81,729.08	0.00	61,880.00	(19,849.08)	132.08	50-2664-212-00-79-605-14
Office of Technology		6,167.19	56,910.83	0.00	39,202.00	(17,708.83)	145.17	50-2664-213-00-79-605-14
Office of Technology		1,442.35	13,309.55	0.00	9,389.00	(3,920.55)	141.76	50-2664-214-00-79-605-14
Community IMRF		500.82	4,731.23	0.00	0.00	(4,731.23)	0.00	50-3700-212-92-79-605-14
Community SS		343.68	3,144.10	0.00	0.00	(3,144.10)	0.00	50-3700-213-92-79-605-14
Community Medicare		80.38	735.31	0.00	0.00	(735.31)	0.00	50-3700-214-92-79-605-14
200 EMPLOYEE BENEFITS		308,467.19	2,771,424.68	0.00	3,662,223.00	890,798.32	75.68	* Object
50 Municipal Retirement and Social Security Fund		308,467.19	2,771,424.68	0.00	3,662,223.00	890,798.32	75.68	Fund

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Expenditure Report

Printed: 4/13/2026 9:16 AM
Huntley Community School District 158

Capital Projects Fund or Fund Group 60

Object 600 OTHER OBJECTS

Description		M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget		Account Number
OTHER OBJECTS									
	Interest on Bonds	0.00	0.00	0.00	0.00	0.00	0.00		60-5140-620
	Principal on Bonds	0.00	0.00	0.00	0.00	0.00	0.00		60-5200-610
600	**OTHER OBJECTS**	0.00	0.00	0.00	0.00	0.00	0.00	*	Object
60	**Capital Projects Fund or Fund Group**	0.00	0.00	0.00	0.00	0.00	0.00		Fund
	Report Total:	11,915,000.10	113,698,239.99	11,403,964.87	149,028,458.00	23,920,184.38	83.95		

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HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • huntley158.org

To: Board of Education and Administration

From: Mark Altmayer, Chief Financial Officer

Date: May 7, 2026

Subject: **Revenue Contract Approval**
Committee of the Whole Meeting – May 7, 2026
Finance Committee

Presented are Fundraising/Crowdfunding Authorization forms for the organizations listed below.

Organization Benefited	Vendor	Net Revenue
Raiders Dance Team	Raise365	$8,000
Huntley Football	Effinger Consulting	$85,000

RECOMMENDATION
Administration requests that the Finance Committee recommend the Board of Education approve the Fundraising/Crowdfunding Authorization forms at the May 21, 2026 Regular Board Meeting.

Fundraising Authorization Form

Fiscal Services

All fundraising activities for school organizations require pre-approval. Please complete this form ***in its entirety*** and submit it to your Athletic / Activities Director (as applicable) and Building Principal a minimum of 45 days before the desired starting date of the event. The Building Principal will then send all documents to the Chief Financial Officer.

Today's Date: 4/6/2026 School: HuntleyHighSchool

Name of School Organization: Raiders Dance Team

Sponsor / Coach's Name: Cadence Niccum Phone: 8476596695

Start Date of Event: June 2nd End Date of Event: July 2nd

Anticipated Revenue and Approximate Value of Non-Monetary Items / Compensation: $ 8,000

Type of Sale / Event: Donation Based Fundraiser

Will a Vendor Be Used: ☒ Yes* ☐ No **** Attach all contracts and agreements to this form.***

Name of Vendor or Crowdfunding Platform (if applicable): Raise365

Crowdfunding Platform Website (if applicable): Raise365

Type of Product or Service Provided by Vendor: Team Donation Page

What will the funds be used for? MUST BE SPECIFIC

Funds will pay for Uniforms fillers- if the team does not have enough uniforms for dancers.
Funds will pay for Home IHSA Competition including: marley floor rental, DJ, Judges fees, catering.
Funds will assist in paying for the Team to attend UDA Nationals in Florida. Paying for flight, travel, Varsity hotel bundle, dance fees.
Funds will pay for Football game accessories and attire.

Activity Account Number: 19 E 9999 0000 02 305 951200

Account Name: Huntley Dance Team

Submit completed forms with attachments to the Chief Financial Officer. A signed copy will be returned to you indicating approval or non-approval for fundraisers that require Board approval (over $1,000).

Cadence Niccum — Sponsor / Coach Signature — Date 04/08/26

Athletic / Activities Director Signature — Date 4/8/26

Principal Signature – *I certify that it is at least 45 days before the event's desired start date.* — Date 4.10.26

Chief Financial Officer Signature — Date

* Public Act 94-0714 requires all contracts and agreements that pertain to goods and services that are intended to generate additional revenue and other remunerations for the school district in excess of $1,000.00 be approved by the board.

☐ Superintendent's Copy ☐ Fiscal Services Copy Date of Board Approval: _____

Adrenaline Fundraiser Agreement
(Raise 365)

_____ d/b/a Adrenaline Fundraising ("Adrenaline" herein) and Organization identified below enter into the following Fundraiser Agreement ("Agreement") for the purpose of providing an Adrenaline Fundraising Program ("Program") designed to facilitate Organization's fundraising efforts, using the Raise 365 Platform

1. **Program terms.** Adrenaline and Organization agree to use the Raise 365 Fundraiser system to facilitate the fundraiser. Organization and Adrenaline agree to the terms and conditions on the Raise 365 website. Organization agrees to the Date and Profit % stated below. In this agreement, "Profit %" means the percentage of the total funds raised that is payable to Organization.

2. **Adrenaline Obligations.**
   - Adrenaline agrees to use its best efforts to assist Organization with its fundraising efforts.
   - Adrenaline agrees, at its discretion, to provide training and incentives to individuals involved in the fundraising process along with program materials appropriate to facilitate Organization's fundraising efforts.
   - Adrenaline Representative will deliver payment to Organization within a reasonable amount of time.

3. **Organization Obligations.**
   - Organization confirms that it is not under a contractual obligation to participate in a competing non-Adrenaline fundraising program.
   - Organization agrees to allow Adrenaline reasonable access to Organization's facilities at mutually agreed upon times in order to conduct the Program.

4. **Intellectual Property Ownership and Product Distribution.** Adrenaline retains all intellectual property rights associated with the products but agrees to license these rights for the limited purpose of conducting the Program. Organization agrees not to disclose any forms, materials, technical information or methods employed by Adrenaline or intellectual property rights owned by Adrenaline for any purpose except in association with the Program absent Adrenaline's express written consent.

5. **Authorization and implementation.** Organization's representative hereby asserts that he/she understands the terms and conditions of the Agreement, agrees to be bound by them, and has the authority to bind Organization. Organization holds Adrenaline harmless of any liability regarding the actions of, and/or injuries to Program participants.

Adrenaline - Raise 365 Fundraiser				
Month	Day	Year	Time	Fundraiser Type
6	2	26	12:30	Donation

Length of Contract: ***1yr 2yr 3yr 4yr 5yr***

Profit Structure	
Total Raised	*Profit %* 80
Total Raised	*Profit %*

Cadence Niccum — Cadence Niccum - Coach — 4-9-26
Authorized Organization Representative (Signature) | Print Name & Title | Date

[signature] — Pete Mersagen (President) — 4-8-26
Authorized Adrenaline Representative (Signature) | Print Name & Title | Date

Information below is to be completed by Adrenaline sales representative			
School / Organization: Huntley High School	Group: Dance	Number of Students	Adrenaline record number
Address: 13719 Harmony Rd	City: Huntley	State: IL	Zip: 60142
Contact Name: Cadence Niccum	Best time to contact	Contact Phone Number	Contact email address

Fundraising Authorization Form

Fiscal Services

All fundraising activities for school organizations require pre-approval. Please complete this form ***in its entirety*** and submit it to your Athletic / Activities Director (as applicable) and Building Principal a minimum of **45 days before** the desired starting date of the event. The Building Principal will then send all documents to the Chief Financial Officer.

Today's Date: 4/8/26 School: Huntley HS

Name of School Organization: Huntley Football

Sponsor / Coach's Name: Michael Naymola Phone: 847-361-1734

Start Date of Event: 8/4/2026 End Date of Event: 8/13/26

Anticipated Revenue and Approximate Value of Non-Monetary Items / Compensation: $ 85,000 ✓

Type of Sale / Event: card sales ✓

Will a Vendor Be Used: ☒ Yes* ☐ No **** Attach all contracts and agreements to this form.***

Name of Vendor or Crowdfunding Platform (if applicable): Effinger consulting, LLC. Pro Level Fundraising ✓

Crowdfunding Platform Website (if applicable): N/A

Type of Product or Service Provided by Vendor: Safe and efficient fundraising for high school sports teams and activ

What will the funds be used for? MUST BE SPECIFIC

-New Uniforms (30K)
-Practice jerseys/pants/knee pads/mouth pieces (5K)
-newly painted helemets, helmet decals
-Hotels, food, and travel cost of Brownsburg summer camp overnight trip
-players practice packs (tee shirts/shorts/sweat shirts/sweat pants) 15K
-in season players apparel, pink out socks and tees
-Glazier clinic subscriptions
-football equipment...for example weights, sleds, plyo boxes, footballs, cones, agility bags
-food during the season on game days, end of year banquet, gifts, and food

Activity Account Number: 1 9 E 9 9 9 9 0 0 0 0 0 2 3 0 5 9 5 3 8 0 0

Account Name: Huntley Football

Submit completed forms with attachments to the Chief Financial Officer. A signed copy will be returned to you indicating approval or non-approval for fundraisers that require Board approval (over $1,000).

M. Naymola 4/8/26
Sponsor / Coach Signature Date

4/8/26
Athletic / Activities Director Signature Date

4.10.26
Principal Signature – *I certify that it is at least 45 days before the event's desired start date.* Date

4-15-26
Chief Financial Officer Signature Date

* Public Act 94-0714 requires all contracts and agreements that pertain to goods and services that are intended to generate additional revenue and other remunerations for the school district in excess of $1,000.00 be approved by the board.

☐ Superintendent's Copy ☐ Fiscal Services Copy Date of Board Approval: _____

This Fundraiser Agreement is made and entered into on the date indicated below, by and between Effinger Consulting (further known as EC) dba Pro Level Fundraising, and the Organization identified below. This Agreement will facilitate the fundraising efforts of Organization, commencing during the season listed below (see TERMS) for the purpose of providing a Fundraising Program.

Program Terms: EC and Organization agree to the Products, quantity and price as indicated in the TERMS section below. The profit terms for the Product are outlined below. Both parties agree that EC shall be the exclusive provider for this fundraiser for Organization for one year from the date of this Agreement.
EC Obligations: To use its best efforts to assist Organization with its fundraising efforts. At its discretion, to provide information and incentives to individuals involved in the fundraising process, along with program materials appropriate to facilitate Organization's fundraising efforts. To supply necessary Order Forms, product, or software for sale of the Product. EC procures 3rd-party software, and is not responsible for software integrity. To pay for product cost from the portion of proceeds invoiced to the group.
Organization Obligations: To use its best efforts to sell fundraising products at the specified price. Organization will permit EC to assist Organization in its fundraising efforts by operating the Program within a mutually agreeable timeframe and to allow EC reasonable access to Organization's facilities in order to conduct the Program. Organization agrees that payment is due within 2 weeks of the Reconciliation. Organization acknowledges EC may engage in fundraising activities with other organizations at the same time and with the same products and programs, and that such activity does not constitute a breach of EC's obligations under this Agreement. For the Products Organization purchases from EC, Organization agrees to pay EC all amounts Organization collects from the sale of either the Products minus the Organization's Profit Percentage. Organization shall be solely responsible to collect and remit to the appropriate taxing authorities any sales taxes, if required by state law. Organization retains any sales tax amounts collected from the sale of the Products. Organization agrees to pay 50% of the prizes awarded to athletes/participants.
Authorization and Implementation: Organization asserts that the person signing this Agreement understands the terms and conditions of the Agreement, agrees to be bound by them, and has the authority to bind the Organization. Organization holds EC harmless of any liability regarding the actions of, and/or injuries to Program participants. Arizona law shall govern this Agreement and any dispute shall fall within the jurisdiction of the federal and state courts located in Maricopa County, AZ. If any provision of the Agreement is deemed unenforceable; all other provisions shall remain in full force and effect to the extent practicable.

School/Organization: Huntley HS Group Name: Football # of Participants: 190

Address/Delivery Loc: 13719 Harmony Rd City Huntley State IL ZIP 60142 Fundraiser Season: Fall

Email: mnaymola@district158.org Phone: 847-361-1734 Quantity: 7000 Retail Price: $25 MoneyDolly: Yes

Premium Payout Schedule: Discount Cards – 75% Donations – 75%

M Naymola
Organization Representative

Mike Naymola HFBC
Print Name and Title

4-20-26
Date

Fundraiser Rep: Michael Effinger Cell#: 480-352-3779

Huntley Community School District 158

650 Dr. John Burkey Drive Algonquin, Illinois 60102
(847) 659-6158 • huntley158.org

DATE: May 7, 2026

TO: Building and Ground Committee and Administration

FROM: Kevin Lindquist, Director of Operations and Maintenance

RE: O & M Updates (R)
Building and Grounds Committee
Board of Education, May 7, 2026

Below is a recap of O&M Department activities since the April 2, 2026, Committee of the Whole meeting and highlights of upcoming events.

1. **Heineman DX Cooling Replacement Project** — Projected to start the week of May 25.

2. **Chesak Chiller Service Agreement** — Maintenance Service Agreement with Thermosystems has been extended for another 3 years.

3. **FMX Work Order Report** — A record for the month of April with 629 work orders submitted to the O&M department with an average resolution time of 3.95 days.

KL

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Academic Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.district158.org

DATE: May 7, 2026

TO: Board of Education and Administration

FROM: Kevin Lindquist, Director of Operations & Maintenance

RE: GSF USA, Inc. 3 Year Contract Extension **(A)**
Buildings and Ground Committee
Committee of the Whole Meeting, May 7, 2026
Action Item

Background:
GSF USA, Inc. and Huntley Community School District 158 agreed to a three-year contract starting June 1, 2023 through May 31, 2026. The contract price for the first year was $2,301,385.17, with a 3% or CPI yearly increase, whichever is less.

Attached is the GSF USA Inc. proposal for a three-year contract extension for cleaning and support services to Huntley Community School District 158.

Recommendation:
The Administration requests that the Building Committee recommend that the Board of Education award the three-year contract extension to GSF USA, Inc in the amount of $2,525,939.41 with a 3% or CPI yearly increase, whichever is less, through May 31, 2029 at the May 16, 2026, Regular Board Meeting.

Proposed pricing for 3 Year Contract

This Proposal dated March 18, 2026, and effective June 1, 2026, is entered into by and between **GSF USA, Inc.** ("Contractor"), and **Board of Education of HUNTLEY COMMUNITY SCHOOL DISTRICT 158**, on behalf of itself and for the benefit of its Affiliates (collectively "Company") and amends that certain Agreement, dated March 16, 2023 by and between Company and Contractor (collectively, the "Agreement"). All terms capitalized herein, but not defined herein, shall have the meanings ascribed to them in the Agreement.

The following recitals sets forth the basis of this Proposal and are made a part hereof:

RECITALS:

A. Pricing: The parties agree to a 3% or CPI increase, whichever is less.

Options A	2026-2027	2027-2028	2028-2029
Annual Contract	$ 2,525,939.41	$ 2,601,717.59	$ 2,679,769.12

B. Hourly rates for work requested by the District which is beyond the scope of service:

Year	Rate
2026-2027	$ 25.95

IN WITNESS WHEREOF, the parties have executed this Proposal as of the date and year first above written.

GSF USA, INC.

By:_____

David Jackson, General Manager

BOARD OF EDUCATION OF HUNTLEY COMMUNITY SCHOOL DISTRICT 158

By:_____

Policy Committee

650 Dr. John Burkey Drive · Algonquin, IL 60102 · (847) 659-6158 · Huntley158.org

TO: Board of Education and Cabinet Members

FROM: Jessica Lombard, Superintendent
Lorie Woods, Director of Administrative Services

DATE: May 7, 2026

RE: Recommended Changes for Board Policy
PRESS Updates – March 2026, Issue 121

POLICY RECOMMENDATIONS

PRESS UPDATE – March 2026, Issue 121

- **2:200** **Types of Board Meetings**
  The Policy and Cross References are updated.
- **2:220** **Board Meeting Procedure**
  The Policy and Cross References are updated.
- **2:250** **Access to District Public Records**
  The Policy and Legal References are updated in response to the Freedom of Information Act (FOIA), 5 ILCS 140/3, amended by P.A. 104-438; and FOIA, 5 ILCS 140/2, amended by P.A. 104-438, revising the definition of *public record* to exclude *junk mail*; and for continuous improvement.
- **2:260** **Uniform Grievance Procedure**
  The Legal References are updated in response to 105 ILCS 5/22-110, renumbered by P.A. 104-391, and for continuous improvement.
- **4:165** **Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors**
  The Policy and Legal References are updated. Requesting only non-substantial updates.
  - On the advice of Legal Counsel, Administration requests that Item 4, along with the corresponding Legal Reference, be retained as currently adopted. Legal Counsel anticipates reinstatement of 105 ILCS 5/27-13.2.
- **5:30** **Hiring Process and Criteria**
  The Policy is updated for continuous improvement.
- **5:50** **Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition**
  The Policy is updated for continuous improvement.
- **5:250** **Leaves of Absence**
  The Policy and Legal References are updated in response to the Family Neonatal Intensive Care Leave Act, 820 ILCS 157/, added by P.A. 104-259, effective 6-1-26, allowing employees to take a specified amount of leave if their child is a patient in a neonatal intensive care unit.
- **5:330** **Sick Days, Vacation, Holidays, and Leaves**
  The Policy and Legal References are updated in response to the Family Neonatal Intensive Care Leave Act, effective 6-1-26.

- **6:50** **School Wellness**
  The Policy and Legal References are updated.
- **6:65** **Student Social and Emotional Development**
  The Policy and Legal References are updated for continuous improvement.
- **6:100** **Using Animals in the Educational Program**
  The Legal References are updated in response to 105 ILCS 5/27-265, renumbered by P.A. 104-391, and for continuous improvement.
- **6:145** **Migrant Students**
  The Policy and Cross References are updated in response to a five-year review.
- **6:170** **Title I Programs**
  The Policy is updated to more closely align with federal statutes, guidance, and terminology used by ISBE, and to ensure compatibility with the U.S. Dept. of Education's revised non-regulatory guidance. Legal References and Cross References are updated for continuous improvement.
- **6:180** **Extended Instructional Programs**
  The Policy and Legal References are updated.
- **7:20** **Harassment of Students Prohibited**
  Updates to Legal References in response to 105 ILCS 5/22-110, renumbered by P.A. 104-391.
- **7:50** **School Admissions and Student Transfers To and From Non-District Schools**
  The Policy and Cross References are updated. Legal References updated in response to 105 ILCS 5/22-105, added by P.A. 104-288, prohibiting the denial of a free public education to every child in Illinois; and 105 ILCS 5/22-105, titled *Health examinations and immunizations* (formerly 105 ILCS 5/27-8.1), renumbered by P.A. 104-391.
- **7:100** **Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students**
  Updates to Legal References in response to 105 ILCS 5/22-105, titled *Health examinations and immunizations* (formerly 105 ILCS 5/27-8.1), renumbered by P.A. 104-391.
- **7:185** **Teen Dating Violence Prohibited**
  The Policy is updated for continuous improvement. Legal References are updated in response to 105 ILCS 5/27-240, renumbered by P.A. 104-391.
- **7:220** **Bus Conduct**
  The Policy and Legal References are updated in response to a five-year review.
- **7:230** **Misconduct by Students with Disabilities**
  The Policy and Legal References are updated in response to a five-year review.
- **7:240** **Conduct Code for Participants in Extracurricular Activities**
  The Legal References updated are updated in response to 105 ILCS 5/27-255(d), renumbered by P.A. 104-391, and for continuous improvement.
- **7:260** **Exemption from Physical Education**
  Policy updated with a minor style change, and in response to a five-year review. The Legal References are updated in response to 105 ILCS 5/27-710, renumbered by P.A. 104-391.

- **7:280** **Communicable and Chronic Infectious Diseases**
  The Legal References have been updated in response to a five-year review and include a minor style change.
- **7:300** **Extracurricular Athletics**
  The Policy and Legal References are updated for continuous improvement.
- **8:90** **Parent Organizations and Booster Clubs**
  The Policy is updated in response to a five-year review.

Recommendation

Administration requests that the Policy Committee recommend that the policies be moved forward for a first reading by the Board at the next Regular BOE meeting.

Please contact me or Mrs. Woods with any questions.

LRW
Attachments

ISSUE 121
March 2026

Update Memo

Please distribute to board members and appropriate staff.

PRESS

Policy Reference Education Subscription Service

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Next Issue: Five-Year Reviews

Online Instructions

Please follow these four easy steps to log in to **PRESS**:

1. Go to www.iasb.com and click on the Member Login button on the top navigation.
2. Enter your email address and password.
   - If you do not know your password, do not create a new account; reset your password using your district email address. Use the "forgot your password?" link. Make sure to check your spam folder for an email from info@iasb.com, if you do not see it in your email inbox.
   - If you are still having difficulty logging in, please contact your District's Superintendent or Administrative Assistant to make sure you are listed as an authorized user on the District Roster.
   - If you continue to have difficulty signing on to www.iasb.com, please contact Michael Ifkovits at mifkovits@iasb.com.
3. Click the Hi [Your Name] button on the top navigator bar. This will bring you to your account page
4. Under "**Quick Links**," click on "**PRESS Login**."

This publication is designed to provide information only and is not a substitute for legal advice from the Board Attorney. If you have any questions, please contact Debra Jacobson, Associate General Counsel and **PRESS** Editor, djacobson@iasb.com; Jeremy Duffy, IASB Deputy Executive Director/General Counsel and Assistant **PRESS** Editor, jduffy@iasb.com; Maryam Brotine, Associate General Counsel and Assistant **PRESS** Editor, mbrotine@iasb.com; or Megan Mikhail, Assistant General Counsel and Assistant **PRESS** Editor, mmikhail@iasb.com.

Please share this **PRESS** Update Memo with all board members and appropriate staff.

Two other important components of **PRESS** may be viewed and downloaded from **PRESS Online**: Committee Worksheets and the updated **P**olicy **R**eference **M**anual (**PRM**) pages.

The Committee Worksheets, found by selecting a *PRESS Issue* at the top of the **PRESS Online** Table of Contents, show suggested changes to **PRESS** material by striking out deleted words and underscoring new words, a.k.a. "tracked changes."

For answers to common questions about using **PRESS**, see Q&A: Getting the Most Out of Your PRESS Subscription, available on IASB's website.

Updated **PRM** pages can be found in the IASB POLICY REFERENCE MANUAL Table of Contents. For visual instruction about how to download and use **PRM** pages to update your policy manual, please go to www.iasb.com/policy/ to view the **PRESS** video tutorial located under the header entitled: **PRESS – P**olicy **R**eference **E**ducation **S**ubscription **S**ervice.

PRESS Bundles

Each bundle summarizes the global reasons for changes to all materials that are listed.

Specific details about how each piece of material changed, e.g., legislation, administrative rules, **PRESS** Advisory Board feedback, quality assurance, five-year review items, etc., are explained in numerical order in the **Revisions to Policies, Administrative Procedures, and Exhibits** table (Revisions Table) beginning on p. 6.

Please spend time reviewing the **PRESS** Online Committee Worksheets for these materials, which will provide further, more on-the-spot detailed explanations in the footnotes, along with added comment boxes by the **PRESS** Editors when necessary.

A policy service from the Illinois Association of School Boards
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Open Meetings Act and Freedom of Information Act

During the veto session, the 104th General Assembly passed legislation that amended the Open Meetings Act (OMA) and the Freedom of Information Act (FOIA). Public Act 104-438 adds "performance of active military duty as a service member" to the reasons a board member may attend a meeting remotely under OMA, and it prohibits boards from holding regular or special meetings on election days. P.A. 104-438 also adds "regional" to the types of association representatives that a public body can meet with in closed session to discuss self-evaluation, practices and procedures, or professional ethics. However, as we explained in the **PRESS** Issue 120 Update Memo, IASB is advocating for trailer bills (House Bill 4176 and Senate Bill 2715) that would remove or amend "regional" based on IASB's concerns about ambiguity and legal risk, potential governance conflicts, and a lack of any demonstrated need for the expansion of this exception. Because we anticipate that this closed meeting exception could be amended again, this specific change is not reflected in the materials updated for this issue.

FOIA was amended by P.A. 104-438 in response to concerns about cyberattacks and requests generated by artificial intelligence. It now requires requesters to: (1) put their requests in the body of an email rather than in attachments, and (2) verify they are a person if a district has reason to believe they are not a person and requests the verification.

The following **PRESS** materials are updated in response to this legislation:

- 2:140-E, Guidance for Board Member Communications, Including Email Use
- 2:200, Types of School Board Meetings
- 2:220, School Board Meeting Procedure
- 2:250, Access to District Public Records
- 2:250-AP1, Access to and Copying of District Public Records
- 2:250-AP2, Protocols for Record Preservation and Development of Retention Schedules
- 2:250-E2, Immediately Available District Public Records and Web-Posted Reports and Records

Personnel

In response to concerns regarding the impact of federal immigration enforcement on employment, the General Assembly passed P.A. 104-455 during the veto session. It adds protections for employees if their employer receives a *no match* letter from a federal agency regarding a discrepancy in the individual's identifying documents. Districts should consult their legal counsel if they receive such a letter to ensure compliance with the new requirements.

Also in the area of personnel, P.A. 104-259, effective 6-1-26, creates a new unpaid leave entitlement for employees whose child is a patient in a neonatal intensive care unit. This leave is in addition to leave that may also be available to employees under the federal Family and Medical Leave Act.

PRESS Terminology

What are the meanings of the "AP" and "E" after certain policy numbers?

The **PRESS P**olicy **R**eference **M**anual (**PRM**) is an encyclopedia of sample board policies, administrative procedures, and exhibits. They are all in numerical order for easy reference. **PRESS** recommends that local school districts maintain separate board policy and administrative procedure manuals to help distinguish for the board, staff, students, parents, and community members, the distinction between board documents and staff documents, board work, and staff work.

Policy. The board develops policies with input from various sources like district administrators, the board attorney, and **PRESS** materials. The board then formally adopts the policies, often after more than one consideration.

> **After adoption by the board, each policy should have an adoption date.**

Administrative Procedures. Administrative procedures are developed by the superintendent, administrators, and/or other district staff members. The staff develops the procedures that guide implementation of the policies. Administrative procedures are not adopted by the board, which allows the superintendent and staff the flexibility they need to keep the procedures current. **PRESS** sample procedures are numbered to correspond with the policies that they implement for easy reference. For example, policy 6:190's related administrative procedure is 6:190-AP.

> **Administrative procedures should be dated for implementation by the administrative staff and kept separately from the board policy manual.**

Exhibits. Both board policies and administrative procedures may have related exhibits. Exhibits provide information and forms intended to be helpful to the understanding or implementation of either a board policy or administrative procedure, and they do not require formal board adoption. **PRESS** sample exhibits are numbered to correspond to the related board policy or administrative procedure. For example, Board Policy 2:70 has a related exhibit numbered 2:70-E. Administrative procedure 7:340-AP1 has a related exhibit numbered 7:340-AP1, E.

> **Exhibits labeled with an "E" may provide guidance for board work or staff work. Those providing guidance for board work should be dated for implementation by the board. Those providing guidance for the staff should be dated for implementation by the administrative staff.**
>
> **Administrative procedures exhibits, always labeled with the "AP, E" format, should be dated for implementation by the administrative staff.**

The following **PRESS** materials are updated in response to these legal updates:

5:30, Hiring Process and Criteria
5:30-AP2, Investigations
5:250, Leaves of Absence
5:330, Sick Days, Vacation, Holidays, and Leaves

Student Records

In connection with the establishment of Illinois' *One Click College Admit* program, P.A. 104-15 expands the types of high school student directory information that school districts must share with military recruiters, State public institutions of higher education, and the Illinois Student Assistance Commission through a centralized data system. Beginning 7-1-26, these entities will have access to student birth dates, in addition to other directory information previously shared with them. Districts still need to provide parents/guardians with the opportunity to opt their children out of the release of this information.

The following **PRESS** materials are updated:

7:340-AP1, School Student Records
7:340-AP1, E1, Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records
7:340-AP1, E3, Letter to Parents and Eligible Students Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information
7:340-AP1, E4, Frequently Asked Questions Regarding Military Recruiter Access to Students and Student Information

School Code Article 27 Reorganization (Continued)

P.A. 104-391, which passed during the 2025 spring legislative session, renumbered and reorganized many provisions in Article 27 of the School Code, which addresses instruction. Many items affected by P.A. 104-391 were updated in **PRESS** Issue 120, but due to the sheer volume of materials impacted, we continue to update materials in this issue.

The following **PRESS** materials are updated:

2:260, Uniform Grievance Procedure
2:265, Title IX Grievance Procedure
4:140-E4, Resolution to Increase Driver Education Fees
4:165, Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors
5:50, Drug- and Alcohol-Free Workplace, E-Cigarette, Tobacco, and Cannabis Prohibition
5:90-AP1, Coordination with Children's Advocacy Center
6:20-AP, Remote and/or Blended Remote Learning Day Plan(s)
6:50, School Wellness
6:65, Student Social and Emotional Development
6:100, Using Animals in the Educational Program
6:180, Extended Instructional Programs
7:20, Harassment of Students Prohibited
7:50, School Admissions and Student Transfers To and From Non-District Schools
7:100, Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students
7:185, Teen Dating Violence Prohibited
7:190-E2, Student Handbook Checklist
7:260, Exemption from Physical Education
7:285-AP, Anaphylaxis Prevention, Response, and Management Program

Title I Parent and Family Engagement

The federal Elementary and Secondary Education Act requires each district receiving Title I funds to develop, jointly with parents and family members of participating children, a written parent and family engagement policy. 20 U.S.C. §6318. This requirement has long been met through **PRESS** sample policy 6:170, *Title I Programs*, which mandates that the superintendent or designee develop district- and school-level parent and family engagement plans. Suggested components for these plans are contained in sample exhibits 6:170-AP1, E1, *District-Level Parent and Family Engagement Plan*, and 6:170-AP1, E2, *School-Level Parent and Family Engagement Plan*, which have both been renamed to more closely align with federal statutes and guidance, as well as terminology used by the Ill. State Board of Education (ISBE). These plans are incorporated into the policy by reference.

In January 2025, the U.S. Dept. of Education issued revised non-regulatory guidance titled *Parent and Family Engagement*, which contains a sample template for a district-wide parent engagement policy and a sample template for a school-parent compact. Sample policy 6:170, *Title I Programs*, and its accompanying materials have been updated to ensure compatibility with the sample templates in Parent and Family Engagement and for continuous improvement.

Districts receiving a Title I, Part A allocation that are required to submit proof of parent and family engagement (PFE) compliance to ISBE as part of their FY 2027 Consolidated District Plan (CDP) will need to submit their adopted policy 6:170, *Title I Programs*, and both exhibits 6:170-AP1, E1, *District-Level Parent and Family Engagement Plan*, and 6:170-AP1, E2, *School-Level Parent and Family Engagement Plan*. Please note that the plans must be customized to reflect the district's actual Title I parent and family engagement activities. At the end of March, ISBE will offer a recorded webinar on CDPs that will include additional information on Title I requirements.

The following **PRESS** materials are updated:

6:170, Title I Programs
6:170-AP1, Checklist for Development, Implementation, and Maintenance of Parent and Family Engagement Compacts for Title I Programs
6:170-AP1, E1, District-Level Parent and Family Engagement Plan~~Compact~~ – **RENAMED**
6:170-AP1, E2, School-Level Parent and Family Engagement Plan~~Compact~~ – **RENAMED**
6:170-AP2, Notice to Parents Required by Elementary and Secondary Education, McKinney-Vento Homeless Assistance, and Protection of Pupil Rights Laws – **REFORMATTED**

Five-Year Reviews

PRESS Editors have a quality assurance goal to ensure that a review of each piece of the 1500+ page IASB **PRESS PRM** occurs once every five years. The **PRM** contains approximately 480 separate pieces of material, including policies, administrative procedures, and related exhibits.

The following **PRESS** materials are updated:

5:30-AP1, Interview Questions
5:30-AP2, E1, Notice of Preliminary Hiring Decision Based on Conviction Record
5:30-AP2, E2, Notice of Final Hiring Decision Based on Conviction Record
5:190-E1, Notice to Parents of Their Right to Request Their Child's Classroom Teachers' Qualifications
6:100-AP, Dissection of Animals
6:100-E1, Guidelines and Application for Using Animals in School Facilities for Educational Purposes
6:100-E2, Student Permission for Exposure to Animals
6:145, Migrant Students
6:235-AP1, E1, Student Authorization for Access to the District's Electronic Networks
6:235-AP1, E2, Staff Authorization for Access to the District's Electronic Networks
6:235-AP2, Web Publishing Guidelines
6:235-E3, Online Privacy Statement
7:220, Bus Conduct
7:230, Misconduct of Students with Disabilities
7:240, Conduct Code for Participants in Extracurricular Activities
7:280, Communicable and Chronic Infectious Disease
8:90, Parent Organizations and Booster Clubs

Miscellaneous

The following **PRESS** materials are updated due to legislation, administrative rule, and/or continuous improvement changes, including subscriber feedback.

2:150-AP, Superintendent Committees
2:200-AP, Types of School Board Meetings
4:40, Incurring Debt
4:170-AP6, E2, Notification to Staff and Parents/Guardians of CPR and AED Video
7:240-AP2, E1, Consent to Participate in Extracurricular Drug and Alcohol Testing Program
7:300, Extracurricular Athletics
7:300-E2, Certificate of Physical Fitness for Participation in Athletics
7:305-AP, Program for Managing Student Athlete Concussions and Head Injuries

PRESS Issue 121 Trivia

309 pages • 83,952 words • 63 PRM materials

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Progress Report - The contents of this table frequently change.

Topic	Our Response
New Law Impacts Immigration Enforcement at Daycares Public Act 104-440 amended the Child Care Act to prohibit day care centers from sharing with any person, entity, or agency, the actual or perceived immigration status of a child or associated person, unless required by law. Licensed day care centers are required to adopt policies and provide training for interacting with enforcement agents and notifying parents if a law enforcement agent for civil immigration requests a child's personally identifiable information. For any school districts managing day care centers, a policy template is provided for day care centers through the Ill. Dept. of Early Childhood at: https://idec.illinois.gov/immigration-rights/day-care-safety.html.	No **PRESS** materials are affected.
U.S. Dept. Of Education Releases Updated Guidance on Prayer and Religious Expression in Schools In February 2026, the U.S. Dept. of Education issued an updated version of its guidance, *Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools*, available at: 2026-guidance-constitutionally-protected-prayer-and-religious-expression-public-elementary-and-secondary-schools-113182.pdf. The guidance states that public school employees can engage in visible, personal prayer, even if students voluntarily participate in the prayer. However, school officials and employees cannot deliver prayers on behalf of the school or in situations where students are unable to opt out. Districts should consult their board attorneys if they have questions about the impact of this updated guidance on their current practices.	Affected **PRESS** materials, including sample policies 6:70, *Teaching About Religions*, 7:130, *Student Rights and Responsibilities*, and 7:330, *Student Use of Buildings - Equal Access*, will be updated in a future **PRESS** issue.
Duplicate Citations for 105 ILCS 5/22-105 Will Be Addressed in General Revisory Bill Senate Bill 3731 has been filed in part to fix duplicate citations to 105 ILCS 5/22-105. The change in numbering will occur in the *Safe Schools For All Act*, which is proposed to change to 105 ILCS 5/22-106. Instances of this citation for the *Safe Schools for All Act* within the materials for Issue 121 include the phrase "(final citation pending)."	Affected **PRESS** materials, including sample policy 6:145, *Migrant Students*, and materials in the 7:150 suite, will be updated in the fall issue.

Certain **PRM** materials in a **PRESS** Issue may be labeled in the **PRESS** Bundles, Revisions Table, and Committee Worksheets with one or more of the following categories:

NEW. This material is brand new to the **PRM**.

DELETED. This material has been deleted from the **PRM**.

RENUMBERED. This material has been assigned a new number within the **PRM**, usually due to the addition of **NEW** material.

RENAMED. The title of the material has been amended.

REWRITTEN. The material has undergone significant revisions. To preserve the readability of the Committee Worksheets, suggested changes are not shown as tracked changes.

REFORMATTED. Non-substantive changes in formatting, e.g., list renumbering, have been applied for consistency throughout the **PRM**. To preserve the readability of the Committee Worksheets, such formatting changes are not reflected as tracked changes.

*__**PRM** Style Update Note:__ For purposes of continuous improvement, the **PRESS** editors are working to improve consistency in the use of italics across the **PRM**. Generally, italics are utilized in the **PRM** to indicate:

- the first instance of a term of art or defined term in a material
- when a term is actually being defined
- **PRM** material titles
- names of publications and government programs
- laws with colloquial names (a/k/a)
- emphasis of a particular word or phrase
- instructions within the body of a material

Specific changes to the italicization of words in the body of a particular policy, procedure, or exhibit are not addressed in the Revisions Table, but they can be found in the Committee Worksheets available at **PRESS** Online.

Revisions to Policies, Administrative Procedures, and Exhibits

Number and Title	Revision Descriptions	
2:140-E, Guidance for Board Member Communications, Including Email Use	The exhibit is updated in response to the Freedom of Information Act (FOIA), 5 ILCS 140/2, amended by P.A. 104-438, excluding *junk mail* from the definition of *public record*, and for continuous improvement.	☐
2:150-AP, Superintendent Committees	The procedure is updated in response: 1. 23 Ill.Admin.Code §228.30, amended by 49 Ill.Reg. 9475, addressing requirements for the transitional bilingual education parent advisory committee; 2. The renaming of 6:170-AP1, E1, *District-Level Parent and Family Engagement Plan~~Compact~~*; and 3. Continuous improvement.	☐
2:200, Types of School Board Meetings	The policy, Cross References, and footnotes are updated. The policy is updated with minor style changes. The footnotes are updated in response to the Open Meetings Act (OMA), 5 ILCS 120/2.07(a), added by P.A. 104-438, prohibiting public bodies from holding regular or special meetings on an election day, and for continuous improvement. An option regarding the posting location for special meetings is added to footnote 19. A minor title correction is made to 2:210, *Organizational School Board Meeting~~s~~*, in the Cross References.	☐
2:200-AP, Types of School Board Meetings	The procedure is updated to align with the option added to footnote 19 in 2:200, *Types of School Board Meetings*.	☐
2:220, School Board Meeting Procedure	The policy, Cross References, and footnotes are updated. The policy and footnotes are updated in response to OMA, 5 ILCS 120/7(a), adding performance of *active military duty* as a *service member* as a reason a board member may attend a meeting remotely, and for continuous improvement. A Cross Reference to 2:110, *Qualifications, Term, and Duties of Board Officers*, is added.	☐

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

2:250, Access to District Public Records	The policy, Legal References, and footnotes are updated. The policy and footnotes are updated in response to: 1. Freedom of Information Act (FOIA), 5 ILCS 140/3, amended by P.A. 104-438, requiring requests for public records be made in the body of an e-mail, and permitting public bodies to ask a requester to verify that they are a person; 2. FOIA, 5 ILCS 140/2, amended by P.A 104-438, revising the definition of *public record* to exclude *junk mail;* and 3. Continuous improvement. The Legal References are updated for continuous improvement.	☐
2:250-AP1, Access to and Copying of District Public Records	The procedure is updated for the reasons stated in 2:250, *Access to District Public Records*, above, and in response to FOIA, 5 ILCS 140/4, eliminating the requirement for a district with a website to also post a description of itself and how to request its public records at its offices.	☐
2:250-AP2, Protocols for Record Preservation and Development of Retention Schedules	The procedure is updated in response to Local Records Act, 50 ILCS 205/3, amended by P.A. 104-438, revising the definition of *public record* to exclude *junk mail*, and for continuous improvement.	☐
2:250-E2, Immediately Available District Public Records and Web-Posted Reports and Records	The exhibit is updated in response to: 1. FOIA, 5 ILCS 140/4, amended by P.A. 104-438, eliminating the requirement for a district with a website to also post a description of itself and how to request its public records at its offices; 2. ISBE's *Understanding Type I Diabetes for Parents and Guardians*; and 3. Continuous improvement.	☐
2:260, Uniform Grievance Procedure	The Legal References and footnotes are updated in response to 105 ILCS 5/22-110, renumbered by P.A. 104-391, and for continuous improvement.	☐
2:265, Title IX Grievance Procedure	The policy is unchanged. The footnotes are updated in response to 105 ILCS 5/27-215(a)(4) and 5/27-240, both renumbered by P.A. 104-391.	☐
4:40, Incurring Debt	The policy is unchanged. The footnotes are updated in response to 105 ILCS 5/19-1(p-235), renumbered by P.A. 104-417, and 105 ILCS 5/20-2, amended by P.A. 103-591, authorizing an increase of up to 3% of a bond issue to cover certain bond-related expenses.	☐
4:140-E4, Resolution to Increase Driver Education Fees	The exhibit is updated in response to 105 ILCS 5/27-815, titled *safety education; driver education course,* (formerly 105 ILCS 5/27-24.2), renumbered by P.A. 104-391, and for continuous improvement.	☐
4:165, Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors	The policy, Legal References, and footnotes are updated in response to the repeal of 105 ILCS 5/27-13.2, by P.A. 104-391, which formerly required districts to give parents/guardians of students in grades K-8 prior written notice of sexual abuse prevention instruction. The Legal References and footnotes are updated in response to 105 ILCS 5/27-215 and 5/27-1015, both renumbered by P.A. 104-391. The policy and footnotes are also updated for continuous improvement.	☐
4:170-AP6, E2, Notification to Staff and Parents/Guardians of CPR and AED Video	The exhibit is updated with a new Ill. High School Association (IHSA) web address.	☐
5:30, Hiring Process and Criteria	The policy and footnotes are updated for continuous improvement. The footnotes are also updated in response to 820 ILCS 55/13-25, added by P.A. 104-455, prohibiting employers from taking adverse action against an employee based only on the receipt of a notice of discrepancy (a *no-match* letter).	☐

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

5:30-AP1, Interview Questions	The procedure is updated in response to a five-year review.	☐
5:30-AP2, Investigations	The procedure is updated in response to 820 ILCS 55/13-25, added by P.A. 104-455, prohibiting employers from taking adverse action against an employee based only on the receipt of a notice of discrepancy (a *no-match* letter), and for continuous improvement.	☐
5:30-AP2, E1, Notice of Preliminary Hiring Decision Based on Conviction Record	The exhibit is updated in response to a five-year review.	☐
5:30-AP2, E2, Notice of Final Hiring Decision Based on Conviction Record	The exhibit is updated in response to a five-year review.	☐
5:50, Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition	The policy and footnotes are updated for continuous improvement. The footnotes are also updated in response to: 1. P.A. 104-391, renumbering and repealing citations in 105 ILCS 5/27; and 2. 105 ILCS 5/22-81 (a/k/a *Louie's Law*), added by P.A. 103-399, requiring ISBE and the Ill. Dept. of Human Services to develop and regularly update a comprehensive *Substance Use Prevention and Recovery Instruction Resource Guide* for public elementary and secondary schools across the State of Illinois.	☐
5:90-AP1, Coordination with Children's Advocacy Center	The procedure is updated in response to 105 ILCS 5/27-240, renumbered by P.A. 104-391, and for continuous improvement.	☐
5:190-E1, Notice to Parents of Their Right to Request Their Child's Classroom Teachers' Qualifications	The exhibit is unchanged in response to a five-year review.	☐
5:250, Leaves of Absence	The policy, Legal References, and footnotes are updated in response to the Family Neonatal Intensive Care Leave Act, 820 ILCS 157/, added by P.A. 104-259, eff. 6-1-26, allowing employees to take a specified amount of unpaid leave if their child is a patient in a neonatal intensive care unit. The policy and footnotes are also updated for continuous improvement.	☐
5:330, Sick Days, Vacation, Holidays, and Leaves	The policy, Legal References, and footnotes are updated for the reasons stated in 5:250, *Leaves of Absence*, above.	☐
6:20-AP, Remote and/or Blended Remote Learning Day Plan(s)	The procedure is updated in response to P.A. 104-391, renumbering citations throughout 105 ILCS 5/27, and for continuous improvement.	☐
6:50, School Wellness	The policy, Legal References, and footnotes are updated. The policy and Legal References are updated with minor style changes. The footnotes are updated in response to: 1. 105 ILCS 5/27-215 and 5/27-235, added by P.A. 104-391, replacing, in part, 105 ILCS 110/3 and 110/3.5; 2. P.A. 104-391, renumbering and reorganizing various provisions throughout 105 ILCS 5/27; 3. Farm Fresh Schools Program Act, 105 ILCS 24/, and State Finance Act, 30 ILCS 105/5.728, both repealed by P.A. 104-435, eliminating the Farm Fresh Schools Program and its related funding; and 4. Continuous improvement.	☐

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

6:65, Student Social and Emotional Development	The policy, Legal References, and footnotes are updated for continuous improvement. The footnotes are also updated in response to 105 ILCS 5/27-1080, renumbered by P.A. 104-391.	☐
6:100, Using Animals in the Educational Program	The Legal References are updated in response to 105 ILCS 5/27-265, renumbered by P.A. 104-391, and for continuous improvement.	☐
6:100-AP, Dissection of Animals	The procedure is updated in response to a five-year review.	☐
6:100-E1, Guidelines and Application for Using Animals in School Facilities for Educational Purposes	The exhibit is updated in response to a five-year review.	☐
6:100-E2, Student Permission for Exposure to Animals	The exhibit is unchanged in response to a five-year review.	☐
6:145, Migrant Students	The policy, Cross References, and footnotes are updated in response to a five-year review. The footnotes are also updated in response to 105 ILCS 5/22-105 (final citation pending), added by P.A. 104-288, requiring schools to protect the integrity of school learning environments for all children so that no parent is discouraged from sending and no child is discouraged from attending school, including from the threat of immigration enforcement on a school campus.	☐
6:170, Title I Programs	The policy, Legal References, Cross References, and footnotes are updated. The policy and footnotes are updated to more closely align with federal statutes and guidance and terminology used by ISBE, and to ensure compatibility with the U.S. Dept. of Education's revised non-regulatory guidance. The Legal References and Cross References are updated for continuous improvement.	☐
6:170-AP1, Checklist for Development, Implementation, and Maintenance of Parent and Family Engagement Compacts for Title I Programs	The procedure is updated to ensure compatibility with the U.S. Dept. of Education's revised non-regulatory guidance and for continuous improvement.	☐
6:170-AP1, E1, District-Level Parent and Family Engagement Plan~~Compact~~	**RENAMED.** The exhibit is renamed and updated to more closely align with federal statutes and guidance and terminology used by ISBE, and to ensure compatibility with the U.S. Dept. of Education's revised non-regulatory guidance.	☐
6:170-AP1, E2, School-Level Parent and Family Engagement Plan~~Compact~~	**RENAMED.** The exhibit is renamed and updated for the reasons stated in 6:170-AP1, E1, *District-Level Parent and Family Engagement Plan*, above.	☐
6:170-AP2, Notice to Parents Required by Elementary and Secondary Education, McKinney-Vento Homeless Assistance, and Protection of Pupil Rights Laws	**REFORMATTED.** The exhibit is updated in response to a five-year review.	☐

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

6:180, Extended Instructional Programs	The policy, Legal References and footnotes are updated. The policy is updated with minor style changes. The Legal References and footnotes are updated in response to: 1. 105 ILCS 5/27-255, added by P.A. 104-391, replacing, in part, 105 ILCS 110/3; 2. P.A. 104-391, renumbering and reorganizing various provisions throughout 105 ILCS 5/27. The footnotes are also updated for continuous improvement.	☐
6:235-AP1, E1, Student Authorization for Access to the District's Electronic Networks	The exhibit is updated in response to a five-year review.	☐
6:235-AP1, E2, Staff Authorization for Access to the District's Electronic Networks	The exhibit is updated in response to a five-year review.	☐
6:235-AP2, Web Publishing Guidelines	The procedure is updated in response to a five-year review.	☐
6:235-E3, Online Privacy Statement	The exhibit is updated in response to a five-year review.	☐
7:20, Harassment of Students Prohibited	The Legal References and footnotes are updated in response to 105 ILCS 5/22-110, renumbered by P.A. 104-391. The footnotes are also updated for continuous improvement.	☐
7:50, School Admissions and Student Transfers To and From Non-District Schools	The policy, Legal References, Cross References, and footnotes are updated. The policy is updated with minor style changes. The Legal References and footnotes are updated in response to: 1. 105 ILCS 5/22-105 (final citation pending), added by P.A. 104-288, prohibiting the denial of a free public education to every child in Illinois; and 2. 105 ILCS 5/22-105, titled *Health examinations and immunizations* (formerly 105 ILCS 5/27-8.1), renumbered by P.A. 104-391. The footnotes are also updated for continuous improvement. 7:150, *Agency and Law Enforcement Requests*, is added to the Cross References.	☐
7:100, Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students	The Legal References and footnotes are updated in response to 105 ILCS 5/22-105, titled *Health examinations and immunizations* (formerly 105 ILCS 5/27-8.1), renumbered by P.A. 104-391. The footnotes are also updated for continuous improvement.	☐
7:185, Teen Dating Violence Prohibited	The policy, Legal References, and footnotes are updated. The policy and footnotes are updated for continuous improvement. The Legal References and footnotes are also updated in response to 105 ILCS 5/27-240, renumbered by P.A. 104-391.	☐

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

7:190-E2, Student Handbook Checklist	The exhibit is updated in response to: 1. 105 ILCS 5/27-13.2, repealed by P.A. 104-391, resulting in the renaming of 6:60-AP1, E1, *Requests to Examine Materials and Statutory Opt-outs*; 2. 775 ILCS 5/1-103(Q), added by P.A. 103-785, adding *reproductive health decisions* to the list of prohibited bases of discrimination; 3. 105 ILCS 5/22-87(b), amended by P.A. 104-13, requiring notice to students in grade 12 of the Free Application for Federal Student Aid (FAFSA) designee available to answer questions; 4. 105 ILCS 5/10-19.05, added by P.A. 104-250, requiring publicly posted attendance policies to include the career development experiences that may count toward the calculation of clock hours of schoolwork; 5. 105 ILCS 5/10-20.5a(b-5), added by P.A. 104-15, requiring notice to students and parents/guardians, at the time of school registration or at other appropriate times prior to the end of a student's junior year, of the student's right to have direct admission information sent to the Ill. Student Assistance Commission and other approved entities under the Public University Direct Admission Program Act; 6. 105 ILCS 5/26A-20(d), 26A-40(h), added by P.A. 102-466, *a/k/a Ensuring Success in School Law*, requiring notice of revised policies to respond to students who are parents, expectant parents, or victims of domestic or sexual violence, including also providing notice annually to all school personnel and students 12 years of age and older of the availability of counseling without parent/guardian consent; 7. The renaming of 6:170-AP1, E1, *District-Level Parent and Family Engagement Plan~~Compact~~;* and 8. Continuous improvement.	☐
7:220, Bus Conduct	The policy, Legal References, and footnotes are updated in response to a five-year review. The Legal References are updated with minor style changes.	☐
7:230, Misconduct by Students with Disabilities	The policy, Legal References, and footnotes are updated in response to a five-year review. The Legal References are updated with a minor style change.	☐
7:240, Conduct Code for Participants in Extracurricular Activities	The Legal References and footnotes are updated in response to 105 ILCS 5/27-255(d), renumbered by P.A. 104-391, and for continuous improvement.	☐
7:240-AP2, E1, Consent to Participate in Extracurricular Drug and Alcohol Testing Program	The exhibit is updated with a new IHSA web address, and for continuous improvement.	☐
7:260, Exemption from Physical Education	The policy, Legal References, and footnotes are updated in response to a five-year review. The policy is updated with minor style changes. The Legal References and footnotes are updated in response to 105 ILCS 5/27-710, renumbered by P.A. 104-391. The footnotes are also updated for continuous improvement.	☐
7:280, Communicable and Chronic Infectious Diseases	The Legal References and footnotes are updated in response to a five-year review. The Legal References are updated with a minor style change.	☐
7:285-AP, Anaphylaxis Prevention, Response, and Management Program	The procedure is updated in response to: 1. 105 ILCS 5/2-3.190, amended by P.A. 104-391, reflecting the repeal of the Critical Health Programs and Comprehensive Health Education Act; 2. 105 ILCS 5/22-110, titled *bullying prevention* (formerly 105 ILCS 5/27-23.7), renumbered by P.A. 104-391; and 3. Continuous improvement.	☐

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

7:300, Extracurricular Athletics	The policy, Legal References, and footnotes are updated for continuous improvement. The footnotes are also updated in response to an IHSA website update.	☐
7:300-E2, Certificate of Physical Fitness for Participation in Athletics	The exhibit is updated for the reasons stated in 7:300, *Extracurricular Athletics*, above.	☐
7:305-AP, Program for Managing Student Athlete Concussions and Head Injuries	The procedure is updated for the reasons stated in 7:300, *Extracurricular Athletics*, above.	☐
7:340-AP1, School Student Records	The procedure is updated in response to: 1. 105 ILCS 5/10-20.5a, amended by P.A. 104-15, adding student birth dates to the types of directory information that districts must share with military recruiters, public institutions of higher education, and the Ill. Student Assistance Commission, through a centralized data system; 2. 105 ILCS 5/27-605, renumbered by P.A. 104-391, addressing State graduation requirements; and 3. Continuous improvement.	☐
7:340-AP1, E1, Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records	The exhibit is updated for the reasons stated in 7:340-AP1, *School Student Records*, above.	☐
7:340-AP1, E3, Letter to Parents and Eligible Students Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information	The exhibit is updated in response to 105 ILCS 5/10-20.5a, amended by P.A. 104-15, adding student birth dates to the types of directory information that districts must share with military recruiters, public institutions of higher education, and the Ill. Student Assistance Commission, through a centralized data system, and for continuous improvement.	☐
7:340-AP1, E4, Frequently Asked Questions Regarding Military Recruiter Access to Students and Student Information	The exhibit is updated for the reasons stated in 7:340-AP1, E3, *Letter to Parents and Eligible Students Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information*, above.	☐
8:90, Parent Organizations and Booster Clubs	The policy and footnotes are updated in response to a five-year review.	☐

School Board

Types of School Board Meetings [1]

General

For all meetings of the School Board and its committees, the Superintendent or designee shall satisfy all notice and posting requirements contained herein as well as in the Open Meetings Act (OMA). This shall include mailing meeting notifications to news media that have officially requested them and to others as approved by the Board.[2] Unless otherwise specified, all meetings are held in the District's main office.[3] Board policy 2:220, *School Board Meeting Procedure*, governs meeting quorum requirements.

The Superintendent is designated on behalf of the Board and each Board committee to receive the training on compliance with ~~the Open Meetings Act~~OMA that is required by Section 1.05(a) of that Act. The Superintendent may identify other employees to receive the training.[4] In addition, each Board member must complete a course of training on ~~the Open Meetings Act~~OMA as required by Section 1.05(b) or (c) of that Act. [5]

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[1] State law controls this policy's content. The provisions of the Open Meetings Act (OMA) do not apply to collective bargaining negotiations, including negotiating team strategy sessions, and grievance arbitrations as provided in 115 ILCS 5/18.

[2] 5 ILCS 120/2.02. These responsibilities may be given to anyone.

[3] State law ~~only~~ requires that meetings be held in a location convenient and open to the public and no open meeting is allowed to be held on a legal holiday unless the regular meeting day falls on that holiday. 5 ILCS 120/2.01. Regular and special meetings also may not be held or scheduled on the day of a general primary election, a general election, a consolidated primary election, or a consolidated election, as defined in the Election Code. 5 ILCS 120/2.07(a), added by P.A. 104-438. According to an Ill. Atty. Gen. Public Access Counselor Opinion (PAO), a board may not meet in a private residence because it would not be convenient and open to the public. PAO 12-8. A board meeting 26 miles away from its regular location, while open to the public, was inconvenient because "the public, as a practical matter, would be deterred from attending it." PAO 13-14. Generally, a board must also plan to accommodate a greater number of meeting attendees if it is aware of heightened interest in a meeting. PAO 25-11. Any person may record an open meeting. 5 ILCS 120/2.05. See sample policy 2:220, *School Board Meeting Procedure*.

[4] Each board must designate at least one employee or member to receive training on compliance with OMA. 5 ILCS 120/1.05. Revise this paragraph if the board designates other individual(s) to receive the training. A list of designated individual(s) must be submitted to the Ill. Atty. Gen. Public Access Counselor (PAC). The designated individual(s) must successfully complete an electronic training curriculum administered by the PAC within 30 days after that designation, and thereafter must successfully complete an annual training program. OMA does not specify duties for the designated individuals who receive the training but presumably they would assist the board in its OMA compliance efforts.

[5] 5 ILCS 120/1.05(b) applies to training administered by the Ill. Atty Gen. Office; 1.05(c) applies to training administered by IASB. Board members elected or appointed after 1-1-12 must complete the training not later than 90 days after taking the oath of office. Even before this law, compliance with OMA has always been considered a shared responsibility of board members. Failing to complete OMA training does not affect the validity of an action taken by the board nor is it considered a criminal violation. 5 ILCS 120/1.05(b) and 120/4. However, a person found to have violated any other provisions of OMA is guilty of a Class C misdemeanor punishable by a $1,500 fine and/or 30 days in jail. 5 ILCS 120/4.

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Regular Meetings

The Board announces the time and place for its regular meetings at the beginning of each fiscal year.[6] The Superintendent shall prepare and make available the calendar of regular Board meetings. The regular meeting calendar may be changed with 10 days' notice in accordance with State law. [7]

A meeting agenda shall be posted at the District's main office and the Board's meeting room, or other location where the meeting is to be held, at least 48 hours before the meeting. [8]

Closed Meetings [9]

The Board and Board committees may meet in a closed meeting to consider the following subjects:

1. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in a park, recreational, or educational setting, or specific volunteers of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor in a park, recreational, or educational setting, or a volunteer of the public body or against legal counsel for the public body to determine its validity.[10] However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase

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[6] OMA and the School Code have different provisions regarding the establishment of a regular meeting schedule. OMA requires each public body to prepare and make available a regular meeting schedule at the beginning of each calendar or fiscal year. 5 ILCS 120/2.03. The School Code states that this task is accomplished during the organizational meeting. By *announcing* the schedule at the beginning of each calendar or fiscal year and by *fixing* the schedule at the organizational meeting, a board can implement both laws. Note that the phrase in this sample policy, "at the beginning of each fiscal year," can be changed to "at the beginning of each calendar year."

[7] Regular meeting dates may be changed by giving at least 10 days' notice in a newspaper of general circulation and posting a notice at the district's main office. 5 ILCS 120/2.03. Districts with a population of less than 500, in which no newspaper is published, may give the 10 days' notice by posting a notice in at least three prominent places within the district, in addition to posting a notice at the district's main office. Id. Notice shall also be given to those news media having filed an annual request to receive notifications. Id. The 10 days' notice requirement does not apply to the rescheduling of a single meeting if the regular meeting schedule is otherwise maintained. See PAO 24-13 and f/n 17, below.

[8] 5 ILCS 120/2.02(a). The posting location may need modification to comply with the law's requirement that the agenda be posted at the district's main office. For agenda requirements, see sample policy 2:220, *School Board Meeting Procedure*.

OMA also requires that "any requested notice and agenda for the meeting be continuously available for public review during the entire 48-hour period preceding the meeting." 5 ILCS 120/2.02(c) ~~(emphasis added)~~. The requirement for continuously available is satisfied if the district posts any required notice and agenda on its website. However, to comply with the legislative intent, posting on the district website does not replace the posting described in this sentence. See Rep. Pihos' remarks reported in *New open-meetings law; is hard-copy posting of agendas still required?*, Sept. 2012, Illinois Bar Journal.

For districts that do not post board meeting agendas on a website (because they do not have a website maintained by a full-time staff member), add the following sentence:

The agenda shall be continuously available for public review during the entire 48-hour period preceding the meeting. If a notice or agenda is not continuously available for the full 48-hour period due to actions outside of the district's control, the lack of availability does not invalidate any meeting or action taken.

[9] 5 ILCS 120/2(c), amended by P.A. 103-311. The reasons for closed meetings are frequently addressed in court decisions and Ill. Atty. Gen. opinions; only a few of these decisions/opinions are mentioned in the footnotes.

[10] "Th[is] exception is not intended to allow private discussion of fiscal matters, notwithstanding that they may directly or indirectly impact the employees of the public body." See PAOs 12-11 and 15-03. Discussing the elimination of an employee's position for reasons unrelated to the performance of the employee is not within the scope of Section 2(c)(1). See PAO 15-07. Nor does the exception permit a public body to hold closed sessions to discuss employees in general or issues that may ultimately have an impact on employees. See PAOs 15-05, 16-13, and 18-12.

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Transparency Act may not be closed and shall be open to the public and posted and held in accordance with [~~the Open Meetings Act~~OMA]. 5 ILCS 120/2(c)(1). [11]

2. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2). [12]
3. The selection of a person to fill a public office, as defined in ~~the Open Meetings Act~~OMA, including a vacancy in a public office, when the public body is given power to appoint under law or ordinance, or the discipline, performance or removal of the occupant of a public office, when the public body is given power to remove the occupant under law or ordinance. 5 ILCS 120/2(c)(3).
4. Evidence or testimony presented in open hearing, or in closed hearing where specifically authorized by law, to a quasi-adjudicative body, as defined in ~~the Open Meetings Act~~OMA, provided that the body prepares and makes available for public inspection a written decision setting forth its determinative reasoning. 5 ILCS 120/2(c)(4).
5. Evidence or testimony presented to the Board regarding denial of admission to school events or property pursuant to 105 ILCS 5/24-24, provided that the Board prepares and makes available for public inspection a written decision setting forth its determinative reasoning. 5 ILCS 120/2(c)(4.5).
6. The purchase or lease of real property for the use of the public body, including meetings held for the purpose of discussing whether a particular parcel should be acquired. 5 ILCS 120/2(c)(5).
7. The setting of a price for sale or lease of property owned by the public body. 5 ILCS 120/2(c)(6).
8. The sale or purchase of securities, investments, or investment contracts. 5 ILCS 120/2(c)(7).
9. Security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property. 5 ILCS 120/2(c)(8).
10. Student disciplinary cases. 5 ILCS 120/2(c)(9).
11. The placement of individual students in special education programs and other matters relating to individual students. 5 ILCS 120/2(c)(10).

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[11] The Local Government Wage Increase Transparency Act, 50 ILCS 155/, allows *disclosable payments* (described below) to Ill. Municipal Retirement Fund (IMRF) employees only when the school board has first discussed the specific payment to be made at a meeting open to the public and posted and held in accordance with the requirements of OMA. 50 ILCS 155/5.

The provisions apply only to disclosable payments made to participating employees under Article Seven of the Ill. Pension Code (IMRF) who began participation before 1-1-11 and who are not subject to a collective bargaining agreement with respect to the employment upon which the participation is based.

Disclosable payments means a payment, whether in the form of an increase in the rate of earnings or a lump-sum payment, that would:

1. Be made by a participating employer to a participating employee after the employee has expressed to the employer his or her intent to retire or withdraw from service;
2. Have the effect of increasing the employee's reportable monthly earnings from that employer by more than 6% compared to the previous month; and
3. Be made between 12 months and 90 days prior to the employee's expected termination of service.

A disclosable payment also includes payment for accumulated sick leave; it does not include a refund of contributions or any payment required to be paid by State or federal law.

[12] Discussing a hiring freeze is not within the scope of Section 2(c)(2). See PAO 15-07. And if a public body is not engaged in collective bargaining at the time of the meeting, discussion of a hiring freeze does not constitute a collective negotiating matter. Id.

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12. Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. 5 ILCS 120/2(c)(11).
13. The establishment of reserves or settlement of claims as provided in the Local Governmental and Governmental Employees Tort Immunity Act, if otherwise the disposition of a claim or potential claim might be prejudiced, or the review or discussion of claims, loss or risk management information, records, data, advice or communications from or with respect to any insurer of the public body or any intergovernmental risk management association or self insurance pool of which the public body is a member. 5 ILCS 120/2(c)(12).
14. Self evaluation, practices and procedures, or professional ethics, when meeting with a representative of a statewide association of which the public body is a member. 5 ILCS 120/2(c)(16). [13]
15. Discussion of minutes of meetings lawfully closed under ~~the Open Meetings Act~~OMA, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06. 5 ILCS 120/2(c)(21).
16. Meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America. 5 ILCS 120/2(c)(29).

The Board may hold a closed meeting, or close a portion of a meeting, by a majority vote of a quorum, taken at an open meeting. The vote of each Board member present, and the reason for the closed meeting, will be publicly disclosed at the time of the meeting and clearly stated in the motion and the meeting minutes. [14]

A single motion calling for a series of closed meetings may be adopted when such meetings will involve the same particular matters and are scheduled to be held within three months of the vote. [15]

No final Board action will be taken at a closed meeting. [16]

Reconvened or Rescheduled Meetings

A meeting may be rescheduled or reconvened. Public notice of a rescheduled or reconvened meeting shall be given in the same manner as that for a special meeting, except that no public notice is required

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[13] IASB ~~field services~~Outreach and Training directors are available to facilitate a board self-evaluation.

[14] 5 ILCS 120/2a. Provided the open meeting was properly noticed, no additional notice is required to close the meeting. A motion to close a meeting can be as simple as, "I move that the Board hold [go into] a closed session to discuss [state one of the closed meeting grounds with reference to the specific section authorizing the closed meeting]."

The adequacy of a motion to go into closed session was discussed in Henry v. Anderson and Champaign Community Unit School Dist. No. 4, 356 Ill.App.3d 952 (4th Dist. 2005). A statutory citation is not required in the motion to go into closed session, but OMA does require a reference to the specific exception.

The *litigation* exception can be challenging~~is tricky~~. If the litigation has been filed and is pending, the motion to go into closed session need only state that the board will discuss litigation that has been filed and is pending. If the litigation has not been filed, the board must: (1) find that the litigation is probable or imminent, and (2) record and enter into the closed session minutes the basis for that finding. ~~120 ILCS 5/~~5 ILCS 120/2~~(e)11~~. See City of Bloomington v. Raoul, 184 N.E.3d 366 (Ill. App. 4th Dist. 2021) (finding city council improperly invoked litigation exception to justify closed session); PAO 21-03.

[15] Id.

[16] 5 ILCS 120/2(e). See also PAOs 13-03, 13-07, ~~and~~ 14-01, and 24-03.

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when the original meeting is open to the public and: (1) is to be reconvened within 24 hours, or (2) an announcement of the time and place of the reconvened meeting was made at the original meeting and there is no change in the agenda. [17]

Special Meetings

Special meetings may be called by the President or by any three members of the Board by giving notice thereof, in writing, stating the time, place, and purpose of the meeting to remaining Board members by mail at least 48 hours before the meeting, or by personal service at least 24 hours before the meeting.[18]

Public notice of a special meeting is given by posting a notice at the District's main office at least 48 hours before the meeting and by notifying the news media that have filed a written request for notice. A meeting agenda shall accompany the notice. [19]

All matters discussed by the Board at any special meeting must be related to a subject on the meeting agenda. [20]

Emergency Meetings

Public notice of emergency meetings shall be given as soon as practical, but in any event, before the meeting to news media that have filed a written request for notice. [21]

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[17] 5 ILCS 120/2.02.

[18] 105 ILCS 5/10-16 (two members of a board of directors; 105 ILCS 5/10-6). Lawyers disagree whether three members may call a special meeting without violating OMA, although there is general agreement that no violation occurs if three members call a special meeting while they are participating in a lawful board committee meeting with the matter on the agenda.

[19] 5 ILCS 120/2.02. News media that gave the board an address or telephone number within the district's territorial jurisdiction must be given notice in the same manner as given board members.

OMA requires that "any required notice and agenda be *continuously available* for public viewing during the entire 48-hour period preceding the meeting." 5 ILCS 120/2.02(c) (emphasis added). The requirement for *continuously available* is satisfied if the district posts any required notice and agenda on its website. Posting on the district website does not replace the posting described in this paragraph. See f/n 8.

For districts that do not post board meeting notices and agendas on a website (because they do not have a website maintained by a full-time staff member), add the following sentence:

> The notice and agenda shall be continuously available for public review during the entire 48-hour period preceding the meeting.

Some attorneys find OMA's posting requirements for special meetings to be unclear and recommend that a board post notices and agendas of such meetings at the district's main office *and* at the location where the meeting is to be held. Consult the board attorney for guidance on this issue and ensure that posting practices align with this policy and administrative procedure 2:200-AP, *Types of School Board Meetings*. Posting at the meeting location promotes greater transparency. Boards that post public notices and agendas of special meetings at the meeting location may revise this sentence as follows:

> Public notice of a special meeting is given by posting a notice at the District's main office and the location where the meeting is to be held at least 48 hours before the meeting and by notifying the news media that have filed a written request for notice.

Note that if this alternative language is used, this sample policy requires posting in the same manner for reconvened and rescheduled meetings in alignment with OMA; see the **Reconvened or Rescheduled Meetings** subhead.

[20] Lawyers disagree whether OMA mandates this restriction, i.e., whether it restricts board *discussions* to items related to an item on the special meeting agenda. OMA limits board *action* to items on the agenda (5 ILCS 120/2.02(c)); it states that the validity of any action taken "which is germane to a subject on the agenda shall not be affected by other errors or omissions in the agenda." 5 ILCS 120/2.02(a). For agenda requirements, see sample policy 2:220, *School Board Meeting Procedure*.

[21] 5 ILCS 120/2.02(a).

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Posting on the District Website [22]

In addition to the other notices specified in this policy, the Superintendent or designee shall post the following on the District website: (1) the annual schedule of regular meetings, which shall remain posted until the Board approves a new schedule of regular meetings; (2) a public notice of all Board meetings; and (3) the agenda for each meeting which shall remain posted until the meeting is concluded.

LEGAL REF.: 5 ILCS 120/, Open Meetings Act.
5 ILCS 140/, Freedom of Information Act.
105 ILCS 5/10-6 and 5/10-16.

CROSS REF.: 2:110 (Qualifications, Term, and Duties of Board Officers), 2:120 (Board Member Development), 2:210 (Organizational School Board Meetings), 2:220 (School Board Meeting Procedure), 2:230 (Public Participation at School Board Meetings and Petitions to the Board), 6:235 (Access to Electronic Networks), 8:30 (Visitors to and Conduct on School Property)

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[22] Required *only if* the district has a website that is maintained by a full-time staff member; if not, this section may be omitted. 5 ILCS 120/2.02. Note that 5 ILCS 120/2.02(b) requires that a notice of *all* meetings be posted on the district website, but only notices of *regular* meetings must remain posted until the *regular* meeting is concluded. As this is an obvious oversight, it is wise to leave the notice of every meeting on the website until after the meeting occurred. The agenda must remain on the district website until the meeting is concluded. Id.

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Board of Education

Types of Board Meetings

General

For all meetings of the Board and its committees, the Superintendent or designee shall satisfy all notice and posting requirements contained herein, as well as in the Open Meetings Act. This shall include mailing meeting notifications to news media that have officially requested them and to others as approved by the Board. Unless otherwise specified, all meetings are held in the District's main office. Board policy 2:220, *Board Meeting Procedure*, governs meeting quorum requirements.

The Superintendent or his/her designee is designated on behalf of the Board and each Board committee to receive the training on compliance with the Open Meetings Act that is required by Section 1.05(a) of that Act. The Superintendent may identify other employees to receive the training. In addition, each Board member must complete a course of training on the Open Meetings Act as required by Section 1.05(b) or (c) of that Act.

Regular Meetings

The Board announces the time and place for its regular meetings at the beginning of each fiscal year. The Superintendent shall prepare and make available the calendar of regular Board meetings. The regular meeting calendar may be changed with 10 days' notice in accordance with State law.

A meeting agenda shall be posted at the District's main office and the Board's meeting room, or other location where the meeting is to be held, at least 48 hours before the meeting.

Closed Meetings

The Board and Board committees may meet in a closed meeting to consider the following subjects:

1. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in a park, recreational, or educational setting, or specific volunteers of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor in a park, recreational, or educational setting, or a volunteer of the public body or against legal counsel for the public body to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with the Open Meetings Act. 5 ILCS 120/2 (c)(1).
2. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2).
3. The selection of a person to fill a public office, as defined in the Open Meetings Act, including a vacancy in a public office, when the public body is given power to appoint under law or ordinance, or the discipline, performance or removal of the occupant of a public office, when the public body is given power to remove the occupant under law or ordinance. 5 ILCS 120/2(c)(3).
4. Evidence or testimony presented in open hearing, or in closed hearing where specifically authorized by law, to a quasi-adjudicative body, as defined in the Open Meetings Act, provided that the body prepares and makes available for public inspection a written decision setting forth its determinative reasoning. 5 ILCS 120/2(c)(4).

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5. Evidence or testimony presented to the Board regarding denial of admission to school events or property pursuant to 105 ILCS 5/24-24, provided that the Board prepares and makes available for public inspection a written decision setting forth its determinative reasoning. ILCS 120/2(c)(4.5).
6. The purchase or lease of real property for the use of the public body, including meetings held for the purpose of discussing whether a particular parcel should be acquired. 5 ILCS 120/2(c)(5).
7. The setting of a price for sale or lease of property owned by the public body. 5 ILCS 120/2(c)(6).
8. The sale or purchase of securities, investments, or investment contracts. 5 ILCS 120/2(c)(7).
9. Security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property. 5 ILCS 120/2(c)(8).
10. Student disciplinary cases. 5 ILCS 120/2(c)(9).
11. The placement of individual students in special education programs and other matters relating to individual students. 5 ILCS 120/2(c)(10).
12. Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. 5 ILCS 120/2(c)(11).
13. The establishment of reserves or settlement of claims as provided in the Local Government and Governmental Employees Tort Immunity Act, if otherwise the disposition of a claim or potential claim might be prejudiced, or the review or discussion of claims, loss or risk management information, records, data, advice or communications from or with respect to any insurer of the public body or any intergovernmental risk management association or self insurance pool of which the public body is a member. 5 ILCS 120/2(c)(12).
14. Self-evaluation, practices and procedures, or professional ethics, when meeting with a representative of a statewide association of which the public body is a member. 5 ILCS 120/2(c)(16).
15. Discussion of minutes of meetings lawfully closed under the Open Meetings Act, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06. 5 ILCS 120/2(c)(21).
16. Meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America. 5 ILCS 120/2(c)(28).

The Board may hold a closed meeting, or close a portion of a meeting, by a majority vote of a quorum, taken at an open meeting. The vote of each Board member present, and the reason for the closed meeting will be publicly disclosed at the time of the meeting and clearly stated in the motion and the meeting minutes.

A single motion calling for a series of closed meetings may be adopted when such meetings will involve the same particular matters and are scheduled to be held within three months of the vote.

No final Board action will be taken at a closed meeting.

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Reconvened or Rescheduled Meetings

A meeting may be rescheduled or reconvened. Public notice of a rescheduled or reconvened meeting shall be given in the same manner as that for a special meeting, except that no public notice is required when the original meeting is open to the public and: (1) is to be reconvened within 24 hours, or (2) an announcement of the time and place of the reconvened meeting was made at the original meeting and there is no change in the agenda.

Special Meetings

Special meetings may be called by the President or by any three members of the Board by giving notice thereof, in writing, stating the time, place, and purpose of the meeting to remaining Board members by mail at least 48 hours before the meeting, or by personal service at least 24 hours before the meeting.

Public notice of a special meeting is given by posting a notice at the District's main office at least 48 hours before the meeting and by notifying the news media that have filed a written request for notice. A meeting agenda shall accompany the notice.

All matters discussed by the Board at any special meeting must be related to a subject on the meeting agenda.

Emergency Meetings

Public notice of emergency meetings shall be given as soon as practicable, but in any event, before the meeting to news media that have filed a written request for notice.

Posting on the District's Website

In addition to the other notices specified in this policy, the Superintendent or designee shall post the following on the District website: (1) the annual schedule of regular meetings, which shall remain posted until the Board approves a new schedule of regular meetings; (2) a public notice of all Board meetings; and (3) the agenda for each meeting which shall remain posted until the meeting is concluded; (4) minutes, once approved by the Board, shall be posted for 30 days.

LEGAL REF.: 5 ILCS 120/, Open Meetings Act.
5 ILCS 140/, Freedom of Information Act.
105 ILCS 5/10-6 and 5/10-16.

CROSS REF.: 2:110 (Qualifications, Term, and Duties of Board Officers); 2:120 (Board Member Development); 2:210 (Organizational Board Meetings); 2:220 (Board Meeting Procedure); 2:230 (Public Participation at Board Meetings and Petitions to the Board); 6:235 (Access to Electronic Networks), 8:30 (Visitors to and Conduct on School Property)

ADOPTED: May 17, 2001

REVISED: January 18, 2024

CURRENT

School Board

School Board Meeting Procedure [1]

Agenda

The School Board President is responsible for focusing the Board meeting agendas on appropriate content.[2] The Superintendent shall prepare agendas in consultation with the Board President. The President shall designate a portion of the agenda as a consent agenda for those items that usually do not require extensive discussion before Board action. Upon the request of any Board member, an item will be withdrawn from the consent agenda and placed on the regular agenda for independent consideration.[3]

Each Board meeting agenda shall contain the general subject matter of any item that will be the subject of final action at the meeting.[4] Items submitted by Board members to the Superintendent or the President shall be placed on the agenda for an upcoming meeting.[5] District residents may suggest

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[1] State law requires boards to have a policy concerning: (1) the public's right to record meetings (5 ILCS 120/2.05), and (2) if applicable, attendance by video or audio means (5 ILCS 120/7). Boards are not mandated to have a policy on the remaining topics covered in this policy. The following items are matters of local discretion: agenda preparation and contents, process for board members to have items placed on agenda, receipt and handling of residents' requests for agenda inclusions, and order of business.

[2] Appropriate agenda content includes establishing board processes, clarifying the district's purpose, delegating authority, defining operating limits, monitoring district progress, and taking legally required board action. See *IASB's Foundational Principles of Effective Governance* at: www.iasb.com/conference-training-and-events/training/training-resources/foundational-principles-of-effective-governance ~~www.iasb.com/principles.cfm~~.

[3] To comply with the Open Meetings Act's (OMA's) mandate that minutes contain a "summary of discussion on all matters proposed, deliberated, or decided," a board should include a list of consent items in the agenda. OMA also requires that any final action "be preceded by a public recital of the nature of the matter being considered and other information that will inform the public of the business being conducted." 5 ILCS 120/2(e). Some level of explanation of the consent agenda items must be verbally given before a board votes to approve a consent agenda. The Ill. Supreme Court has held that "the recital must announce the nature of the matter under consideration, with sufficient detail to identify the particular transaction or issue, but need not provide an explanation of its terms or its significance." Bd. of Educ. of Springfield Sch. Dist. No. 186 v. Atty. Gen. of Ill., 77 N.E.3d 625, 636 (Ill. 2017).

[4] 5 ILCS 120/2.02(c). The Ill. Appellate Court held that OMA prohibits a board from voting on a matter at a regular meeting that is not on the pre-meeting published agenda. Rice v. Bd. of Trustees of Adams Cnty., 326 Ill.App.3d 1120 (4th Dist. 2002).~~d~~

[5] An alternative follows for those boards that want to give discretion to the board president to decide whether an item submitted by a board member should be added to a meeting agenda:

Any Board member may submit suggested agenda items to the Board President for his or her consideration.

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inclusions for the agenda.[6] The Board will take final action only on items contained in the posted agenda; items not on the agenda may still be discussed. [7]

The Superintendent shall provide a copy of the agenda, with adequate data and background information, to each Board member at least 48 hours before each meeting, except a meeting held in the event of an emergency.[8] The meeting agenda shall be posted in accordance with Board policy 2:200, *Types of School Board Meetings*.

The Board President shall determine the order of business at regular Board meetings. Upon consent of a majority of members present, the order of business at any meeting may be changed.

Voting Method

Unless otherwise provided by law, when a vote is taken upon any measure before the Board, with a quorum being present, a majority of the votes cast shall determine its outcome.[9] A vote of *abstain* or

Commented [DJ1]: Note to subscribers: The option in footnote 6 specifically relates to the sentence in the policy regarding agenda items suggested by district residents. Reference to district residents is added to the optional language to clarify the intended scope of the option.

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[6] See sample policy 2:230, *Public Participation at School Board Meetings and Petitions to the Board.* In districts governed by a board of school directors, an appointed board official must give a resident of the district~~person~~ requesting consideration of a matter by the board a formal written response no later than 60 days after receiving the request. The response must establish a meeting before the board or list the reasons for denying the request. 105 ILCS 5/10-6.

Options follow to restrict the addition of new agenda items by district residents; the phrases between [ ] may be used together, separately, or eliminated:~~.~~

Discussion items suggested by District residents may be added to the agenda [at the beginning of a regular meeting] [upon unanimous approval of those Board members present].

[7] An Ill. Atty. Gen. Public Access Counselor Opinion (PAO) found no violation of OMA when a board removed an item from the agenda within the 48-hour notice time period. PAO 14-3. Removals inform the public that the board does not plan to proceed on the topic.

[8] State law does not require this, except that 105 ILCS 5/10-16 requires members to receive a written notice of a special meeting that includes the meeting's purpose.

[9] In most situations, the failure of a member to vote has the effect of acquiescence or concurrence with the majority of votes cast. Prosser v. Village of Fox Lake, 91 Ill.2d 389 (Ill. 1982); People v. Bertrand, 978 N.E.2d 681 (Ill. App. 1st Dist. 2012). For example, a motion passes with a vote of two *yeas*, one *nay*, and four *abstentions*. A motion fails with a vote of two *yeas*, three *nays*, and two *abstentions*. A motion fails with a vote of three *yeas*, three *nays*, and one *abstain* because there is no majority. Exceptions include when a statute requires the *affirmative vote* of a majority or extra. Statutory exceptions include the following board actions:

1. Dismissing a teacher for any reason other than reduction of staff or elimination of that position requires approval by the majority of all members. 105 ILCS 5/24-12.
2. Directing the sale of district real property or buildings thereon must be approved by at least 2/3 of the board members~~.~~, unless the sale is residential property constructed or renovated by students as part of a curricular program, in which case, the board could engage the services of a licensed real estate broker to sell the property for a commission not to exceed 7%, contingent upon the public listing of the property on a multiple listing service for a minimum of 14 calendar days and a sale of the property happens within 120 days. 105 ILCS 5/5-22.
3. Making or renewing a lease of school property to another school district or municipality or body politic and corporate for a term longer than 10~~ten~~ years, or to alter the terms of such a lease whose unexpired term exceeds 10 years, requires approval by at least 2/3 of the board's full membership. 105 ILCS 5/10-22.11.
4. Leasing any building, rooms, grounds, and appurtenances to be used by the district for school or administration purposes for a term longer than ten years, or to alter the terms of such a lease whose unexpired term exceeds ten years, requires approval by at least 2/3 of the board's full membership. 105 ILCS 5/10-22.12.
5. Obtaining personal property by lease or installment contract requires approval by an affirmative vote of at least 2/3 of the board members. *Personal property* includes computer hardware and software and all equipment, fixtures, and improvements to existing district facilities to accommodate computers. 105 ILCS 5/10-22.25a.
6. Adopting a supplemental budget after a successful referendum requires approval by a majority of the full board. 105 ILCS 5/17-3.2.

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present, or a vote other than *yea* or *nay*, or a failure to vote, is counted for the purposes of determining whether a quorum is present. A vote of abstain or present, or a vote other than yea or nay, or a failure to vote, however, is not counted in determining whether a measure has been passed by the Board, unless otherwise stated in law. The sequence for casting votes is rotated. [10]

On all questions involving the expenditure of money and on all questions involving the closing of a meeting to the public, a roll call vote shall be taken and entered in the Board's minutes. An individual Board member may request that a roll call vote be taken on any other matter; the President or other presiding officer may approve or deny the request but a denial is subject to being overturned by a majority vote of the members present. [11]

Minutes

The Board Secretary shall keep written minutes of all Board meetings (whether open or closed), which shall be signed by the President and the Secretary.[12] The minutes include: [13]

1. The meeting's date, time, and place;
2. Board members recorded as either present or absent;
3. A summary of the discussion on all matters proposed, deliberated, or decided, and a record of any votes taken;
4. On all matters requiring a roll call vote, a record of who voted yea and nay;
5. If the meeting is adjourned to another date, the time and place of the adjourned meeting;
6. The vote of each member present when a vote is taken to hold a closed meeting or portion of a meeting, and the reason for the closed meeting with a citation to the specific exception contained in the Open Meetings Act (OMA) authorizing the closed meeting;

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7. Petitioning the circuit court for an emergency election requires approval by a majority of the members. 10 ILCS 5/2A-1.4.
8. Expending funds in emergency situation in the absence of required bidding requires approval by at least 3/4 of the board. 105 ILCS 5/10-20.21(a)(xiv).
9. Exchanging school building sites requires approval by at least a 2/3 majority of the board. 105 ILCS 5/5-23.
10. Waiving the administrative cost cap requires approval by an affirmative vote of at least 2/3 of the board. 105 ILCS 5/17-1.5.
11. Authorizing an advisory question of public policy to be placed on the ballot at the next regularly scheduled election requires approval by a majority of the board. 105 ILCS 5/9-1.5.

[10] Voting sequence is at the board's discretion. A board may indicate how frequently it changes the voting sequence by adding *after each vote*, *monthly*, or *annually* to the end of the sentence. All board members, including officers, may make motions and vote.

[11] This paragraph's first sentence contains the requirements in 105 ILCS 5/10-7. The second sentence is optional and may be deleted or amended. Other optional provisions include:

Option 1: Any Board member may include a written explanation of his or her vote in the District file containing individual Board member statements; the explanation will not be part of the minutes.

Option 2: Any Board member may request that his or her vote be changed before the President announces the result.

If a board takes a roll call vote on all action items, it may substitute this paragraph with the following sentence:

The Board shall take a roll call vote on all matters requiring its action, including but not limited to, all questions involving the expenditure of money and all questions involving the closing of a meeting to the public.

[12] 105 ILCS 5/10-7 and 5 ILCS 120/2.06. The minutes are the only record showing that the board took official action, including necessary prerequisites to make such action legally sufficient. A non-member recording secretary (of a board of education) or clerk (of a board of directors) may be given these responsibilities. 105 ILCS 5/10-14.

[13] All items listed are required to be recorded in minutes **except** items 7-9; other items may be included at the board's discretion. 5 ILCS 120/2.06 and 120/2a; 105 ILCS 5/10-7. The Ill. Atty. Gen. Public Access Counselor (PAC) found a board's vague reference to a *personnel matter* insufficient to meet the requirements of #3. PAO 13-7.

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7. A record of all motions, including individuals making and seconding motions;
8. Upon request by a Board member, a record of how he or she voted on a particular motion;[14] and
9. The type of meeting, including any notices and, if a reconvened meeting, the original meeting's date.

The minutes shall be submitted to the Board for approval or modification at its next regularly scheduled open meeting. Minutes for open meetings must be approved within 30 days after the meeting or at the second subsequent regular meeting, whichever is later. [15]

Every six months, or as soon after as is practicable, in an open meeting, the Board: (1) reviews minutes from all closed meetings that are currently unavailable for public release, and (2) determines which, if any, no longer require confidential treatment and are available for public inspection.[16] This is also referred to as a *semi-annual review*. The Board may meet in a prior closed session to review the minutes from closed meetings that are currently unavailable for public release, but it reports its determination in open session. [17]

The Board's meeting minutes must be submitted to the Board Treasurer at such times as the Treasurer may require. [18]

The official minutes are in the custody of the Board Secretary.[19] Open meeting minutes are available for inspection during regular office hours within 10 days after the Board's approval;[20] they may be inspected in the District's main office, in the presence of the Secretary, the Superintendent or designee, or any Board member.

Minutes from closed meetings are likewise available, but only if the Board has released them for public inspection, except that Board members may access closed session minutes not yet released for public inspection (1) in the District's administrative offices or their official storage location, and (2) in the presence of the Recording Secretary, the Superintendent or designated administrator, or any elected

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[14] The intent behind this optional item is to give an individual member a means of recording his or her support or opposition to a motion that was taken by oral vote; it will record that the individual took an alternative position to that of the majority without having the minutes recite unnecessary detail.

[15] Required by 5 ILCS 120/2.06(b).

[16] Required by 5 ILCS 120/2.06(d), ~~amended by P.A. 102-653~~. If a board is unable to conduct the review every six months, it must do so as soon after as is practicable, taking into account the nature and meeting schedule of the board. Id. A board may also conduct the review more frequently. For the sake of brevity and to align with the closed meeting exception in 5 ILCS 120/2(c)(21) that continues to refer to a public body's *semi-annual* review of its closed session minutes, this policy's exhibits use the term *semi-annual*, even though that term was removed from 5 ILCS 120/2.06(d).

While board notes from closed sessions may be confidential under the Freedom of Information Act (FOIA), they may be discoverable by the opposing party in a lawsuit. Bobkoski v. Cary Sch. Dist. 26, 141 F.R.D. 88 (N.D. Ill. 1992).

The failure to strictly comply with the semi-annual review does not cause the written minutes or related verbatim record to become public, provided that the board, within 60 days of discovering its failure to strictly comply, reviews the closed session minutes and reports the result of that review in open session. 5 ILCS 120/2.06(d), ~~amended by P.A. 102-653~~.

[17] 5 ILCS 120/2(c)(21) allows boards to discuss the confidentiality needs of closed meeting minutes in closed meetings.

[18] Required by 105 ILCS 5/10-7.

[19] Optional provision: "A copy of the minutes is kept in a secure location appropriate for valuables."

[20] Required by 5 ILCS 120/2.06(b).

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Board member.[21] The minutes, whether reviewed by members of the public or the Board, shall not be removed from the District's administrative offices or their official storage location except by vote of the Board or by court order. [22]

The Board's open meeting minutes shall be posted on the District website within ten days after the Board approves them; the minutes will remain posted for at least 60 days. [23]

Verbatim Record of Closed Meetings

The Superintendent, or the Board Secretary when the Superintendent is absent, shall audio record all closed meetings.[24] If neither is present, the Board President or presiding officer shall assume this responsibility. After the closed meeting, the person making the audio recording shall label the recording with the date and store it in a secure location. The Superintendent shall ensure that: (1) an audio recording device and all necessary accompanying items are available to the Board for every closed meeting, and (2) a secure location for storing closed meeting audio recordings is maintained close to the Board's regular meeting location. [25]

After 18 months have passed since being made, the audio recording of a closed meeting is destroyed provided the Board approved: (1) its destruction, and (2) minutes of the particular closed meeting. [26]

Individual Board members may access verbatim recordings in the presence of the Recording Secretary, the Superintendent or designated administrator, or any elected Board member.[27] Access to the verbatim

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[21] 5 ILCS 120/2.06(f). The listed individuals in the statute are matched to the titles in the IASB Policy Reference Manual. If the board wishes to mirror the statutory language, delete: ~~the Recording Secretary, the Superintendent or designated administrator, or any elected Board member~~ and replace with: "a records secretary, an administrative official of the public body, or any elected official of the public body."

See the discussion in paragraph two of f/n 27 below about what *in the presence of* means.

[22] Id.

[23] Posting on the website is required *only if* the district has a website that is maintained by a full-time staff member; if not, this sentence may be omitted. 5 ILCS 120/2.06(b).

[24] Boards must keep a verbatim record of their closed meetings in the form of an audio or video recording. 5 ILCS 120/2.06(a). This sample policy uses audio recording only; a board that uses a video recording should amend this policy and exhibit 2:220-E1, *Board Treatment of Closed Meeting Verbatim Recordings and Minutes*.

The interests of continuity, efficiency, and ease of holding someone accountable suggest that the superintendent be made responsible for making and storing the verbatim recordings. If the superintendent is not present, e.g., during discussions concerning the superintendent's contract, the tasks should be given to a board member.

[25] Alternatively, use: "is maintained within the District's administrative offices or their official storage location."

[26] This paragraph paraphrases 5 ILCS 120/2.06(c). No notification to, or the approval of, a records commission or the State Archivist is needed if a recording is destroyed under the conditions listed.

[27] 5 ILCS 120/2.06(e). The listed individuals align with the other titles used in the IASB Policy Reference Manual. If the board wishes to mirror the statute, delete: ~~the Recording Secretary, the Superintendent or designated administrator, or any elected Board member~~ and replace with: "a records secretary, an administrative official of the public body, or any elected official of the public body."

The intent of the *in the presence of* language is meant to protect both (1) the verbatim recordings/closed session minutes (see f/n 21 above), and (2) the board members requesting access to them. It ensures that a school district official is present at all times when a requesting board member accesses the verbatim recording/closed session minutes. The requirement is meant to prevent misuse and removal of the verbatim recording/closed session minutes from the district offices or official storage location. It is also meant to protect the board member who requests the access from being alone and in a situation where the board member could potentially be accused of tampering with or taking the verbatim recording/closed session minutes.

Consult the board attorney about:

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recordings is available at the District's administrative offices or the verbatim recording's official storage location.[28] Requests shall be made to the Superintendent or Board President. While a Board member is listening to a verbatim recording, it shall not be re-recorded or removed from the District's main office or official storage location, except by vote of the Board or by court order. [29]

Before making such requests, Board members should consider whether such requests are germane to their responsibilities, service to District, and/or Oath of Office in policy 2:80, *Board Member Oath and Conduct*. In the interest of encouraging free and open expression by Board members during closed meetings, the recordings of closed meetings should not be used by Board members to confirm or dispute the accuracy of recollections. [30]

Quorum and Participation by Audio or Video Means [31]

A quorum of the Board must be physically present at all Board meetings. A majority of the full membership of the Board constitutes a quorum.

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1. The practice of sending an *appointed* board member to be present with a board member who requests access to verbatim recordings/closed session minutes. 5 ILCS 120/2.06(e) states, "any *elected* official of the public body;" appointed is not listed but is mentioned elsewhere in the language of this section of the law;
2. Access to verbatim recordings/closed session minutes by other officials employed by the district, e.g., superintendent or other high-level administrators and even the board attorney; and
3. How this law affects the sharing of closed session minutes with board members prior to a meeting at which the closed session minutes will be approved.

The intent of P.A. 99-515, which amended 5 ILCS 120/2.06(e), was to manage a board member's *individual* request for access to these items in the board member's individual capacity (see sample policy 2:80, *Board Member Oath and Conduct*), not change prior practices in regard to other officials and board attorneys or the required work of school boards under various laws. While many attorneys do not interpret the law to restrict access or change procedures for these other high-level school officials and attorneys employed by the district, some attorneys do, and it is important to obtain legal advice on this specific issue.

[28] Id.

[29] Id.

[30] This paragraph is optional. It provides boards an opportunity to discuss and encourage each member to carefully think about purposes for their requests to listen to verbatim recordings, which historically has been and should continue to be to "access information relevant to the exercise of duties" for the public body. Intra-board conflicts may escalate if the recording is used to confirm or dispute who-said-what. Prior to P.A. 99-515, OMA did (and still does) allow boards to release these types of information. 5 ILCS 120/2.06(e). Board members should evaluate whether their requests under 5 ILCS 120/2.06(e) are "relevant to the exercise of their duties" before making such requests. Confirming or disputing who-said-what diverts resources away from operations of the district in educating its students. Additional considerations in listening to verbatim recordings may include personnel and student records confidentiality issues, which should be discussed with the board attorney.

[31] 5 ILCS 120/2.01 and 120/7, amended by P.A.s 103-311 and 104-438. See also 105 ILCS 5/10-6 (regular and special meetings) and 5/10-12 (quorum). In order to allow attendance by video or audio means, a board must adopt a policy conforming to the restrictions in OMA. The statute requires the board member who wishes to attend remotely to notify the "recording secretary or clerk of the public body." The policy includes the superintendent as a possible person to receive the notice. Everything in this section is required aside from provisions on the length of notification that is given the secretary and the process for accommodating the request. Alternatively, a board may: (1) prohibit members from participating by video or audio means by omitting this section, (2) add other requirements, or (3) alter the 24-hour notification. Note that the statute does not contemplate someone either approving or denying a request, only that the request be accommodated if the notification is provided.

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Provided a quorum is physically present, a Board member may attend a meeting by video or audio conference if he or she is prevented from physically attending because of: (1) personal illness or disability, (2) employment or District business, (3) a family or other emergency, ~~or~~ (4) unexpected childcare obligations, or (5) performance of *active military duty* as a *service member*. If a member wishes to attend a meeting by video or audio means, he or she must notify the R~~r~~ecording S~~s~~ecretary or Superintendent at least 24 hours before the meeting unless advance notice is impractical. The recording secretary or Superintendent will inform the Board President and make appropriate arrangements. A Board member who attends a meeting by audio or video means, as provided in this policy, may participate in all aspects of the Board meeting including voting on any item.

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No Physical Presence of Quorum and Participation by Audio or Video; Disaster Declaration [32]

The ability of the Board to meet in person with a quorum physically present at its meeting location may be affected by the Governor or the Director of the Ill. Dept. of Public Health issuing a disaster declaration related to a public health emergency.[33] The Board President or, if the office is vacant or the President is absent or unable to perform the office's duties, the Vice President determines that an in-person meeting or a meeting conducted under the **Quorum and Participation by Audio or Video Means** subhead above, is not practical or prudent because of the disaster declaration; if neither the

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In a non-binding opinion, the PAC found a public body violated OMA when it allowed a board member to join a closed session meeting remotely without first taking action at that particular meeting in open session to approve the remote participation. 2019 PAC 57660. Therefore, even with the adoption of this policy to approve remote participation, best practice is to ensure the public is informed of any board members that are participating remotely for a particular board meeting. Consult the board attorney for advice on whether the board should take action every time it wishes to permit a member to participate remotely or in those instances where a board member objects to such participation.

Conflicting obligations to an employer may provide a permissible reason for a board member's attendance by video or audio conference. PAO 24-7. A board member does not have to show that it would be infeasible to commute from a work assignment to the meeting location to participate remotely. Id.

OMA borrows the definition for *active military duty* from the Service Member Employment and Reemployment Act, 330 ILCS 61/1-10. 5 ILCS 120/7(a), amended by P.A. 104-438. It means any full-time military service regardless of length or voluntariness, including, but not limited to, annual training, full-time National Guard duty, and State active duty. 330 ILCS 61/1-10. *Service member* means a resident of Illinois who is a member of any component of the U.S. Armed Forces or the National Guard of any state, D.C., a commonwealth, or territory of the U.S. 5 ILCS 120/7(a), amended by P.A. 104-438.

32 5 ILCS 120/2.01 and 120/7(e)(1)-(10). See also 105 ILCS 5/10-6 (regular and special meetings) and 5/10-12 (quorum). During the 2020 COVID-19 pandemic, Ill. Gov. Pritzker issued Executive Order (EO) 2020-07 pursuant to 20 ILCS 3305/7 (disaster proclamation due to public health emergency) that temporarily suspended OMA's physical quorum requirement. The Governor extended this OMA relief through subsequent Executive Orders as the crisis continued. In June of 2020, 5 ILCS 120/~~120/~~7~~(e)~~ was enacted, immediately requiring public bodies to meet a number of conditions before suspending the physical quorum requirement.

Boards must remember that public comment is still required when a quorum is not physically present at the meeting location. ~~See Public Comment section of the Ill. Atty. Gen.'s guidance entitled *Guidance to Public Bodies on the Open Meetings Act and the Freedom of Information Act During the COVID-19 Pandemic* on p. 5 at: www.foiapac.ilag.gov/content/pdf/Updated%20Remote%20Meetings%20Guidance%20May%202023.pdf~~.

33 The phrase "due to public health emergency" aligns with Ill. Emergency Management Agency Act (IEMAA), 20 ILCS 3305/4 and 7, which provides the governor with the power to declare a disaster. 5 ILCS 120/7(e)(1) uses the phrase "related to public health concerns because [the governor has declared] a disaster" and while not aligning with IEMAA text, means "public health emergency." For ease of understanding and alignment with IEMAA, this policy uses "public health emergency."

To avoid confusion, note that the triggers under 5 ILCS 120/7(e) for when a school board may conduct its meetings by audio or video conference without the physical presence of a quorum are a bit more broad than the School Code's triggers to implement remote and/or blended remote learning days (RLD/BRLDs). OMA states (1) the "governor **or the director of IDPH** has issued a disaster declaration of a disaster as defined in 20 ILCS 3305/ …." This means that it is possible for the board to meet remotely if the director of IDPH declares a disaster under OMA, but that may not mean a district must implement RLD/BLRDs because the School Code states that the governor must declare the disaster.

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President nor Vice President are present or able to perform this determination, the Superintendent shall serve as the duly authorized designee for purposes of making this determination. [34]

The individual who makes this determination for the Board shall put it in writing, include it on the Board's published notice and agenda for the audio or video meeting and in the meeting minutes,[35] and ensure that the Board meets every OMA requirement for the Board to meet by video or audio conference without the physical presence of a quorum. [36]

Rules of Order

Unless State law or Board-adopted rules apply, the Board President, as the presiding officer, will use the most recent edition of Robert's Rules of Order Newly Revised, as a guide when a question arises concerning procedure. [37]

Broadcasting and Recording Board Meetings

Any person may record or broadcast an open Board meeting.[38] Special requests to facilitate recording or broadcasting an open Board meeting, such as seating, writing surfaces, lighting, and access to electrical power, should be directed to the Superintendent at least 24 hours before the meeting.

Recording meetings shall not distract or disturb Board members, other meeting participants, or members of the public. The Board President may designate a location for recording equipment, may restrict the movements of individuals who are using recording equipment, or may take such other steps as are deemed necessary to preserve decorum and facilitate the meeting.

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[34] 5 ILCS 120/7(e)(2) states "the head of the public body as defined in [the Freedom of Information Act (FOIA), 5 ILCS 140/2(e), FOIA]." FOIA defines *head of the public body* to mean the *president* or "such person's duly authorized designee." 5 ILCS 140/2(e). Sample ~~P~~policy 2:110, *Qualifications, Term, and Duties of Board Officers*, designates the vice president to perform the duties of the president if that office is vacant or he or she is absent or unable to perform the office's duties.

For practical purposes if a disaster is declared due to a public health concern, this policy designates the superintendent as "[the president or vice president's] duly authorized designee" pursuant to the authority of 5 ILCS 140/2(e) for the board to move forward with the required determination to meet by audio or video with no physical presence of a quorum.

[35] While this phrase of the sentence is not required in OMA, many attorneys agree that transparency best practices in this situation include the individual making the determination to: (1) put it in writing referring to the specific disaster declaration applicable to the board's jurisdiction and the public health concern/public health emergency that applies to not having an in-person meeting; and (2) include that written determination (a) on the board's published notice and agenda for the audio or video meeting, and (b) in the meeting minutes.

[36] See sample exhibit 2:220-E9, *Requirements for No Physical Presence of Quorum and Participation by Audio or Video During Disaster Declaration*.

[37] Boards are not required to follow any particular rules of order. Rules, however, must be in writing and available for public inspection, in order to have any legal effect. 105 ILCS 5/10-20.5.

[38] The public's right to record meetings must be addressed in board policy. 5 ILCS 120/2.05. However, a provision requiring advance notice to record a meeting is invalid. PAO 12-10.

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LEGAL REF.: 5 ILCS 120/2a, 120/2.02, 120/2.05, 120/2.06, and 120/7, Open Meetings Act.
105 ILCS 5/10-6, 5/10-7, 5/10-12, and 5/10-16.

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:110 (Qualifications, Term, and Duties of Board Officers), 2:150 (Committees), 2:200 (Types of School Board Meetings), 2:210 (Organizational School Board Meeting), 2:230 (Public Participation at School Board Meetings and Petitions to the Board)

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Board of Education

Board Meeting Procedure

Agenda

All Board meetings shall begin as follows:

1. Roll Call
2. Closed Session (if applicable)
3. Pledge of Allegiance
4. Academic Spotlight / Student Presentations (if applicable)
5. Revision and Adoption of the Agenda

The Board President is responsible for focusing the Board meeting agendas on appropriate content. The Superintendent shall prepare agendas in consultation with the Board President. A portion of the agenda shall be designated as a consent agenda for those items that usually do not require extensive discussion before Board action. Upon the request of any Board member, an item will be withdrawn from the consent agenda and placed on the regular agenda for independent consideration.

Each Board meeting agenda shall contain the general subject matter of any item that will be the subject of final action at the meeting. Items submitted by Board members to the Superintendent or Board President shall be placed on the agenda for an upcoming meeting. District residents may suggest inclusions for the agenda. The Board will take final action only on items contained in the posted agenda; items not on the agenda may still be discussed.

The Superintendent shall provide a copy of the agenda, with adequate data and background information, to each Board member at least 48 hours before each meeting, except a meeting held in the event of an emergency. The meeting agenda shall be posted in accordance with policy 2:200, *Types of Board Meetings*.

Voting Method

Unless otherwise prohibited by law, when a vote is taken upon any measure before the Board, with a quorum being present, a majority of the votes cast shall determine its outcome. A vote of *abstain* or *present*, or a vote other than *yea* or *nay*, or a failure to vote, is counted for the purposes of determining whether a quorum is present. A vote of *abstain* or *present*, or a vote other than *yea* or *nay*, or a failure to vote, however, is not counted in determining whether a measure has been passed by the Board, unless otherwise stated in law. The sequence for casting votes shall be rotated.

On all questions involving the expenditure of money and on all questions involving the closing of a meeting to the public, a roll call vote shall be taken and entered in the Board's minutes. An individual Board member may request that a roll call vote be taken on any other matter; the President or other presiding officer may approve or deny the request but a denial is subject to being overturned by a majority of the members present.

Minutes

The Board Secretary shall keep written minutes of all Board meetings, (whether open or closed), which shall be signed by the President and the Secretary. The minutes include:

1. The meeting's date, time, and place;
2. Board members recorded as either present or absent;
3. A summary of the discussion on all matters proposed, deliberated, or decided, and a record of any votes taken;

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4. On all matters requiring a roll call vote, a record of who voted *yea* and *nay*;
5. If the meeting is adjourned to another date, the time and place of the adjourned meeting;
6. The vote of each member present when a vote is taken to hold a closed meeting or portion of a meeting, and the reason for the closed meeting with a citation to the specific exception contained in the Open Meetings Act (OMA) authorizing the closed meeting;
7. A record of all motions, including individuals making and seconding motions;
8. Upon request by a Board member, a record of how he or she voted on a particular motion; and
9. The type of meeting, including any notices and, if a reconvened meeting, the original meeting's date.

The minutes shall be submitted to the Board for approval or modification at its next regularly-scheduled open meeting. Minutes for open meetings must be approved within 30 days after the meeting or at the second subsequent regular meeting, whichever is later.

Every six months, or as soon after as is practicable, in an open meeting, the Board: (1) reviews minutes from closed meetings that are currently unavailable for public release, and (2) determines which, if any, no longer require confidential treatment and are available for public inspection. This is also referred to as a *semi-annual review*. The Board may meet in a prior closed session to review the minutes from closed meetings that are currently unavailable for public release, but it reports its determination in open session.

The Board's meeting minutes must be submitted to the Board Secretary at such times as the Secretary may require.

The official minutes are in the custody of the Board Secretary. Open meeting minutes are available for inspection during regular office hours within 10 days after the Board's approval; they may be inspected in the District's main office, in the presence of the Secretary, the Superintendent or designee, or any Board member.

Minutes from closed meetings are likewise available, but only if the Board has released them for public inspection, except that Board members may access closed session minutes not yet released for public inspection (1) in the District's administrative offices or their official storage location, and (2) in the presence of the Recording Secretary, the Superintendent or designated administrator, or any elected Board member. The minutes, whether reviewed by members of the public or the Board, shall not be removed from the District's administrative offices or their official storage location except by vote of the Board or by court order.

The Board's open meeting minutes shall be posted on the District website within 10 days after the Board approves them; the minutes will remain posted for at least 60 days.

Verbatim Record of Closed Meetings

The Superintendent, or the Board Secretary when the Superintendent is absent, shall audio record all closed meetings. If neither is present, the Board President or presiding officer shall assume this responsibility. After the closed meeting, the person making the audio recording shall label the recording with the date and store it in a secure location. The Superintendent shall ensure that: (1) an audio recording device and all necessary accompanying items are available to the Board for every closed meeting, and (2) a secure location for storing closed meeting audio recordings is maintained close to the Board's regular meeting location.

After 18 months have passed since being made, the audio recording of a closed meeting is destroyed provided the Board approved: (1) its destruction, and (2) minutes of the particular closed meeting.

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Individual Board members may access verbatim recordings in the presence of the Recording Secretary, the Superintendent or designated administrator, or any elected Board member. Access to the verbatim recordings is available at the District's administrative offices or the verbatim recording's official storage location. Requests shall be made to the Superintendent or Board President. While a Board member is listening to a verbatim recording, it shall not be re-recorded or removed from the District's main office or official storage location, except by vote of the Board or by court order.

Before making such requests, Board members should consider whether such requests are germane to their responsibilities, service to District, and/or Oath of Office in policy 2:80, *Board Member Oath and Conduct*. In the interest of encouraging free and open expression by Board members during closed meetings, the recordings of closed meetings should not be used by Board members to confirm or dispute the accuracy of recollections.

Quorum and Participation by Audio or Video Means

A quorum of the Board must be physically present at all Board meetings. A majority of the full membership of the Board constitutes a quorum.

Provided a quorum is physically present, a Board member may attend a meeting by video or audio conference if he or she is prevented from physically attending because of: (1) personal illness or disability, (2) employment or District business, (3) a family or other emergency, or (4) unexpected childcare obligations. If a member wishes to attend a meeting by video or audio means, he or she must notify the Recording Secretary or Superintendent at least 24 hours before the meeting unless advance notice is impractical. The Recording Secretary or Superintendent will inform the Board President and make appropriate arrangements. A Board member who attends a meeting by audio or video means, as provided in this policy, may participate in all aspects of the Board meeting including voting on any item.

No Physical Presence of Quorum and Participation by Audio or Video; Disaster Declaration

The ability of the Board to meet in person with a quorum physically present at its meeting location may be affected by the Governor or the Director of the Ill. Dept. of Public Health issuing a disaster declaration related to a public health emergency. The Board President or, if the office is vacant or the President is absent or unable to perform the office's duties, the Vice President determines that an in-person meeting or a meeting conducted under the **Quorum and Participation by Audio or Video Means** subhead above, is not practical or prudent because of the disaster declaration; if neither the President nor Vice President are present or able to perform this determination, the Superintendent shall serve as the duly authorized designee for purposes of making this determination.

The individual who makes this determination for the Board shall put it in writing, include it on the Board's published notice and agenda for the audio or video meeting and in the meeting minutes, and ensure that the Board meets every OMA requirement for the Board to meet by video or audio conference without the physical presence of a quorum.

Rules of Order

Unless State law or Board-adopted rules apply, the Board President, as the presiding officer, will use the most recent edition of Robert's Rules of Order Newly Revised, as a guide when a question arises concerning procedure.

Broadcasting and Recording Board Members

Any person may record or broadcast an open Board meeting. Special requests to facilitate recording or broadcasting an open Board meeting, such as seating, writing surfaces, lighting, and access to electrical power, should be directed to the Superintendent at least 24 hours before the meeting.

Recording meetings shall not distract or disturb Board members, other meeting participants, or members of the public. The Board President may designate a location for recording equipment, may

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restrict the movements of individuals who are using recording equipment, or may take such other steps as are deemed necessary to preserve decorum and facilitate the meeting.

LEGAL REF.: 5 ILCS 120-2a, 120/2.02, 120/2.05, 120/2.06, and 120/7, Open Meetings Act.
105 ILCS 5/10-6, 5/10-7, 5/10-12, and 5/10-16.

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:150 (Committees), 2:200 (Types of Board Meetings), 2:210 (Organizational Board Meeting), 2:230 (Public Participation at Board Meetings and Petitions to the Board)

ADOPTED: May 17, 2001

REVISED: January 18, 2024

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School Board

Access to District Public Records [1]

Full access to the District's public records is available to any person as provided in the Illinois Freedom of Information Act (FOIA), this policy, and implementing procedures. The Superintendent or designee shall: (1) provide the Board with sufficient information and data to permit the Board to monitor the District's compliance with FOIA and this policy, and (2) report any FOIA requests during the Board's regular meetings along with the status of the District's response. [2]

Freedom of Information Officer [3]

The Superintendent shall serve as the District's Freedom of Information Officer and assume~~s~~ all the duties and powers of that office as provided in FOIA and this policy. The Superintendent may delegate these duties and powers to one or more designees, but the delegation shall not relieve the Superintendent of ~~the~~ responsibility for the delegated action ~~that was delegated~~.

Definition [4]

The District's *public records* are defined as records, reports, forms, writings, letters, memoranda, books, papers, maps, photographs, microfilms, cards, tapes, recordings, electronic data processing records, electronic communications, recorded information and all other documentary material

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[1] The Ill. Freedom of Information Act (FOIA) governs the subject matter in this policy. 5 ILCS 140/. School districts are required to make public records available to any person for inspection or copying, unless they fall within an exception. 5 ILCS 140/3(a). The f/ns only discuss sections of FOIA that are relevant to school districts. State law does not explicitly require boards to adopt a policy on access to their records. However, a board policy is the logical instrument to memorialize the actions that are required to implement FOIA. The laws limiting the disclosure of employee evaluations are discussed in f/n 7.

See also *Let the Sunshine In: School Board Meetings and Records* published by IASB at: www.iasb.com/IASB/media/Documents/JPBSunshine.pdf.

Any person denied access to a public record may request a review by the Ill. Public Access Counselor (PAC) established in the office of the Ill. Atty. Gen. 5 ILCS 140/9.5. As a result of the review, the PAC may issue an opinion binding on the requester and public body. IASB reports on the opinions relevant to school districts at: www.iasb.com/policy-services-and-school-law/court-decisions-listing/~~www.iasb.com/law/decisions.cfm?SubjectArea=Freedom%20of%20Information%20Act%20-%20FOIA~~.

[2] This sentence allows a board to monitor the district's compliance with FOIA. This is an important duty as illustrated by FOIA's provision stating: "It is a fundamental obligation of government to operate openly and provide public records as expediently and efficiently as possible." The School Code requires the FOIA report described in #2 (105 ILCS 5/10-16); it is optional, however, for districts governed by a board of school directors.

[3] Each board must designate one or more official(s) or employee(s) to act as its freedom of information officer(s). 5 ILCS 140/3.5 **(referred to in the f/ns as *FOIA Officer*)**. A board may replace *Superintendent* in this paragraph with another job title, or may replace the paragraph with one of the alternatives below:

Alternative 1: The Board will appoint an employee to serve as the District's Freedom of Information Officer. That appointee assumes all the duties and powers of that office as provided in FOIA and this policy.

Alternative 2: The Superintendent shall appoint an employee, who may be himself or herself, to [continue as with alternative 1].

[4] The definition is quoted from 5 ILCS 140/2(c), amended by P.A. 104-438. Substitute the following alternative for this paragraph if desired:

The definition of *public records*, for purposes of this policy, is the definition contained in 5 ILCS 140/2(c) without amendment.

Junk mail means any unsolicited commercial mail or commercial electronic communication sent to a district and not responded to by a district. 5 ILCS 140/2(j), added by P.A. 104-438.

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pertaining to the transaction of public business, regardless of physical form or characteristics, having been prepared by or for, or having been or being used by, received by, in the possession of, or under the control of the School District. The District's public records do not include *junk mail*.

Requesting Records [5]

A request for inspection and/or copies of public records must be made in writing and may be submitted by personal delivery, mail, telefax, or email directed to the District's Freedom of Information Officer. Individuals making a request are not required to state a reason for the request other than to identify when the request is for a commercial purpose or when requesting a fee waiver. Email requests must include the entirety of the request within the body of the email and not as an attachment or hyperlink. The Superintendent or designee shall instruct District employees to immediately forward any request for inspection and copying of a public record to the District's Freedom of Information Officer or designee.

Responding to Requests

The Freedom of Information Officer shall approve all requests for public records unless:

1. The requested material does not exist; [6]
2. The requested material is exempt from inspection and copying by the Freedom of Information Act; [7] ~~or~~
3. Complying with the request would be unduly burdensome;~~.~~ [8]

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[5] This section restates 5 ILCS 140/3(c) amended by P.A. 104-438, in relevant part. Districts may, but are not required to, accept oral requests. Compliance with an oral request may stave off the formal written request and permit more flexibility in the response. If the district wants to accept oral requests, delete ~~must be made in writing and~~ from the first sentence and add the following:

> Oral requests may be accepted provided personnel are available to handle them, but otherwise must be made in writing.

The response to an oral request should be documented. Districts may provide a request form for convenience but may not require its use. See sample exhibit 2:250-E1, *Written Request for District Public Records*.

[6] FOIA does not require a public body to create a record. 5 ILCS 140/1; Chicago Tribune Co. v. Dept. of Financial and Professional Regulation, 8 N.E.3d 11 (Ill. App. 4th Dist. 2014). However, compiling information already in the public body's possession into a different format in order to respond to a FOIA request does not constitute the creation of a new record. PAO 15-10. See also Hites v. Waubonsee Community College, 56 N.E.3d 1049 (Ill. App. 2nd Dist. 2016) (holding that databases that house aggregations of data and do not merely store documents are subject to FOIA).

[7] 5 ILCS 140/7~~, amended by P.A. 101-434, 102-791, 102-752, eff. 1-1-23, and 102-753, eff. 1-1-23,~~ and 140/7.5 describe numerous explicit exceptions to the presumption that all public records are available for public inspection. Each record is "presumed to be open to inspection or copying" and the district will have "the burden of proving by clear and convincing evidence that it is exempt." 5 ILCS 140/1.2 and 140/11(f). A person who prevails in a court proceeding to enforce FOIA will be awarded attorney's fees; the public body may incur a civil penalty of between $2,500 and $5,000 for each occurrence of a willful or intentional violation of FOIA or other action in bad faith; and courts may impose additional penalties of up to $1,000 for each day the violation continues if (1) the board fails to comply with the court's order after 30 days, (2) the court's order is not on appeal or stayed, and (3) the court does not grant the public body additional time to comply with the court's order to disclose public records. 5 ILCS 140/11(i) and (j). School officials should seek the board attorney's advice concerning the denial of a record request.

Two State laws limit the disclosure of employee personnel evaluations:

1. The Personnel Record Review Act prohibits the disclosure of performance evaluations. 820 ILCS 40/11.
2. The School Code prohibits the disclosure of public school teacher, principal, and superintendent performance evaluations except as otherwise provided in the certified employee evaluation laws. 105 ILCS 5/24A-7.1.

5 ILCS 140/7(kk)~~, added by P.A. 101-434,~~ exempts from disclosure "the public body's credit card numbers, debit card numbers, bank account numbers, Federal Employer Identification Number, security code numbers, passwords, and similar account information" that could result in identity theft or fraud of a government entity or a person.

[8] 5 ILCS 140/3(g).

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4. The request would require the District to open electronically attached files or hyperlinks to view or access details of a request. In that case, the requester shall be notified within five business days that the entirety of the electronic request must appear within the body of the electronic submission;[9] or

~~3.~~5. The District has a reasonable belief that the request was not submitted by a person, and the requester fails to verify orally or in writing that they are a person within 30 days of the District's request for such verification. [10]

Within five business days after receipt of a request for access to a public record, the Freedom of Information Officer shall comply with or deny the request, unless the time for response is extended as specified in Section 3 of FOIA.[11] The Freedom of Information Officer may extend the time for a response for up to five business days from the original due date.[12] If an extension is needed, the Freedom of Information Officer shall: (1) notify the person making the request of the reason for the extension, and (2) either inform the person of the date on which a response will be made, or agree with the person in writing on a compliance period. [13]

The time periods are extended for responding to requests for records made for a commercial purpose, requests by a recurrent requester, or voluminous requests, as those terms are defined in Section 2 of FOIA. The time periods for responding to those requests are governed by Sections 3.1, 3.2, and 3.6 of FOIA. [14]

When responding to a request for a record containing both exempt and non-exempt material, the Freedom of Information Officer shall redact exempt material from the record before complying with the request. [15]

Fees [16]

Persons making a request for copies of public records must pay any and all applicable fees. The Freedom of Information Officer shall establish a fee schedule that complies with FOIA and this policy

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[9] 5 ILCS 140/3(c), amended by P.A. 104-438.

[10] 5 ILCS 140/3(j), added by P.A. 104-438.

[11] 5 ILCS 140/3(d). Reasons for extensions are addressed at 5 ILCS 140/3(e). Public bodies must respond to FOIA requests. PAOs 16-05, 16-04, 16-03, and 16-01. Public bodies must also conduct a reasonable search for public records responsive to a FOIA request, which includes searching public employees' communications on personal devices or accounts for records pertaining to the transaction of public business. PAO 16-06.

[12] 5 ILCS 140/3(e).

[13] 5 ILCS 140/3(f). A board may replace the default paragraph with the following alternative:
The Freedom of Information Officer shall respond to record requests according to the time periods described in 5 ILCS 140/3.

[14] The timelines are extended to respond to a: (1) *recurrent requester* (defined in 5 ILCS 140/2(g)); (2) request with a *commercial purpose* (defined in 5 ILCS 140/2(c-10)); and (3) *voluminous request* (defined in 5 ILCS 140/2(h)). To use the extended timelines, a district must follow the requirements in 5 ILCS 140/3.2 for responding to a *recurrent requester*; 5 ILCS 140/3.1 for responding to a request with a *commercial purpose*; and 5 ILCS 140/3.6 for responding to a *voluminous request*. See sample administrative procedure 2:250-AP1, *Access to and Copying of District Public Records*, for additional information.

[15] 5 ILCS 140/7, ~~amended by P.A.s 101-434, 102-791, 102-752, eff. 1-1-23, and 102-753, eff. 1-1-23~~. Redacting exempt portions is permitted, but not required, except that contractors' employees' addresses, telephone numbers, and social security numbers must be redacted before disclosure. 5 ILCS 140/2.10. Reviewing past responses to FOIA requests will promote uniform treatment of requests for similar records.

[16] 5 ILCS 140/6. The first paragraph's intent is to be efficient and avoid paraphrasing a complex law. See sample administrative procedure 2:250-AP1, *Access to and Copying of District Public Records,* for a fee schedule identifying the maximum fees permitted.

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and is subject to the Board's review. The fee schedule shall include copying fees and all other fees to the maximum extent they are permitted by FOIA, including without limitation, search and review fees for responding to a request for a commercial purpose and fees, costs, and personnel hours in connection with responding to a voluminous request.

Copying fees, except when fixed by statute, shall be reasonably calculated to reimburse the District's actual cost for reproducing and certifying public records and for the use, by any person, of its equipment to copy records. In no case shall the copying fees exceed the maximum fees permitted by FOIA. If the District's actual copying costs are equal to or greater than the maximum fees permitted by FOIA, the Freedom of Information Officer is authorized to use FOIA's maximum fees as the District's fees. No copying fees shall be charged for: (1) the first 50 pages of black and white, letter or legal sized copies, or (2) electronic copies other than the actual cost of the recording medium, except if the response is to a voluminous request, as defined in FOIA.

A fee reduction is available if the request qualifies under Section 6 of FOIA. The Freedom of Information Officer shall set the amount of the reduction taking into consideration the amount of material requested and the cost of copying it. [17]

Provision of Copies and Access to Records

A public record that is the subject of an approved access request will be available for inspection or copying at the District's administrative office during regular business hours, unless other arrangements are made by the Freedom of Information Officer. [18]

Many public records are immediately available from the District's website including, but not limited to, the process for requesting a public record.[19] The Freedom of Information Officer shall direct a requester to the District's website if a requested record is available there. If the requester is unable to

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5 ILCS 140/6(a) states: "If a request is *not* a request for a *commercial purpose* or a *voluminous request*, a public body *may not* charge the requester for the costs of any search for and review of the records or other personnel costs associated with reproducing the records." (Emphasis added.) This implies that a search and review fee may be charged when responding to a request for a *commercial purpose* or a *voluminous request*. However, 5 ILCS 140/6(b) states that the search and review fee described in 5 ILCS 140/6(f) may be charged *only to* someone making a *commercial request*. 5 ILCS 140/6(f) contains the maximum amounts that may be charged for search and review but does not explain when they may be charged. The FOIA Officer will need to consult the board attorney concerning fees.

[17] 5 ILCS 140/6(c) makes it mandatory to furnish records "without charge or at a reduced charge" if the request is in the *public interest* as defined by FOIA. If a board wants to indicate when a reduction is available by paraphrasing the statute, it may substitute the following alternative for the default paragraph:

> A fee reduction is available if the person requesting the record states a specific purpose for the request and indicates that a fee reduction is in the public interest by having as its principal purpose the preservation of the general public's health, safety, welfare, or legal rights and is not for the principal purpose of personal or commercial benefit. The Freedom of Information Officer shall set the amount of the reduction, taking into consideration the amount of material requested and the cost of copying it.

[18] Public bodies may adopt rules for the times and places where records will be made available. 5 ILCS 140/3(h). A board may amend this sentence to reflect other times and/or places where records will be made available.

[19] 5 ILCS 140/4. A district may reduce FOIA requests by posting records on its website. Many records are required to be web-posted, see sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*. If the district does not have a website, replace this paragraph as follows:

> Some public records are available for immediate access including a description of the process for requesting a public record, and a list of all types or categories of records under its control.

For a list of required web-postings see sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*. Using the district's website is also a convenient way to comply with FOIA's requirement to identify documents that are *immediately* available. 5 ILCS 140/3.5(a). Although not required to be web-posted, a list of all types or categories of records under its control must be prepared and made available. 5 ILCS 140/5; see sample administrative procedure 2:250-AP1, *Access to and Copying of District Public Records*.

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reasonably access the record online, he or she may resubmit the request for the record, stating his or her inability to reasonably access the record online, and the District shall make the requested record available for inspection and copying as otherwise provided in this policy. [20]

Preserving Public Records

Public records, including email messages, shall be preserved and cataloged if: (1) they are evidence of the District's organization, function, policies, procedures, or activities, (2) they contain informational data appropriate for preservation, (3) their retention is required by State or federal law, or (4) they are subject to a retention request by the Board Attorney (e.g., a litigation hold), District auditor, or other individual authorized by the School Board or State or federal law to make such a request.[21] Unless its retention is required as described in items numbered 3 or 4 above, a public record, as defined by the Illinois Local Records Act, may be destroyed when authorized by the Local Records Commission. [22]

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[20] 5 ILCS 140/8.5.

[21] The Local Records Act (50 ILCS 205/3) requires the preservation of records described in items #1-3. The preservation of records described in item #3 is also required by the Family Educational Rights and Privacy Act (20 U.S.C. §1232g) and the Ill. School Student Records Act (105 ILCS 10/), among other laws. An example of a record described in item #4 is a record subject to a *litigation hold* or a document preservation requirement pursuant to Federal Rules of Civil Procedure, Rules 16 and 26.

Categorizing email messages is complicated because two laws apply, and the rules differ when a board member is a party. See sample policy 2:140, *Communications To and From the Board*, for a discussion of email between or among board members. When employees or agents are using email for school purposes, the email messages may be *public records*, but will not necessarily be subject to disclosure depending on the topic discussed. FOIA's list of exemptions from disclosure determines whether these emails are subject to disclosure. For exemptions see 5 ILCS 140/7~~, amended by P.A.s 101-434102-791, 102-752, eff. 1-1-23, and 102-753, eff. 1-1-23, and 140/7.5~~.

Not all email messages between or among employees must be preserved, even if they are *public records* for purposes of FOIA. The definition of *public record* in the Local Records Act (50 ILCS 205/3) is narrower than its definition in FOIA. Thus, staff email, like all district records, must be retained only when it contains material described in #1-4. While this is a slippery slope without definitive parameters, employee email that is conversational or personal, or contains brainstorming may generally be deleted.

The Prevailing Wage Act (820 ILCS 130/5) requires contractors, while participating in public works, to keep certified payroll records of all laborers, mechanics, and other workers employed by them on the project and to submit this record ~~no later than the 15th of the month to the public body, until~~to the Ill. Dept. of Labor (IDOL) ~~activates~~ through an electronic database~~ for certified payrolls no later than 4-1-20, at which time contractors will submit certified payrolls only to that database. Id. The public body in charge of the project must keep the records submitted before 1-1-14 for a period of not less than three years. Records submitted on or after 1-1-14 must be kept for a period of five years or until the IDOL activates the electronic database for certified payrolls, whichever is less. Id. Records may be retained in paper or electronic format~~. These records are considered public records, except for contractors' employees' addresses, telephone numbers, social security numbers, race, ethnicity, and gender, and they must be made available in accordance with FOIA. Id. **Note:** 820 ILCS 130/5 requires contractors to maintain records of the race, ethnicity, gender, and veteran status of workers on a public works project. FOIA, however, was not similarly amended to require public bodies to redact the workers' race, ethnicity, and gender from certified payroll records before disclosure. See 5 ILCS 140/2.10. The Ill. Atty. Gen. has previously issued at least one non-binding opinion finding that disclosure of a person's gender is not an unwarranted invasion of personal privacy under 5 ILCS 140/7(1)(c). Districts should consult with their board attorneys regarding what categories of information may be properly redacted in response to a FOIA request for certified payroll records.

[22] 50 ILCS 205/. Preservation and destruction of documents is covered in sample administrative procedure 2:250-AP2, *Protocols for Record Preservation and Development of Retention Schedules*. See also the Ill. Secretary of State's website for information on preserving and destroying records at:
www.cyberdriveillinois.com/departments/archives/records_management/.

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LEGAL REF.: 5 ILCS 140/, Illinois Freedom of Information Act.
50 ILCS 205/, Local Records Act.
105 ILCS 5/10-16 and 5/24A-7.1.
820 ILCS 40/11, Personnel Record Review Act.
820 ILCS 130/5, Prevailing Wage Act.

CROSS REF.: 2:140 (Communications To and From the Board), 5:150 (Personnel Records), 7:340 (Student Records)

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Board of Education

Access To District Public Records

Full access to the District's public records is available to any person as provided in the Illinois Freedom of Information Act (FOIA), this policy, and implementing procedures. The Superintendent or designee shall: (1) provide the Board with sufficient information and data to permit the Board to monitor the District's compliance with FOIA and this policy, and (2) report any FOIA requests during the Board's regular meetings along with the status of the District's response.

Freedom of Information Officer

The Superintendent shall serve as the District's Freedom of Information Officer and assumes all the duties and powers of that office as provided in FOIA and this policy. The Superintendent may delegate these duties and powers to one or more designees, but the delegation shall not relieve the Superintendent of the responsibility for the action that was delegated.

Definition

The District's *public records* are defined as records, reports, forms, writings, letters, memoranda, books, papers, maps, photographs, microfilms, cards, tapes, recordings, electronic data processing records, electronic communications, recorded information and all other documentary material pertaining to the transaction of public business, regardless of physical form or characteristics, having been prepared by or for, or having been or being used by, received by, in the possession of, or under the control of the School District.

Requesting Records

A request for inspection and/or copies of public records must be made in writing and may be submitted by personal delivery, mail, telefax, or email directed to the District's Freedom of Information Officer. Individuals making a request are not required to state a reason for the request other than to identify when the request is for a commercial purpose or when requesting a fee waiver. The Superintendent or designee shall instruct District employees to immediately forward any request for inspection and copying of a public record to the District's Freedom of Information Officer or designee.

Responding to Requests

The Freedom of Information Officer shall approve all requests for public records unless:

1. The requested material does not exist;
2. The requested material is exempt from inspection and copying by the Freedom of Information Act; or
3. Complying with the request would be unduly burdensome.

Within five business days after receipt of a request for access to a public record, the Freedom of Information Officer shall comply with or deny the request, unless the time for response is extended as specified in Section 3 of FOIA. The Freedom of Information Officer may extend the time for a response for up to five business days from the original due date. If an extension is needed, the Freedom of Information Officer shall: (1) notify the person making the request of the reason for the extension, and (2) either inform the person of the date on which a response will be made, or agree with the person in writing on a compliance period.

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The time periods are extended for responding to requests for records made for a *commercial* purpose, requests by a *recurrent requester,* or *voluminous requests,* as those terms are defined in Section 2 of FOIA according to Sections 3.1, 3.2, and 3.6 of FOIA.

When responding to a request for a record containing both exempt and non-exempt material, the Freedom of Information Officer shall redact exempt material from the record before complying with the request.

Fees

Persons making a request for copies of public records must pay any and all applicable fees. The Freedom of Information Officer shall establish a fee schedule that complies with FOIA and this policy and is subject to the Board's review. The fee schedule shall include copying fees and all other fees to the maximum extent they are permitted by FOIA, including without limitation, search and review fees for responding to a request for a *commercial purpose* and fees, costs, and personnel hours in connection with responding to a *voluminous request*.

Copying fees, except when fixed by statute, shall be reasonably calculated to reimburse the District's actual cost for reproducing and certifying public records and for the use, by any person, of its equipment to copy records. In no case shall the copying fees exceed the maximum fees permitted by FOIA. If the District's actual copying costs are equal to or greater than the maximum fees permitted by FOIA, the Freedom of Information Officer is authorized to use FOIA's maximum fees as the District's fees. No copying fees shall be charged for: (1) the first 50 pages of black and white, letter or legal sized copies, or (2) electronic copies other than the actual cost of the recording medium, except if the response is to a *voluminous request*, as defined in FOIA.

A fee reduction is available if the request qualifies under Section 6 of FOIA. The Freedom of Information Officer shall set the amount of the reduction taking into consideration the amount of material requested and the cost of copying it.

Provision of Copies and Access to Records

A public record that is the subject of an approved access request will be available for inspection or copying at the District's administrative office during regular business hours, unless other arrangements are made by the Freedom of Information Officer.

Many public records are immediately available from the District's website including, but not limited to, the process for requesting a public record. The Freedom of Information Officer shall direct a requester to the District's website if a requested record is available there. If the requester is unable to reasonably access the record online, he or she may resubmit the request for the record, stating his or her inability to reasonably access the record online, and the District shall make the requested record available for inspection and copying as otherwise provided in this policy.

Preserving Public Records

Public records, including email messages, shall be preserved and cataloged if: (1) they are evidence of the District's organization, function, policies, procedures, or activities, (2) they contain informational data appropriate for preservation, (3) their retention is required by State or federal law, or (4) they are subject to a retention request by the Board Attorney (e.g., a litigation hold), District auditor, or other individual authorized by the School Board or State or federal law to make such a request. Unless its retention is required as described in items numbered 3 or 4 above, a public record, as defined by the Illinois Local Records Act, may be destroyed when authorized by the Local Records Commission.

CURRENT

LEGAL REF.: 5 ILCS 140/, Illinois Freedom of Information Act.
105 ILCS 5/10-16 and 5/24A-7.1.
820 ILCS 40/11.
820 ILCS 130/5.

CROSS REF.: 2:140 (Communications To and From the Board), 5:150 (Personnel Records), 7:340 (Student Records)

ADOPTED: April 21, 2011

REVISED: January 16, 2020

CURRENT

School Board

Uniform Grievance Procedure [1]

A student, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the School Board, its employees, or its agents have violated his or her rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy,[2] or has a complaint regarding any one of the following: [3]

1. Title II of the Americans with Disabilities Act, 42 U.S.C. §12101 et seq. [4]

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[1] State or federal law requires this subject matter be covered by policy and controls this policy's content. This policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. Employee grievance procedures are a mandatory subject of bargaining and cannot be changed without the employee exclusive representative's consent. This policy and its companion sample policy 2:265, *Title IX Grievance Procedure*, are in addition to, and not a substitute for, the employee grievance procedure contained in a collective bargaining agreement.

A grievance procedure is required by many civil rights acts and implementing regulations, including those listed. For the sake of consistency and ease of administration, this policy consolidates all board grievance procedures, excluding Title IX sexual harassment complaints (see sample policy 2:265, *Title IX Grievance Procedure*) into one policy, except those contained in collective bargaining agreements. See the cross references for the policies referring to this uniform grievance procedure policy.

[2] Including the phrase "guaranteed by the State or federal Constitution, State or federal statute, or Board policy" broadens the scope of this policy beyond the items listed. Consult the board attorney regarding whether to retain this phrase and/or to otherwise limit the scope of this policy.

[3] The Individuals with Disabilities Education Act (IDEA) (20 U.S.C. §1400 et seq.) is not included in the list of statutes that may serve as the basis of a grievance, and attorneys disagree whether it should be. Many believe that IDEA provides the exclusive remedy; others believe that including IDEA allows parents/guardians an opportunity to get their position before the board. Unique and specific complaint resolution mechanisms are expressly provided under IDEA, Article 14 of the School Code, and their respective implementing regulations. These mechanisms follow: (1) IDEA at 20 U.S.C. §1415 (procedural safeguards-mediation and due process); (2) IDEA regulations at 34 C.F.R. §§300.151-300.153 (state complaints), 300.506 (mediation), and 300.507 et seq. (due process); (3) 105 ILCS 5/14-8.02a (mediation and due process) and 5/14-8.02b (expedited due process); and (4) special education regulations at 23 Ill.Admin.Code §§226.560 (Mediation), 226.570 (State Complaint Procedures), and Subpart G (due process). A board that would like to include IDEA should consult the board attorney.

[4] The Americans with Disabilities Act Amendments Act (ADAAA) (Pub. L. 110-325), made significant changes to the Americans with Disabilities Act's definition of disability by broadening the scope of coverage. The ADAAA also overturned a series of U.S. Supreme Court decisions that interpreted the Americans with Disabilities Act of 1990 in a way that made it difficult to prove that impairments were a disability. The U.S. Equal Employment Opportunity Commission's (EEOC) regulations, 29 C.F.R. Part 1630, are at: www.eeoc.gov/eeoc-disability-related-resources/laws-and-regulations-related-disability-discrimination.

Boards should consult with their attorneys regarding how the ADAAA and its implementing regulations impact their districts.

Title II of the ADA of 1990 also includes website accessibility. The *Web Content Accessibility Guidelines* (WCAG) Version 2.1, Level AA is the formal federal legal standard for public accommodation websites, including school districts. The compliance date for districts is 4-24-26 or 4-26-27, depending upon the size of the population where the district is located. 28 C.F.R. §§35.104 and 35.200 et seq. See the U.S. Dept. of Justice's *Fact Sheet: New Rule on the Accessibility of Web Content and Mobile Apps Provided by State and Local Governments* (4-8-24), at: https://www.ada.gov/resources/2024-03-08-web-rule/. WCAG 2.1 is available at: www.w3.org/TR/WCAG21. 105 ILCS 5/10-20.75 also requires school districts to ensure their *Internet websites or web services* comply with Level AA of the WCAG 2.1 or any revised version of those guidelines. *Internet website or web service* means "any third party online curriculum that is made available to enrolled students or the public by a school district through the Internet." Id.

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2. Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., excluding Title IX complaints governed by Board policy 2:265, *Title IX Grievance Procedure*
3. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §791 et seq. [5]
4. Discrimination and/or harassment on the basis of race, color, or national origin prohibited by the Illinois Human Rights Act, 775 ILCS 5/; Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d et seq.; and/or Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (see Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*) [6]
5. Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (see also number 4, above, for discrimination and/or harassment on the basis of race, color, or national origin)
6. Sexual harassment prohibited by the State Officials and Employees Ethics Act[7], 5 ILCS 430/70-5(a); Illinois Human Rights Act, 775 ILCS 5/; and Title VII of the Civil Rights Act of

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[5] See f/n 4's discussion of website accessibility above. See also the discussion in f/n 2 of sample policy 8:70, *Accommodating Individuals with Disabilities*.

[6] 105 ILCS 5/22-95(b)(1)(B), added by P.A. 103-472, requires a district to have an internal process for filing a complaint regarding a violation of its policy (or policies) prohibiting discrimination and harassment on the basis of race, color, national origin, and retaliation. Sample policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, utilizes this policy as an internal complaint process. See also sample administrative procedure 2:270-AP, *Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin*, which includes additional procedures to be followed when responding to complaints of discrimination and harassment on the basis of race, color, and national origin.

[7] 5 ILCS 430/70-5(a) requires governmental entities (including school districts) to adopt an ordinance or resolution establishing a policy to prohibit sexual harassment that contains certain prescribed elements. See sample policy 5:20, *Workplace Harassment Prohibited,* at f/n 3 and subhead **Complaints of Sexual Harassment Made Against Board Members by Elected Officials** in sample policy 2:105, *Ethics and Gift Ban,* for further detail. Complaints of sexual harassment made against board members by fellow board members or other elected officials of governmental units must undergo an *independent review*, which is not a term defined in the statute. Unlike the powers granted by the Ill. General Assembly to municipalities to pass ordinances, school boards govern by rules referred to as *policies*. 105 ILCS 5/10-20.5. Further, school boards may only exercise powers given to them that are consistent with the School Code that may be requisite or proper for the maintenance, operation, and development of any school or schools under the jurisdiction of the board. 105 ILCS 5/10-20. School districts are also required to create, maintain, and implement an age-appropriate sexual harassment policy. 105 ILCS 5/10-20.69. See sample policy 7:20, *Harassment of Students Prohibited*, and its f/n 9 for further information.

50 ILCS 205/3c requires a school district to post on its website and make available to news media specific information about severance agreements that it enters into because an employee or contractor was "found to have engaged in sexual harassment or sexual discrimination, as defined by the Ill. Human Rights Act or Title VII of the Civil Rights Act of 1964." Consult the board attorney about the word *found*. It raises many practical application questions, e.g., when does the word *found* trigger a board's compliance responsibility pursuant to this law. Such questions include, but are not limited to:

1. Must a school board make a *finding* to trigger this requirement? If the severance agreement is entered into post-termination, a record of board *findings* rarely exists.
2. Are charges for termination *findings*? Often superintendents submit charges for termination, but these are not technically *findings*.
3. Are charges based on a complaint manager's report and determination(s) *findings* under the law when a board still has the ability to review and reject the complaint manager's determination(s)?

Next, contrast the above publication law with the Government Severance Pay Act (GSPA), 5 ILCS 415/10(a)(2). GSPA prohibits an employee of a school district with contract provisions for severance pay from receiving any severance if he or she is fired for *misconduct* by the board. GSPA defines *misconduct* to include sexual harassment and/or discrimination. Id. at 415/5.

Consult the board attorney about how to reconcile whether sexual harassment and/or sexual discrimination is misconduct for which a severance would be prohibited under the GSPA, and therefore, not available to be published under 50 ILCS 205/3c. And for further discussion and other applicable transparency laws that apply to this issue, see also f/n 16 in sample policy 5:20, *Workplace Harassment Prohibited*.

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1964, 42 U.S.C. §2000e et seq. (Title IX sexual harassment complaints are addressed under Board policy 2:265, *Title IX Grievance Procedure*) [8]

7. Breastfeeding accommodations for students, 105 ILCS 5/10-20.60 [9]
8. Bullying, 105 ILCS 5/27-23.7 [10]
9. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children [11]
10. Curriculum, instructional materials, and/or programs
11. Victims' Economic Security and Safety Act, 820 ILCS 180/
12. Illinois Equal Pay Act of 2003, 820 ILCS 112/
13. Provision of services to homeless students
14. Illinois Whistleblower Act, 740 ILCS 174/ [12]
15. Misuse of genetic information prohibited by the Illinois Genetic Information Privacy Act, 410 ILCS 513/; and Titles I and II of the Genetic Information Nondiscrimination Act, 42 U.S.C. §2000ff et seq. [13]

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[8] Consult the board attorney regarding proper filing and storage of these investigation documents, including whether certain student-related investigation documents are *sole possession records*, a Family Policy Compliance Office (FPCO)-created an exemption to the Family Education Rights Privacy Act (FERPA) (20 U.S.C. §1232g). See *Letter to Ruscio*, 115 LRP 18601 (FPCO 12-17-14).

[9] 105 ILCS 5/10-20.60 requires schools to implement the Ill. sex equity grievance procedures when processing student complaints about breastfeeding accommodations. Complainants must be informed that the board's decision may be appealed to the Regional Superintendent (or appropriate Intermediate Service Center Executive Director) and, thereafter, to the State Superintendent. 23 Ill.Admin.Code §200.40. **Note:** Certain claims brought under 105 ILCS 5/10-20.60 may also be covered by the anti-discrimination protections of Title IX; consult the board attorney for further advice. Guidance from U.S. Dept. of Education on Title IX requirements for pregnant and parenting students (June 2013) is available at: www2.ed.gov/about/offices/list/ocr/frontpage/pro-students/issues/sex-issue03.html.

[10] All districts must have a policy on bullying. 105 ILCS 5/~~27-23.7~~22-110, renumbered by P.A. 104-391. See sample policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. The inclusion of *bullying* in the list of topics that may serve as the basis of a grievance furthers the obligation to communicate this policy to students and their parents/guardians.

[11] Parents/guardians of educationally disadvantaged children may sue a district for misuse of funds allocated by State law for the benefit of such children. Noyola v. Bd. of Educ., 179 Ill.2d 121 (Ill. 1997) (affirming the appellate court's conclusion in Noyola v. Bd. of Educ., 284 Ill.App.3d 128 (1st Dist. 1996) that parents/guardians may pursue a claim to enforce the requirements of the School Code but holding that the proper action for enforcement is by means of mandamus not an implied right of action).

[12] The Whistleblower Act (740 ILCS 174/), amended by P.A. 103-867, includes school districts in the definition of employer. It protects employees from employer retaliation for disclosing information to a government or law enforcement agency. 740 ILCS 174/15, amended by P.A.s 103-867 and 104-440, contains language prohibiting employers from retaliating against employees who disclose information in a court, an administrative hearing, or in any other proceeding initiated by a public body where the employee has a good faith belief that an activity, policy, or practice of the employer: (1) violates a State or federal law, rule, or regulation; or (2) poses a substantial and specific danger to employees, public health, or safety. The Ill. False Claims Act (740 ILCS 175/) includes school districts in its definition of *State*. A strict interpretation of this language appears to allow school boards to collect civil penalties and costs against someone making a false claim. Before disciplining any employee, boards should thoroughly investigate the ramifications of these acts in consultation with their attorney and liability insurance carriers.

[13] The Genetic Information Nondiscrimination Act (GINA) (42 U.S.C. §2000ff et seq.) is a federal law. Title I addresses the use of genetic information pertaining to health insurance. Title II protects job applicants, current and former employees, labor union members, and apprentices and trainees from discrimination based on their genetic information. GINA covers employers with 15 or more employees.

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16. Employee Credit Privacy Act, 820 ILCS 70/ [14]

The Complaint Manager will first attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed under this policy, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this policy may forego any informal suggestions and/or attempts to resolve it and may proceed directly to this grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parent(s)/guardian(s)); this includes mediation.

Right to Pursue Other Remedies Not Impaired

The right of a person to prompt and equitable[15] resolution of a complaint filed under this policy shall not be impaired by the person's pursuit of other remedies, e.g., criminal complaints, civil actions, etc. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. If a person is pursuing another remedy subject to a complaint under this policy, the District will continue with a simultaneous investigation under this policy.

Deadlines

All deadlines under this policy may be extended by the Complaint Manager as he or she deems appropriate. As used in this policy, *school business days* means days on which the District's main office is open.

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GINA broadly defines genetic information to include information about an individual's genetic tests, their family members, and, among other things, the manifestation of a disease or disorder in the individual or the individual's family members. Information about an individual's or family member's age or gender is excluded from genetic information. Its remedies mirror those available under a Title VII of the Civil Rights Act claim: back pay, reinstatement, attorneys' fees and compensatory and punitive damages. Retaliation against an individual who brings a claim under GINA is also prohibited. Federal regulations are available at 29 C.F.R. Part 1635, and background information on these regulations is available at: www.eeoc.gov/genetic-information-discrimination. An FAQ entitled *FAQs on the Genetic Information Nondiscrimination Act* is available at: www.dol.gov/agencies/ebsa/laws-and-regulations/laws/gina.

The Ill. Genetic Information Protection Act (GIPA) (410 ILCS 513/) also prohibits employers from making employment decisions on the basis of any employee's genetic testing information and from penalizing employees who do not want to disclose their genetic information as part of a workplace wellness program. GIPA includes the federal GINA's definition of genetic information and creates more stringent obligations on Ill. employers. While the federal GINA exempts small employers (those with less than 15 employees), Illinois' GIPA covers all employers, even those with one employee. GIPA also provides penalties for negligent and intentional mishandling of genetic information. Note that Title II of GINA does not preempt GIPA's greater protections to Illinois employees.

Before using any sort of genetic information, consult the board attorney for guidance regarding GINA's and GIPA's specific applications to the district and how these laws integrate with other related federal laws, such as the Family and Medical Leave Act (29 U.S.C. §2612 et seq.) and the ADA, and State laws governing time off for sickness and workers' compensation.

[14] 820 ILCS 70/. Unless a satisfactory credit history is an *established bona fide occupational requirement* of a particular position, an employer may not: (1) refuse to hire, discharge, or otherwise discriminate against an individual with respect to employment because of the individual's credit history or credit report; (2) inquire about an applicant's or employee's credit history; or (3) order or obtain an applicant's or employee's credit report from a consumer reporting agency. The Act identifies circumstances that permit a satisfactory credit history to be a job requirement, such as, when the position's duties include custody of or unsupervised access to cash or marketable assets valued at $2,500 or more. 820 ILCS 70/10(b). A person who is injured by a violation of this Act may bring a civil action to obtain injunctive relief and/or damages. 820 ILCS 70/25. The court must award costs and reasonable attorneys' fees to a prevailing plaintiff. Id.

[15] The phrase "prompt and equitable resolution" comes from Title IX implementing regulation 34 C.F.R. §106.8(c) which requires schools to "adopt and publish grievance procedures that provide for the prompt and equitable resolution of student and employee complaints" of sex discrimination.

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Filing a Complaint

A person (hereinafter Complainant) who wishes to avail him or herself of this grievance procedure may do so by filing a complaint with any District Complaint Manager. The Complainant shall not be required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same gender.[16] The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with a student's parent(s)/guardian(s). The Complaint Manager shall assist the Complainant as needed.

For any complaint alleging bullying and/or cyberbullying of students, the Complaint Manager or designee shall process and review the complaint under Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy.

For any complaint alleging sex discrimination that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Title IX Coordinator or designee[17] shall process and review the complaint under Board policy 2:265, *Title IX Grievance Procedure*.

For any complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall process and review the complaint under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, in addition to any response required by this policy.

For any complaint alleging sexual harassment or other violation of Board policy 5:20, *Workplace Harassment Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall process and review the complaint according to that policy, in addition to any response required by this policy, and shall consider whether an investigation under Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*,[18] should be initiated.

Investigation Process

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf.[19] The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. The complaint and identity of the Complainant will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

The identity of any student witnesses will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/guardian of the student witness, or by the student if the student is 18 years of age or older.

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[16] ~~This is a~~These are best practices to reduce barriers to filing a complaint.

[17] "Title IX Coordinator or designee" is used where Title IX is implicated. In contrast, if Title IX is not implicated, "Nondiscrimination Coordinator or a Complaint Manager or designee" is used (see the last paragraph under the **Filing a Complaint** subhead).

[18] See sample administrative procedure 5:120-AP2, *Employee Conduct Standards*, and its exhibit 5:120-AP2, E, *Expectations and Guidelines for Employee-Student Boundaries*.

[19] This sample policy gives complaint managers the flexibility to appoint another individual to conduct an investigation, which may be appropriate in cases where the neutrality or efficacy of the complaint manager is an issue, and/or where the district wishes to have the expertise and related attorney-client and work product privileges that an in-house or outside attorney may afford an investigation. Such alternative appointments are often made in consultation with the superintendent or other district-level administrator (except in cases involving complaints about those individuals).

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The Complaint Manager will inform, at regular intervals, the person(s) filing a complaint under this policy about the status of the investigation. Within 30 school business days after the date the complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request an extension of time from the Superintendent.

The Superintendent will keep the Board informed of all complaints.

If a complaint contains allegations involving the Superintendent or Board member(s), the written report shall be filed directly with the Board, which will make a decision in accordance with paragraph four of the following section of this policy.

Decision and Appeal

Within five school business days after receiving the Complaint Manager's report, the Superintendent shall provide his or her written decision to the Complainant and the accused[20] as well as to the Complaint Manager. All decisions shall be based upon the *preponderance of evidence* standard. [21]

Within 10 school business days after receiving the Superintendent's decision, the Complainant or the accused may appeal the decision to the Board by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board.

Within 30 school business days after an appeal of the Superintendent's decision, the Board shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information. Within five school business days after the Board's decision, the Superintendent shall inform the Complainant and the accused of the Board's action.

For complaints containing allegations involving the Superintendent or Board member(s), within 30 school business days after receiving the Complaint Manager's or outside investigator's report, the Board shall provide its written decision to the Complainant and the accused,[22] as well as to the Complaint Manager.

This policy shall not be construed to create an independent right to a hearing before the Superintendent or Board. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party. [23]

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[20] Using a consistent delivery method that allows the district to verify the date of receipt is a best practice, e.g., registered mail, return receipt requested, and/or personal delivery.

[21] *Preponderance of evidence* is a standard of proof used in civil cases. It means "the greater weight of the evidence, not necessarily established by the greater number of witnesses testifying to a fact but by evidence that has the most convincing force." See *Black's Law Dictionary*, *11th ed. 2019*.

[22] See f/n 20, above.

[23] The Ill. sex equity regulations require districts to have "specific timelines for completion of each step and rendering of a written decision, and shall provide for final appeal of grievance decisions made at the system level to the system's governing board." 23 Ill.Admin.Code §200.40(c)(1). To avoid arguments over these timelines, this sample policy provides that the failure to strictly follow the timelines does not prejudice any party. The grievance procedure is worthless if complaints are not thoroughly and promptly investigated.

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Appointing a Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers [24]

The Superintendent shall appoint a Nondiscrimination Coordinator to manage the District's efforts to provide equal opportunity employment and educational opportunities and prohibit the harassment of employees, students, and others.

The Superintendent shall appoint a Title IX Coordinator to coordinate the District's efforts to comply with Title IX. [25]

The Superintendent shall appoint at least one Complaint Manager to administer this policy. If possible, the Superintendent will appoint two Complaint Managers, each of a different gender. The District's Nondiscrimination Coordinator may be appointed as one of the Complaint Managers.

The Superintendent shall insert into this policy and keep current the names, office addresses, email addresses, and telephone numbers of the Nondiscrimination Coordinator, Title IX Coordinator, and the Complaint Managers. [26]

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[24] While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. This allows for additions and amendments to the names and contact information when necessary. It is important for updated names and contact information to be inserted into this policy and regularly monitored.

A district's Nondiscrimination Coordinator often also serves as its Title IX Coordinator. Best practice is that throughout the board policy manual, the same individual be named as Nondiscrimination Coordinator. In contrast, Complaint Managers identified in individual policies may vary depending upon local district needs.

[25] Title IX regulations require districts to designate and authorize an employee to coordinate efforts to comply with Title IX and to refer to that employee as the *Title IX Coordinator*. 34 C.F.R. §106.8(a). Districts must identify the Title IX Coordinator by name, office address, email address, and telephone number. Id. If a district has more than one Title IX Coordinator, it should designate one of its Title IX Coordinators to retain ultimate oversight to ensure the district's consistent compliance with its responsibilities under Title IX and its implementing regulations.

A district must prominently display its Title IX nondiscrimination policies (this policy 2:260, *Uniform Grievance Procedure*, and policy 2:265, *Title IX Grievance Procedure*) and contact information for its Title IX Coordinator on its website, if any, and in each handbook made available to students, applicants for employment, parents/guardians, employees, and collective bargaining units. 34 C.F.R. §106.8(a) and (b). Notifications must state that nondiscrimination extends to employment, and that inquiries about the application of Title IX and its regulations may be referred to the district's Title IX coordinator, to the U.S. Dept. of Education's Assistant Secretary of Education, or both. 34 C.F.R. §106.8(b). See sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*.

[26] The board may include the following option to address publication of such contact information:

"The Superintendent or designee shall ensure that students, parents/guardians, employees, and members of the community are informed of the contact information for the District's Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers on an annual basis."

Publicizing the contact information for the Nondiscrimination Coordinator and Complaint Managers through personnel handbooks, student handbooks, and/or on the district's website is a best practice. The Ill. Principals Association (IPA) maintains a handbook service that coordinates with **PRESS** material, *Online Model Student Handbook (MSH)*, at: www.ilprincipals.org/msh/.

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Nondiscrimination Coordinator:

Name

Address

Email

Telephone

Title IX Coordinator:

Name

Address

Email

Telephone

Complaint Managers:

Name

Address

Email

Telephone

Name

Address

Email

Telephone

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LEGAL REF.: 8 U.S.C. §1324a et seq., Immigration Reform and Control Act.
20 U.S.C. §1232g, Family Education Rights Privacy Act.
20 U.S.C. §1400, The Individuals with Disabilities Education Act.
20 U.S.C. §1681 et seq., Title IX of the Education Amendments; 34 C.F.R. Part 106.
29 U.S.C. §206(d), Equal Pay Act.
29 U.S.C. §621 et seq., Age Discrimination in Employment Act.
29 U.S.C. §791 et seq., Rehabilitation Act of 1973.
29 U.S.C. §2612, Family and Medical Leave Act.
42 U.S.C. §2000d et seq., Title VI of the Civil Rights Act of 1964.
42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964.
42 U.S.C. §2000ff et seq., Genetic Information Nondiscrimination Act.
42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.
42 U.S.C. §12101 et seq., Americans With Disabilities Act; 28 C.F.R. Part 35.
105 ILCS 5/2-3.8, 5/3-10, 5/10-20, 5/10-20.5, 5/10-20.7a, 5/10-20.60, 5/10-20.69, 5/10-20.75, 5/10-22.5, 5/22-19, 5/22-95 ~~(final citation pending)~~, 5/22-110, 5/24-4, and 5/27-1~~, 5/27-23.7, and 45/1-15~~.
105 ILCS 45/, Education for Homeless Children Act.
5 ILCS 415/10(a)(2), Government Severance Pay Act.
5 ILCS 430/70-5(a), State Officials and Employees Ethics Act.
410 ILCS 513/, Ill. Genetic Information Privacy Act.
740 ILCS 174/, Whistleblower Act.
740 ILCS 175/, Ill. False Claims Act.
775 ILCS 5/, Ill. Human Rights Act.
820 ILCS 70/, Employee Credit Privacy Act.
820 ILCS 112/, Equal Pay Act of 2003.
820 ILCS 180/, Victims' Economic Security and Safety Act; 56 Ill.Admin.Code Part 280.
23 Ill.Admin.Code §§1.240, 200.40, 226.50, and 226.570.

CROSS REF.: 2:105 (Ethics and Gift Ban), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:90 (Abused and Neglected Child Reporting), 6:120 (Education of Children with Disabilities), 6:140 (Education of Homeless Children), 6:170 (Title I Programs), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restrictions on Publications; High Schools), 8:70 (Accommodating Individuals with Disabilities), 8:95 (Parental Involvement), 8:110 (Public Suggestions and Concerns)

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Board of Education

Uniform Grievance Procedure

A student, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the Board, its employees, or agents have violated his or her rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy, or have a complaint regarding any one of the following:

1. Title II of the Americans with Disabilities Act, 42 U.S.C. §12101 et seq.
2. Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., excluding Title IX sexual harassment complaints governed by policy 2:265, *Title IX Grievance Procedure*.
3. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §791 et seq.
4. Discrimination and/or harassment on the basis of race, color, or national origin prohibited by the Illinois Human Rights Act, 775 ILCS 5/; Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d et seq.; and/or Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (see Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited.*
5. Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (see also number 4, above, for discrimination and/or harassment on the basis of race, color, or national origin).
6. Sexual harassment prohibited by the State Officials and Employees Ethics Act, 5 ILCS 430/70-5(a); Illinois Human Rights Act, 775 ILCS 5/; and Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (Title IX sexual harassment complaints are addressed under Board policy 2:265, *Title IX Grievance Procedure).*
7. Breastfeeding accommodations for students, 105 ILCS 5/10-20.60.
8. Bullying, 105 ILCS 5/27-23.7.
9. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children.
10. Curriculum, instructional materials, and/or programs.
11. Victims' Economic Security and Safety Act, 820 ILCS 180.
12. Illinois Equal Pay Act of 2003, 820 ILCS 112.
13. Provision of services to homeless students.
14. Illinois Whistleblower Act, 740 ILCS 174/1.
15. Misuse of genetic information prohibited by the Illinois Genetic Information Privacy Act, 410 ILCS 513/; and Titles I and II of the Genetic Information Nondiscrimination Act, 42 U.S.C. §2000ff et seq.
16. Employee Credit Privacy Act, 820 ILCS 70/.

The Complaint Manager will attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed under this policy, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this policy may forego any informal suggestions and/or attempts to resolve it and may proceed directly to this grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parents/guardians); this includes mediation.

CURRENT

Right to Pursue Other Remedies Not Impaired

The right of a person to prompt and equitable resolution of a complaint filed under this policy shall not be impaired by the person's pursuit of other remedies, e.g., criminal complaints, civil actions, etc. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. If a person is pursuing another remedy subject to a complaint under this policy, the District will continue with a simultaneous investigation under this policy.

Deadlines

All deadlines under this policy may be extended by the Complaint Manager as he or she deems appropriate. As used in this policy, *school business days* means days on which the District's main office is open.

Filing a Complaint

A person (hereinafter Complainant) who wishes to avail him or herself of this grievance procedure may do so by filing a complaint with any District Complaint Manager. The Complainant shall not be required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same gender. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with a student's parent(s)/guardian(s). The Complaint Manager shall assist the Complainant as needed.

For any complaint alleging bullying and/or cyber-bullying of students, the Complaint Manager shall process and review the complaint according to Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy. For any complaint alleging sexual harassment or other violation of Board policy 5:20, *Workplace Harassment Prohibited*, the Complaint Manager shall process and review the complaint according to that policy, in addition to any response required by this policy 2:260.

Investigation Process

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. If the Complainant is a student under 18 years of age, the Complaint Manager will notify his or her parent/guardian that they may attend any investigatory meetings in which their child is involved. The complaint and identity of the Complainant will not be disclosed except (1) as required by law, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

The identity of any student witnesses will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, or (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/guardian of the student witness, or by the student if the student is 18 years or age or older.

The Complaint Manager will inform, at regular intervals, the person(s) filing a complaint under this policy about the status of the investigation. Within 30 school business days after the date the complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request an extension of time.

The Superintendent will keep the Board informed of all complaints.

If a complaint contains allegations involving the Superintendent or Board member(s), the written report shall be filed directly with the Board, which will make a decision in accordance with paragraph four of the following section of this policy.

CURRENT

Decision and Appeal

Within five school business days after receiving the Complaint Manager's report, the Superintendent shall mail his or her written decision to the Complainant and the accused by registered mail, return receipt requested, and/or personal delivery as well as to the Complaint Manager. All decisions shall be based upon the *preponderance of evidence* standard or clear and convincing evidence.

Within 10 school business days after receiving the Superintendent's decision, the Complainant or the accused may appeal the decision to the Board by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board.

Within 30 school business days after an appeal of the Superintendent's decision, the Board shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information. Within five school business days after the Board's decision, the Superintendent shall inform the Complainant and the accused of the Board's action.

For complaints containing allegations involving the Superintendent or Board member(s), within 30 school business days after receiving the Complaint Manager's or outside investigator's report, the Board shall mail its written decision to the Complainant and the accused by registered mail, return receipt requested, and/or personal delivery as well as to the Complaint Manager.

This policy shall not be construed to create an independent right to a hearing before the Superintendent or Board. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party.

Appointing Nondiscrimination Coordinators, Title IX Coordinators, and Complaint Managers

The Superintendent shall appoint a Nondiscrimination Coordinator to manage the District's efforts to provide equal opportunity employment and educational opportunities and prohibit the harassment of employees, students, and others. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

The Superintendent shall appoint at least one Complaint Manager to administer this policy. If possible, the Superintendent will appoint two Complaint Managers, each of a different gender. The District's Nondiscrimination Coordinator may be appointed as one of the Complaint Managers.

The Superintendent shall insert into this policy and keep current the names, office addresses, email addresses, and telephone numbers of the Nondiscrimination Coordinators, Title IX Coordinators, and Complaint Managers.

Nondiscrimination Coordinators/Title IX Coordinators:

Dr. Adam Zehr
Assistant Superintendent Human Resources
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6150
azehr@district158.org

Mrs. Karrie Baughman
Director of Human Resources
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6178
kbaughman@district158.org

Complaint Managers:

Dr. Amy MacCrindle
Assistant Superintendent Learning & Innovation
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6135
amaccrindle@district158.org

Mrs. Karrie Baughman
Director of Human Resources
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6178
kbaughman@district158.org

CURRENT

Mrs. Deanna Gill
Assistant Superintendent Special Services
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6157
dgill@district158.org

Mr. Mark Altmayer
Chief Financial Officer
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6111
maltmayer@district158.org

LEGAL REF.:
8 U.S.C. §1324a et seq., Immigration Reform and Control Act.
20 U.S.C. §1232g, Family Education Rights Privacy Act.
20 U.S.C. §1400, The Individuals with Disabilities Education Act.
20 U.S.C. §1681 et seq., Title IX of the Education Amendments; 34 C.F.R., Part 106.
29 U.S.C. §206(d), Equal Pay Act.
29 U.S.C. §621 et seq., Age Discrimination in Employment Act.
29 U.S.C. §791 et seq., Rehabilitation Act of 1973.
29 U.S.C. §2612, Family and Medical Leave Act.
42 U.S.C. §2000d et seq., Title VI of the Civil Rights Act of 1964.
42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964.
42 U.S.C. §2000ff et seq., Genetic Information Nondiscrimination Act.
42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.
42 U.S.C. § 12101 et seq., Americans With Disabilities Act.
105 ILCS 5/2-3.8, 5/3-10, 5/10-20, 5/10-20.5, 5/10-20.7a, 5/10-20.60, 5/10-20.69, 5/10-20.75, 5/10-22.5, 5/22-19, 5/22-95 (final citation pending), 5/24-4, 5/27.-1, 5/27-23.7, and 45/1-15.
5 ILCS 415/10(a)(2), Government Severance Pay Act.
5 ILCS 430/70-5(a), State Officials and Employees Ethics Act.
410 ILCS 513/, Ill. Genetic Information Privacy Act.
740 ILCS 174/ Ill. Whistleblower Act.
740 ILCS 175/, Ill. False Claims Act.
775 ILCS 5/, Ill. Human Rights Act.
820 ILCS 180, Victims' Economic Security and Safety Act, 56 Ill. Admin. Code Part 280.
820 ILCS 112, Equal Pay Act of 2003.
820 ILCS 70/, Employee Credit Privacy Act.
23 Ill. Admin. Code §§1.240, 200-40, 226.50, and 226.570.

CURRENT

CROSS REF.: 2:105 (Ethics and Gift Ban), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:90 (Abused and Neglected Child Reporting), 6:120 (Education of Children with Disabilities), 6:140 (Education of Homeless Children), 6:170 (Title I Programs), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restrictions on Publications; High Schools), 8:70 (Accommodating Individuals with Disabilities), 8:95 (Parental Involvement), 8:110 (Public Suggestions and Concerns)

ADOPTED: May 17, 2001

REVISED: August 21, 2025

CURRENT

Operational Services

Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors [1]

Child sexual abuse and grooming behaviors harm students, their parents/guardians, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn. The Board has a responsibility and obligation to increase awareness and knowledge of:[2] (1) issues regarding child sexual abuse, (2) likely warning signs that a child may be a victim of sexual abuse, (3) ~~grooming~~ behaviors related to child sexual abuse and grooming, (4) how to report child sexual abuse, (5) appropriate relationships between District employees and students based upon State law, and (6) how to prevent child sexual abuse.

To address the Board's obligation to increase awareness and knowledge of these issues, prevent sexual abuse of children,[3] and define prohibited grooming behaviors,[4] the Superintendent or designee shall

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[1] Required by *Erin's Law*, 105 ILCS 5/10-23.13~~, amended by P.A. 102-610~~. Also infused into this policy are concepts from *Faith's Law,* 105 ILCS 5/22-85.5,~~ added by P.A. 102-676,~~ which provides helpful guidance for districts to implement *Erin's Law* due to its vagueness. See f/ns 1 and 1~~4~~5 in sample policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, for further information regarding *Faith's Law*.

~~Three~~Two additional statutes address a district's responsibility to provide age-appropriate sexual abuse and assault awareness and prevention education programs:

1. 105 ILCS ~~110/3~~27/215, renumbered by P.A. 104-391, Critical Health Problems and Comprehensive Health Education Act (requires districts to establish a Comprehensive Health Education Program that includes age-appropriate sexual abuse and assault awareness and prevention education in grades pre-K through 12) (see sample policy 6:60, *Curriculum Content*, and administrative procedure 6:60-AP1, *Comprehensive Health Education Program*);
2. 105 ILCS 5/27-1015(b), renumbered by P.A. 104-391~~9.1a(b), added by P.A. 102-552~~ (requires comprehensive personal health and safety and comprehensive sexual health education a/k/a National Sex Education Standards (NSES) to: (a) be age and developmentally appropriate, medically accurate, complete, culturally appropriate, inclusive, and trauma informed, (b) replicate evidence-based or evidence-informed programs or substantially incorporate elements of evidence-based programs or evidence-informed programs or characteristics of effective programs, (c) provide information about local resources where students can obtain additional information and confidential services related to sexual violence (including sexual abuse and assault), and (d) provide information about State laws related to mandated reporting of child abuse and neglect, and school policies addressing the prevention of and response to sexual violence) (see sample policy 6:60, *Curriculum Content*, and administrative procedure 6:60-AP2, *Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES))*); and

~~105 ILCS 5/27-13.2 (addresses (a) written objections to sexual abuse prevention instruction and notice provisions (minimum five days) for students in grades K through 8, and (b) distribution by the Ill. State Board of Education (ISBE) and Ill. Dept. of Children and Family Services (DCFS) of information for districts to provide to their communities about this instruction) (see sample policy 6:60, *Curriculum Content*, and administrative procedure exhibit 6:60-AP1, E1, *Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education; Requests to Examine Materials; Written Objection(s) and/or Opt-outs*).~~See sample administrative procedure 6:60-AP1, *Comprehensive Health Education Program*, at f/n 2, for information regarding the repeal of 105 ILCS 5/27-13.2, which formerly required districts to give parents/guardians of students in grades K-8 prior written notice of sexual abuse prevention instruction and the opportunity to opt their children out of such instruction upon written objection.

[2] 105 ILCS 5/10-23.13~~, amended by P.A. 102-610,~~ at (b)(1).

[3] Id. at (b).

[4] Id. at (b).

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implement an Awareness and Prevention of Sexual Abuse and Grooming Behaviors Program. The Program will:

1. Educate students with:
    a. An age-appropriate and evidence-informed health and safety education[5] curriculum that includes methods for how to report child sexual abuse and grooming behaviors to authorities,[6] through Board policy 6:60, *Curriculum Content*; [7]
    b. Information in Board policy 7:250, *Student Support Services*, about: (i) District counseling options, assistance, and intervention for students who are victims of or affected by sexual abuse,[8] and (ii) community-based Children's Advocacy Centers and sexual assault crisis centers and how to access those serving the District. [9]
2. Train District employees about child sexual abuse and grooming behaviors by January 31 of each school year with materials that include: [10]
    a. A definition of prohibited grooming behaviors and employee-student boundary violations pursuant to Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest;*
    b. Evidence-informed[11] content on preventing, recognizing, reporting, and responding to child sexual abuse, grooming behaviors, and employee-student boundary violations pursuant to Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; 5:90, *Abused and Neglected Child Reporting*; 5:100, *Staff Development Program*; and 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*; and
    c. How to report child sexual abuse, grooming behaviors, and/or employee-student boundary violations pursuant to Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; and 5:90, *Abused and Neglected Child Reporting*.

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[5] Id. at (b)(1).

[6] Id. at (b)(4).

[7] 105 ILCS 5/10-23.13(b). See policy 6:60, *Curriculum Content*, and administrative procedure 6:60-AP1, *Comprehensive Health Education Program*, for information on school board choices related to health and safety education, including sex education.

[8] Id. at (b)(2) and (3).

[9] Id. at (b)(5). See policy 5:90, *Abused and Neglected Child Reporting*, and administrative procedure 5:90-AP1, *Coordination with Children's Advocacy Center*, for more information on Children's Advocacy Centers.

[10] Citations for each letter:
    a. 105 ILCS 5/10-23.13(b).
    b. Id. at (b), (b)(1.5), and (c).
    c. Id. at (b) and (b)(1.5).

[11] Two Illinois laws address "evidence-informed." *Evidence-informed* per *Erin's Law* means modalities that were created utilizing components of evidence-based treatments or curriculums. 105 ILCS 5/10-23.13(a)~~, added by P.A. 102-610~~. Contrast with NSES at 105 ILCS 5/27-1015(a)~~9.1a(a)~~, renumbered by P.A. 104-391~~added by P.A. 102-552~~, which defines an *evidence-informed program* as "a program that uses the best available research and practice knowledge to guide program design and implementation."

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3. Provide information to parents/guardians in student handbooks about the warning signs[12] of child sexual abuse, grooming behaviors, and employee-student boundary violations with evidence-informed educational information that also includes: [13]
    a. Assistance, referral, or resource information, including how to recognize grooming behaviors,[14] appropriate relationships between District employees and students based upon Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*,[15] and how to prevent child sexual abuse from happening;
    b. Methods for how to report child sexual abuse, grooming behaviors, and/or employee-student boundary violations to authorities; and
    c. Available counseling and resources for children who are affected by sexual abuse, including both emotional and educational support for students affected by sexual abuse, so that the student can continue to succeed in school pursuant to Board policy 7:250*, Student Support Services*.

~~4. Provide parents/guardians of students in any of grades K through 8 with not less than five days' written notice before commencing any class or course providing instruction in recognizing and avoiding sexual abuse, as well as the opportunity to object in writing.~~ [16]

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[12] 105 ILCS 5/10-23.13(b) and (b)(1); warning signs and *likely* warning signs are mentioned twice in the law. This policy uses likely in the purpose introduction. The Ill. Principals Association (IPA) maintains a handbook service that coordinates with **PRESS** material, Online Model Student Handbook (MSH), at~~:~~ ~~www.ilprincipals.org/resources/model-student-handbook~~https://ilprincipals.org/msh/.

[13] This information is listed in sample exhibit 7:190-E2, *Student Handbook Checklist*. Citations for each letter:
    a. 105 ILCS 5/10-23.13(b) and (b)(1).
    b. Id. at (b)(4) and (5).
    c. Id. at (b).

[14] Providing information to parents/guardians about how to recognize grooming behaviors is not in *Erin's Law*; it only addresses informing parents/guardians about the methods for increasing their awareness and knowledge of grooming behaviors. 105 ILCS 5/10-23.13(b)(1). This policy requires the district to provide information to parents/guardians about how to recognize grooming behaviors to: (1) effect the purpose of *Erin's Law*, (2) align with the intent of the statutes cited in f/n 1, above (educating all students to recognize and avoid sexual abuse and assault), and (3) align with the notification requirements in 105 ILCS 5/27-13.2 (parents/guardians of K-8 students prior to commencing instruction in recognizing and avoiding sexual abuse (see f/n 15, below)).

[15] 105 ILCS 5/22-85.5(e)~~, added by P.A. 102-676,~~ requires the employee code of professional conduct policy be included in any staff, student or parent/guardian handbook provided by the district. See sample policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, and sample exhibit 7:190-E2, *Student Handbook Checklist*.

~~[16] Required by 105 ILCS 5/27-13.2. See 6:60-AP1, E1, *Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education; Requests to Examine Materials; Written Objection(s) and/or Statutory Opt-outs*. Delete for high school districts.~~

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LEGAL REF.: 105 ILCS 5/10-23.13, 5/22-85.5, and 5/27-10159.1a, and 5/27-13.2.
105 ILCS 110/35/27-215, Critical Health Problems and Comprehensive Health Education Act.
325 ILCS 5/, Abused and Neglected Child Reporting Act.
720 ILCS 5/11-25, Criminal Code of 2012.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 6:60 (Curriculum Content), 7:20 (Harassment of Students Prohibited), 7:250 (Student Support Services)

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Operational Services

Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors

Child sexual abuse and grooming behaviors harm students, their parents/guardians, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn. The Board has a responsibility and obligation to increase awareness and knowledge of: (1) issues regarding child sexual abuse, (2) likely warning signs that a child may be a victim of sexual abuse, (3) grooming behaviors related to child sexual abuse and grooming, (4) how to report child sexual abuse, (5) appropriate relationships between District employees and students based upon State law, and (6) how to prevent child sexual abuse.

To address the Board's obligation to increase awareness and knowledge of these issues, prevent sexual abuse of children, and define prohibited grooming behaviors, the Superintendent or designee shall implement an Awareness and Prevention of Sexual Abuse and Grooming Behaviors Program. The Program will:

1. Educate students with:
   a. An age-appropriate and evidence-informed health and safety education curriculum that includes methods for how to report child sexual abuse and grooming behaviors to authorities, through policy 6:60, *Curriculum Content;*
   b. Information in policy 7:250, *Student Support Services*, about (i) District counseling options, assistance, and intervention for students who are victims of or affected by sexual abuse, and (ii) community-based Children's Advocacy Centers and sexual assault crisis centers and how to access those serving the District.
2. Train District employees about child sexual abuse and grooming behaviors by January 31 of each school year with materials that include:
   a. A definition of prohibited grooming behaviors and employee-student boundary violations pursuant to policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*.
   b. Evidence-informed content on preventing, recognizing, reporting, and responding to child sexual abuse, grooming behaviors, and employee-student boundary violations pursuant to policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; 5:90, *Abused and Neglected Child Reporting*; 5:100, *Staff Development Program*; and 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*; and
   c. How to report child sexual abuse, grooming behaviors, and/or employee-student boundary violations pursuant to policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; and 5:90, *Abused and Neglected Child Reporting*.
3. Provide information to parents/guardians in student handbooks about the warning signs of child sexual abuse, grooming behaviors, and employee-student boundary violations with evidence-informed educational information that also includes:
   a. Assistance, referral, or resource information, including how to recognize grooming behaviors, appropriate relationships between District employees and students based upon policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, and how to prevent child sexual abuse from happening;
   b. Methods for how to report child sexual abuse, grooming behaviors, and/or employee-student boundary violations to authorities; and

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c. Available counseling and resources for children who are affected by sexual abuse, including both emotional and educational support for students affected by sexual abuse, so that the student can continue to succeed in school pursuant to policy 7:250, *Student Support Services*.

4. Provide parents/guardians of students in any of grades K through 8 with not less than five days' written notice before commencing any class or course providing instruction in recognizing and avoiding sexual abuse, as well as the opportunity to object in writing.

LEGAL REF.: 105 ILCS 5/10, 5/10-23.13, 5/22-85.5, 5/27-9.1a, and 5/27-13.2.
105 ILCS 110/3, Critical Health Problems and Comprehensive Health Education Act.
325 ILCS 5/, Abused and Neglected Child Reporting Act.
720 ILCS 5/11-25, Criminal Code of 2012.

CROSS REF.: 2:60 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 6:60 (Curriculum Content), 7:20 (Harassment of Students Prohibited), 7:250 (Student Support Services)

ADOPTED: March 17, 2022

REVISED: June 20, 2024

CURRENT

General Personnel

Hiring Process and Criteria [1]

The District hires the most qualified personnel consistent with budget and staffing requirements and in compliance with School Board policy on equal employment opportunity and minority recruitment.[2] The Superintendent is responsible for recruiting personnel and making hiring recommendations to the Board.[3] If the Superintendent's recommendation is rejected, the Superintendent must submit another.[4] No individual will be employed who has been convicted of a criminal offense listed in 105 ILCS 5/21B-80(c). [5]

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[1] State or federal law controls this policy's content. This policy contains an item on which impact bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.

[2] See sample policy 5:10, *Equal Employment Opportunity and Minority Recruitment*. Districts may not classify a job as either a *male* or *female* job. 29 C.F.R. §1604.5, 34 C.F.R. §106.55.

105 ILCS 5/22-9~~5~~6, added by P.A. 103-46 and renumbered ~~amended~~ by P.A. 103-~~564~~46, requires school districts, when hiring or assigning educators for physical education, music, or visual arts, to prioritize the hiring or assigning of educators who hold an educator license and endorsement in those areas.

[3] Boards must consider the superintendent's recommendations concerning, among other things, "the selection, retention, and dismissal of employees." 105 ILCS 5/10-16.7. The board may want to use this alternative sentence:

All personnel decisions are made by the Board, but only on the recommendation of the Superintendent.

A board that fills a "new or vacant teaching position" must select a candidate based on: (1) certifications, (2) qualifications, (3) merit and ability (including performance evaluation, if available), and (4) relevant experience, provided that the length of continuing service with the district must not be considered a factor, unless all other factors are determined by the school district to be equal. 105 ILCS 5/24-1.5. The statute does not define "new or vacant teaching positions." The requirement does not apply to filling vacant positions under 105 ILCS 5/24-12 (reduction in force and recall). Consult the board attorney about these issues.

The Equal Pay Act of 2003, 820 ILCS 112/10(b-25), added by P.A. 103-539, ~~eff. 1-1-25,~~ makes it unlawful for employers with 15 or more employees to fail to include the "pay scale and benefits" for a position in any specific job posting. "Pay scale and benefits" means the wage or salary, or the wage or salary range, and a general description of benefits and other compensation. Id. at 112/5, amended by P.A. 103-539~~, eff. 1-1-25~~. To satisfy the posting requirement, an employer can include a hyperlink to a public webpage that includes the pay scale and benefit information. Id. at 112/10(b-25), added by P.A. 103-539~~, eff. 1-1-25~~. If an employer uses a third party to post its job postings, then the employer must provide the pay scale and benefits or a hyperlink containing the information to the third party. Id. The Act also requires employers to inform current employees of promotion opportunities within 14 calendar days after the employer posts externally for the position. Id. Employers are not prohibited from asking applicants about their wage or salary expectations for a position. Id.

[4] An additional optional sentence follows:

The Superintendent may select personnel on a short-term basis for a specific project or emergency condition before the Board's approval.

[5] 775 ILCS 5/2-103.1 prohibits employers from using conviction records as a basis to refuse to hire or to take any adverse action against an applicant or employee unless: (1) otherwise authorized by law; (2) there is a *substantial relationship* between the criminal offense and the employment sought; or (3) granting the employment would involve an unreasonable risk to property or to the safety or welfare of specific individuals or the general public. For the disqualifying offenses listed in 105 ILCS 5/21B-80, ~~amended by P.A. 102-552,~~ a district does not have to show a substantial relationship between the offense and the position or that hiring or continuing to employ the person would involve an unreasonable risk. However, the Ill. Dept. of Human Rights (IDHR) interprets the Ill. Human Rights Act (IHRA) to still require the employer to notify the applicant of the disqualification pursuant to law and to afford the applicant at least five business days to respond in case the applicant wants to dispute the accuracy of the conviction record. Id. at 5/2-103.1(C). See IDHR's *Conviction Record Protection – Frequently Asked Questions* (March 2021), at:

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All applicants must complete a District application in order to be considered for employment. [6]

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https://dhr.illinois.gov/conviction-record-protection-frequently-asked-questions.html.

Attorneys have different opinions as to whether the IHRA requires the *interactive assessment* outlined in 775 ILCS 5/2-103.1(c), which includes preliminary and final notices, when a disqualifying offense listed in 105 ILCS 5/21B-80 is found in a conviction record; **consult the board attorney for guidance on this issue**. See sample administrative procedure 5:30-AP2, *Investigations*, and its footnotes for more detail regarding the IHRA notice provisions and the need for districts to also comply with the seven-day notification requirement in the Ill. Uniform Conviction Information Act, 20 ILCS 2635/7. **Note:** The protections of 775 ILCS 5/2-103.1 do not cover *unpaid interns*, which may include student teachers in the K-12 context. The definition of *employee* in the IHRA only extends to include unpaid interns for civil rights violations involving sexual harassment. 775 ILCS 5/2-101(A)(1)(c) and 5/2-102(D).

105 ILCS 5/10-21.9(c); 105 ILCS 5/21B-80, ~~amended by P.A. 102-552,~~ allows individuals with criminal histories involving certain drug convictions to apply for or to reinstate their educator licenses seven years after their sentence for the criminal offense is completed. Consult the board attorney about whether the board wants to continue prohibiting employment for any individual who has a criminal history involving these exempted drug offenses.

For more discussion regarding criminal history records checks and screenings required by 105 ILCS 5/10-21.9, ~~amended by P.A.s 102-552 and 102-702,~~ see f/ns 5 and 6 in sample policy 4:175, *Convicted Child Sex Offender; Screening; Notifications*.

6 Any person who applies for employment as a teacher, principal, superintendent, or other certificated employee who willfully makes a false statement on his or her application for employment, material to his or her qualifications for employment, which he or she does not believe to be true, is guilty of a Class A misdemeanor. 105 ILCS 5/22-6.5. District employment applications must contain a statement to this effect. Id. Each employment application for these positions must state the following (Id.):

> Failure to provide requested employment or employer history which is material to the applicant's qualifications for employment or the provision of statements which the applicant does not believe to be true may be a Class A misdemeanor.

Many districts ask applicants about disqualifying criminal convictions on their employment applications or at another point before a job offer is made. State law does not expressly prohibit this practice; however, guidance issued by IDHR regarding implementation of 775 ILCS 5/1-103(G-5) and 5/2-103.1 states "[u]nless authorized by law, an employer is prohibited from inquiring about an applicant's conviction record prior to making a job offer to the applicant." See *Conviction Record Protection – Frequently Asked Questions* guidance issued by IDHR (March 2021), at:

https://dhr.illinois.gov/conviction-record-protection-frequently-asked-questions.html.

While the School Code and Job Opportunities for Qualified Applicant Act do not prohibit districts from asking about disqualifying convictions before a job offer is made, it is unclear whether they affirmatively *authorize* such inquiries. The IDHR's guidance does not carry the force of law, but it may impact its handling of a discrimination charge based on a conviction record. It is also unclear if an applicant's mere disclosure of a disqualifying conviction on an application, absent results of a fingerprint-based criminal history records check, Ill. Sex Offender Registry check, or Violent Offender Against Youth Registry check, triggers the district's obligation to provide notice to the applicant under 775 ILCS 5/2-103.1(C); see also f/n 5, above. Consult the board attorney for advice on these issues and how they may affect application processes.

Any employer that asks applicants to record video interviews and uses an artificial intelligence (AI) analysis of the applicant-submitted videos must comply with the Artificial Intelligence Video Interview Act, 820 ILCS 42/. Employers should also be careful that use of AI, software, and algorithms to assess applicants does not violate the Americans with Disabilities Act (ADA) (42 U.S.C. §12101 et seq.) or the Ill. Human Rights Act (IHRA), 775 ILCS 5/2-101(N) and (O), added by P.A.s 103-804 and 104-417. See sample policy 5:10, *Equal Employment Opportunity and Minority Recruitment*, and its f/n 2 for discussion of the IHRA requirements regarding use of artificial intelligence in the hiring process. See the ~~EEOC~~ U.S. Department of Justice~~technical assistance~~ guidance document~~s~~, *Algorithms, Artificial Intelligence, and Disability Discrimination in Hiring~~The Americans with Disabilities Act and the Use of Software, Algorithms, and Artificial Intelligence to Assess Job Applicants and Employees~~* (May 2022), at: www.ada.gov/assets/pdfs/ai-guidance.pdf~~www.eeoc.gov/laws/guidance/americans-disabilities-act-and-use-software-algorithms-and-artificial-intelligence~~ and *~~Select Issues: Assessing Adverse Impact in Software, Algorithms, and Artificial Intelligence Use in Employment Selection Procedures Under Title VII of the Civil Rights Act of 1964~~* (May 2023), at: ~~www.eeoc.gov/select-issues-assessing-adverse-impact-software-algorithms-and-artificial-intelligence-used~~. Given the rapidly changing technologies in this area, please consult the board attorney.

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Job Descriptions

The Board maintains the Superintendent's job description and directs, through policy, the Superintendent, in his or her charge of the District's administration. [7]

The Superintendent shall develop and maintain a current comprehensive job description for each position or job category; however, a provision in a collective bargaining agreement or individual contract will control in the event of a conflict. [8]

Investigations

The Superintendent or designee shall ensure that a fingerprint-based criminal history records check and a check of the Statewide Sex Offender Database and Violent Offender Against Youth Database is performed on each applicant as required by State law.[9] When the applicant is a successful superintendent candidate who has been offered employment by the Board, the Board President shall

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[7] 105 ILCS 5/10-16.7. The foundation for a productive employment relationship begins with ~~a board's policy~~adherence to written board policy, a thoughtfully crafted employment contract and job description, and procedures for communications and ongoing assessment. See IASB's *Foundational Principles of Effective Governance*, **Principle 3. The board employs a superintendent**, at:

www.iasb.com/conference-training-and-events/training/training-resources/foundational-principles-of-effective-governance/.

See also sample exhibit 3:40-E, *Checklist for the Superintendent Employment Contract Negotiation Process*, for best practice discussions about establishing the board-superintendent employment relationship and contract.

[8] Job descriptions will become the basis for categorizing a teacher into one or more positions that the teacher is qualified to hold for reduction in force (RIF) dismissal and recall purposes. 105 ILCS 5/24-12(b). A board should consult with its attorney to review its current list of job descriptions and discuss the district's specific responsibilities.

A job description is evidence of a position's essential functions. 29 C.F.R. §1630.2(n). The ADA protects individuals who have a disability and are qualified, with reasonable accommodation, to perform the *essential functions* of the job. 42 U.S.C. §12101 et seq., amended by the ADA Amendments Act (ADAAA), Pub. L. 110-325. Determining which functions are essential may be critical to determining if an individual with a disability is qualified. An individual is qualified to perform a job even though he or she is unable, due to a disability, to perform tasks which are incidental to the job. Only when an individual is unable to perform the *essential functions* of a job may a district deny the individual employment opportunities. 29 C.F.R. §1630.2(m). For a definition of *essential functions* see Id. at 1630.2(n). Whether a particular function is essential is a factual determination.

Important: The ADAAA made significant changes to the ADA's definition of disability that broadened the scope of coverage and overturned a series of U.S. Supreme Court decisions that made it difficult to prove that an impairment was a qualifying disability. There is information about the regulations and a link to them at: www.eeoc.gov/laws/guidance/fact-sheet-eeocs-final-regulations-implementing-adaaa. Consult the board attorney regarding how these amendments impact the district's hiring processes.

[9] The policy's requirements on criminal records checks for applicants for employment are mandated by 105 ILCS 5/10-21.9~~, amended by P.A.s 102-552 and 102-702~~. See sample administrative procedure 5:30-AP2, *Investigations*, for the process, timing, and positions requiring criminal background investigation and what steps a district must take if it wants to disqualify an applicant based on a conviction record. The Statewide Sex Offender Database (a/k/a Sex Offender Registry) is available at: https://sor.isp.illinois.gov/sorpublic/~~https://isp.illinois.gov/Sor/Disclaimer~~. The Statewide Murderer and Violent Offender Against Youth Database is available at: https://sor.isp.illinois.gov/sorpublic/~~https://isp.illinois.gov/MVOAY/Disclaimer~~. For more discussion regarding criminal history records checks and screenings required by 105 ILCS 5/10-21.9,~~ amended by P.A. 102-702,~~ see f/n 5 in sample policy 4:175, *Convicted Child Sex Offender; Screening; Notifications*. See sample policy 4:60, *Purchases and Contracts*, for requirements concerning (1) criminal background checks of employees of contractors who have *direct, daily contact* with students and (2) sexual misconduct related employment history reviews (EHRs) of employees of contractors who have *direct contact with children or students*.

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ensure that these checks are completed.[10] The Superintendent or designee, or if the applicant is a successful superintendent candidate, then the Board President shall notify an applicant if the applicant is identified in either database.[11] The School Code requires the Board President to keep a conviction record confidential and share it only with the Superintendent, Regional Superintendent, State Superintendent, State Educator Preparation and Licensure Board, any other person necessary to the hiring decision, the Ill. State Police and/or Statewide Sex Offender Database for purposes of clarifying the information, and/or the Teachers' Retirement System of the State of Illinois when required by law.[12] The Board reserves its right to authorize additional background inquiries beyond a fingerprint-based criminal history records check when it deems it appropriate to do so, in accordance with applicable laws.

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[10] Id. If a board wants to require additional background inquiries beyond the fingerprint-based criminal history records information check required by 105 ILCS 5/10-21.9~~, amended by P.A.s 102-552 and 102-702,~~ and the EHR required by 105 ILCS 5/22-94,~~ added by P.A. 102-702,~~ including the federal *Rap Back Service* (20 ILCS 2630/3.3) and/or checks through consumer reporting agencies regulated by the Fair Credit Reporting Act (15 U.S.C. §1681 et seq.), consult the board attorney. For more detailed information, see the laws listed in sample exhibit 3:40-E, *Checklist for the Superintendent Employment Contract Negotiation Process*, under the checklist item entitled **Conditions of Employment**, in the **Other Background Check Laws** row.

[11] 105 ILCS 5/10-21.9(b) and 105 ILCS 5/21B-10. The School Code requires the board president to keep a conviction record confidential. It is impossible to know whether a fingerprint-based criminal history records check and a check of the Statewide Sex Offender and Violent Offender Against Youth Databases on a successful superintendent candidate will come back with a conviction record.

Therefore, in accordance with best practice (ensuring compliance and aligning with good governance principles), this policy does not assign a designee for the board president to complete this task. However, to balance the requirement to keep conviction records confidential with the practical implementation of ensuring a fingerprint-based criminal history records check and a check of the Statewide Sex Offender and Violent Offender Against Youth Databases are performed on each successful superintendent applicant, a board president may want to designate the duty to order these checks to the individuals otherwise listed in 105 ILCS 5/10-21.9(b). Those individuals include the board president, the superintendent or designee, regional superintendent (if the check was requested by the district), state superintendent of education, state Educator Preparation and Licensure Board, any other person necessary to the hiring decision, or for clarification purposes, the Ill. State Police and/or Statewide Sex Offender Registry.

[12] Id. at 5/10-21.9(b) and 105 ILCS 5/21B-85, amended by P.A.~~s 102-552 and~~ 103-51. The School Code continues to define the board president's role in conducting criminal background investigations and receiving the results of these investigations, including the results for employees of district contractors. 105 ILCS 5/10-21.9. Many districts delegate this task in the hiring process to a human resources department.

105 ILCS 5/21B-85, amended by P.A.~~s 102-552 and~~ 103-51, requires a board to provide prompt written notice to the board of trustees of the Teachers' Retirement System of the State of Illinois (TRS) when it learns that any teacher has been convicted of a felony offense (which provides for a sentence of death or imprisonment for one year or more). The notice to TRS is limited to (1) the name of the license holder, (2) fact of conviction, (3) name and location of the court in which the conviction occurred, and (4) the assigned case number from the court. Id.

Use this alternative for districts in suburban Cook County: replace "Regional Superintendent" with "appropriate Intermediate Service Center Executive Director."

For more discussion regarding responses to results obtained by criminal history records checks and screenings as required by 105 ILCS 5/10-21.9(e),~~ amended by P.A. 102-702,~~ see f/n 6 in sample policy 4:175, *Convicted Child Sex Offender; Screening; Notifications*.

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Each newly hired employee must complete a U.S. Citizenship and Immigration Services Form as required by federal law. [13]

The District retains the right to discharge any employee whose criminal background investigation reveals a conviction for committing or attempting to commit any of the offenses outlined in 105 ILCS 5/21B-80[14] or who falsifies, or omits facts from, his or her employment application or other employment documents. If an indicated finding of abuse or neglect of a child has been issued by the Ill. Department of Children and Family Services or by a child welfare agency of another jurisdiction for any applicant for student teaching, applicant for employment, or any District employee, then the Board must consider that person's status as a condition of employment. [15]

The Superintendent shall ensure that the District does not engage in any investigation or inquiry prohibited by law and complies with each of the following: [16]

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[13] Immigration Reform and Control Act, 8 U.S.C. §1324a et seq. Consult with the board attorney regarding the district's rights and responsibilities under Illinois law if the district uses any electronic employment verification system, including *E-Verify* ~~and/or the *Basic Pilot Program*~~. 820 ILCS 55/~~12, amended by P.A. 103-879, eff. 1-1-25~~. T~~his statute states that nothing in t~~he Right to Privacy in the Workplace Act ~~(820 ILCS 55/)~~ (RPWA) at~~requires employers to enroll in any electronic employment verification system but also urges employers who use *E-Verify* (formerly known as the *Basic Pilot/Employment Eligibility Verification Program*) to consult the Ill. Dept. of Labor's website for current information on the accuracy of *E-Verify* and to review and understand their legal responsibilities relating to the use of any electronic employment verification systems. See https://labor.illinois.gov/laws-rules/conmed/privacy-workplace.html.~~ 820 ILCS ~~55/13, added by P.A. 103-879, eff. 1-1-25, restricts employers from imposing work authorization verification or re-verification requirements greater than what is required by federal law, and it requires employers to follow certain procedures in the event it contends there is a discrepancy in the employee's employment verification information.~~55/14, added by P.A. 104-455, prohibits employers from taking adverse action against an employee based only on the receipt of a notice of discrepancy (a *no-match letter*) between an employee's individual taxpayer identification number or other identifying documents from a federal agency or outside vendor not responsible for immigration law enforcement, such as the Social Security Administration, Internal Revenue Service, or an insurance company. The RPWA also requires employers to provide notice to the employee upon receipt of a no-match letter. Id., at 55/15-55/17 added by P.A. 104-455. Employers are subject to civil, monetary penalties for violations of the RPWA. Id. However, a safe harbor from penalties for employers and prospective employers is available for violations made in good faith while relying on guidance issued by the Ill. Dept. of Labor or the federal Dept. of Homeland Security, or if a bona fide administrative error occurs that does not affect an employee or prospective employee's employment or pay. Id., at 55/25, added by P.A. 104-455. See also https://labor.illinois.gov/laws-rules/conmed/privacy-workplace.html.

[14] See f/n 5, above.

[15] 105 ILCS 5/10-21.9(c) and (g). See f/n 6 in sample policy 4:175, *Convicted Child Sex Offender; Screening; Notifications*, for further discussion.

[16] As an alternative to describing the prohibited investigations, a board may substitute this sentence:

The Superintendent shall ensure that the District does not engage in any investigation or inquiry prohibited by law, including without limitation, investigation into or inquiry concerning: (1) credit history or report unless a satisfactory credit history is an established bona fide occupational requirement of a particular position; (2) claim(s) made or benefit(s) received under Workers' Compensation Act; and (3) access to an employee's or applicant's social networking website, including a request for passwords to such sites.

The default policy provision and the alternative stated above – whichever is selected – may be made a prohibition rather than a duty of the superintendent; to do this, delete the stricken text as follows: "The ~~Superintendent shall ensure that the~~ District does not engage"

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1. The District uses an applicant's credit history or report from a consumer reporting agency only when a satisfactory credit history is an established bona fide occupational requirement of a particular position. [17]
2. The District does not screen applicants based on their current or prior wages or salary histories, including benefits or other compensation, by requiring that the wage or salary history satisfy minimum or maximum criteria. [18]
3. The District does not request or require a wage or salary history as a condition of being considered for employment, being interviewed, continuing to be considered for an offer of employment, an offer of employment, or an offer of compensation. [19]
4. The District does not request or require an applicant to disclose wage or salary history as a condition of employment. [20]
5. The District does not ask an applicant or applicant's current or previous employers about wage or salary history, including benefits or other compensation. [21]
6. The District does not ask an applicant or applicant's previous employers about claim(s) made or benefit(s) received under the Workers' Compensation Act. [22]
7. The District does not request of an applicant or employee access in any manner to his or her personal online account, such as social networking websites, including a request for passwords to such accounts. [23]

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[17] Employee Credit Privacy Act, 820 ILCS 70/10. This Act allows inquiries into an applicant's credit history or credit report or ordering or obtaining an applicant's credit report from a consumer reporting agency when a satisfactory credit history is an *established bona fide occupational requirement* of a particular position. The Act identifies circumstances that permit a satisfactory credit history to be a job requirement, such as, the position's duties include custody of or unsupervised access to cash or marketable assets valued at $2,500 or more.

[18] 820 ILCS 112/10(b-5). If an employer violates this subsection, the employee may recover in a civil action any damages incurred, special damages up to $10,000, injunctive relief, and costs and reasonable attorney's fees. 820 ILCS 112/30(a-5).

[19] Id. at 112/10(b-5).

[20] Id.

[21] 820 ILCS 112/10(b-10). **Note:** Attorneys caution that using the exceptions in 820 ILCS 112/10(b-10)(1) and (2) may trigger litigation. Violating this subsection entitles an employee to recover in a civil action any damages incurred, special damages up to $10,000, injunctive relief, and costs and reasonable attorney's fees. 820 ILCS 112/30(a-5).

A school board that wishes to preserve these exceptions should consult its board attorney; then they may supplement number 5 by adding the following after "compensation":

> unless the applicant's wage or salary history is a matter of public record, or is contained in a document completed by the applicant's current or former employer and then made available to the public by the employer, or then submitted or posted by the employer to comply with State or federal law; or the applicant is a current employee applying for a position with the same current employer.

[22] Right to Privacy in the Workplace Act, 820 ILCS 55/10(a).

[23] Id. at 55/10(b) (commonly known as the *Facebook Password Law*). A *personal online account* is defined as an online account used primarily by a person for personal purposes. *Personal online account* does not include an account created, maintained, used, or accessed for the business purpose of a person's employer or prospective employer. Id. at 55/10(b)(6). Bracketed explanations follow the statutory language in 820 ILCS 55/10(b)(5):

"Nothing in this subsection shall prohibit or restrict an employer from complying with a duty to screen employees or applicants prior to hiring…provided that the password, account information, or access sought by the employer only relates to an online account that:

(A) an employer supplies or pays; or

(B) an employee creates or maintains on behalf of under the direction of an employer in connection with that employee's employment."

[Based on this explanation, it is implausible that an applicant would have an account, service, or profile for business purposes of a school employer.]

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8. The District provides equal employment opportunities to all persons. See Board policy 5:10, *Equal Employment Opportunity and Minority Recruitment*.

Sexual Misconduct Related Employment History Review (EHR) [24]

Prior to hiring an applicant for a position involving *direct contact with children or students*, the Superintendent shall ensure that an EHR is performed as required by State law. When the applicant is a superintendent candidate, the Board President shall ensure that the EHR is initiated before a successful superintendent candidate is offered employment by the Board.

Physical Examinations [25]

Each new employee must furnish evidence of physical fitness to perform assigned duties and freedom from communicable disease. The physical fitness examination must be performed by a physician licensed in Illinois, or any other state, to practice medicine and surgery in any of its branches, a licensed advanced practice registered nurse, or a licensed physician assistant who has been delegated the authority by his or her supervising physician to perform health examinations. The employee must have the physical examination performed no more than 90 days before submitting evidence of it to the District.

Any employee may be required to have an additional examination by a physician who is licensed in Illinois to practice medicine and surgery in all its branches, a licensed advanced practice registered nurse, or a licensed physician assistant who has been delegated the authority by his or her supervising

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The statute specifically permits an employer to: (1) maintain workplace policies governing the use of the employer's electronic equipment, including policies regarding Internet use, social networking site use, and electronic mail use; and (2) monitor usage of the employer's (district's) electronic equipment and electronic mail. The statute also states that it does *not prohibit* an employer from obtaining information about an applicant or an employee that is in the public domain or that is otherwise obtained in compliance with the statute. Finally, the statute does not apply to all types of personal technology that employees may use to communicate with students or other individuals, such as text messages on a personal phone. Consult the board attorney about these issues.

24 105 ILCS 5/22-94, ~~amended by P.A. 104-417, added by P.A. 102-702~~. See sample administrative procedure 5:30-AP3, *Sexual Misconduct Related Employment History Review (EHR)*, for the process, timing, and positions requiring an EHR. See sample policy 4:60, *Purchases and Contracts*, and sample administrative procedure 4:60-AP4, *Sexual Misconduct Related Employment History Review (EHR) of Contractor Employees*, for EHR requirements for employees of contractors who have *direct contact with children or students*.

25 105 ILCS 5/24-5. According to this statute, a new or existing employee or substitute teacher employee may be subject to additional health examinations, including tuberculosis screening, as required by rules adopted by the Ill. Dept. of Public Health (IDPH) or by order of a local public health official. The IDPH does not require school employees to be screened for tuberculosis other than workers in child day care and preschool settings. 77 Ill.Admin.Code §696.140(a)(3).

The last sentence of the first paragraph exceeds State law requirements and may be deleted.

Note that while examination by a spiritual leader/practitioner is sufficient for purposes of leaves, the statute does not permit an examination by a spiritual leader/practitioner for initial employment exams. This difference may present a constitutional issue; contact the board attorney for an opinion if an applicant wants to use an examination by a spiritual leader/practitioner.

Federal law limits pre-employment medical inquiries to whether the applicant is able to perform job-related functions; required medical examinations of applicants is forbidden. ADA, 42 U.S.C. §12112(d)(2); see also f/n 8 for an explanation regarding the ADAAA. Districts may condition an employment offer on taking and passing medical inquiries or physical exams, provided that all entering employees in the same classification receive the same conditional offer.

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physician to perform health examinations, if the examination is job-related and consistent with business necessity.[26] The Board will pay the expenses of ~~any~~ such examination. [27]

Orientation Program

The District's staff will provide an orientation program for new employees to acquaint them with the District's policies and procedures, the school's rules and regulations, and the responsibilities of their position. Before beginning employment, each employee must sign the *Acknowledgement of Mandated Reporter Status* form as provided in Board policy 5:90, *Abused and Neglected Child Reporting*.

LEGAL REF.: 8 U.S.C. §1324a et seq., Immigration Reform and Control Act.
15 U.S.C. §1681 et seq., Fair Credit Reporting Act.
42 U.S.C. §12112, Americans with Disabilities Act; 29 C.F.R. Part 1630.
105 ILCS 5/10-16.7, 5/10-20.7, 5/10-21.4, 5/10-21.9, 5/10-22.34, 5/10-22.34b, 5/21B-10, 5/21B-80, 5/21B-85, 5/22-6.5, 5/22-94, and 5/24-5.
20 ILCS 2630/3.3, Criminal Identification Act.
820 ILCS 55/, Right to Privacy in the Workplace Act.
820 ILCS 70/, Employee Credit Privacy Act.
820 ILCS 112/, Equal Pay Act of 2003.
Duldulao v. St. Mary of Nazareth Hospital, 136 Ill. App. 3d 763 (1st Dist. 1985), aff'd in part and remanded 115 Ill.2d 482 (Ill. 1987).
Kaiser v. Dixon, 127 Ill. App. 3d 251 (2nd Dist. 1984).
Molitor v. Chicago Title & Trust Co., 325 Ill. App. 124 (1st Dist. 1945).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 3:50 (Administrative Personnel Other Than the Superintendent), 4:60 (Purchases and Contracts), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:40 (Communicable and Chronic Infectious Disease), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:125 (Personal Technology and Social Media; Usage and Conduct), 5:220 (Substitute Teachers), 5:280 (Duties and Qualifications)

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[26] The State law (105 ILCS 5/24-5) allowing boards to require physicals of current employees "from time to time," is superseded by the ADA. 42 U.S.C. §12112(d)(4). The ADA allows medical inquiries of current employees only when they are job-related and consistent with business necessity or part of a voluntary employee wellness program. Id. Districts may deny jobs to individuals with disabilities who pose a direct threat to the health or safety of others in the workplace, provided that a reasonable accommodation would not either eliminate the risk or reduce it to an acceptable level. 42 U.S.C. §12113; 29 C.F.R. §1630.2(r). See f/n 8 for an explanation regarding the ADAAA.

See f/n 25 for a discussion of examinations by spiritual leaders/practitioners.

[27] Consult the board attorney if a staff member requests more than one physical examination to obtain a second opinion.

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General Personnel

Hiring Process and Criteria

The District hires the most qualified personnel consistent with budget and staffing requirements and in compliance with Board policy on equal employment opportunity and minority recruitment. The Superintendent is responsible for recruiting personnel and making hiring recommendations to the Board. If the Superintendent's recommendation is rejected, the Superintendent must submit another. No individual will be employed who has been convicted of a criminal offense listed in 105 ILCS 5/21B-80(c).

All applicants must complete a District application in order to be considered for employment.

Job Descriptions

The Board maintains the Superintendent's job description and directs, through policy, the Superintendent, in his or her charge of the District's administration.

The Superintendent shall develop and maintain a current, comprehensive job description for each position or job category, however, a provision in a collective bargaining agreement or individual contract will control in the event of a conflict.

Investigations

The Superintendent or designee shall ensure that a fingerprint-based criminal history records check and a check of the Statewide Sex Offender Database and Violent Offender Against Youth Database is performed on each applicant as required by State law. When the applicant is a successful superintendent candidate who has been offered employment by the Board, the Board President shall ensure that these checks are completed. The Superintendent or designee, or if the applicant is a successful superintendent candidate, then the Board President shall notify an applicant if the applicant is identified in either database. The School Code requires the Board President to keep a conviction record confidential and share it only with the Superintendent, Regional Superintendent, State Superintendent, State Educator Preparation and Licensure Board, or any other person necessary to the hiring decision, the Ill. State Police and/or Statewide Sex Offender Database for purposes of clarifying the information, and/or the Teachers' Retirement System of the State of Illinois when required by law. The Board reserves its right to authorize additional background inquiries beyond a fingerprint-based criminal history records check when it deems it appropriate to do so, in accordance with applicable laws.

Each newly hired employee must complete a U.S. Citizenship and Immigration Services Form as required by federal law.

The District retains the right to discharge any employee whose criminal background investigation reveals a conviction for committing or attempting to commit any of the offenses outlined in 105 ILCS 5/21B-80 or who falsifies, or omits facts from, his or her employment application or other employment documents. If an indicated finding of abuse or neglect of a child has been issued by the Ill. Department of Children and Family Services or by a child welfare agency of another jurisdiction for any applicant for student teaching, applicant for employment, or any District employee, then the Board must consider that person's status as a condition of employment.

The Superintendent shall ensure that the District does not engage in any investigation or inquiry prohibited by law and complies with each of the following:

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1. The District uses an applicant's credit history or report from a consumer reporting agency only when a satisfactory credit history is an established bona fide occupational requirement of a particular position.
2. The District does not screen applicants based on their current or prior wages or salary histories, including benefits or other compensation, by requiring that the wage or salary history satisfy minimum or maximum criteria.
3. The District does not request or require a wage or salary history as a condition of being considered for employment, being interviewed, continuing to be considered for an offer of employment, an offer of employment, or an offer of compensation.
4. The District does not request or require an applicant disclose wage or salary history as a condition of employment.
5. The District does not ask an applicant or applicant's current or previous employers about wage or salary history, including benefits or other compensation.
6. The District does not ask an applicant or applicant's previous employers about claim(s) made or benefit(s) received under the Workers' Compensation Act.
7. The District does not request of an applicant or employee access in any manner to his or her personal online account, such as social networking websites, including a request for passwords to such accounts.
8. The District provides equal employment opportunities to all persons. See policy 5:10, *Equal Employment Opportunity and Minority Recruitment.*

Sexual Misconduct Related Employment History Review (EHR)

Prior to hiring an applicant for a position involving *direct contact with children or students*, the Superintendent shall ensure that an EHR is performed as required by State law. When the applicant is a superintendent candidate, the Board President shall ensure that the EHR is initiated before a successful superintendent candidate is offered employment by the Board.

Physical Examinations

Each new employee must furnish evidence of physical fitness to perform assigned duties and freedom from communicable disease. The physical fitness examination must be performed by a physician licensed in Illinois, or any other state, to practice medicine and surgery in any of its branches, a licensed advanced practice registered nurse or a licensed physician assistant who has been delegated the authority by his or her supervising physician to perform health examinations. The employee must have the physical examination performed no more than 90 days before submitting evidence of it to the District.

Any employee may be required to have an additional examination by a physician who is licensed in Illinois to practice medicine and surgery in all its branches, a licensed advanced practice registered nurse or a licensed physician assistant who has been delegated the authority by his or her supervising physician to perform health examinations, if the examination is job-related and consistent with business necessity. The Board will pay the expenses of any such examination.

Drug Testing

The District is a drug-free workplace as provided in policy 5:50, *Drug- and Alcohol-Free Workplace, E-Cigarette, Tobacco, and Cannabis Prohibition.* Upon receipt of a contingent offer of employment, applicants must complete pre-employment drug testing which shows no positive result of cannabis, illegal drugs, or alcohol. Applicants to whom a contingent offer is made whose pre-employment drug test returns positive for illegal drugs or alcohol will be ineligible for employment and will have their contingent offer of employment revoked.

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Applicants to whom a contingent offer is made whose pre-employment drug test returns positive for cannabis may be ineligible for employment and are subject to having their contingent offer of employment revoked. Applicants who test positive for cannabis will be afforded a reasonable opportunity to explain a positive result for cannabis. The District has sole discretion in determining whether to revoke the contingent offer of employment.

No applicant will be tested under this policy without his or her consent. However, the failure or refusal of any applicant for employment to consent to such testing will be treated as a failure to complete the application process, precluding any consideration of the applicant for employment.

Cannabis means marijuana, hashish, and other substances that are identified as including any parts of the plant Cannabis sativa and including derivatives or subspecies, such as Indica, of all strains of cannabis, whether growing or not; the seeds thereof, the resin extracted from any part of the plan; and any compound, manufacture, salt, derivative, mixture, or preparation of the plant, its seeds, or resin, including tetrahydrocannabinol (THC) and all other naturally produced cannabinol derivatives, whether produced directly or indirectly by extraction; however, "cannabis" does not include the mature stalks of the plant, fiber produced from the stalks, oil or cake made from the seeds of the plant, any other compound, manufacture, salt, derivative, mixture, or preparation of the mature stalks (except the resin extracted from it), fiber, oil or cake, or the sterilized seed of the plant that is incapable of germination.

Orientation Program

The District's staff will provide an orientation program for new employees to acquaint them with the District's policies and procedures, the school's rules and regulations, and the responsibilities of their position. Before beginning employment, each employee must sign the *Acknowledgement of Mandated Reporter Status* form as provided in policy 5:90, *Abused and Neglected Child Reporting.*

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LEGAL REF.: 8 U.S.C. §1324a et seq., Immigration Reform and Control Act.
15 U.S. C. §1681 et seq., Fair Credit Reporting Act.
42 U.S.C. §12112, Americans with Disabilities Act; 29 C.F.R. Part 1630.
8 U.S. C. §1324a et seq., Immigration Reform and Control Act.
105 ILCS 5/10-16.7, 5/10-20.7, 5/10-21.4, 5/10-21.9, 5/10-22.34, 5/10-22.34b, 5/21B-10, 5/21B-80, 5/21B-85, 5/22-6.5, 5/22-94, and 5/24-5.
20 ILCS 2630/3.3, Criminal Identification Act.
820 ILCS 55/, Right to Privacy in the Workplace Act.
820 ILCS 70/, Employee Credit Privacy Act.
410 ILCS 705/10-50, Cannabis Regulation and Tax Act.
820 ILCS 112/10(b-5), Equal Pay Act.
820 ILCS 112/, Equal Pay Act of 2003.
Duldulao v. St. Mary of Nazareth Hospital, 136 Ill. App. 3d 763 (1st Dist. 1985), *aff'd in part and remanded* 115 Ill. 2d 482 (Ill. 1987).
Kaiser v. Dixon, 127 Ill. App. 3d 251 (2nd Dist. 1984).
Molitor v. Chicago Title & Trust Co., 325 Ill. App. 124 (1st Dist. 1945).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 3:50 (Administrative Personnel Other Than the Superintendent), 4:60 (Purchases and Contracts), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:40 (Communicable and Chronic Infectious Disease), 5:50 (Drug- and Alcohol-Free Workplace, E-Cigarette, Tobacco, and Cannabis Prohibition), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:125 (Personal Technology and Social Media; Usage and Conduct), 5:200 (Substitute Teachers), 5:280 (Duties and Qualifications)

ADOPTED: May 17, 2001

REVISED: January 16, 2025

CURRENT

General Personnel

Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition [1]

All District workplaces are drug- and alcohol-free workplaces. [2]

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[1] State or federal law controls this policy's content. This policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. The Right to Privacy in the Workplace Act (RPWA) allows employers to regulate employees' use of lawful products that impair an employee's ability to perform his or her assigned duties. 820 ILCS 55/5(b). The Cannabis Regulation and Tax Act (CRTA), 410 ILCS 705/10-35(a)(8), allows penalties issued by employers of law enforcement officers for consumption, possession, sale, purchase, or delivery of cannabis or cannabis-infused substances while on or off -duty to be collectively bargained; districts that employ school resource officers should consult their board attorneys about this provision of the CRTA.

The federal Drug-Free Workplace Act applies only to the specific programs receiving federal funds. 41 U.S.C. §8101 et seq. For ease of administration, this policy makes its requirements applicable to all employees to avoid confusion during implementation and to avoid complications when obtaining and maintaining federal funds. The CRTA, 410 ILCS 705/, legalized cannabis, but it remains a *Schedule I* (c)(17) controlled substance under federal law, meaning that it has no currently accepted medical use in addition to a high potential for abuse. 21 U.S.C.A. §812 (exempting hemp as defined at 7 U.S.C.A.§1639o). 41 U.S.C. §§8101, 8102 and 8103. While not law, in June 2019, the U.S. House of Representatives, in a voice vote, voted in favor of an amendment to H.R. 3055, which was introduced by Reps. Earl Blumenauer (D-OR), Tom McClintock (R-CA), and Eleanor Holmes Norton (D-D.C.), prohibiting the U.S. Dept. of Justice (DOJ) from interfering with a state's decision to implement laws governing the legalization of cannabis (recreational and medicinal). This marked the first time that either branch of the U.S. Congress has voted to protect state recreational cannabis laws from federal enforcement actions. If the amendment becomes law, it would block the DOJ from using funds to intervene in state and territory cannabis legalization laws. This policy continues to prohibit employees from using cannabis as allowed by the CRTA. See f/n 9, below.

The federal Safe and Drug-Free Schools and Communities Act provides funds, upon application, for drug and violence prevention programs; it does not contain policy mandates. Illinois also has a Drug Free Workplace Act (30 ILCS 580/) that applies to districts with 25 or more employees working under a state contract or a grant of $5,000 or more.

[2] Replace this sentence with the district's drug- and alcohol- free policy goal(s), if any.

With the passage of the CRTA, 410 ILCS 705/, each board and superintendent may wish to engage in a risk-management conversation about the district's drug- and alcohol-free policy enforcement and discipline goals. Enforcement and discipline goals depend upon a board's risk-level tolerance and community expectations. Risk-level-tolerance decisions will depend upon many factors, including, but not limited to: (1) the board attorney's recommendations, (2) the district's budget parameters, if any, for reasonable suspicion training on identification of symptoms of impairment and/or being under the influence, (3) drug testing, and (4) the community's expectations. Answers to the following questions might structure this risk-management conversation:

1. Does the board want to implement a reasonable suspicion program (or any other type of *just cause* provisions in an applicable collective bargaining agreement) to identify employees suspected of being impaired and/or under the influence to enhance its ability to discipline?
2. Does the board want the superintendent to secure training for designated district employees to educate them to identify symptoms of impairment or being under the influence of the substances prohibited in this policy?
3. How does the board want to address employees in positions of leadership, e.g., the superintendent and/or building principal(s), who are perpetually on call due to the nature of their positions and responsibilities (see f/n 3, below)?
4. How will the district manage its duty to educate students about the dangers of drugs and alcohol against the reality that employees are allowed to use lawful products off -duty and off the district's premises (820 ILCS 55/5(a))?
5. Will licensed educators be held to a higher standard than non-licensed employees due to their professional code of conduct expectations?
6. Will employees working directly with students be held to a higher standard than employees not working directly with students?

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An employee is *on call* when the District schedules the employee with at least 24 hours' notice to be on standby or otherwise responsible for performing employment-related tasks either at the District or another location previously designated by the District.[3] All employees are prohibited from engaging in any of the following activities while on District premises or while performing work or being on call[4] for the District: [5]

1. Unlawful manufacture, dispensing, distribution, possession, or use of an illegal or controlled substance. [6]
2. Distribution, consumption, use, possession, or being impaired by or under the influence of an alcoholic beverage; being present on District premises or while performing work for the District when alcohol consumption is detectible, regardless of when and/or where the use occurred. [7]
3. Distribution, consumption, possession, use, or being impaired by or under the influence of cannabis; being present on District premises or while performing work for the District when impaired by or under the influence of cannabis, regardless of when and/or where the use occurred, unless distribution, possession, and/or use is by a school nurse or school administrator

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[3] 820 ILCS 55/5. Consult the board attorney regarding how the board wants to treat employees who may be considered *on call*, e.g., superintendents, principals, coaches, and/or maintenance workers, etc.

For boards that do not want to refer to employees on call, delete this sentence and the following phrase from the sentence that immediately follows it: ~~or being *on call*.~~

[4] ~~An employee is *on call* when the employer schedules him or her with at least 24 hours' notice to be on standby or otherwise responsible for performing employment-related tasks either at the employer's location or another previously-designated location. 820 ILCS 55/5. Consult the board attorney regarding how the board wants to treat employees who may be considered *on call*, e.g., superintendents, principals, coaches, and/or maintenance workers, etc.~~

~~For boards that do not want this text, delete or being *on call*.~~

[5] To align with best practices for identifying and subsequently initiating discipline of employees for violating this policy (especially with the passage of the CRTA) and any possible collective bargaining agreement provisions, the superintendent may want to convene the **Employee Substance Abuse Prevention Committee** (see sample administrative procedure 2:150-AP, *Superintendent Committees*).

[6] These actions are prohibited by both federal (41 U.S.C.A. §§8101, 8102 and 8103) and State Workplace Acts. See f/n 13, below. These laws do not address *under the influence* but a board may add: ", or being impaired by or under the influence of any illegal substance or any detectible use of any illegal substance regardless of when or where the use occurred." This option is limited to *illegal* substances to avoid prohibiting employees from using lawfully prescribed controlled substances. See f/n 13. Contact the board attorney for advice concerning this provision and whenever the district wants to discipline or dismiss an employee using it. If a hearing is required before the district may discipline or discharge an employee under this provision, the district must put forth evidence that the employee violated it. A district would also have this burden if a grievance is filed under a *just cause* provision in a collective bargaining agreement. This policy's third paragraph addresses prescribed medications other than cannabis.

[7] Optional; alcohol is not addressed in either the federal or State Drug-Free Workplace Acts. Contact the board attorney for advice concerning this provision and whenever the district wants to discipline or dismiss an employee using it. If a hearing is required before the district may discipline or discharge an employee under this provision, the district must put forth evidence that the employee violated it. A district would also have this burden if a grievance is filed under a *just cause* provision in a collective bargaining agreement. The Ill. Court of Appeals held that when the policy defines *under the influence* as any "mental, emotional, sensory or physical **impairment** due to the use of drugs or alcohol," the school district must prove that the teacher showed signs of impairment even though she registered 0.056 blood-alcohol level on a Breathalyzer. Kinsella v. Bd. of Ed. of the City of Chicago, 27 N.E.3d 226 (Ill. App. Ct. 1st Dist. 2015).

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pursuant to *Ashley's Law*, 105 ILCS 5/22-33.[8] The District considers employees impaired by or under the influence of cannabis when there is a good faith belief that an employee manifests specific articulable symptoms[9] while working that decrease or lessen the employee's performance of the duties or tasks of the employee's job position. [10]

Upon the Superintendent or designee's reasonable suspicion of an employee's violation of any of the prohibited activities stated above, the Superintendent or designee may direct the employee to undergo a drug and/or alcohol test to corroborate or refute the alleged violation. State law protects the District from liability when it takes actions pursuant to a reasonable workplace drug policy, including but not

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8 "[R]egardless of when and/or where the use occurred" is intended to mean that an employer may reach an employee's conduct on- or off -duty depending upon the facts of the disciplinary situation; however, the CRTA contains a specific requirement that law enforcement employers adopt a policy outlining penalties for discipline of law enforcement employees for their on or off-duty conduct involving consumption, possession, sale, purchase, or delivery of cannabis or cannabis-infused substances. Id. at 10-35(a)(8). See also f/ns 1, above, and 9, below. Consult the board attorney if the district employs a school resource officer(s) (SRO(s)) as opposed to contracting with a local law enforcement agency for SRO services.

410 ILCS 130/25(b) prohibits discipline or arrest of school nurses and/or administrators for acting in accordance with *Ashley's Law*, 105 ILCS 5/22-33. Employers may enforce drug-free workplace policies when they are applied in a nondiscriminatory manner. 410 ILCS 705/10-50(a) includes disciplining employees – even those who are *registered qualifying patients* – for violating drug-free workplace policies (410 ILCS 130/50 and 705/10-35(a)(1)). Contact the board attorney for advice concerning the Compassionate Use of Medical Cannabis Program Act (Medical Cannabis Program Act (MCPA)).

9 Specific articulable symptoms listed in 410 ILCS 705/10-50(d) include: the employee's speech, physical dexterity, agility, coordination, demeanor, irrational or unusual behavior, or negligence or carelessness in operating equipment or machinery; disregard for the safety of the employee or others, or involvement in any accident that results in serious damage to equipment or property; disruption of a production or manufacturing process; or carelessness that results in any injury to the employee or others. In contrast to the CRTA, the MCPA, while listing the same specific, articulable, symptoms, does not require an employer to have a *good faith belief* that a *registered qualifying patient* is under the influence of cannabis. 410 ILCS 130/50(f).

10 410 ILCS 705/10-35 and 10-50(a) allow reasonable, nondiscriminatory, zero-tolerance policies. If the district seeks to discipline an employee on the basis that he or she is under the influence of or impaired by cannabis, it must afford the employee a reasonable opportunity to contest the basis of the determination. Id. at 10-50(d). See also f/n 7, above. **Contact the board attorney for advice concerning this provision and whenever the district seeks disciplinary action or dismissal of an employee on the basis of the cannabis prohibitions in the policy**.

See also the Ill. Vehicle Code 625 ILCS 5/11-501.2(b-5) number one: when an individual's tetrahydrocannabinol concentration (THC) is five nanograms or more in whole blood or 10 nanograms or more in another bodily substance, e.g., saliva, urine, etc., as defined in 625 ILCS 5/11-501.2(a), a presumption under Illinois law exits that the individual is under the influence of cannabis. Under 625 ILCS 5/11-501.2(b-5) number two: when an individual's {THC} is less than five nanograms in whole blood or less than 10 nanograms or more in another bodily substance, e.g., saliva, urine, etc., as defined in 625 ILCS 5/11-501.2(a), the individual may still be considered impaired.

In addition to a zero-tolerance policy, the CRTA also allows civil, criminal, or other penalties for:

1. Engaging in tasks under the influence of cannabis when doing so would constitute negligence, professional malpractice, or professional misconduct (410 ILCS 705/10-35(a)(1));
2. Possessing cannabis on a school bus or on school grounds (Id. at 10-35(a)(2)(A)-(B) unless permitted under the MCPA);
3. Using cannabis on a school bus or on school grounds (Id. at 10-35(a)(3)(A)-(B) unless permitted under the MCPA);
4. {Using cannabis} in a public place {while impaired or under the influence of cannabis}(Id. at 10-35(a)(3)(F));
5. Knowingly being {impaired by or under the influences of cannabis} in close physical proximity to anyone under 21 years of age who is not a registered medical cannabis patient under the MCPA (Id. at 10-35(a)(3)(G));
6. Smoking [and/or *vaping* (see f/n 19, below for a definition of vaping)] it in any place where smoking is prohibited under the Smoke Free Illinois Act (Id. at 10-35(a)(4));
7. Using {cannabis} as an on-duty law enforcement officer, corrections officer, probation officer, or firefighter (Id. at 10-35(a)(8)), or consuming, possessing, selling, purchasing, or delivering cannabis or a cannabis-infused substance(s) while on or off -duty [only if a policy has been adopted] Id. at 10-35(a)(8); or
8. {Using cannabis while {b}}eing on duty as an individual holding a school bus permit or Commercial Driver's License (Id. at 10-35(a)(9)).

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limited to subjecting an employee or applicant to reasonable drug and alcohol testing, reasonable and nondiscriminatory random drug testing, discipline, termination of employment, or withdrawal of a job offer due to a failure of a drug test. [11]

For purposes of this policy, a controlled substance means a substance that is:

1. Not legally obtainable,
2. Being used in a manner different than prescribed,
3. Legally obtainable, but has not been legally obtained, or
4. Referenced in federal or State controlled substance acts.

For purposes of this policy, *District premises*[12] means workplace as defined in the Cannabis Regulation and Tax Act (CRTA) in addition to District and school buildings, grounds, and parking areas; vehicles used for school purposes; and any location used for a School Board meeting, school athletic event, or other school-sponsored or school-sanctioned events or activities. School grounds means the real property comprising any school, any conveyance used to transport students to school or a school-related activity, and any public way within 1,000 feet of any school ground, designated school bus stops where students are waiting for the school bus, and school-sponsored or school-sanctioned events or activities. "Vehicles used for school purposes" means school buses or other school vehicles.

As a condition of employment, each employee shall: [13]

1. Abide by the terms of this Board policy respecting a drug- and alcohol-free workplace; and
2. Notify his or her supervisor of his or her conviction under any criminal drug statute for a violation occurring on the District premises or while performing work for the District, no later than five calendar days after such a conviction.

Unless otherwise prohibited by this policy, prescription and over-the-counter medications are not prohibited when taken in standard dosages and/or according to prescriptions from the employee's licensed health care provider, provided that an employee's work performance is not impaired. [14]

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[11] 410 ILCS 705/10-50(d). For boards that will not communicate to employees what will happen when reasonable suspicion exists, delete the first sentence of this paragraph: ~~Upon the Superintendent or designee's reasonable suspicion of an employee's violation of any of the prohibited activities stated above, the Superintendent or designee may direct the employee to undergo a drug and/or alcohol test to corroborate or refute the alleged violation.~~

410 ILCS 705/10-50(e)(1), protects the district from liability for actions described in the last sentence of this paragraph. Delete it if the board will not communicate this information to its employees.

[12] 410 ILCS 705/10-35 and 10-50(a) allows employers to prohibit cannabis in the *workplace*. Many attorneys agree it is a best practice for employers to define workplace in policies that prohibit cannabis. 410 ILCS 705/10-50(h) defines *workplace* as the employer's premises, including any building, real property, and parking area under the control of the employer or area used by an employee while in performance of the employee's job duties, and vehicles, whether leased, rented, or owned – and may be further defined by the employer's written policy when it is consistent with this definition.

This policy's definition of workplace expands the above CRTA definition to areas that board policy and/or the School Code impose duties upon districts to keep students safe, including:

1. The *school property* definition from sample policy 8:30, *Visitors to and Conduct on School Property*;
2. The *school grounds* definition at 105 ILCS 5/10-27.1A(d); and
3. Places that school districts must prevent and respond to bullying, including vehicles used for school purposes. 105 ILCS 5/22-110, renumbered by P.A. 104-3917 ~~23.7(a)~~.

[13] Required by the State and federal Drug-Free Workplace Acts.

[14] This optional paragraph is not addressed in State or federal drug-free workplace acts. An employer should generally not ask an employee about his or her use of medication. See rules implementing the Americans with Disabilities Act, 29 C.F.R. §1630.14. Consult the board attorney if an employee is suspected of working while impaired or under the influence.

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To make employees aware of the dangers of drug and alcohol abuse, the Superintendent or designee shall perform each of the following: [15]

1. Provide each employee with a copy of this policy.
2. Post notice of this policy in a place where other information for employees is posted. [16]
3. Make available materials from local, State, and national anti-drug and alcohol-abuse organizations. [17]
4. Enlist the aid of community and State agencies with drug and alcohol informational and rehabilitation programs to provide information to District employees.
5. Establish a drug-free awareness program to inform employees about: [18]
    a. The dangers of drug abuse in the workplace,
    b. Available drug and alcohol counseling, rehabilitation, re-entry, and any employee assistance programs, and
    c. The penalties that the District may impose upon employees for violations of this policy.
6. Remind employees that Board policy 6:60, *Curriculum Content*, requires the District to educate students, depending upon their grade, about drug and substance abuse prevention and relationships between drugs, alcohol, and violence. [19]

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[15] Numbers one through five in this paragraph are required by the State and federal Drug-Free Workplace Acts. 30 ILCS 580/3.

[16] As an alternative, replace the phrase "in a place where other information for employees is posted" with the district's local method, e.g., staff intranet, Internet, etc.

[17] ~~Grants may be available from the Ill. State Board of Education for developing a drug-free awareness program. 105 ILCS 5/2-3.93.~~ 105 ILCS 5/22-81, added by P.A. 103-399 (a/k/a *Louie's Law*), required the Ill. State Board of Education (ISBE) and the Ill. Dept. of Human Services to develop and regularly update a comprehensive *Substance Use Prevention and Recovery Instruction Resource Guide* for public elementary and secondary schools across the state of Illinois. It is available at: www.isbe.net/Pages/Substance-Use-Prevention-and-Recovery-Instruction-Resource-Guide.aspx. ~~The drug-free awareness program requirement can be met by developing a brochure on drug abuse or by contacting local, State, or national anti-drug abuse organizations for materials. The materials should be distributed to employees along with a list of places employees may call for assistance.~~

[18] The drug-free awareness program requirement can be met by developing a brochure on drug abuse or by contacting local, State, or national anti-drug abuse organizations for materials. The materials should be distributed to employees along with a list of places employees may call for assistance.

[19] Optional. This statement serves as a display of good judgement and a reminder to employees that 105 ILCS 5/27-~~13.2, amended by P.A.s 102-195 and 103-365~~255, added by P.A. 104-391, and 5/27-~~23.4~~115 renumbered by P.A. 104-391 (provided it can be funded by private grants or the federal government) require districts to educate students about the prevention and avoidance of drugs abuse, the dangers of opioid and substance abuse, and the dangers of fentanyl.

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E-Cigarette, Tobacco, and Cannabis Prohibition [20]

All employees are covered by the conduct prohibitions contained in policy 8:30, *Visitors to and Conduct on School Property*. The prohibition on the use of e-cigarettes,[21] tobacco, and cannabis products applies both (1) when an employee is on school property, and (2) while an employee is performing work for the District at a school event regardless of the event's location.

Tobacco has the meaning provided in 105 ILCS 5/10-20.5b.

Cannabis has the meaning provided in the CRTA, 410 ILCS 705/1-10.

E-Cigarette is short for electronic cigarette and includes, but is not limited to, any electronic nicotine delivery system (ENDS), electronic cigar, electronic cigarillo, electronic pipe, electronic hookah, vape pen, or similar product or device, and any components or parts that can be used to build the product or device. [22]

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[20] 105 ILCS 5/10-20.5b, The Smoke Free Illinois Act, 410 ILCS 82/, and the CRTA, 410 ILCS 705/10-35(a)(4)(smoking anyplace where smoking is prohibited under the Smoke Free Illinois Act). Federal law prohibits smoking inside schools. 20 U.S.C. §6083(a).

The prohibition in sample policy 8:30, *Visitors to and Conduct on School Property*, referred to here, applies "on school property or at a school event." Here, "at a school event" is clarified with the phrase "while … performing work for the District" in order to align with this policy's other prohibitions.

[21] While 720 ILCS 675/1, excludes e-cigarettes from its definition of tobacco, it does not address vaporization. Prohibiting *e-cigarettes* aligns with the district's obligation to maintain a safe, smoke-free environment and is a logical extension of 105 ILCS 5/10-20.5b, The Smoke Free Illinois Act (410 ILCS 82/), and The Prevention of Tobacco Use by ~~Minors~~ Persons Under 21 Years of Age and Sale and Distribution of Tobacco Products Act, 720 ILCS 675 (provides the legal age to buy tobacco and e-cigarette products to 21 years of age). In addition, the U.S. Food and Drug Administration now regulates e-cigarettes. 21 C.F.R. Parts 1100, 1140, and 1143.

E-Cigarettes may resemble cigarettes but contain a battery-operated heating element that turns a liquid into an aerosol (or vapor) that sometimes includes nicotine, flavorings, and other chemicals. The act of inhaling and exhaling the aerosol is known as *vaping*. See https://nida.nih.gov/publications/drugfacts/vaping-devices-electronic-cigarettes. For ease of administration, this sample policy treats *vaping*, whether tobacco products or not, and smoking tobacco the same due to the outbreaks of lung disease associated with the use of e-cigarettes and vaping. Some e-cigarettes do not look like tobacco products; they are designed to resemble other objects, such as USB flash drives, to be more easily concealed. Like smoking tobacco, vaporization products may include nicotine, which is derived from and is the addictive drug in tobacco, and other potentially harmful chemicals. See *Tobacco/Nicotine and Vaping* at: https://nida.nih.gov/research-topics/tobacconicotine-vaping. Unlike smoking tobacco, vaping does not produce smoke, but rather the aerosol, often mistaken for water vapor and consisting of fine particles. Many of these particles contain varying amounts of toxic chemicals, which have been linked to cancer and respiratory and heart disease. For resources, see ~~www.cdc.gov/tobacco/basic_information/e-cigarettes/index.htm and~~ https://digitalmedia.hhs.gov/tobacco/educator_hub.

[22] Optional. If a district does not want to include the statutory example that includes the term *vape pen*, which provides notice that vaping products are also prohibited through the term e-cigarette, replace ~~, includes but is not limited to, any electronic nicotine delivery system (ENDS), electronic cigar, electronic cigarillo, electronic pipe, electronic hookah, vape pen, or similar product or device, and any components or parts that can be used to build the product or device~~ with "shall have the meaning provided in the Prevention of Tobacco Use by ~~Minors~~ Persons Under 21 Years of Age and Sale and Distribution of Tobacco Products Act, 720 ILCS 675/1(a-9)."

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District Action Upon Violation of Policy

An employee who violates this policy may be subject to disciplinary action, including termination.[23] In addition or alternatively, the Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse rehabilitation program.

The Board shall take disciplinary action with respect to an employee convicted of a drug offense in the workplace within 30 days after receiving notice of the conviction. [24]

Should District employees be engaged in the performance of work under a federal contract or grant, or under a State contract or grant of $5,000 or more, the Superintendent shall notify the appropriate State or federal agency from which the District receives contract or grant monies of the employee's conviction within 10 days after receiving notice of the conviction. [25]

Disclaimer [26]

The Board reserves the right to interpret, revise or discontinue any provision of this policy pursuant to the **Suspension of Policies** subhead in Board policy 2:240, *Board Policy Development*.

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[23] An employee who currently uses *illegal* drugs is not protected under the Americans With Disabilities Act (ADA) when the district acts on the basis of such use. 42 U.S.C. §12114. Legal drug abusers and alcoholics may still be protected as *handicapped* under the Rehabilitation Act of 1973 (29 U.S.C. §706 et seq.) or the Ill. Human Rights Act (IHRA). 775 ILCS 5/1-101 et seq. and 56 Ill.Admin.Code §2500.20. The Rehabilitation Act, however, excludes from protection "an alcohol or drug abuser whose current use of alcohol or drugs prevents such individual from performing the duties of the job in question or whose employment …would constitute a direct threat to the property or the safety of others." 28 C.F.R. §42.540(k)(1).

The ADA neither authorizes nor prohibits drug testing; it allows the results of such tests to be used as the basis for disciplinary action. 42 U.S.C. §12114; 29 C.F.R. §1630.16(c). Drug tests may still violate other laws, e.g., Title VI and the Rehabilitation Act. 42 U.S.C. §2000e et seq.; and 29 U.S.C. §701 et seq. Drug tests may also be a subject of collective bargaining. See paragraph one of f/n 1, above. Consult the board attorney before implementing a drug--testing program to enforce this policy.

[24] Required by both the federal and State Drug-Free Workplace Acts.

[25] Id.

[26] Optional best practice text.

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LEGAL REF.: 20 U.S.C. §7101 et seq., Safe and Drug-Free School and Communities Act of 1994.
21 U.S.C. §812, Controlled Substances Act; 21 C.F.R. §1308.11-1308.15.
41 U.S.C. §8101 et seq., Drug-Free Workplace Act of 1988.
42 U.S.C. §12114, Americans With Disabilities Act.
21 C.F.R. Parts 1100, 1140, and 1143.
30 ILCS 580/, Drug-Free Workplace Act.
105 ILCS 5/10-20.5b.
410 ILCS 82/, Smoke Free Illinois Act.
410 ILCS 130/, Compassionate Use of Medical Cannabis Program Act.
410 ILCS 705/1-1 et seq., Cannabis Regulation and Tax Act.
720 ILCS 675, Prevention of Tobacco Use by Persons under 21 Years of Age and Sale and Distribution of Tobacco Products Act.
820 ILCS 55/, Right to Privacy in the Workplace Act.
23 Ill.Admin.Code §22.20.

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 6:60 (Curriculum Content), 8:30 (Visitors to and Conduct on School Property)

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General Personnel

Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition

All District workplaces are drug- and alcohol-free workplaces.

All employees shall be prohibited from engaging in any of the following activities while on District premises or while performing work or being *on call* for the District. An employee is on call when the employer schedules the employee with at least 24 hours' notice to be on standby or otherwise responsible for performing employment related tasks either at the employer's location or another previously-designated location.

1. Unlawful manufacture, dispensing, distribution, possession, or use of an illegal or controlled substance.
2. Distribution, consumption, use, possession, or being impaired by or under the influence of an alcoholic beverage; being present on District premises or while performing work for the District when alcohol consumption is detectible, regardless of when and/or where the use occurred.
3. Distribution, consumption, possession, use, or being impaired by or under the influence of cannabis on District premises or while performing work for the District when impaired by or under the influence of cannabis, regardless of when and/or where the use occurred, unless distribution, possession, and/or use is by a school nurse or school administrator pursuant to *Ashley's Law,* 105 ILCS 5/22-33. The District considers employees impaired by or under the influence of cannabis when there is a good faith belief that an employee manifests specific articulable symptoms while working that decrease or lessen the employee's performance of the duties or tasks of the employee's job position.

Upon the Superintendent or designee's reasonable suspicion of an employee's violation of any of the prohibited activities stated above, the Superintendent or designee may direct the employee to undergo a drug and/or alcohol test to corroborate or refute the alleged violation. State law prohibits the District from liability when it takes actions pursuant to a reasonable workplace drug policy, including but not limited to subjecting an employee or applicant to reasonable drug and alcohol testing, reasonable and nondiscriminatory random drug testing, discipline, termination of employment, or withdrawal of a job offer due to a failure of a drug test.

For purposes of this policy a controlled substance is one that is:

1. Not legally obtainable;
2. Being used in a manner different than prescribed;
3. Legally obtainable, but has not been legally obtained; or
4. Referenced in federal or State controlled substance acts.

For purposes of this policy, *District premises* means workplace as defined in the Cannabis Regulation and Tax Act (CRTA) in addition to District and school buildings, grounds, and parking areas; vehicles used for school purposes; and any location used for a Board meeting, school athletic event, or other school-sponsored or school-sanctioned events or activities. *School grounds* means the real property comprising any school, any conveyance used to transport students to school or a school-related activity, and any public way within 1,000 feet of any school ground, designated school bus stops where students are waiting for the school bus, and school-sponsored or school-sanctioned events or activities. "Vehicles used for school purposes" means school buses or other school vehicles.

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For purposes of this policy, applicants will be deemed to be "under the influence" of an illegal drug whenever test results confirm the employee to have detectable levels of any illegal drug in his or her system. Further, employees will be deemed to be under the influence of alcohol whenever test results confirm a blood alcohol concentration of .02 percent or more or a urine alcohol concentration of .04 percent or more. Safety-sensitive positions include administrators, teachers, other professional staff working directly with students, teacher aides and other paraprofessional staff working directly with students, and non-volunteer coaches and extracurricular sponsors.

As a condition of employment, each employee shall:

1. Abide by the terms of this Board policy respecting a drug- and alcohol-free workplace;
2. Notify his or her supervisor of his or her conviction under any criminal drug statute for a violation occurring on the District premises or while performing work for the District, no later than five calendar days after such a conviction; and
3. Complete pre-employment testing which shows no positive results for cannabis, illegal drugs or alcohol pursuant to policy 5:30, *Hiring Process and Criteria*.

Unless otherwise prohibited by this policy, prescription and over-the-counter medications are not prohibited when taken in standard dosages and/or according to prescriptions from the employee's licensed health care provider, provided that an employee's work performance is not impaired.

To make employees aware of the dangers of drug and alcohol abuse, the Superintendent or designee shall perform each of the following:

1. Provide each employee with a copy of this policy.
2. Post notice of this policy in a place where other information for employees is posted.
3. Make available materials from local, state, and national anti-drug and alcohol-abuse organizations.
4. Enlist the aid of community and state agencies with drug and alcohol informational and rehabilitation programs to provide information to District employees.
5. Establish a drug-free awareness program to inform employees about:
   a. The dangers of drug abuse in the workplace;
   b. Available drug and alcohol counseling, rehabilitation, re-entry, and any employee assistance programs; and
   c. The penalties that the District may impose upon employees for violations of this policy.
6. Remind employees that policy 6:60, *Curriculum Content*, requires the District to educate students, depending upon their grade, about drug and substance abuse prevention and relationships between drugs, alcohol, and violence.

E-Cigarette, Tobacco, and Cannabis Prohibition

All employees are covered by the conduct prohibitions contained in policy 8:30, *Visitors to and Conduct on School Property*. The prohibition on the use of e-cigarettes, tobacco, and cannabis products applies both (1) when an employee is on school property, and (2) while an employee is performing work for the District at a school event regardless of the event's location.

Tobacco has the meaning provided in 105 ILCS 5/10-20.5b.

Cannabis has the meaning provided in the CRTA, 410 ILCS 705/1-10.

E-Cigarette is short for electronic cigarette and includes, but is not limited to, any electronic nicotine delivery system (ENDS), electronic cigar, electronic cigarillo, electronic pipe, electronic hookah,

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vape pen, or similar product or device, and any components or parts that can be used to build the product or device.

District Action Upon Violation of Policy

An employee who violates this policy may be subject to disciplinary action, including termination. In addition or alternatively, the Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse rehabilitation program.

Any employee, including registered qualifying patients using cannabis in accordance with the Compassionate Use of Medical Cannabis Program Act, who is determined to be under the influence of or impaired by cannabis will first be given a reasonable opportunity to contest the basis of the determination before being subject to discipline.

The Board shall take disciplinary action with respect to an employee convicted of a drug offense in the workplace within 30 days after receiving notice of the conviction.

Should District employees be engaged in the performance of work under a federal contract or grant, or under a State contract or grant of $5,000 or more, the Superintendent shall notify the appropriate State or federal agency from which the District receives contract or grant monies of the employee's conviction within 10 days after receiving notice of the conviction.

Disclaimer

The Board reserves the right to interpret, revise or discontinue any provision of this policy pursuant to the **Suspension of Policies** subhead in policy 2:240, *Board Policy Development*.

LEGAL REF.: 20 U.S.C. §7101 et seq., Safe and Drug-Free School and Communities Act of 1994.
21 U.S.C. §812, Controlled Substances Act; 21 C.F.R. §1308.11-1308.15.
41 U.S.C. §8101 et seq., Drug-Free Workplace Act of 1988.
42 U.S.C. §12114, Americans With Disabilities Act.
21 C.F.R. Parts 1100, 1140, and 1143.
30 ILCS 580/, Drug-Free Workplace Act.
105 ILCS 5/10-20.5b.
410 ILCS 82/, Smoke Free Illinois Act.
410 ILCS 130/, Compassionate Use of Medical Cannabis Program Act.
410 ILCS 705/1-1 et seq., Cannabis Regulation and Tax Act.
720 ILCS 675, Prevention of Tobacco Use by Persons Under 21 Years of Age and Sale and Distribution of Tobacco Products Act.
820 ILCS 55/, Right to Privacy in the Workplace Act.
23 Ill. Admin. Code §22.20.

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 6:60 (Curriculum Content), 8:30 (Visitors to and Conduct on School Property)

ADOPTED: May 17, 2001

REVISED: January 18, 2024

CURRENT

Professional Personnel

Leaves of Absence [1]

Each of the provisions in this policy applies to all professional personnel to the extent that it does not conflict with an applicable collective bargaining agreement or individual employment contract or benefit plan; in the event of a conflict, such provision is severable and the applicable bargaining agreement or individual agreement will control.

Sick and Bereavement Leave [2]

Each full-time professional staff member is granted 10 days sick leave each school year at full pay. Unused days are allowed to accumulate to 180 days. Sick leave is defined in State law as personal illness, mental or behavioral health complications, quarantine at home, serious illness or death in the

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[1] State or federal law controls this policy's content. This policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.

This policy is consistent with the minimum requirements of State law. The local collective bargaining agreement may contain provisions that exceed these requirements. The introductory paragraph recognizes that an applicable collective bargaining agreement or individual employment contract will supersede a conflicting provision of the policy. It also provides policy coverage for those professional personnel who are not included in a bargaining unit or have employment contracts with conflicting provisions. Alternatively, if the policy's subject matter is superseded by a bargaining agreement, the board policy may state, "Please refer to the applicable collective bargaining agreement(s)."

Districts must coordinate leaves provided by State law and the local bargaining agreement with the leave granted by the Family and Medical Leave Act (FMLA) (29 U.S.C. §2612), amended by Sec. 565 of the National Defense Authorization Act for Fiscal Year 2010 (Pub. L. 111-84). The FMLA grants eligible employees 12 weeks unpaid leave each year for: (1) the birth and first-year care of a child; (2) the adoption or foster placement of a child; (3) the serious health condition of an employee's spouse, parent, or child; (4) the employee's own serious health condition; (5) the existence of any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is on *covered active duty*; and (6) to care for the employee's spouse, child, parent, or next of kin who is a covered servicemember with a serious injury or illness. Districts are permitted to count paid leave (granted by State law or board policy) taken for an FMLA purpose against an employee's FMLA entitlement. 29 C.F.R. §825.207. See sample policy 5:185, *Family and Medical Leave*.

Many~~A plethora of~~ State laws grant leaves to employees of the State and municipalities but are not applicable to school districts, including the Employee Blood and Organ Donation Leave Act (820 ILCS 149/), Local Government Disaster Service Volunteer Act (50 ILCS 122/), Organ Donor Leave Act (5 ILCS 327/), Civil Air Patrol Leave Act (820 ILCS 148/), and Paid Leave for All Workers Act (820 ILCS 192/). See sample policy 5:185, *Family and Medical Leave*, for a discussion of the Military Leave Act (820 ILCS 151/) and its applicability to school districts.

[2] The provisions in this section are required by 105 ILCS 5/24-6~~, amended by P.A.s 102-275, 102-697, and 102-866~~. Each specified number of days in this section is the statutory minimum. Before adopting this policy or applying its provisions, the district should examine any applicable bargaining agreements.

Consult the board attorney about the Employee Sick Leave Act (ESLA). 820 ILCS 191/~~, amended by P.A. 102-4~~. It prohibits employers from limiting the use of sick time to an employee's own illnesses and allows employees to use employer-provided sick leave due to illness, injury, medical appointment, or *personal care* of a *covered family member*. Id. at 191/10(a)~~, amended by P.A. 102-4~~. *Personal care* means: (1) activities to ensure a covered family member's basic medical, hygiene, nutritional, or safety needs are met, or to provide transportation to medical appointments, for a covered family member unable to meet those needs himself or herself; and (2) being physically present to provide emotional support to a covered family member with a serious health condition who is receiving inpatient or home care. Id. at 191/5~~, amended by P.A. 102-4~~. The ESLA defines *covered family members* as an employee's child, stepchild, spouse, domestic partner, sibling, parent, mother- or father-in-law, grandchild, grandparent, or stepparent. Id. Leave may be taken under the same terms for which the employee would be permitted to take leave for his or her own illness or injury.

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immediate family or household, or birth, adoption, placement for adoption, or the acceptance of a child in need of foster care.

As a condition for paying sick leave after three days absence for personal illness or as the Board or Superintendent deem necessary in other cases, the Board or Superintendent may require that the staff member provide a certificate from: (1) a physician licensed in Illinois to practice medicine and surgery in all its branches, (2) a mental health professional licensed in Illinois providing ongoing care or treatment to the staff member, (3) a chiropractic physician licensed under the Medical Practice Act, (4) a licensed advanced practice registered nurse, (5) a licensed physician assistant who has been delegated the authority to perform health examinations by his or her supervising physician, or (6) if the treatment is by prayer or spiritual means, a spiritual adviser or practitioner of the employee's faith. If the Board or Superintendent requires a certificate during a leave of less than three days for personal illness, the District shall pay the expenses incurred by the employee.

Staff members are entitled to use up to 30 days of paid sick leave because of the birth of a child that is not dependent on the need to recover from childbirth. Such days may be used at any time within the 12-month period following the birth of the child. Intervening periods of nonworking days or school not being in session, such as breaks and holidays, do not count towards the 30 working school days. As a condition of paying sick leave beyond the 30 working school days, the Board or Superintendent may require medical certification. [3]

For purposes of adoption, placement for adoption, or acceptance of a child in need of foster care, paid sick leave may be used for reasons related to the formal adoption or the formal foster care process prior to taking custody of the child or accepting the child in need of foster care, and for taking custody of the child or accepting the child in need of foster care. Such leave is limited to 30 days, unless a longer leave is provided in an applicable collective bargaining agreement, and need not be used consecutively once the formal adoption or foster care process is underway. The Board or Superintendent may require that the employee provide evidence that the formal adoption or foster care process is underway. [4]

Family Bereavement Leave [5]

State law allows a maximum of 10 unpaid work days for eligible employees (Family and Medical Leave Act of 1993, 20 U.S.C. §2601 et seq.) to take family bereavement leave. The purpose, requirements,

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[3] 105 ILCS 5/24-6~~, amended by P.A. 102-275,~~ overturned the Illinois Supreme Court's decision in Dynak v. Bd. of Educ. of Wood Dale Sch. Dist. 7, 444 Ill.Dec. 651 (Ill. 2020) (finding that a teacher was not entitled to use 30 days of sick leave for birth consecutively before and after an intervening summer break). It is unclear from the language of the statute if an employee can be prohibited from *intermittent* use of 30 working sick days for birth, e.g., such as taking leave once a week. Consult the board attorney for guidance on this issue.

[4] 105 ILCS 5/24-6~~, amended by P.A.s 102-275, 102-697, and 102-866~~.

[5] Family Bereavement Leave Act, 820 ILCS 154/~~, amended by P.A. 102-1050~~; 56 Ill.Admin.Code Part 252. These paragraphs discuss family bereavement leave. 820 ILCS 154/5~~,~~ defines an *eligible employee* under the same terms as an employee under FMLA (29 U.S.C. §2601 et seq.). See f/n 1 above. The employer may require reasonable documentation as specified in 820 ILCS 154/10(d)~~, amended by P.A. 102-1050~~ but may not require that an employee identify which specific category under item (4) in the first paragraph of this subhead pertains to the leave. Note the term *Significant Event* does not appear in the statute; it is included in this sample policy as a shorthand term to refer to those events listed in 820 ILCS 154/10(a)(4).

Domestic partner, when used to refer to an unmarried employee, includes: (1) the person recognized as the domestic partner of the employee under any domestic partnership or civil union law of a state or political subdivision of a state, or (2) an unmarried adult who is in a committed, personal relationship with the employee, who is not a domestic partner as described in item (1) and who the employee designates as that employee's domestic partner. 820 ILCS 154/5~~, amended by P.A. 102-1050~~.

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scheduling, and all other terms of the leave are governed by the Family Bereavement Leave Act. Eligible employees may use family bereavement leave, without any adverse employment action, for: (1) attendance by the bereaved staff member at the funeral or alternative to a funeral of a covered family member, which includes an employee's child, stepchild, spouse, domestic partner, sibling, parent, mother-in-law, father-in-law, grandchild, grandparent, or stepparent (2) making arrangements necessitated by the death of the covered family member, (3) grieving the death of the covered family member, or (4) absence from work due to a Significant Event, which includes: (i) miscarriage, (ii) an unsuccessful round of intrauterine insemination or of an assisted reproductive technology procedure, (iii) a failed adoption match or an adoption that is not finalized because it is contested by another party, (iv) a failed surrogacy agreement, (v) a diagnosis that negatively impacts pregnancy or fertility, or (vi) a still birth. An employee qualifying for leave due to a Significant Event will not be required to identify which specific reason applies to the employee's request.

The leave must be completed within 60 days after the date on which the employee received notice of the death of the covered family member or the date on which an event under item (4) above occurs. However, in the event of the death of more than one covered family member in a 12-month period, an employee is entitled to up to a total of six weeks of bereavement leave during the 12-month period, subject to certain restrictions under State and federal law. Other existing forms of leave may be substituted for the leave provided in the Family Bereavement Leave Act. This policy does not create any right for an employee to take family bereavement leave that is inconsistent with the Family Bereavement Leave Act.

Child Extended Bereavement Leave [6]

Unpaid leave from work is available to employees who experience the loss of a child by suicide or homicide. The Child Extended Bereavement Leave Act governs the duration, scheduling, continuity of benefits, and all other terms of the leave. Accordingly, if the District employs 250 or more employees on a full-time basis, an employee is entitled to a total of 12 weeks of unpaid leave within one year after the employee notifies the District of the loss.[7] An employee may elect to substitute other forms of leave to which the employee is entitled for the leave provided under the Child Extended Bereavement Leave Act.

Sabbatical Leave [8]

Sabbatical leave may be granted in accordance with the School Code.

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The Act also provides that the leave must be completed within 60 days of the employee learning of the death of his or her *covered family member*, as defined by 820 ILCS 154/5. However, that 60-day limitation does not apply when more than one covered family member dies in a 12-month period. There may be times when an employer may want to grant more than 10 unpaid work days, e.g., when a deceased covered family member lived in a foreign country, etc. Consult the board attorney to resolve the complexities of determining whether an employee is an eligible employee under the FMLA that would trigger this Act.

[6] 820 ILCS 156/, added by P.A. 103-466. Delete this subhead and the Legal Reference to 820 ILCS 156/, Child Extended Bereavement Leave Act, if the district has fewer than 50 full-time employees.

[7] If the district employs at least 50 but fewer than 250 employees on a full-time basis, substitute the following sentence: "Accordingly, if the District employs at least 50 but not more than 249 employees on a full-time basis, an employee is entitled to a total of six weeks of unpaid leave within one year after the employee notifies the District of the loss." 820 ILCS 156/10, added by P.A. 103-466.

[8] State law provides guidelines for sabbatical leaves but does not require boards to offer them. 105 ILCS 5/24-6.1.

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Personal Leave [9]

Professional staff members are granted one personal leave day per year. A personal leave day is defined as a day to allow professional personnel time to conduct personal business (but not vacation, travel, or work stoppage), which is impossible to schedule at a time other than during a school day. Any unused personal leave day in a school year will be credited to the cumulative sick leave.

The use of a personal day is subject to the following conditions:

1. Except in cases of emergency or unavoidable situations, personal leave requests should be submitted to the Building Principal three days in advance of the requested date,
2. No personal leave days may be used immediately before or immediately after a holiday unless the Superintendent grants prior approval,
3. Personal leave may not be used in increments of less than one-half day,
4. Personal leave days are subject to a substitute's availability,
5. Personal leave days may not be used during the first and/or last five days of the school year,
6. Personal leave days may not be used on in-service and/or institute training days, and
7. Personal leave may not be used by more than 10% of the teaching staff in each building at the same time.

Leave of Absence Without Pay [10]

The Board may grant a leave of absence without pay to tenured professional staff members who have rendered satisfactory service and desire to return to employment in a similar capacity at a time determined by the Board.

Each leave of absence shall be of the shortest possible duration required to meet the leave's purpose consistent with a reasonable continuity of instruction for students.

Leave to Serve as an Election Judge [11]

Any staff member who was appointed to serve as an election judge under State law may, after giving at least 20-days' written notice to the District, be absent without pay for the purpose of serving as an election judge. The staff member is not required to use any form of paid leave to serve as an election judge. No more than 10% of the District's employees may be absent to serve as election judges on the same Election Day.

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[9] State law does not address personal leave. It is not uncommon for professional staff to be granted more than one day of personal leave per year.

[10] State law does not address leaves of absence without pay other than stating that a mutually agreed leave will not affect a teacher's contractual continued service. 105 ILCS 5/24-13.

[11] This paragraph restates 10 ILCS 5/13-2.5. The statute does not state whether the notice requirement is *calendar* days or *business* days. Support for it being *calendar* days is found in 10 ILCS 5/1-6; support for it being *business* days is found in 10 ILCS 5/1-3.

Rather than duplicate the statute's requirements in separate policies, sample policy 5:330, *Sick Days, Vacation, Holidays, and Leaves*, grants the leave to support personnel on the terms applicable to professional staff.

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Child-Rearing Leave [12]

The Board shall grant a professional staff member's request for a non-paid, child-rearing leave, not to exceed the balance of the school year plus one additional school year (but in no event shall such leave exceed three semesters), provided the request complies with this policy. Nothing in this section shall prohibit a professional staff member from using paid sick days as provided in this policy. [13]

A teacher should request, if possible, a child-rearing leave by notifying the Superintendent in writing no later than 90 days before the requested leave's beginning date.[14] The request should include the proposed leave dates. The leave shall end before a new school year begins or before the first day of school after winter recess. [15]

Subject to the insurance carrier's approval, the teacher may maintain insurance benefits at his or her own expense during a child-rearing leave.

A professional staff member desiring to return before the leave's expiration will be assigned to an available vacancy for which the teacher is qualified, subject to scheduling efficiency and instruction continuity.

Leaves for Service in the Military [16]

Leaves for service in the U.S. Armed Services or any of its reserve components and the National Guard, as well as re-employment rights, will be granted in accordance with State and federal law. A professional staff member hired to replace one in military service does not acquire tenure.

General Assembly Leave [17]

Leaves for service in the General Assembly, as well as re-employment rights, will be granted in accordance with State and federal law. A professional staff member hired to replace one in the General Assembly does not acquire tenure.

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[12] The School Code does not address child-rearing. FMLA grants eligible employees a combined total of 12 weeks each year, with exceptions for teachers at the end of the school year, for, among other things, a child's: (1) birth and first-year care, and (2) adoption or foster placement (see sample policy 5:185, *Family and Medical Leave*). Districts not covered by the FMLA must treat a request for child-care leave to care for an adopted infant on terms comparable to those given biological mothers. McWright v. Alexander, 982 F.2d 222 (7th Cir. 1992).

[13] Districts offering a child-rearing or maternity leave must be very careful not to violate anti-discrimination laws. Districts can prohibit pregnant teachers from combining paid disability leave with an unpaid maternity leave, provided that non-pregnant teachers are likewise prohibited from combining a paid disability leave with an unpaid general leave of absence. Maganuco v. Leyden Comm. High Sch. Dist. 212, 939 F.2d 440 (7th Cir. 1991); U.S. v. Consol. High Sch. Dist. 230, 983 F.2d 790 (7th Cir. 1993); E.E.O.C. v. Elgin Teachers' Ass'n., 780 F.Supp. 1195 (N.D.Ill. 1991). A sick leave bank exclusion of maternity benefits violates Title VII. U.S. v. Consol. High Sch. Dist. 230, supra.

[14] The length of the notice - here 90 days - is *not* covered by State or federal law. If an employee fails to provide this notice, the employee still has the right to request a family and medical leave which has a much shorter notice requirement (see sample policy 5:185, *Family and Medical Leave*), and could be followed by a child-rearing leave.

[15] For a high school, omit "the first day of school after winter recess" and insert "at the semester break." Alternatively, the board may want to be more flexible by stating:

> Every effort shall be made to have the leave minimally interrupt instructional continuity by ending . . .

[16] Required by the School Code (105 ILCS 5/10-20.7b, 5/24-13, and 5/24-13.1); the Service Member Employment and Reemployment Rights Act (330 ILCS 61/, streamlining several job-related protection laws into one statute, mandating leave for *active service*, and requiring the public employer to make up the difference between military pay and regular compensation); and the Uniformed Services Employment and Reemployment Rights Act (38 U.S.C. §4301 et seq.).

[17] Required by 105 ILCS 5/24-13.

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Leave for Employment in Department of Defense [18]

The Board may grant teachers a leave of absence to accept employment in a Dept. of Defense overseas school.

School Visitation Leave

An eligible professional staff member is entitled to eight hours during any school year, no more than four hours of which may be taken on any given day, to attend school conferences, behavioral meetings, or academic meetings related to the teacher's child, if the conference or meeting cannot be scheduled during non-work hours.[19] Professional staff members must first use all accrued vacation leave, personal leave, compensatory leave, and any other leave that may be granted to the professional staff member, except sick, and disability leave. [20]

The Superintendent shall develop administrative procedures implementing this policy consistent with the School Visitation Rights Act. [21]

Leaves for Victims of Domestic Violence, Sexual Violence, Gender Violence, or Other Crime of Violence [22]

An unpaid leave from work is available to any staff member who: (1) is a victim of domestic violence, sexual violence, gender violence, or any other crime of violence or (2) has a family or household member who is a victim of such violence whose interests are not adverse to the employee as it relates to the domestic violence, sexual violence, gender violence, or any other crime of violence. The unpaid leave allows the employee to seek medical help, legal assistance, counseling, safety planning, and other assistance, and to grieve and attend to matters necessitated by the death of a family or household member who is killed in a crime of violence, without suffering adverse employment action.

The Victims' Economic Security and Safety Act (VESSA) governs the purpose, requirements, scheduling, and continuity of benefits, and all other terms of the leave. Accordingly, if the District employs at least 50 employees, and subject to any exceptions in VESSA, an employee is entitled to a

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[18] State law provides guidelines for Dept. of Defense leaves but does not require boards to offer them. 105 ILCS 5/24-13.1.

[19] 820 ILCS 147/15.

[20] Id. The school visitation leave entitlement applies to both professional and educational support personnel. Rather than duplicate its requirements in separate policies, sample policy 5:330, *Sick Days, Vacation, Holidays, and Leaves*, grants the leave on the same terms applicable to professional staff.

[21] 820 ILCS 147/. Parents of children with *serious health conditions* may also be eligible to use FMLA leave for individualized education program (IEP) meetings. See U.S. Dept. of Labor *Wage and Hour Division Opinion Letter*, FMLA 2019-2-A (8-8-19), available at: www.dol.gov/sites/dolgov/files/WHD/legacy/files/2019_08_08_2A_FMLA.pdf.

[22] Required by the Victims' Economic Security and Safety Act, (VESSA) (820 ILCS 180/~~, amended by P.A.s 102-487, 102-890, and 103-314, eff. 1-1-24,~~ and 56 Ill.Admin.Code Part 280). *Gender violence* means: (1) one or more acts of violence or aggression that is a criminal offense under State law committed, at least in part, on the basis of a person's actual or perceived sex or gender, (2) a physical intrusion or invasion of a sexual nature under coercive conditions that is a criminal offense under State law, or (3) a threat to commit one of these acts. 820 ILCS 180/10(12.5). *Other crime of violence* means conduct prohibited by 720 ILCS 5/9 (homicide), 720 ILCS 5/11 (sex offenses), 720 ILCS 5/12 (bodily harm), 720 ILCS 5/26.5 (harassing and obscene communications), 720 ILCS 5/29D (terrorism), and 720 ILCS 5/33A (armed violence), or similar provisions of the Criminal Code of 1961. 820 ILCS 180/10(2.5)~~, added by P.A. 102-487~~. *Sexual violence* is not specifically defined in VESSA. While the law applies to all school districts (820 ILCS 180/10(10)), the number of employees determines the number of total workweeks of leave available during any 12-month period (820 ILCS 180/20(a)(2)). The term *employee* includes part-time workers. The Ill. Dept. of Labor must furnish to all employers a notice summarizing the law's requirements (*Your Rights Under Illinois Employment Laws* at: https://labor.illinois.gov/employers/posters.html. All districts must post this notice in a conspicuous place where notices to employees are customarily posted.

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total of 12 work weeks of unpaid leave during any 12-month period.[23] Neither the law nor this policy creates a right for an employee to take unpaid leave that exceeds the unpaid leave time allowed under, or is in addition to the unpaid leave time permitted by, the federal Family and Medical Leave Act of 1993 (29 U.S.C. §2601 et seq.). [24]

Leaves to Serve as an Officer, Trustee, or Representative of a Specific Organization

Upon request, the Board will grant: (1) an unpaid leave of absence to an elected officer of a State or national teacher organization that represents teachers in collective bargaining negotiations,[25] (2) up to 20~~twenty~~ days of paid leave of absence per year to a trustee of the Teachers' Retirement System in accordance with 105 ILCS 5/24-6.3,[26] (3) a paid leave of absence for the local association president of a State teacher association that is an exclusive bargaining agent in the District, or his or her designee, to attend meetings, workshops, or seminars as described in 105 ILCS 5/24-6.2,[27] and (4) up to 10 days of paid leave per school term for teachers elected to represent a statewide teacher association in federal advocacy work in accordance with 105 ILCS 5/24-3.5. [28]

COVID-19 Paid Administrative Leave [29]

When applicable, paid administrative leave related to COVID-19 will be granted to eligible employees in accordance with State law.

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[23] If the district employs fewer than 50 employees, it may substitute the following sentence: "Accordingly, if the District employs at least 15 but not more than 49 employees, and subject to any exceptions in VESSA, an employee is entitled to a total of eight work weeks of unpaid leave during any 12-month period." 820 ILCS 180/20(a)(2), amended by P.A. 103-314~~, eff. 1-1-24~~.

If the district employs at least one but not more than 14 employees, it may substitute the following sentence: "Accordingly, if the District employs at least one but not more than 14 employees, and subject to any exceptions in VESSA, an employee is entitled to a total four (4) work weeks of leave during any 12-month period." Id.

Under 820 ILCS 180/20(a)(4)~~, added by P.A. 103-314, eff. 1-1-24,~~ an employee is not entitled to more than two work weeks (10 work days) if the leave is to attend a wake or funeral (or an alternative event), make end-of-life arrangements, or grieve due to the death of a family or household member killed in a crime of violence. In these circumstances, the leave must be completed within 60 days after the date on which the employee receives notice of the death. Employees may qualify for unpaid leave under both VESSA and the Family Bereavement Leave Act; leave taken under one act does not diminish the availability of leave under the other. Id.

[24] VESSA states that an employee does not have a right to take unpaid leave that exceeds the unpaid leave time allowed under the FMLA. 820 ILCS 180/20(a)(2). Section 25 creates an ambiguity by stating, "[t]he employer may not require the employee to substitute available paid or unpaid leave for [leave available to victims of domestic violence, sexual violence, or gender violence]," 820 ILCS 180/25~~, amended by P.A. 102-487~~. Contact the board attorney for advice about resolving this ambiguity.

[25] Required by 105 ILCS 5/24-13.

[26] Required by 105 ILCS 5/24-6.3(a). See sample policy 5:330, *Sick Days, Vacation, Holidays, and Leaves*, for the leave for an elected trustee for the Ill. Municipal Retirement Fund.

[27] Required by 105 ILCS 5/24-6.2.

[28] 105 ILCS 5/24-3.5, added by P.A. 103-308~~, eff. 1-1-24~~. The statewide teacher association is required to reimburse a district for substitute teaching costs incurred due to the teacher's absence. Id.

[29] 105 ILCS 5/10-20.83~~, added by P.A. 102-697~~. Whether some or all of the COVID-19 related reasons listed in 105 ILCS 5/10-20.83(b) and (c) apply will depend upon current health guidance and/or rules. The law prohibits districts from rescinding the paid leave if the definition of "fully vaccinated against COVID-19" is later updated by the CDC or IDPH to include recommended booster doses. Id.

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Family Neonatal Intensive Care Leave [30]

An unpaid leave from work is available to any staff member whose child[31] is a patient in a neonatal intensive care unit (NICU) in accordance with the requirements of the Family Neonatal Intensive Care Leave Act. If the District employs at least 51 employees, an employee is entitled to a total of 20 days of unpaid leave while a child of the employee is a patient in a NICU.[32] The District may require reasonable verification of the employee's child's length of stay in a NICU. [33]

LEGAL REF.: 105 ILCS 5/10-20.83, 5/24-6, 5/24-6.1, 5/24-6.2, 5/24-6.3, 5/24-13, and 5/24-13.1.
10 ILCS 5/13-2.5, Election Code.
330 ILCS 61/, Service Member Employment and Reemployment Rights Act.
820 ILCS 147/, School Visitation Rights Act.
820 ILCS 154/, Family Bereavement Leave Act.
820 ILCS 156/, Child Extended Bereavement Leave Act.
820 ILCS 157/, Family Neonatal Intensive Care Leave Act.
820 ILCS 180/, Victims' Economic Security and Safety Act.

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:185 (Family and Medical Leave), 5:330 (Sick Days, Vacation, Holidays, and Leaves)

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Consult the board attorney for guidance about whether the board must accommodate an employee's religion or disability by exempting the employee from the COVID-19 vaccination prerequisite in 105 ILCS 5/10-20.83~~, added by P.A. 102-697~~, and/or if the board and union may agree that this leave will extend to all unvaccinated employees. Title VII of the Civil Rights Act of 1964 requires employers to accommodate an employee's sincere religious objection to an employer vaccination requirement unless doing so would be an "undue hardship" on the employer. 42 U.S.C §2000e(j). Similarly, the Americans with Disabilities Act requires an employer to exempt an employee with a disability (including pregnancy-related disability) from a safety-related standard, such as a vaccination requirement, unless the employee poses a *direct threat* to the health or safety of the employee or others while on the job. 29 C.F.R. §1630.2(r). See also the U.S. Equal Employment Opportunity Commission guidance document, *What You Should Know About COVID-19 and the ADA, the Rehabilitation Act, and Other EEO Laws*, at: www.eeoc.gov/wysk/what-you-should-know-about-covid-19-and-ada-rehabilitation-act-and-other-eeo-laws.

[30] 820 ILCS 157/, added by P.A. 104-259, eff. 6-1-26. This leave is separate from FMLA leave, and an employer must allow the employee to take the leave in addition to FMLA leave. The term *employee* includes part-time workers.

[31] *Child* means an employee's son or daughter who is a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis.

[32] A district that employs 15 or fewer employees is not subject to the requirements of 820 ILCS 157/. A district that employs 50 or fewer employees may substitute the following sentence: "If the District employs at least 16 but not more than 50 employees, an employee is entitled to a total 10 days of unpaid leave while a child of the employee is a patient in a NICU." 820 ILCS 157/10, added by P.A. 104-259, eff. 6-1-26.

[33] An employer may not request confidential information protected by the Health Insurance Portability and Accountability Act or other law when asking for reasonable verification. Consult the board attorney for guidance on acceptable forms of verification.

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Professional Personnel

Leaves of Absence

Each of the provisions in this policy applies to all professional personnel to the extent that it does not conflict with an applicable collective bargaining agreement or individual employment contract or benefit plan; in the event of a conflict, such provision is severable and the applicable bargaining agreement or individual agreement will control.

Sick and Bereavement Leave, and Personal Leave

Please refer to the current "Agreement between Huntley Education Association (HEA) and the Board of Education (BOE) Huntley Community School District 158."

Sick leave is defined in State law as personal illness, mental or behavioral health complications, quarantine at home, or serious illness or death in the immediate family or household, or birth, adoption, placement for adoption, or the acceptance of a child in need of foster care.

As a condition for paying sick leave after three days absence for personal illness or as the Board or Superintendent deem necessary in other cases, the Board or Superintendent may require that the staff member provide a certificate from: (1) a physician licensed in Illinois to practice medicine and surgery in all its branches, (2) a mental health professional licensed in Illinois providing ongoing care or treatment to the staff member, (3) a chiropractic physician licensed under the Medical Practice Act, (4) a licensed advanced practice registered nurse, (5) a licensed physician assistant who has been delegated the authority to perform health examinations by his or her supervising physician, or (6) if the treatment is by prayer or spiritual means, a spiritual advisor or practitioner of the employee's faith. If the Board or Superintendent requires a certificate during a leave of less than three days for personal illness, the District shall pay the expenses incurred by the employee.

Staff members are entitled to use up to 30 days of paid sick leave because of the birth of a child that is not dependent on the need to recover from childbirth. Such days may be used at any time within the 12-month period following the birth of the child. Intervening periods of nonworking days or school not being in session, such as breaks and holidays, do not count towards the 30 working school days. As a condition of paying sick leave beyond the 30 working school days, the Board or Superintendent may require medical certification.

For purposes of adoption, placement for adoption, or acceptance of a child in need of foster care, paid sick leave may be used for reasons related to the formal adoption or the formal foster care process prior to taking custody of the child or accepting the child in need of foster care, and for taking custody of the child or accepting the child in need of foster care. Such leave is limited to 30 days unless a longer leave is provided in an applicable collective bargaining agreement, and need not be used consecutively once the formal adoption or foster care process is underway. The Board or Superintendent may require that the employee provide evidence that the formal adoption or foster care process is underway.

Family Bereavement Leave

State law allows a maximum of ten unpaid work days for eligible employees (Family and Medical Leave Act of 1993, 20 U.S.C. §2601 et seq.) to take family bereavement leave. The purpose, requirements, scheduling, and all other terms of the leave are governed by the Family Bereavement Leave Act. Eligible employees may use family bereavement leave, without any adverse employment action, for: (1) attendance by the bereaved staff member at the funeral or alternative to a funeral of a covered family member, which includes an employee's child, stepchild, domestic partner, sibling, parent, mother-in-law, father-in-law, grandchild, grandparent, or stepparent (2) making arrangements necessitated by the death of the staff member's child covered family member, (3) grieving the death

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of the covered family member, or (4) absence from work due to a Significant Event, which includes: (i) miscarriage, (ii) an unsuccessful round of intrauterine insemination or of an assisted reproductive technology procedure, (iii) a failed adoption match or an adoption that is not finalized because it is contested by another party, (iv) a failed surrogacy agreement, (v) a diagnosis that negatively impacts pregnancy or fertility, or (vi) a still birth. An employee qualifying for leave due to a Significant Event will not be required to identify when specific reason applies to the employee's request.

The leave must be completed within 60 days after the date on which the employee received notice of the death of the covered family member or the date on which an event under item (4) above occurs. However, in the event of the death of more than one covered family member in a 12-month period, an employee is entitled to up to a total of six weeks of bereavement leave during the 12-month period, subject to certain restrictions under State and federal law. Other existing forms of leave may be substituted for the leave provided in the Family Bereavement Leave Act. This policy does not create any right for an employee to take family bereavement leave that is inconsistent with the Family Bereavement Leave Act.

Child Extended Bereavement Leave

Unpaid leave from work is available to employees who experience the loss of a child by suicide or homicide. The Child Extended Bereavement Leave Act governs the duration, scheduling, continuity of benefits, and all other terms of the leave. Accordingly, if the District employs 250 or more employees on a full-time basis, an employee is entitled to a total of 12 weeks of unpaid leave within one year after the employee notifies the District of the loss. An employee may elect to substitute other forms of leave to which the employee is entitled for the leave provided under the Child Extended Bereavement Leave Act.

Sabbatical Leave

Sabbatical leave may be granted in accordance with the School Code.

Leave of Absence Without Pay

Leave of absence without pay may be granted to professional staff members who have rendered satisfactory service to the District, according to the following conditions:

1. A professional teacher may be granted a leave of absence not to exceed one year. Application of such leave shall be submitted in writing to the Superintendent at least thirty (30) calendar days in advance, provided the advanced application may be waived by the Board under appropriate circumstances. Such application shall be submitted to the Board at its next regular meeting.
2. No salary shall be paid during the leave nor shall the year be counted as a year taught on the salary schedule unless the teacher shall work more than 100 days full time.
3. After the leave, the teacher shall return to a position for which he/she is legally qualified.
4. A teacher granted a leave as hereunder may continue insurance benefits by paying all required premiums in advance to the month due.
5. A teacher granted leave hereunder of eight (8) months or more, as a condition thereof, shall advise the Superintendent in writing at least 180 calendar days prior to the termination of such leave that he/she intends to return to employment. Failure to advise the Superintendent of intent to return as required by this section shall be treated as an election not to return to employment and as a resignation from the District.
6. The granting of, or withholding of leave shall be at the sole discretion of the Board and such action in one instance shall not be precedential with respect to any other application.

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Leave to Serve as an Election Judge

Any staff member who was appointed to serve as an election judge under State law may, after giving at least 20-days' written notice to the District, be absent without pay for the purpose of serving as an election judge. The staff member is not required to use any form of paid leave to serve as an election judge. No more than 10% of the District's employees may be absent to serve as election judges on the same Election Day.

Leaves For Service in the Military

Leaves for service in the U.S. Armed Services or any of its reserve components and the National Guard, as well as re-employment rights, will be granted in accordance with State and federal law. A professional staff member hired to replace one in military service does not acquire tenure.

General Assembly Leave

Leaves for service in the General Assembly, as well as re-employment rights, will be granted in accordance with State and federal law. A professional staff member hired to replace one in the General Assembly does not acquire tenure.

School Visitation Leave

An eligible professional staff member is entitled to eight hours during any school year, no more than four hours of which may be taken on any given day, to attend school conferences, behavioral meetings, or academic meetings related to the teacher's child, if the conference or meeting cannot be scheduled during non-work hours. Professional staff members must first use all accrued vacation leave, personal leave, compensatory leave, and any other leave that may be granted to the professional staff member, except sick and disability leave.

The Superintendent shall develop administrative procedures implementing this policy consistent with the School Visitation Rights Act.

Leaves for Victims of Domestic Violence, Sexual Violence, Gender Violence, or Other Crime of Violence

An unpaid leave from work is available to any staff member who: (1) is a victim of domestic violence, sexual violence, gender violence, or any other crime of violence or (2) has a family, or household member who is a victim of such violence whose interests are not adverse to the employee as it relates to the domestic violence, sexual violence, gender violence, or any other crime of violence. The unpaid leave allows the employee to seek medical help, legal assistance, counseling, safety planning, and other assistance, and to grieve and attend to matters necessitated by the death of a family or household member who is killed in a crime of violence, without suffering adverse employment action.

The Victims' Economic Security and Safety Act (VESSA) governs the purpose, requirements, scheduling and continuity of benefits, and all other terms of the leave. Accordingly, if the District employs at least 50 employees, and subject to any exceptions in VESSA, an employee is entitled to a total of 12 work weeks of unpaid leave during any 12-month period. Neither the law nor this policy creates a right for an employee to take unpaid leave that exceeds the unpaid leave time allowed under, or is in addition to the unpaid leave time permitted by, the federal Family and Medical Leave Act of 1993 (29 U.S.C. §2601, et seq.).

Leaves to Serve as an Officer, Trustee, or Representative of a Specific Organization

Upon request, the Board will grant: (1) an unpaid leave of absence to an elected officer of a State or national teacher organization that represents teachers in collective bargaining negotiations, (2) up to twenty days of paid leave of absence per year to a trustee of the Teachers' Retirement System in accordance with 105 ILCS 5/24-6.3, (3) a paid leave of absence for the local association president of a State teacher association that is an exclusive bargaining agent in the District, or his or her designee,

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to attend meetings, workshops, or seminars as described in 105 ILCS 5/24-6.2, and (4) up to 10 days of paid leave per school term for teachers elected to represent a statewide teacher association in federal advocacy work in accordance with 105 ILCS 5/24-3.5.

COVID-19 Paid Administrative Leave

When applicable, paid administrative leave related to COVID-19 will be granted to eligible employees in accordance with State law.

LEGAL REF.: 105 ILCS 5/10-20.83, 5/24-6, 5-246.1, 5/24-6.2, 5/24-6.3, 5/24-13, and 5/24-13.1.
10 ILCS 5/13-2.5, Election Code.
330 ILCS 61/, Service Member Employment and Reemployment Rights Act.
820 ILCS 147/, School Visitation Rights Act.
820 ILCS 154/, Family Bereavement Leave Act.
820 ILCS 156/, Child Extended Bereavement Leave Act.
820 ILCS 180/, Victims' Economic Security and Safety Act.

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:185 (Family and Medical Leave), 5:330 (Sick Days, Vacation, Holidays, and Leaves)

ADOPTED: May 17, 2001

REVISED: January 18, 2024

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Educational Support Personnel

Sick Days, Vacation, Holidays, and Leaves [1]

Each of the provisions in this policy applies to all educational support personnel to the extent that it does not conflict with an applicable collective bargaining agreement or individual employment contract or benefit plan; in the event of a conflict, such provision is severable and the applicable bargaining agreement or individual agreement will control.

Sick and Bereavement Leave [2]

Full or part-time educational support personnel who work at least 600 hours per year receive 10 paid sick leave days per year. Part-time employees will receive sick leave pay equivalent to their regular

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[1] State or federal law controls this policy's content. This policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.

This policy is consistent with the minimum requirements of State law. The local collective bargaining agreement may contain provisions that exceed these requirements. The introductory paragraph recognizes that an applicable collective bargaining agreement or individual employment contract will supersede a conflicting provision of the policy. Alternatively, if the policy's subject matter is superseded by a bargaining agreement, the board policy may state, "Please refer to the applicable collective bargaining agreement."

Districts must coordinate leaves provided by State law and the local bargaining agreement with the leave granted by the Family and Medical Leave Act (FMLA) (29 U.S.C. §2612), amended by Sec. 565 of the National Defense Authorization Act for Fiscal Year 2010 (Pub. L. 111-84). The FMLA grants eligible employees 12 weeks unpaid leave each year for: (1) the birth and first-year care of a child; (2) the adoption or foster placement of a child; (3) the serious health condition of an employee's spouse, parent, or child; (4) the employee's own serious health condition; (5) the existence of any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is on (or has been notified of an impending call to) *covered active duty* in the Armed Forces; and (6) to care for the employee's spouse, child, parent, or next of kin who is a covered service member with a serious injury or illness. The definition of *covered servicemember* includes a veteran "who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness" if the veteran was a member of the Armed Forces "at any time during the period of 5 years preceding the date on which the veteran undergoes that medical treatment, recuperation, or therapy." 29 U.S.C. §2611(15). Districts are permitted to count paid leave (granted by State law or board policy) taken for an FMLA purpose against an employee's FMLA entitlement. 29 C.F.R. §825.207. See sample policy 5:185, *Family and Medical Leave*.

~~A plethora of~~Many State laws grant leaves to employees of the State and municipalities, but are not applicable to school districts, including the Employee Blood and Organ Donation Leave Act (820 ILCS 149/), Local Government Disaster Service Volunteer Act (50 ILCS 122/), Organ Donor Leave Act (5 ILCS 327/), Civil Air Patrol Leave Act (820 ILCS 148/), and Paid Leave for All Workers Act (820 ILCS 192/). See sample policy 5:185, *Family and Medical Leave*, for a discussion of the Military Leave Act (820 ILCS 151/) and its applicability to school districts.

[2] This section contains the minimum benefits provided by 105 ILCS 5/24-6~~, amended by P.A. 102-275, 102-697, and 102-866~~. Each specified number of days in this section is the statutory minimum. The School Code does not address whether an employee's 10 paid sick leave days are available upon employment, accrued over months, or after working for a certain period of time, e.g., one year. Also be aware that the Employee Sick Leave Act (ESLA) (820 ILCS 191/~~, amended by P.A 102-4~~) allows employees to use employer-provided sick leave due to illness, injury, medical appointment, or *personal care* of a *covered family member*. See sample policy 5:250, *Leaves of Absence*, at f/n 2 for more information about the scope and application of the ESLA. Leave may be taken under the same terms for which the employee would be permitted to take leave for his or her own illness or injury.

Before adopting this policy or applying its provisions, the district should examine any applicable bargaining agreements. Strict accounting of unused sick days is important to avoid:

1. Employees accumulating sick time on a full-time basis when they are truly working part-time hours;

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workday. Unused sick leave shall accumulate to a maximum of 180 days, including the leave of the current year. [3]

Sick leave is defined in State law as personal illness, mental or behavioral complications, quarantine at home, serious illness or death in the immediate family or household, or birth, adoption, placement for adoption, or the acceptance of a child in need of foster care. The Superintendent or designee shall monitor the use of sick leave.

As a condition for paying sick leave after three days absence for personal illness or as the Board or Superintendent deem necessary in other cases, the Board or Superintendent may require that the staff member provide a certificate from: (1) a physician licensed in Illinois to practice medicine and surgery in all its branches, (2) a mental health professional licensed in Illinois providing ongoing care or treatment to the staff member (3) a chiropractic physician licensed under the Medical Practice Act, (4) a licensed advanced practice registered nurse, (5) a licensed physician assistant who has been delegated the authority to perform health examinations by his or her supervising physician, or (6) if the treatment is by prayer or spiritual means, a spiritual adviser or practitioner of the employee's faith. If the Board or Superintendent requires a certificate during a leave of less than three days for personal illness, the District shall pay the expenses incurred by the employee.

Employees are entitled to use up to 30 days of paid sick leave because of the birth of a child that is not dependent on the need to recover from childbirth. Such days may be used at any time within the 12-month period following the birth of the child. Intervening periods of nonworking days or school not being in session, such as breaks and holidays, do not count towards the 30 working school days. As a

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2. Inconsistent treatment; and
3. Inaccurate reporting to IMRF (credit is given for full day unused sick days upon retirement). 40 ILCS 5/7-139(a)(8).

105 ILCS 5/24-6, amended by P.A.s 102-275, 102-697, and 102-866, required districts to return any sick leave days used by educational support personnel for a qualifying COVID-19 related reason during the 2021-2022 school year, provided the employee was "fully vaccinated against COVID-19" by 5-10-22. See sample policy 5:250, *Leaves of Absence*, at f/n 2, for more information.

[3] As this policy is consistent with the minimum requirements of State law, this provision on the maximum number of sick days that may be accumulated is based on the minimum number required as stated in 105 ILCS 5/24-6, amended by P.A.s 102-275, 102-697, and 102-866. The number may be increased to meet or exceed the number IMRF will recognize for retirement credit purposes. The following alternative does this: "Unused sick leave shall accumulate to the maximum number of days that IMRF will recognize for retirement credit purposes."

The following optional provisions apply to boards that want to address the IMRF's requirement that public bodies must have a written plan allowing eligible employees to convert their eligible accumulated sick leave to service credit upon their retirement. See 40 ILCS 5/7-139(a)(8). See also IMRF General Memorandum #555 at: www.imrf.org/en/publications-and-archive/general-memos/2007-general-memos/general-memo-555.

Option 1: No collective bargaining agreement applies and the board wants to publicize its written plan. Insert the following sentence: This policy is the District's written plan allowing eligible employees to convert eligible accumulated sick leave to service credit upon a District employee's retirement under the Ill. Municipal Retirement Fund.

Option 2: A local collective bargaining agreement contains the written plan and the board wants to publicize it. Insert the following sentence: Please refer to the applicable collective bargaining agreement(s) for the District's written plan allowing eligible employees to convert eligible accumulated sick leave to service credit upon an employee's retirement under the Ill. Municipal Retirement Fund.

Option 3: A district maintains two separate sick leave plans, one for employees under a collective bargaining agreement, and one for non-unionized employees. Insert the text for both Option 1 and Option 2.

Note: If Options 1, 2, or 3 are chosen, add 40 ILCS 5/7-139 to the Legal References. If the board does not have a written sick leave plan for purposes of IMRF sick leave to service credit conversion or does not wish to include it in the policy, do not include any of the options above or add the citation to the Legal References.

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condition of paying sick leave beyond the 30 working school days, the Board or the Superintendent may require medical certification. [4]

For purposes of adoption, placement for adoption, or acceptance of a child in need of foster care, paid sick leave may be used for reasons related to the formal adoption or the formal foster care process prior to taking custody of the child or accepting the child in need of foster care, and for taking custody of the child or accepting the child in need to foster care. Such leave is limited to 30 days, unless a longer leave is provided in an applicable collective bargaining agreement, and need not be used consecutively once the formal adoption or foster care process is underway. The Board or Superintendent may require that the employee provide evidence that the formal adoption or foster care process is underway. [5]

Vacation [6]

Twelve-month employees shall be eligible for paid vacation days according to the following schedule:

Length of Employment		Earned Per Month~~ly~~ Accumulation	Maximum Vacation Leave Earned Per Year
From:	To:		
Beginning of year 2	End of year 5	0.83 Days	10 Days per year
Beginning of year 6	End of year 15	1.25 Days	15 Days per year
Beginning of year 16	End of year	1.67 Days	20 Days per year

Part-time employees who work at least half-time are entitled to vacation days on the same basis as full-time employees, but the pay will be based on the employee's average number of part-time hours per week during the last vacation accrual year. The Superintendent will determine the procedure for requesting vacation.

Vacation days earned in one fiscal year must be used by the end of the following fiscal year; they do not accumulate. Employees resigning or whose employment is terminated are entitled to the monetary equivalent of all earned vacation. [7]

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[4] 105 ILCS 5/24-6~~, amended by P.A.s 102-275, 102-697, and 102-866~~.

[5] 105 ILCS 5/24-6~~, amended by P.A.s 102-275, 102-697, and 102-866~~.

[6] State law does not require districts to give employees vacations. This subhead should be customized based on local needs and conditions and in consultation with the board attorney. For example, some districts may wish to attract or retain employees by offering vacation during the first year of employment and/or by making vacation days available for use on the first day of employment, earned evenly throughout the year.

[7] Required by 820 ILCS 115/5 and 56 Ill.Admin.Code §300.520 (Earned Vacations).

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Holidays [8]

Unless the District has a waiver or modification of the School Code pursuant to Section 2-3.25g or 24-2(b) allowing it to schedule school on a legal school holiday listed below, District employees will not be required to work on:

New Year's Day
Martin Luther King Jr.'s Birthday
Abraham Lincoln's Birthday
Casimir Pulaski's Birthday
Memorial Day
Juneteenth National Freedom Day
Independence Day
Labor Day
Columbus Day
Veterans Day
~~2024~~ General Election Day, when required by law
Thanksgiving Day
Christmas Day

A holiday will not cause a deduction from an employee's time or compensation.[9] The District may require educational support personnel to work on a school holiday during an emergency or for the continued operation and maintenance of facilities or property.

Personal Leave [10]

Full-time educational support personnel have one paid personal leave day per year. The use of a personal day is subject to the following conditions:

1. Except in cases of emergency or unavoidable situations, a personal leave request should be submitted to the Building Principal three days before the requested date.
2. No personal leave day may be used immediately before or immediately after a holiday, or during the first and/or last five days of the school year, unless the Superintendent grants prior approval.

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[8] Holidays are listed in 105 ILCS 5/24-2(a), (e), amended by P.A.~~s 102-14, 102-15, 102-334, 103-395, eff. 1-1-24, and~~ 103-467~~; 10 ILCS 5/1-24, added by P.A. 103-467 and scheduled to be repealed on 1-1-25~~. For information on the waiver process allowed by 105 ILCS 5/24-2(b), see sample exhibit 2:20-E, *Waiver and Modification Request Resource Guide*. The General Assembly passed legislation adding General Election Day as a school holiday for 2020, 2022, and 2024. Language referring to a General Election holiday when required by law is maintained in this policy should this practice continue. Holidays not specified in the School or Election Codes may be added to the policy; however, boards adding additional holidays should monitor and review to ensure the list remains current.

A State-mandated school holiday on Good Friday is unconstitutional according to Metzl v. Leininger, 57 F.3d 618 (7th Cir. 1995). Closing school on religious holidays may be permissible for those districts able to demonstrate that remaining open would be a waste of educational resources because of widespread absenteeism. Also, districts may be able to close school on Good Friday by adopting a spring holiday rationale or ensuring that it falls within spring break. School districts should discuss their options, including the collective bargaining implications, with their board attorney.

~~For more information about 2024 Election Day, see the discussion in f/n 4 in sample policy 5:200, *Terms and Conditions of Employment and Dismissal*. 2020 Election Day and 2022 Election Day remain holidays listed in 105 ILCS 5/24-2(e), amended by P.A.s 102-15 and 103-467, but no longer appear in this policy.~~

[9] 105 ILCS 5/24-2(a), amended by P.A. 103-395, states that "[n]o deduction shall be made from the time or compensation of a school employee, including an educational support personnel employee, on account of any legal or special holiday in which that employee would have otherwise been scheduled to work but for the legal or special holiday." This language has caused confusion and disputes in the field. Some unions have claimed this language means educational school personnel must be paid for holidays, in addition to the days worked in the regular work year. Consult the board attorney for guidance.

[10] State law does not address personal leave. It is not uncommon for boards to grant educational support personnel the same number of personal leave days as are granted to professional staff.

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3. Personal leave may not be used in increments of less than one-half day.
4. Personal leave is subject to any necessary replacement's availability.
5. Personal leave may not be used on an in-service training day and/or institute training days.
6. Personal leave may not be used when the employee's absence would create an undue hardship.

Leave to Serve as a Trustee of the Ill. Municipal Retirement Fund

Upon request, the Board will grant 20 days of paid leave of absence per year to a trustee of the Ill. Municipal Retirement Fund in accordance with State law. [11]

Other Leaves

Educational support personnel receive the following leaves on the same terms and conditions granted professional personnel in Board policy 5:250, *Leaves of Absence*:

1. Leave for Service in the Military. [12]
2. Leave for Service in the General Assembly. [13]
3. School Visitation Leave. [14]
4. Leaves for Victims of Domestic Violence, Sexual Violence, Gender Violence, or Other Crime of Violence. [15]
5. Family Bereavement Leave. [16]
6. Child Extended Bereavement Leave. [17]
7. Leave to serve as an election judge. [18]
8. COVID-19 Paid Administrative Leave. [19]
~~8.~~9. Family Neonatal Intensive Care Leave. [20]

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[11] Required by 105 ILCS 5/24-6.3(b) and 40 ILCS 5/7-174.5~~, added by P.A. 102-943~~. A similar leave exists for an elected trustee for the Ill. Teachers' Retirement System. See sample policy 5:250, *Leaves of Absence*.

[12] Military leave is governed by the School Code (105 ILCS 5/10-20.7b, 5/24-13, and 13.1); the Service Member Employment and Reemployment Rights Act (330 ILCS 61/, streamlining several job-related protection laws into one statute, mandating leave for *active service* and requiring the public employer to make up the difference between military pay and regular compensation); and the Uniformed Services Employment and Reemployment Rights Act (38 U.S.C. §4301 et seq.).

[13] Granting General Assembly leave to ESPs is optional.

[14] 820 ILCS 147/. See sample policy 5:250, *Leaves of Absence*, and 5:250-AP, *School Visitation Leave*.

[15] Required by Victims' Economic Security and Safety Act (820 ILCS 180/, amended by P.A.~~s 102-487, 102-890, and~~ 103-314) and 56 Ill.Admin.Code Part 280. Important information about this leave is discussed in f/ns 22, 23 and 24 of sample policy 5:250, *Leaves of Absence*.

[16] 820 ILCS 154/~~, amended by P.A. 102-1050~~; 56 Ill.Admin.Code Part 252. Important information about this leave is discussed in f/n 5 of sample policy 5:250, *Leaves of Absence*.

[17] 820 ILCS 156/, added by P.A. 103-466. Delete this item and the Legal Reference to 820 ILCS 156/, Child Extended Bereavement Leave Act, if the district has fewer than 50 full-time employees. ~~If the district has fewer than 50 full-time employees.~~ See sample policy 5:250, *Leaves of Absence*, and its f/ns 6 and 7 for important information about this leave.

[18] 10 ILCS 5/13-2.5.

[19] 105 ILCS 5/10-20.83~~, added by P.A. 102-697~~. See sample policy 5:250, *Leaves of Absence*, and its f/n 2~~9~~6 for important information about this leave.

[20] 820 ILCS 157/, added by P.A. 104-259, eff. 6-1-26. See sample policy 5:250, *Leaves of Absence*, and its f/ns 30-33 for important information about this leave.

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LEGAL REF.: 105 ILCS 5/10-20.7b, 5/10-20.83, 5/24-2, 5/24-6, and 5/24-6.3.
10 ILCS 5/13-2.5, Election Code.
330 ILCS 61/, Service Member Employment and Reemployment Rights Act.
820 ILCS 147/, School Visitation Rights Act.
820 ILCS 154/, Family Bereavement Leave Act.
820 ILCS 156/, Child Extended Bereavement Leave Act.
820 ILCS 157/, Family Neonatal Intensive Care Leave Act.
820 ILCS 180/, Victims' Economic Security and Safety Act.
School Dist. 151 v. ISBE, 154 Ill.App.3d 375 (1st Dist. 1987); Elder v. Sch. Dist. No.127 1/2, 60 Ill.App.2d 56 (1st Dist. 1965).

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:185 (Family and Medical Leave), 5:250 (Leaves of Absence)

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Educational Support Personnel

Sick Days, Vacation, Holidays, and Leaves

Each of the provisions in this policy applies to all educational support personnel to the extent that it does not conflict with an applicable collective bargaining agreement or individual employment contract or benefit plan; in the event of a conflict, such provision is severable and the applicable bargaining agreement or individual agreement will control.

Sick and Bereavement Leave

Please refer to the current "Agreement between Huntley Education Support Personnel Association (HESPA), IEA-NEA and Huntley Community School District 158 Board of Education."

Probationary employees and employees hired on or after March 1, 2009 who work at least 600 hours per year, shall be entitled to ten (10) days of sick leave per year for the first four (4) years of their employment. After completion of an employee's fourth year, he or she shall be entitled to fourteen (14) days of sick leave per term without loss of pay.

10 Month, probationary employees accrue sick time at 1 day per month over 10 months.
12 Month, probationary employees accrue sick time at .833 days per month over 12 months.
10 Month, non-probationary employees accrue sick time at 1.4 days per month over 10 months.
12 Month, non-probationary employees accrue sick time at 1.17 days per month over 12 months.

Part-time employees will receive sick day pay equivalent to their regular work day. Unused sick leave shall accumulate to a maximum of 240 days, including the leave of the current year.

Sick leave is defined in State law as personal illness, mental or behavioral complications, quarantine at home, or serious illness or death in the immediate family or household, or birth, adoption, or placement for adoption, or the acceptance of a child in need of foster care. The Superintendent or designee shall monitor the use of sick leave.

As a condition for paying sick leave after three days absence for personal illness or as the Board or Superintendent deem necessary in other cases, the Board or Superintendent may require that the staff member provide a certificate from: (1) a physician licensed in Illinois to practice medicine and surgery in all its branches, (2) a mental health professional licensed in Illinois providing ongoing care or treatment to the staff member, (3) a chiropractic physician licensed under the Medical Practice Act, (4) a licensed advanced practice registered nurse, (5) a licensed physician assistant who has been delegated the authority to perform health examinations by his or her supervising physician, or (6) if the treatment is by prayer or spiritual means, a spiritual adviser or practitioner of the employee's faith. If the Board or Superintendent requires a certificate during a leave of less than three days for personal illness, the District shall pay the expenses incurred by the employee.

Employees are entitled to use up to 30 days of paid sick leave because of the birth of a child that is not dependent on the need to recover from childbirth. Such days may be used at any time within the 12-month period following the birth of the child. Intervening periods of nonworking days or school not being in session, such as breaks and holidays, do not count towards the 30 working school days. As a condition of paying sick leave beyond the 30 working school days, the Board or the Superintendent may require medical certification.

For purposes of adoption, placement for adoption, or acceptance of a child in need of foster care, paid sick leave may be used for reasons related to the formal adoption or the formal foster care process prior to taking custody of the child or accepting the child in need of foster care, and for taking custody of the child or accepting the child in need of foster care. Such leave is limited to 30 days

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unless a longer leave is provided in an applicable collective bargaining agreement, and need not be used consecutively once the formal adoption or foster care process is underway. The Board or Superintendent may require that the employee provide evidence that the formal adoption or foster care process is underway.

Vacation

Please refer to the current "Agreement between Huntley Education Support Personnel Association (HESPA), IEA-NEA and Board of Education Huntley Community School District 158."

Full-time employees whose regular work year is 260 days shall be entitled to paid vacation according to the following schedule:

1. After six (6) months consecutive service, five (5) days to be taken before the close of the first fiscal year.
2. Beginning at the start of the second fiscal year, and continuing for the duration of the first five (5) consecutive years, ten (10) days.
3. After five (5) years of consecutive service, fifteen (15) days.
4. After ten (10) years of consecutive service, twenty (20) days.
5. For employees who have one or more years of service, the Board shall transfer up to five (5) unused vacation days to their cumulative sick leave at the end of each fiscal year.

Employees will be allowed to carry 1/3 of their issued vacation to the next fiscal year. However, this amount must be used by the next December 31st following the close of the fiscal year in which the vacation time was earned. Any of the unused vacation time shall be transferred to sick time to be used for extended time off per FMLA or for retirement reporting purposes. Vacation time is not cumulative.

The Superintendent, or his designee, shall attempt to arrange vacation days so that the school operation continues to operate in an effective and efficient manner. Accordingly, vacation days granted will be determined in accordance with the needs of the school.

Holidays

Please refer to the current "Agreement between Huntley Education Support Personnel Association (HESPA), IEA-NEA and Board of Education Huntley Community School District 158."

For employees not covered by this agreement, the following days will be observed:

Unless the District has a waiver or modification of The School Code pursuant to Section 2-3.25g or 24-2(b) allowing it to schedule school on a legal school holiday listed below, District employees will not be required to work on:

New Year's Day
Martin Luther King Jr.'s Birthday
Abraham Lincoln's Birthday
Casimir Pulaski's Birthday
Memorial Day
Juneteenth National Freedom Day
Independence Day
Labor Day
Columbus Day
Veteran's Day
2024 Election Day
Thanksgiving Day
Day after Thanksgiving
Christmas Eve
Christmas Day
New Year's Eve

A holiday will not cause a deduction from an employee's time or compensation. The District may require educational support personnel to work on a school holiday during an emergency or for the continued operation and maintenance of facilities or property.

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If a holiday is waived or falls on a Saturday or Sunday, it will be observed on a workday designated by the Superintendent.

Personal Leave

Please refer to the current "Agreement between Huntley Education Support Personnel Association (HESPA), IEA-NEA and Board of Education Huntley Community School District 158."

Employees not covered by this agreement with 6 months of consecutive service to the District shall receive leave of absence with pay on the same terms and conditions as employees covered by this agreement.

Personal leave shall not be allowed for participation in a work stoppage, recreation or to accompany another person on a pleasure trip.

Except in the case of an emergency, as approved by the Superintendent or designee, or for observations of a recognized religious holiday of the employee's faith, the following days shall not be utilized for personal business leave:

1. the first and last week of school for students,
2. a weekday immediately preceding a weekday legal holiday,
3. a weekday immediately preceding or the day of a weekday of student non-attendance day/half day,
4. a Friday before a Monday student non-attendance day/half day.

The employee shall suffer no loss of pay for such leave unless the aforementioned conditions have been violated.

Leave to Serve as a Trustee of the Ill. Municipal Retirement Fund

Upon request, the Board will grant 20 days of paid leave of absence per year to a trustee of the Ill. Municipal Retirement Fund in accordance with State law.

Bereavement Leave

Please refer to the current "Agreement between Huntley Education Support Personnel Association (HESPA), IEA-NEA and Board of Education Huntley Community School District 158."

For employees not covered by this Agreement:

Educational support personnel may receive the same bereavement leave that is granted professional staff.

Other Leaves

Educational support personnel receive the following leaves on the same terms and conditions granted professional personnel in policy 5:250, *Leaves of Absence*:

1. Leave for Service in the Military.
2. Leave for Service in the General Assembly.
3. School Visitation Leave.
4. Leaves for Victims of Domestic Violence, Sexual Violence, Gender Violence, or Other Crime of Violence.
5. Family Bereavement Leave.
6. Child Extended Bereavement Leave.
7. Leave to serve as an election judge.

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8. COVID-19 Paid Administrative Leave.

LEGAL REF.: 105 ILCS 5/10-20.7b, 5/10-20.83, 5/24-2, 5/24-6, and 5/24-6.3.
10 ILCS 5/13-2.5, Election Code.
330 ILCS 61/, Service Member Employment and Reemployment Rights Act.
820 ILCS 147, School Visitation Rights Act.
820 ILCS 154/, Family Bereavement Leave Act.
820 ILCS 156/, Child Extended Bereavement Leave Act.
820 ILCS 180/, Victims' Economic Security and Safety Act.
School Dist. 151 v. ISBE, 154 Ill. App. 3d 375 (1st Dist. 1987); Elder v. Sch. Dist. No. 127 1/2, 60 Ill. App. 2d 56 (1st Dist. 1965).

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:185 (Family and Medical Leave), 5:250 (Professional Personnel – Leaves of Absence)

ADOPTED: May 17, 2001

REVISED: January 15, 2026

CURRENT

Instruction

School Wellness [1]

Student wellness, including good nutrition and physical activity, shall be promoted in the District's educational program, school-based activities, and meal programs.[2] This policy shall be interpreted consistently with Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004 and the Healthy Hunger-Free Kids Act of 2010 (HHFKA). [3]

The Superintendent will ensure: [4]

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[1] State or federal law requires this subject matter to be covered in policy and controls its content. The federal Child Nutrition and WIC Reauthorization Act of 2004 (Child Nutrition Act) (Pub. L. 108-265) requires school districts participating in a program authorized by the Richard B. Russell National School Lunch Act (NSLA) (42 U.S.C. §1751 et seq.) or the Child Nutrition Act to have a school wellness policy. Pub. L. 108-265, Sec. 204. State law required the Ill. State Board of Education (ISBE) to "establish a State goal that all school districts have a wellness policy." 105 ILCS 5/2-3.139(a). ISBE complied in October 2007 by "instruct[ing] all public school districts to establish a School Wellness Policy." The federal and State laws list mandatory topics for the policy. The second sentence of this policy should be deleted if the district does not participate in the NSLA or the Child Nutrition Act.

See ISBE's numerous resources at: www.isbe.net/Pages/Nutrition-and-Wellness.aspx and www.isbe.net/Pages/Local-School-Nutrition-Wellness-Policy.aspx. Action for Healthy Kids is a national organization dedicated to overcoming the "epidemic of overweight, undernourished and sedentary youth by focusing on changes in schools;" see its resources at: www.actionforhealthykids.org/.

This sample policy seeks to be both legally compliant and consistent with good governance principles. Both federal and State laws allow each school district to determine how the required topics are addressed. Good governance principles suggest that the board should establish goals with community and stakeholder input. The administration should determine how to achieve the goals. The board should monitor this policy by requesting and reviewing periodic implementation data.

~~The Ill. Dept. of Agriculture and ISBE are directed to create the Farm Fresh Schools Program. 105 ILCS 124/, Farm Fresh Schools Program Act; 30 ILCS 105/5.728, Farm Fresh Schools Program Fund. They are also directed to administer a grant program to further the Program's intent of "reduc[ing] obesity and improve[ing] nutrition and public health, as well as strengthen[ing] local agricultural economies by increasing access to and promoting the consumption of locally grown fruits and vegetables in schools and increasing physical activities and programs that promote pupil wellness." 105 ILCS 124/10.~~

[2] 7 C.F.R. §210.31(a) and (c)(1). The law requires that local school wellness policies include specific goals for nutrition promotion and education, physical activity, and school-based activities. Federal law requires consideration of evidence-based strategies and techniques when implementing school-based activities. See ISBE's *Local Wellness Policy ~~Content Checklist~~Fact Sheet* at: ~~www.isbe.net/Documents/Local-Wellness-Policy-Content-Checklist.pdf~~www.isbe.net/Pages/Local-School-Nutrition-Wellness-Policy.aspx.

For boards that need technical assistance, see:

1. The U.S. Dept. of Agriculture (USDA) at: www.fns.usda.gov/tn/local-school-wellness-policy; and
2. The Alliance for a Healthier Generation (AHG) at: www.healthiergeneration.org/.

[3] Pub. L. 111-296, Healthy Hunger-Free Kids Act of 2010 (HHFKA); 42 U.S.C. §1758b (local school wellness policy); 7 C.F.R. §§210.10 (meal requirements for lunches and requirements for after-school snacks) and 210.31(a) (local school wellness policy).

[4] Id.; 7 C.F.R. §210.31(c)(4) (identification of school official responsible for implementation of the policy), §210.31 (d)(2) (informing the public about the policy and making it available on an annual basis), §210.31 (d)(3) (informing the public of the progress toward meeting the goals of the policy by making triennial assessments available), and §210.31(e) (policy implementation, assessments, and updates). See also f/n 20, below.

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1. Each school building complies with this policy;
2. The policy is available to the community on an annual basis through copies of or online access to the Board Policy Manual[5]; and
3. The community is informed about the progress of this policy's implementation.

Goals for Nutrition Education and Nutrition Promotion [6]

The goals for addressing nutrition education and nutrition promotion include the following:

- Schools will support and promote sound nutrition for students.
- Schools will foster the positive relationship between sound nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition education will be part of the District's comprehensive health education curriculum. See Board policy 6:60, *Curriculum Content*. [7]

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

This sample policy identifies the superintendent as the school official responsible to ensure compliance and oversee the policy. When the rules require specific identification of a school official, the policy does not include the delegation language *or designee*. **[School boards] must identify the [school official(s)] responsible for oversight of [its wellness policy] to ensure compliance. [Boards] have discretion and are the most qualified to identify the best candidate for [their wellness] policy leadership as size, resources, and needs vary greatly among [school districts].** See Federal Register Vol. 81, No. 146 at 50155 at: www.gpo.gov/fdsys/pkg/FR-2016-07-29/pdf/2016-17230.pdf.

For boards that wish to identify a school official other than the superintendent, delete ~~Superintendent~~ and replace it with the responsible school official's title.

The intent of the rule is that schools "notify households on an annual basis of the availability of the local school wellness policy information and provide information that would enable *interested households* to obtain additional details." Fed. Reg. Vol. 81, No. 146 at 50160. However, the rule states, "[i]nform the *public* about the content and implementation of the local school wellness policy, and make the policy and any updates to the policy available to the public on an annual basis."

To achieve the intent of this requirement, the regulations suggest several methods for districts, which include a common method many districts likely already use: post the policy on the websites for the *public*, and use the student handbook to distribute important information to *interested households*.

[5] For boards that distribute their wellness policies via student handbooks and want to list that in the text of their policies, insert "and distributed to students and their parents/guardians through student handbooks". For sample handbook language, see the Illinois Principals Association *Online Model Student Handbook (MSH)* at: www.ilprincipals.org/msh/.

[6] Goals for nutrition education and nutrition promotion are required topics, but the local board may determine what goals are appropriate. Pub. L. 108-265, Sec. 204(a)(1) and Pub. L. 111-296; 42 USC §1758b(b)(1); 105 ILCS 5/2-3.139(a)(2); and 7 C.F.R. §210.31(c)(1). Replace this policy's text with a board's own locally developed nutritional education and promotion goals.

Nutrition promotion, required by Pub. L. 111-296, is not well-described or defined. The Food Nutrition Service (FNS) describes *nutrition promotion* more clearly in its technical assistance materials and the proposed 7 C.F.R. Part 210 rules (Fed. Reg. Vol. 79, No. 38 at 10695), dated Feb. 26, 2014, which state, "… evidence based techniques and scientifically-based nutrition messages targeted to a specific audience to inspire and motivate them to take action and use these techniques and messages to create environments and food service venues (classroom, cafeteria, à~~a~~ la carte, vending machines, school stores, snack bars, fundraisers, home, etc.) that encourage healthy nutrition choices, as well as enhance and encourage participation in school meal programs."

More specific materials about nutrition education and promotion, including songs, games, posters, videos, event-planning booklets, wellness communication toolkits, school garden activities, and a graphics library, have also been developed by the FNS' Team Nutrition at: www.fns.usda.gov/tn/team-nutrition ~~www.fns.usda.gov/tn/resource-library~~.

Technical assistance for:

Nutritional promotion at: www.fns.usda.gov/tn/local-school-wellness-policy.

Goals development for and implementation of nutrition education and promotion are available from AHG at: www.healthiergeneration.org/.

[7] 105 ILCS 5/27-215(a)(1)~~10/3~~, added by P.A. 104-391, and 23 Ill.Admin.Code §1.420(n).

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Goals for Physical Activity [8]

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.
- Physical education will be taught in all grades and shall include a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. See Board policies 6:60, *Curriculum Content* and 7:260, *Exemption from Physical Education*. [9]
- During the school day, all students will be required to engage in a daily physical education course, unless otherwise exempted. See Board policies 6:60, *Curriculum Content* and 7:260, *Exemption from Physical Education*. [10]
- The curriculum will be consistent with and incorporate relevant *Illinois Learning Standards for Physical Development and Health* as established by the Ill. State Board of Education (ISBE). [11]

Goals for Other School-Based Activities [12]

The goals for school-based activities include the following:

- Schools will support and promote a healthy eating environment for students.
- Schools will promote and participate in wellness activities.
- Schools will offer other school-based activities to support student health and wellness, including coordinated events and clubs.

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[8] This is a required topic, but the local board may determine what goals are appropriate. 105 ILCS 5/2-3.139(a)(2); 42 USC §1758b(b)(1); and 7 C.F.R. §210.31(a) and (c)(1).

[9] 105 ILCS 5/27-705 and 27-7106, ~~amended by P.A. 102-405~~amended and renumbered by P.A. 104-391; 23 Ill.Admin.Code §1.425. See also f/n 32~~1~~ in sample policy 6:60, *Curriculum Content*. For standards-based lesson plans and curricula for pre-kindergarten through grade 8, classroom-based lesson plans, recipes, guidance to improve the quality of school meals, and other materials for nutrition education and promotion, including songs, games, posters, videos, event-planning booklets, wellness communication toolkits, school garden activities, and a graphics library, see the resources developed by the FNS' Team Nutrition at: www.fns.usda.gov/tn/team-nutrition~~www.fns.usda.gov/tn/resource-library~~.

[10] Id. This policy's sample text is based upon federal and State goals while sample policy 6:60, Curriculum Content's text is based only upon State curriculum requirements that require a minimum of three days of physical education per five-day week. Ensure the text in this policy's goal aligns with the district's practice stated in policy 6:60, *Curriculum Content*, for meeting the minimum requirements of 23 Ill.Admin.Code §1.425(b).

[11] Schools must "set student learning objectives which meet or exceed goals established by the State." 105 ILCS 5/2-3.63. The *Learning Standards* can be found on ISBE's website at: www.isbe.net/Pages/Standards-Courses.aspx. See State goals 19-24 for physical education and health at: www.isbe.net/Documents/Goals-19-24-and-Perf-Descrip.pdf.

105 ILCS 5/27-720~~6.5~~, renumbered by P.A. 104-391, describes physical fitness assessments required~~, beginning with the 2016-17 school year and every school year thereafter,~~for grades 3-12 in an effort to meet State Goal 20 of the *Illinois Learning Standards for Physical Development and Health*. See also 23 Ill.Admin.Code §1.425(f) and (h); ISBE's *IL Fitness Assessments and Data Reporting Requirements Questions and Answers (Rev. ~~Sept~~Nov. 2025~~1~~)* at: www.isbe.net/Documents/Physical_Fitness_Assessment_FAQ.pdf.

[12] This is a required topic, but the local board may determine what goals are appropriate. 42 USC §1758b(b)(1); 7 C.F.R. §210.31(c)(1). The third sample goal comes from ISBE's *Local Wellness Policy Template for Schools*, which was formerly available ~~at: www.isbe.net/Pages/Local-School-Nutrition-Wellness-Policy.aspx~~on ISBE's website.

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Nutrition Guidelines for Foods Available During the School Day; Marketing Prohibited [13]

Students will be offered and schools will promote nutritious food and beverage choices during the school day that are consistent with Board policy 4:120, *Food Services* (requiring compliance with the nutrition standards specified in the U.S. Dept. of Agriculture's (USDA) *Smart Snacks* rules). [14]

In addition, in order to promote student health and reduce childhood obesity,[15] the Superintendent or designee shall:

1. Restrict the sale of *competitive foods*, as defined by the USDA, in the food service areas during meal periods;
2. Comply with all ISBE rules; and
3. Prohibit marketing during the school day of foods and beverages that do not meet the standards listed in Board policy 4:120, *Food Services*, i.e., in-school marketing of food and beverage items must meet *competitive foods* standards. [16]

Competitive foods standards do not apply to foods and beverages available, but not sold in school during the school day; e.g., brown bag lunches, foods for classroom parties, school celebrations, and reward incentives. [17]

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[13] The policy must include the nutrition guidelines selected by the board for "all foods available during the school day with the objective of promoting student health and reducing childhood obesity." Pub. L. 108-265, Sec. 204(a)(2); 105 ILCS 5/2-3.139(a)(1); and 7 C.F.R. §§210.10 and 210.31(a), (c)(2), and (c)(3)(i)-(iv). 42 U.S.C. 1758b(b)(2)(A) requires that each local school wellness policy include nutrition guidelines for all foods and beverages available for sale on the school campus during the school day to ensure they are consistent with the statutory and regulatory provisions governing school meals (7 C.F.R. §§210.10, 220.8 and 220.10) and competitive foods (7 C.F.R. §210.11) as applicable.

Prior to July 2016 when 7 C.F.R. § 210.10 and 7 C.F.R § 210.31(c) (respectively) became effective, the current *Dietary Guidelines for Americans* published jointly by the U.S. Depts. of Health and Human Services and Agriculture (USDA) were used as nutrition guidelines.

[14] 7 C.F.R. §§210.10 (meal requirements for lunches and requirements for afterschool snacks); 210.11(c) (general nutrition standards for competitive food, i.e., *Smart Snacks*); and 210.31(a) and (c) (encompassing all other nutrition requirements, including foods not sold to students during the school day (classroom parties)).

[15] 7 C.F.R.§210.31(c)(3)(iv).

[16] 7 C.F.R. §§210.11(a)(2) and 210.31(c)(3)(iii); 23 Ill. Admin. Code §305.5. For a definition of *competitive foods*, see sample administrative procedure 4:120-AP, *Food Services; Competitive Foods; Exemptions*.

[17] 7 C.F.R. §210.31(c)(2). This sample policy does not apply competitive food standards to foods not sold in schools; i.e., foods that students bring into the school from home, etc.

The final [federal] rule does not require that local school wellness policy standards for *foods provided in schools during the school day but not available for sale* conform to the school meal requirements or the competitive foods standards. In fact, the preamble to the final rule reiterates this saying, "[a]gain, it should be noted that with regard to foods provided, but not sold, in schools, local jurisdictions have the discretion to adopt standards that conform to [the competitive food standards] or to adopt more or less stringent standards." Similarly, the preamble to the final rule clearly states the rule does not require school boards to address standards for food brought from home for individual consumption. See Federal Register Vol. 81, No. 146 at 50158 at: www.gpo.gov/fdsys/pkg/FR-2016-07-29/pdf/2016-17230.pdf. Emphasis added.

This sample policy adopts less stringent standards for foods not sold in schools. For boards that wish to adopt standards that conform to the competitive food standards or apply even more stringent standards to foods available, but not sold during the school day, delete the last sentence of this **Nutrition Guidelines for Foods Available During the School Day; Marketing Prohibited** subhead: ~~*Competitive foods* standards do not apply to foods and beverages available, but not sold in school during the school day; e.g., foods for classroom parties, school celebrations, and reward incentives.~~ and choose one of the following sentences to replace it:

Option 1: The District applies competitive foods standards listed in Board policy 4:120, *Food Services*, to foods available, but not sold, in schools.

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Exempted Fundraising Day (EFD) Requests [18]

All food and beverages sold to students on the school campuses of participating schools during the school day must comply with the "general nutrition standards for competitive foods" specified in federal law.

ISBE rules prohibit EFDs for grades 8 and below in participating schools.

The Superintendent or designee in a participating school may grant an EFD for grades 9 through 12 in participating schools. To request an EFD and learn more about the District's related procedure(s), contact the Superintendent or designee. The District's procedures are subject to change. The number of EFDs for grades 9 through 12 in participating schools is set by ISBE rule.

Guidelines for Reimbursable School Meals [19]

Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program. [20]

Unused Food Sharing Plan [21]

In collaboration with the District's local health department, the Superintendent or designee will:

1. Develop and support a food sharing plan (Plan) for unused food that is focused on needy students. [22]
2. Implement the Plan throughout the District.

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Option 2: The District applies more stringent standards than the competitive foods standards to foods available, but not sold, in schools. These include [list the chosen standards to foods available, but not sold, in schools].

The AHG encourages school officials to consider prohibiting foods as a reward and using the *Smart Snacks* standards for foods available, but not sold during the school day. However, enforcing such standards against students who are sent to school with snacks from their parents/guardians is difficult and may be considered overreach. Further, such a standard may open the district to challenges. Consult the board attorney about enforcement of standards that meet the *competitive foods* standards – or even more stringent standards – upon foods available, but not sold during the school day, i.e., choosing Options 1 or 2, above.

[18] Required by 23 Ill.Admin.Code §305.15(c)(2), 7 C.F.R. §§210.11(b)(4)~~,~~ and (c)(2) and 210.3~~10~~(c)(~~32~~) for participating schools that want to grant EFDs.

For elementary districts, delete these sentences: ~~The Superintendent or designee in a participating school may grant an EFD for grades 9 through 12 in participating schools. To request an EFD and learn more about the District's related procedure(s), contact the Superintendent or designee. The District's procedures are subject to change. The number of EFDs for grades 9 through 12 in participating schools is set by ISBE rule.~~

For high school districts, delete this sentence: ~~EFDs are prohibited for grades eight and below in participating schools.~~

Detailed procedures are subject to change and are too complicated for policy text. This policy seeks to balance the requirement to include procedures in the policy for requesting an EFD by providing information about the initial steps and directing the superintendent or designee to inform the requestor of the current procedure. For a list of the number of available EFDs and a more detailed sample step-by-step procedure to request them, see sample administrative procedure 4:120-AP, *Food Services; Competitive Foods; Exemptions*.

[19] Inclusion in the policy is required for only those districts that participate in a program authorized by the NSLA or the Child Nutrition Act.

[20] Child Nutrition Act of 1966 (42 U.S.C. §1771 et seq.) and NSLA (42 U.S.C. §1758).

[21] 105 ILCS 5/2-3.189~~, added by P.A. 102-359 and renumbered by P.A. 102-813~~.

[22] *Needy students* is not defined by 105 ILCS 5/2-3.189~~, added by P.A. 102-359 and renumbered by P.A. 102-813~~.

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3. Ensure the Plan complies with the Richard B. Russell National School Lunch Act, as well as accompanying guidance from the U.S. Department of Agriculture on the Food Donation Program. [23]
4. Ensure that any leftover food items are properly donated to combat potential food insecurity in the District's community. *Properly* means in accordance with all federal regulations and State and local health and sanitation codes.

Monitoring [24]

At least every three years, the Superintendent shall provide implementation data and/or reports to the Board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy (a triennial report).[25] This triennial report must include without limitation each of the following:

- An assessment of the District's implementation of the policy
- The extent to which schools in the District are in compliance with the policy
- The extent to which the policy compares to model local school wellness policies
- A description of the progress made in attaining the goals of the policy
- How the District will make the results of the assessment available to the public
- Where the District will retain records of the assessment [26]

The Board will monitor and adjust the policy pursuant to Board policy 2:240, *Board Policy Development*.

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[23] Required for districts that participate in child nutrition programs, the National School Lunch Program and National School Breakfast Program, the Child and Adult Care Food Program (CACFP), and the Summer Food Service Program (SFSP). See 105 ILCS 5/2-3.189~~, added by P.A. 102-359 and renumbered by P.A. 102-813~~.

Delete number 3 *only if* the district participates in none of the programs listed.

Food sharing plans will depend on many local factors and require local health department involvement, so because of that, a sample **PRESS** administrative procedure is not practical and does not exist.

[24] The policy must establish a plan for measuring implementation of the local wellness policy, including designation of one or more persons within the local educational agency at each school, as appropriate, charged with operational responsibility for ensuring that the school meets the local wellness policy. Pub. L. 108-265, Sec. 204(a)(4); 105 ILCS 5/2-3.139(a)(4); and 7 C.F.R. §210.31(c)(5), (6), and (e)(1). 105 ILCS ~~110/3.5(a)~~5/27-235(a), renumbered by P.A. 104-391, requires ISBE to develop and maintain a nutrition and physical activity best practices database. Materials may be found at: www.isbe.net/Pages/Nutrition-and-Wellness.aspx.

42 U.S.C. §1758b(b)(5)(A) (Pub. L. 111-296) requires the public to receive periodic measures with the listed items. The accepted practice is annual reports. There is very little guidance to assist school districts in complying with this requirement~~, and school districts were expected to be working toward developing a reasonable method to implement this requirement by the end of the 2011-2012 school year~~. Without guidance, to ensure compliance, superintendents should contact their Regional Office of Education or Intermediate Service Center regarding their school districts' efforts to comply with this requirement. ~~A guide~~Guidance to help school districts conduct a triennial~~n~~ evaluation of local wellness policies is available~~, along with more guidance~~ at: https://www.isbe.net/Pages/Local-School-Nutrition-Wellness-Policy.aspx ~~www.fns.usda.gov/tn/local-school-wellness-policy~~.

[25] 7 C.F.R. §210.31(e)(2)(i)-(iii) and (3).

[26] Id. and §210.31(f); see also the Local Records Act, 50 ILCS 205/. It governs retention of district records; its definition of *public record* is narrower than the definition in the Freedom of Information Act. These communications must be retained only when they contain: (1) evidence of the district's organization, function, policies, procedures, or activities, or (2) informational data appropriate for preservation. Consult the board attorney for a more thorough analysis and a legal opinion about how to meet both of the federal records retention requirements discussed in f/n 2~~9~~8, below, and the Local Records Act.

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Community Involvement [27]

The Board and Superintendent will actively invite suggestions and comments concerning the development, implementation, periodic reviews, and updates of the school wellness policy from parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the community. Community involvement methods shall align their suggestions and comments to Board policy 2:140, *Communications To and From the Board* and/or the **Community Engagement** subhead in Board policy 8:10, *Connection with the Community*. [28]

Recordkeeping [29]

The Superintendent shall retain records to document compliance with this policy, the District's records retention protocols, and the Local Records Act.

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[27] A board must establish a plan in its wellness policy for involving parents, students, and representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the public in the development of the school wellness policy. Pub.L. 108-265, Sec. 204(a)(5); 42 U.S.C. §1758b(b)(3) (Pub.L. 111-296); 105 ILCS 5/2-3.139(a)(3); 7 C.F.R. §210.31(c)(5) (requirement to describe involvement plan in policy), and 7 C.F.R. §210.31(d)(1) (requirement to allow certain stakeholders to participate in policy development, etc.).

School districts have discretion in exactly how they implement this requirement, and [e]ach [school district] is best suited to determine the distinctive needs of the community it serves. See Federal Register Vol. 81, No. 146 at 50155 at: www.gpo.gov/fdsys/pkg/FR-2016-07-29/pdf/2016-17230.pdf.

This requirement's awkward wording notwithstanding, a board may take compliance steps by:

Seeking community input or involvement during this policy's adoption and monitoring phases, and inviting suggestions and comments during the public comment portion of board meetings from time to time. This method aligns with sample policies 2:140, *Communications To and From the Board*, and 2:240, *Board Policy Development*.

Establishing a "local school wellness committee." This method is discussed in the preamble to 7 C.F.R. §210.31(d)(1), which suggests "identifying individuals" to serve on a "local school wellness policy committee**." However, the final text of 7 C.F.R. §210.31(d)(1) does not specifically require districts to establish a local school wellness policy committee – only that they "permit [groups listed in the policy above] to participate …."** See also the citation to the Federal Register, in the second paragraph of this f/n, above, discussing policy implementation discretion.

The default text of this policy ~~follows item #1 above and~~ does not establish a local school wellness committee. For a district that wants to appoint or approve a local school wellness committee, add the following optional sentence as the last sentence of this subhead: "As necessary, the Superintendent or designee will convene a Wellness Committee with at least one representative from each of the listed groups." Also list the Wellness Committee in sample administrative procedure 2:150-AP, *Superintendent Committees*. As much of the work of developing a plan to involve local stakeholders is administrative/staff work rather than governance work, best practice is for a Wellness Committee be an administrative committee, but consult the board attorney for guidance. See f/n 3 in sample policy 2:150, *Committees,* for a discussion of Open Meetings Act implications of the Wellness Committee being a board committee.

If a board wants to comply with the USDA's *encouragement* to include Supplemental Nutrition Assistance Program Education (SNAP-ED) coordinators or educators in the group to provide input about the policy, add:

", Supplemental Nutrition Assistance Program Education (SNAP-ED) coordinators, educators" to the end of the first sentence in this subhead, immediately before: ", and community."

[28] If a board has not adopted the **Community Engagement** subhead in policy 8:10, *Connection with the Community*, delete the phrase at the end of the second sentence: "Individuals shall align their suggestions and comments to policy 2:140, *Communications To and From the Board* ~~and/or the **Community Engagement** subhead in policy 8:10, *Connection with the Community*~~."

A board may also choose to post this policy on its website and include it in the student handbook.

[29] 7 C.F.R. §210.31(f). Records must include: (1) the policy; (2) documentation demonstrating compliance with community involvement requirements, including requirements to make the local school wellness policy and triennial assessments available to the public; and (3) documentation of the triennial assessment of the local school wellness policy for each school under its jurisdiction.

See f/n 2~~6~~5, above regarding the Local Records Act and sample administrative procedure 2:250-AP2, *Protocols for Record Preservation and Development of Retention Schedules*.

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LEGAL REF.: Pub. L. 108-265, Sec. 204, Child Nutrition and WIC Reauthorization Act of 2004.
42 U.S.C. §1751 et seq., Richard B. Russell National School Lunch Act.
42 U.S.C. §1758b, Pub. L. 111-296, Healthy, Hunger-Free Kids Act of 2010.
42 U.S.C. §1771 et seq., Child Nutrition Act of 1966.
42 U.S.C. §1779~~, as implemented by;~~ 7 C.F.R. §§210.11 and 210.31.
50 ILCS 205/, Local Records Act.
105 ILCS 5/2-3.139 and 5/2-3.189.
23 Ill.Admin.Code Part 305, Food Program.
ISBE's *School Wellness Policy* Goal, adopted Oct. 2007.

CROSS REF.: 2:140 (Communications To and From the Board), 2:150 (Committees), 2:240 (Board Policy Development), 4:120 (Food Services), 5:100 (Staff Development Program), 6:60 (Curriculum Content), 7:260 (Exemption from Physical Education), 8:10 (Connection with the Community)

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

While 7 C.F.R. §210.31(f) does not require the policy text to state what records must be kept, a board that wants to include that information may insert the following text: "Records must include: (1) this policy; (2) documentation demonstrating compliance with community involvement, including requirements to make the policy and triennial assessments available to the public; and (3) documentation of the triennial assessment of this policy for each school under its jurisdiction."

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Instruction

School Wellness

Student wellness, including good nutrition and physical activity, shall be promoted in the District's educational program, school-based activities, and meal programs. This policy shall be interpreted consistently with Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004 and the Healthy Hunger-Free Kids Act of 2010 (HHFKA).

The Superintendent will ensure:

1. Each school building complies with this policy;
2. The policy is available to the community on an annual basis through copies of or online access to the Board Policy Manual; and
3. That the community is informed about the progress of this policy's implementation.

Goals for Nutrition Education and Nutrition Promotion

The goals for addressing nutrition education and nutrition promotion include the following:

- Schools will support and promote sound nutrition for students.
- Schools will foster the positive relationship between sound nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition education will be part of the District's comprehensive health education curriculum. See Board policy 6:60, *Curriculum Content*.

Goals for Physical Activity

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.
- Physical education will be taught in all grades and shall include a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. See policies 6:60, *Curriculum Content* and 7:260, *Exemption from Physical Education*.
- Unless otherwise exempted, all students are required to engage in a physical education course with such frequency as determined by the Board after recommendation from the Superintendent, but at a minimum of three days per five-day week. See policies 6:60, *Curriculum Content* and 7:260, *Exemption from Physical Education*.
- The curriculum will be consistent with and incorporate relevant *Illinois Learning Standards for Physical Development and Health* as established by the Ill. State Board of Education (ISBE).

Goals for Other School-Based Activities

The goals for school-based activities include the following:

- Schools will support and promote a healthy eating environment for students.
- Schools will promote and participate in wellness activities.
- Schools will offer other school-based activities to support student health and wellness, including coordinated events and clubs.

CURRENT

Nutrition Guidelines for Foods Available During the School Day; Marketing Prohibited

Students will be offered and schools will promote nutritious food and beverage choices during the school day that are consistent with Board policy 4:120, *Food Services* (requiring compliance with the nutrition standards specified in the U.S. Dept. of Agriculture's (USDA) *Smart Snacks* rules).

In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall:

1. Restrict the sale of *competitive foods*, as defined by the USDA, in the food service areas during meal periods:
2. Comply with all ISBE rules; and
3. Prohibit marketing during the school day of foods and beverages that do not meet the standards listed in Board policy 4:120, *Food Services*, i.e., in-school marketing of food and beverage items must meet *competitive foods* standards.

Competitive foods standards do not apply to foods and beverages available, but not sold in school during the school day; e.g., brown bag lunches, foods for classroom parties, school celebrations, and reward incentives.

Exempted Fundraising Day (EFD) Request

All food and beverages sold to students on the school campuses of participating schools during the school day must comply with the "general nutrition standards for competitive foods" specified in federal law.

ISBE rules prohibit EFDs for grades 8 and below in participating schools.

The Superintendent or designee in a participating school may grant an EFD for grades 9 through 12 in participating schools. To request an EFD and learn more about the District's related procedure(s), contact the Superintendent or designee. The District's procedures are subject to change. The number of EFDs for grades 9 through 12 in participating schools is set by ISBE rule.

Guidelines for Reimbursable School Meals

Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program.

Unused Food Sharing Plan

In collaboration with the District's local health department, the Superintendent or designee will:

1. Develop and support a food sharing plan (Plan) for unused food that is focused on needy students.
2. Implement the Plan throughout the District.
3. Ensure the Plan complies with the Richard B. Russell National School Lunch Act, as well as accompanying guidance from the U.S. Department of Agriculture on the Food Donation Program.
4. Ensure that any leftover food items are properly donated to combat potential food insecurity in the District's community. *Properly* means in accordance with all federal regulations and State and local health and sanitation codes.

Monitoring

At least every three years, the Superintendent shall provide implementation data and/or reports to the Board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy (a triennial report). This triennial report must include, without limitation, each of the following:

- An assessment of the District's implementation of the policy

CURRENT

- The extent to which schools in the District are in compliance with the policy
- The extent to which the policy compares to model local school wellness policies
- A description of the progress made in attaining the goals of the policy
- How the District will make the results of the assessment available to the public
- Where the District will retain records of the assessment

The Board will monitor and adjust the policy pursuant to policy 2:240, *Board Policy Development.*

Community Involvement

The Board and Superintendent will actively invite suggestions and comments concerning the development, implementation, periodic reviews, and updates of the school wellness policy from parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the Board of Education, school administrators, and the community. Community involvement methods shall align their suggestions and comments to policy 2:140, *Communications To and From the Board* and/or the **Community Engagement** subhead in policy 8:10, *Connection with the Community*.

Recordkeeping

The Superintendent shall retain records to document compliance with this policy, the District's records retention protocols, and the Local Records Act.

LEGAL REF.: Pub. L. 108-265, Sec. 204, Child Nutrition and WIC Reauthorization Act of 2004.
42 U.S.C. §1751 et seq., National School Lunch Act.
42 U.S.C. §1758b, Pub L. 111-296, Healthy, Hunger-Free Kids Act of 2010.
42 U.S.C. §1771 et seq., Child Nutrition Act of 1966.
42 U.S.C. §1779, as implemented by 7 C.F.R. §§210.11 and 210.31.
50 ILCS 205/, Local Records Act.
105 ILCS 5/2-3.139, and 5/2-3.189.
23 Ill. Admin. Code Part 305, Food Program.
ISBE's School Wellness Policy Goal, adopted Oct. 2007.

CROSS REF.: 2:140 (Communications To and From the Board), 2:150 (Committees), 2:240 (Board Policy Development), 4:120 (Food Services), 5:100 (Staff Development Program), 6:60 (Curriculum Content), 7:260 (Exemption from Physical Education), 8:10 (Connection with the Community)

ADOPTED: May 18, 2006

REVISED: January 18, 2024

CURRENT

Instruction

Student Social and Emotional Development [1]

Social and ~~e~~Emotional ~~l~~Learning (SEL) is defined as the process through which students enhance their ability to integrate thinking, feeling, and behaving to achieve important life tasks. Students competent in SEL are able to recognize and manage their emotions, establish healthy relationships, set positive goals, meet personal and social needs, and make responsible and ethical decisions. [2]

The Superintendent shall incorporate SEL into the District's curriculum and other educational programs consistent with the District's mission and the goals and benchmarks of the Ill. Learning Standards.[3] The Ill. Learning Standards include three goals for students: [4]

1. Develop self-awareness and self-management skills to achieve school and life success.
2. Use social~~-~~ awareness and interpersonal skills to establish and maintain positive relationships.
3. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

The incorporation of SEL objectives into the District's curriculum and other educational programs may include but is not limited to: [5]

1. Classroom and school-wide programming to foster a safe, supportive learning environment where students feel respected and valued. This may include incorporating scientifically based, age-~~-~~ and~~-~~ culturally appropriate classroom instruction, and District-wide~~,~~ and school-wide strategies that teach SEL skills, promote optimal mental health, and prevent risk behaviors for all students. [6]

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[1] State law requires this subject matter be covered by policy~~, and it required districts to submit it to the Ill. State Board of Education (ISBE) once by 8-31-04~~. 405 ILCS 49/15(b).

[2] This text paraphrases the definition in the Ill. Children's Mental Health Partnership's 2005 Strategic Plan for Building a Comprehensive Children's Mental Health System in Illinois, pg. 73, Appendix C, starting at pg. 69. The ~~2023 *Illinois*~~ Children's Mental Health Partnership's ~~A~~annual ~~R~~reports ~~to the Governor is~~ are available at: https://dph.illinois.gov/topics-services/life-stages-populations/maternal-child-family-health-services/child-health/icmhp.html~~www.ilga.gov/reports/ReportsSubmitted/4592RSGAEmail9699RSGAAttachICMHP%202023%20Annual%20Report.pdf~~.

[3] Required by the Children's Mental Health Act, 405 ILCS 49/1 et seq~~, amended by P.A.s 102-899 and 102-1034~~. ISBE incorporated social and emotional development standards into the Ill. Learning Standards. For more information see: www.isbe.net/sel. School social workers may implement a continuum of social and emotional education programs and services in accordance with students' needs. 405 ILCS 49/15(b).

[4] The goals, along with their benchmarks, performance descriptors and indicators are available at the link in f/n 3, above.

[5] The objectives are a matter of local school board discretion. A board may replace the sample objectives with its own local objectives. This sample policy lists the ISBE's SEL goals found on ISBE's website, cited in f/n 3, above.

[6] 20 ILCS 1705/76 requires the Ill. Dept. of Human Services (IDHS) to create and maintain an online ~~*Mental Health Database and Resource*~~ mental health database and resource page on its website with mental health resources to: (1) assist school social workers, school counselors, parents, teachers, and school support personnel with the goal of connecting them with mental health resources related to bullying and school shootings; and (2) encourage information sharing among educational administrators, school security personnel, and school resource officers. See the IDHS *School Based Mental Health ~~d~~Database* at: www.dhs.state.il.us/page.aspx?item=118331.

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2. Ongoing Sstaff professional development and trainingsupport to promote students' SEL development. This may include providing all personnel with age-appropriate academic and SEL and how to promote it. [7]
3. Parent/Guardian and family involvement to promote students' SEL development. This may include providing parents/guardians and families with learning opportunities related to the importance of their children's optimal SEL development and ways to enhance it. [8]
4. Community partnerships to promote students' SEL development. This may include establishing partnerships with diverse community agencies and organizations to assure a coordinated approach to addressing children's mental health and SEL development.
5. Early identification and intervention to enhance students' school readiness, academic success, and use of good citizenship skills. This may include development of a system and procedures for periodic and universal screening, assessment, and early intervention for students who have significant risk factors for social, emotional, or mental health conditions that impact learning.[9]
6. Treatment to prevent or minimize mental health conditions in students. This may include building and strengthening referral and follow-up procedures for providing effective clinical services for students with social, emotional, and mental health conditions[10] that impact learning. This may include student and family support services, school-based behavioral health services, and school-community linked services and supports.
7. Assessment and accountability for teaching SEL skills to all students. This may include implementation of a process to assess and report baseline information and ongoing progress about school climate, students' social and emotional development, and academic performance.[11]

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20 ILCS 1705/76.2, added by P.A. 103-222, requires IDHS to partner with ISBE to provide technical assistance for the provision of mental health care for students during school days.

105 ILCS 5/27-10823.17, added by P.A. 103-764 and renumbered by P.A. 104-391, eff. 1-1-25, allows districts to provide students with at least 20 minutes per week of *relaxation activities* to enhance students' mental and physical health as part of the school day. *Relaxation activities* may include mindful-based movements, yoga, stretching, meditation, breathing exercises, guided relaxation techniques, quiet time, walking, in-person conversation, and other stress-relieving activities. *Relaxation activities* may take place during a P.E. class, social emotional learning class, or student-support or advisory class or as a part of another similar class.

[7] See SEL resources to support instruction of the Ill. Learning Standards at: https://ilclassroomtech.weebly.com/social-emotional-learning.html. See professional development resources at: https://casel.org/state-resource-center/professional-development/#state-resource-center-professional-development.

[8] The Ill. Children's Mental Health Partnership provides resources for youth, caregivers, and professionals. See f/n 2, above.

20 ILCS 1705/11.4, added by P.A. 103-546, requires IDHS to create and maintain an online Ccare Pportal to serve as a central resource for families with children who have significant and complex behavioral health needs. See the care portal, Behavioral Health Care and Ongoing Navigation (BEACON), at: https://beacon.illinois.gov/. IDHS, in coordination with various state agencies, is to develop training and communication for school districts, hospital social workers, and system partners to demonstrate how individuals can assist a family seeking youth behavioral health services.

[9] Information about Early Childhood Mental Health Consultation is available at: www.iecmhc.org/.

[10] 305 ILCS 5/5-5.23(g) created the *Family Support Program* (FSP) in the Ill. Dept. of Healthcare and Family Services. FSP is a restructure of the former Individual Care Grant program. Its purpose is to enable early treatment of youth, emerging adults, and transition-age adults with a serious mental illness or serious emotional disturbance. Eligibility criterion for FSPs are established at 89 Ill. Adm. Code Part 139.

[11] For information on this objective, see ISBE's Comprehensive System of Learning Supports at: www.isbe.net/Pages/Learning-Supports.aspx. Information about school climate is available from ISBE at: www.isbe.net/Pages/School-Climate.aspx.

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LEGAL REF.: ~~Children's Mental Health Act,~~ 405 ILCS 49/, Children's Mental Health Act.

CROSS REF.: 1:30 (School District Philosophy), 6:10 (Educational Philosophy and Objectives), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:270 (Guidance and Counseling Program), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:250 (Student Support Services)

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Instruction

Student Social and Emotional Development

Social and emotional learning (SEL) is defined as the process through which students enhance their ability to integrate thinking, feeling, and behaving to achieve important life tasks. Students competent in SEL are able to recognize and manage their emotions, establish healthy relationships, set positive goals, meet personal and social needs, and make responsible and ethical decisions.

The Superintendent shall incorporate SEL into the District's curriculum and other educational programs consistent with the District's mission and the goals and benchmarks of the Ill. Learning Standards. The Ill. Learning Standards include three goals for students:

1. Develop self-awareness and self-management skills to achieve school and life success.
2. Use social awareness and interpersonal skills to establish and maintain positive relationships.
3. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

The incorporation of SEL objectives into the District's curriculum and other educational programs may include but is not limited to:

1. Classroom and school-wide programming to foster a safe, supportive learning environment where students feel respected and valued. This may include incorporating scientifically based, age-and-culturally appropriate classroom instruction, District-wide, and school-wide strategies that teach SEL skills, promote optimal mental health, and prevent risk behaviors for all students.
2. Staff development and training to promote students' SEL development. This may include providing all personnel with age-appropriate academic and SEL and how to promote it.
3. Parent/Guardian and family involvement to promote students' SEL development. This may include providing parents/guardians and families with learning opportunities related to the importance of their children's optimal SEL development and ways to enhance it.
4. Community partnerships to promote students' SEL development. This may include establishing partnerships with diverse community agencies and organizations to assure a coordinated approach to addressing children's mental health and SEL development.
5. Early identification and intervention to enhance students' school readiness, academic success, and use of good citizenship skills. This may include development of a system and procedures for periodic and universal screening, assessment, and early intervention for students who have significant risk factors for social, emotional, or mental health conditions that impact learning.
6. Treatment to prevent or minimize mental health conditions in students. This may include building and strengthening referral and follow-up procedures for providing effective clinical services for students with social, emotional, and mental health conditions that impact learning. This may include student and family support services, school-based behavioral health services, and school-community linked services and supports.
7. Assessment and accountability for teaching SEL skills to all students. This may include implementation of a process to assess and report baseline information and ongoing progress about school climate, students' social and emotional development, and academic performance.

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LEGAL REF.: Children's Mental Health Act, 405 ILCS 49.

CROSS PEF.: 1:30 (School District Philosophy), 6:10 (Educational Philosophy and Objectives), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:270 (Guidance and Counseling Program), 7: 1 00 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:250 (Student Support Services).

ADOPTED: December 16, 2004

REVISED: March 16, 2023

CURRENT

Instruction

Migrant Students [1]

The Superintendent will develop and implement a program to address the needs of migrant children in the District in accordance with federal law.

This program will:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students through appropriate local, State, and federal educational programs,[2] including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs, and elective classes.
3. Provide migrant ~~children~~ students with full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet. [3]
4. Provide, to the extent feasible: [4]
    a. Advocacy and outreach programs to migrant children and their families, including helping such children and families gain access to other education, health, nutrition, and social services,
    b. Professional development programs, including mentoring, for District staff,
    c. Family literacy programs,
    d. The integration of information technology into educational and related programs, and
    e. Programs to facilitate the transition of secondary school students to postsecondary education or employment. [5]

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[1] ~~State or f~~Federal law controls this policy's content. The first sentence of this policy allows a school board to consider the goals for its migrant education program and to amend the sample policy accordingly. The *Migrant Education Program* is a federally funded program authorized under Title I, Part C, of the Elementary and Secondary Education Act (ESEA). 20 U.S.C. §6391 et seq.; 34 C.F.R. §200.81 et seq. This policy may be deleted if the district does not receive Title I funds under the ESEA.

To qualify for the program, a migrant child must: (1) be younger than the age of 22, (2) have not earned a high school diploma or an equivalent degree, (3) have moved on his/her own as a migratory worker or with/to join/to precede a parent, spouse or guardian who is a migratory worker; and (4) have moved within the preceding 36 months due to economic necessity, from one school district to another, and from one residence to another. 20 U.S.C. §6399; see also www.isbe.net/Pages/Migrant-Education-Program.aspx. Although most of the requirements are directed to State agencies, local school districts that receive State money for these programs will be held to many of the same requirements by the State. For additional information, see ISBE's collection of material about the Migrant Education Program in Illinois at www.isbe.net/Pages/Migrant-Education-Program.aspx.

105 ILCS 5/22-105 (final citation pending), added by P.A. 104-288, requires that schools in the State, "[p]rotect the integrity of school learning environments for all children, so that no parent is discouraged from sending and no child is discouraged from attending school, including from the threat of immigration enforcement or other law enforcement activity on a school campus." Consult the board attorney for guidance on the intersection of federal and State law related to migrant students. See also sample policy 7:150, *Agency and Law Enforcement Requests*.

[2] 20 U.S.C. §§ 6394(b)(1)(A), 6396(a)(1)(E).

[3] 20 U.S.C. §§ 6391(3), 6394(b)(2), 6396(a)(1)(C).

[4] 20 U.S.C. §6394(c)(7).

[5] For an elementary school district that wants to delete subsection e, amend 4(c)-4(e) as follows:

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f. P~~rovide p~~rograms, activities, and procedures for the engagement of parents/guardians and family members of migrant students in an understandable format and language. [6]

Migrant Education Program for Parent/Guardian and Family Member Engagement

Parents/guardians and family members of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parents/guardians and family members of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

LEGAL REF.: 20 U.S.C. §6318.
20 U.S.C. §6391 et seq., Education of Migratory Children.
34 C.F.R. §200.81 et seq.

CROSS REF.: 6:170 (Title I Programs), 7:150 (Agency and Law Enforcement Requests)

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

c. Family literacy programs, and
d. The integration of information technology into educational and related programs.~~, and~~
~~e. Programs to facilitate the transition of secondary school students to postsecondary education or employment.~~

[6] 20 U.S.C. §6394(c)(3).

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Instruction

Migrant Students

The Superintendent will develop and implement a program to address the needs of migrant children in the District in accordance with federal law.

This program will:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students through appropriate local, State, and federal education programs, including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.
3. Provide migrant children with full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.
4. Provide, to the extent feasible:
    a. Advocacy and outreach programs to migrant children and their families, including helping such children and families gain access to other education, health, nutrition, and social services,
    b. Professional development programs, including mentoring, for District staff,
    c. Family literacy programs,
    d. The integration of information technology into educational and related programs, and
    e. Programs to facilitate the transition of secondary school students to postsecondary education or employment.
5. Provide programs, activities, and procedures for the engagement of parents/guardians and family members of migrant students in an understandable format and language.

Migrant Education Program for Parent(s)/Guardian(s) and Family Member Engagement

Parent(s)/guardian(s) and family members of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parent(s)/guardian(s) and family members of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

LEGAL REF.: 20 U.S.C. §6318.
20 U.S.C. §6391 et seq., Education of Migratory Children
34 C.F.R. §200.81 et seq.

CROSS REF.: 6:170 (Title I Programs)

ADOPTED: November 12, 2002

REVISED: September 16, 2021

CURRENT

Instruction

Title I Programs [1]

The Superintendent or designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools. [2]

Title I Parent and Family Engagement

The District maintains programs, activities, and procedures for the engagement of parents/guardians and families of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level ~~compacts~~plans.

District-Level Parent and Family Engagement Plan~~Compact~~ [3]

The Superintendent or designee shall develop a District-Level Parent and Family Engagement Plan~~Compact~~ (District Plan) according to Title I requirements. Thise District Plan~~-Level Parent and Family Engagement Compact~~ shall contain: (1) the District's expectations for parent and family engagement, (2) specific strategies for effective parent and family engagement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the District Plan~~Compact~~

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[1] State or federal law controls this policy's content. **This policy is mandatory for any district that receives or ~~desires~~plans to receive Title I funds.** Title I is part of the Elementary and Secondary Education Act (ESEA). 20 U.S.C. §6301 et seq. It was amended by the Every Student Succeeds Act. Pub. L. 114-95. To comply with ESEA, a board must also incorporate by reference the district's exhibits 6:170-AP1, E1, *District-Level Parent and Family Engagement Plan*, and 6:170-AP1, E2, *School-Level Parent and Family Engagement Plan*. These exhibits contain all legally required components and are compatible with sample templates contained in the U.S. Dept. of Education's non-regulatory guidance titled *Parent and Family Engagement* (2025), at: www.ed.gov/media/document/parent-and-family-engagement-guidance-2025-109202.pdf.

Note: On December 15, 2015, the Every Student Succeeds Act (ESSA) amended multiple laws, including ESEA. If a source cites to ESEA through ESSA (as *Parent and Family Engagement* does), it uses ESSA's phrasing and states "Section 1116 of the ESEA." In contrast, materials that cite directly to ESEA, as **PRESS** does, cite to 20 U.S.C. §6318. These citations both reference the same law.

[2] This paragraph, or similar language, is mandatory for each district receiving Title I funds. 20 U.S.C. §6321(c)(2)(A)(iii).

[3] 20 U.S.C. §6318(a)(2) requires each district receiving Title I funds to "develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy." This requirement is accomplished in this sample policy by mandating the superintendent or designee to develop a District-Level Parent and Family Engagement Plan~~Compact~~, according to Title I requirements. A sample District-Level Parent and Family Engagement Plan~~Compact~~ is contained in 6:170-AP1, E1, *District-Level Parent and Family Engagement Plan~~Compact~~*. A sample process for developing a parent and family engagement compact is contained in 6:170-AP1, *Checklist for Development, Implementation, and Maintenance of Parent and Family Engagement Compacts for Title I Programs*.

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is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

School-Level Parent and Family Engagement Plan~~Compact~~ [4]
Each Building Principal or designee shall develop a School-Level Parent and Family Engagement Plan~~Compact~~ (School Plan) according to Title I requirements. This School Plan ~~Level Parent and Family Engagement Compact~~ shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the School Plan~~Compact~~ is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

Incorporated by Reference: 6:170-AP1, E1 (District-Level Parent and Family Engagement Plan~~Compact~~) and 6:170-AP1, E2 (School-Level Parent and Family Engagement Plan~~Compact~~)

LEGAL REF.: ~~Title I of the Elementary and Secondary Education Act,~~ 20 U.S.C. §§6301-6514, Title I of the Elementary and Secondary Education Act.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 4:110 (Transportation), 5:190 (Teacher Qualifications), 5:280 (Duties and Qualifications), 6:15 (School Accountability), 6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:160 (English Learners), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment and Intra-District Transfer), 7:60 (Residence), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 8:95 (Parental Involvement)

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Commented [MB1]: Note to Subscribers: Districts receiving a Title I, Part A allocation that are required to submit proof of parent and family engagement (PFE) compliance to ISBE as part of their FY 2027 Consolidated District Plan (CDP) will need to submit customized versions of this policy and both exhibits 6:170-AP1, E1 and 6:170-AP1, E2.

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[4] 20 U.S.C. §6318(b)(1) requires each school served under Title I to "jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f)." This requirement is accomplished in this sample policy by mandating the building principal or designee to develop a School-Level Parent and Family Engagement Plan~~Compact~~, according to Title I requirements. A sample School-Level Parent and Family Engagement Plan~~Compact~~ is contained in 6:170-AP1, E2, *School-Level Parent and Family Engagement Plan~~Compact~~*. A sample process for developing a parental involvement compact is contained in 6:170-AP1, *Checklist for Development, Implementation, and Maintenance of Parent and Family Engagement Compacts for Title I Programs.*

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Instruction

Title I Programs

The Superintendent or designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

Title I Parent and Family Engagement

The District maintains programs, activities, and procedures for the engagement of parents/guardians and families of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts.

District-Level Parent and Family Engagement Compact

The Superintendent of designee shall develop a *District-Level Parent and Family Engagement Compact* according to Title I requirements. The *District-Level Parent and Family Engagement Compact* shall contain: (1) the District's expectations for parent and family engagement, (2) specific strategies for effective parent and family engagement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the *Compact* is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

School-Level District-Level Parent and Family Engagement Compact

Each Building Principal or designee shall develop a *School-Level Parent and Family Engagement Compact* according to Title I requirements. This *School-Level Parent and Family Engagement Compact* shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the *Compact* is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

CURRENT

Incorporated by Reference: 6:170-AP1, E1 (District-Level Parent and Family Engagement Compact) and 6:170-AP1, E2 (School-Level Parent and Family Engagement Compact)

LEGAL REF.: Title I of the Elementary and Secondary Education Act, 20 U.S.C. §6301-6514.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 4:110 (Transportation), 5:190 (Teacher Qualifications), 5:280 (Duties and Qualifications), 6:15 (School Accountability), 6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:160 (English Learners), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment), 7:60 (Residence), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 8:95 (Parental Involvement)

ADOPTED: May 17, 2001

REVISED: September 16, 2021

CURRENT

Instruction

Extended Instructional Programs [1]

The District may offer the following programs in accordance with State law and the District's educational philosophy:

1. Nursery schools for children between the ages of two2 and six6 years. [2]
2. Before-and after-school programs for students in grades K-6. [3]
3. Child care and training center for pre-school children and for students whose parents work. [4]
4. Model day care services program in cooperation with the Ill. State Board of Education. [5]
5. Tutorial program. [6]
6. Adult education program. [7]
7. Outdoor education program. [8]
8. Summer school, whether for credit or not. [9]
9. Independent study, whether for credit or not. [10]
10. Support services and instruction for students who are, or whose parents/guardians are, chemically dependent. [11]

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[1] State or federal law controls this policy's content. However, all programs listed in this policy are optional. The district may charge a fee for programs numbered 1-4, 6, 8, 9, and 14. Delete the sentences that the board does not offer.

[2] 105 ILCS 5/10-23.2.

[3] 105 ILCS 5/10-22.18b. A school district may offer a course on hunting safety as part of its curriculum during the school day or as part of an *after-school program*. 105 ILCS 5/27-1060, renumbered by P.A. 104-39123.14, added by P.A. 101-152 and renumbered by P.A. 102-558. Unlike the before-and-after-school programs authorized by 105 ILCS 5/10-23.222.18b, no grade levels are specified for the hunting safety course or the after-school program in which it may be offered. Id.

[4] 105 ILCS 5/10-22.18a.

[5] 105 ILCS 5/10-22.18c. Student parents cannot be charged a fee for such day care services, however school personnel who use the services may be charged a fee. Id.

[6] 105 ILCS 5/10-22.20c.

[7] 105 ILCS 5/10-22.20, amended by P.A. 101-289. A school board may appoint a director of adult education. 105 ILCS 5/10-22.20b.

[8] 105 ILCS 5/10-22.29.

[9] 105 ILCS 5/10-22.33A and 5/10-22.33B. Each course offered for high school graduation must provide at least 60 hours of classroom instruction for the equivalent of one semester of high school course credit. 105 ILCS 5/27-90522.1. 105 ILCS 5/10-22.33B authorizes districts to conduct a *high-quality* summer school program. Students at risk in language arts or mathematics may be required to attend such programs. Section 105 ILCS 5/10-22.33A permits districts "to fix and collect a charge for attendance at such courses in an amount not to exceed the per capita cost of the operation" or to waive such charges if the family of a pupil is indigent or if the pupil is required to attend such courses.

[10] Independent study allows students to expand their knowledge in curricular areas not offered as part of the district's basic program.

[11] 105 ILCS 110/35/27-255, added by P.A. 104-391. Such services and instruction may be offered as part of existing curricula during the school day or as part of an after-school program. Id.

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11. Anti-bias education and activities to address intergroup conflict resolution. [12]
12. Volunteer service credit program. [13]
13. Vocational academy. [14]
14. Advanced vocational training and/or career education program. [15]

LEGAL REF.: 105 ILCS 5/10-22.18a, 5/10-22.18b, 5/10-22.18c, 5/10-22.20, 5/10-22.20a, 5/10-22.20b, 5/10-22.20c, 5/10-22.29, 5/10-22.33A, 5/10-22.33B, 5/10-23.2, 5/27-255, 5/27-905~~22.1~~, 5/27-1035~~22.3~~, and 5/27-1050~~23.6~~.
~~105 ILCS 110/3, Comprehensive Health Education Program.~~
105 ILCS 433/, Vocational Academies Act.

CROSS REF.: 6:310 (High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students), 6:320 (High School Credit for Proficiency)

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[12] 105 ILCS 5/27-1050~~23.6~~, renumbered by P.A. 104-391. The statutory objectives of such a program are to "improve intergroup relations on and beyond the school campus, defusing intergroup tensions, and promoting peaceful resolution of conflict." A board that adopts a policy to incorporate activities to address anti-bias education and intergroup conflict resolution shall make certain information available to the public and include it on the district's website, if any, and make it available in the district's offices upon request. See sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*. Districts may also include the information in a student handbook and in district newsletters. The Ill. Principals Association (IPA) maintains a handbook service that coordinates with **PRESS** material, Online Model Student Handbook (MSH), at: https://ilprincipals.org/msh/~~www.ilprincipals.org/resources/model-student-handbook~~.

See also f/n 23 in sample policy 6:60, *Curriculum Content*, and ensure that these policies align. Consult the board attorney if the district wishes to offer intergroup conflict resolution separately from anti-bias education; it is unclear whether these topics may be offered separately because the law lists them together.

[13] 105 ILCS 5/27-1035~~22.3~~. For secondary school students only. Id.

[14] Vocational Academies Act. 105 ILCS 433/. The Act's purpose is to "integrate workplace competencies and career and technical education with core academic subjects." School districts are permitted to partner with community colleges, local employers, and community-based organizations to establish a vocational academy that functions as a 2-year school within a school for grades 10 through 12. Grant funds may be available from ISBE at: www.isbe.net/Pages/Grants.aspx.

[15] 105 ILCS 5/10-22.20a, permits districts to enter joint agreements with community college districts and other school districts to provide career education or advanced vocational training to students in grade 11 and higher to prepare for a trade. The duration of such program may not exceed two years for any district pupil. Participating community colleges may bill participating districts, but payments may not exceed actual operating costs. Participating high schools may use State aid monies to pay the charges. Id.

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Instruction

Extended Instructional Programs

The District may offer the following programs in accordance with State law and the District's educational philosophy:

1. Nursery schools for children between the ages of 2 and 6 years.
2. Before and after school programs for students in grades K-6.
3. Child care and training center for pre-school children and for students whose parents work.
4. Model day care services program in cooperation with the State Board of Education.
5. Tutorial program.
6. Adult education program.
7. Outdoor education program.
8. Summer school, whether for credit or not.
9. Independent study, whether for credit or not.
10. Support services and instruction for students who are, or whose parents/guardians are, chemically dependent.
11. Anti-bias education and activities to address intergroup conflict resolution.
12. Volunteer service credit program.
13. Vocational academy.
14. Advanced vocational training and/or career education program.

LEGAL REF.: 105 ILCS 5/10-22.18a, 5/10-22.18b, 5/10-22.18c, 5/10-22.20, 5/10-22.20a, 5/10-22.20b, 5/10-22.20c, 5/10-22.29, 5/10-22.33A, 5/10-22-33B, 5/10-23.2, 5/27-22.1, 5/27-22.3, 5/27-23.6
105 ILCS, 110/3, Comprehensive Health Education Program ~~and~~
105 ILCS 433/, Vocational Academies Act.

CROSS REF.: 6:310 (High School Credit for Non-District Experiences; Course Substitutions, Re-Entering Students), 6:320 (High School Credit for Proficiency)

ADOPTED: May 18, 2006

REVISED: March 17, 2022

CURRENT

Students

Harassment of Students Prohibited [1]

No person, including a ~~School~~ District employee, agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity[2]; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened

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[1] State or federal law requires this subject matter be covered by policy, controls this policy's content, and 105 ILCS 5/10-20.71 requires that every two years, each district within an Illinois county served by an accredited Children's Advocacy Center review all its existing sexual abuse investigation policies and procedures to ensure consistency with 105 ILCS 5/22-85. Each district must also have a policy on bullying. 105 ILCS 5/~~27-23.7~~22-110, amended by P.A. 103-47 and renumbered by P.A. 104-391; see sample policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.

This policy's list of protected classifications aligns with the list in sample policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. The protected classifications are found in 105 ILCS 5/~~27-23.7~~22-110(a), amended by P.A. 103-47 and renumbered by P.A. 104-391; 775 ILCS 5/1-103; 23 Ill.Admin.Code §1.240.

The list of protected classifications in sample policy 7:10, *Equal Educational Opportunities*, is different – it does not contain the classifications that are exclusively identified in the bullying statute. Id.~~105 ILCS 5/27-23.7, amended by P.A. 103-47.~~

The Ill. Human Rights Act (IHRA) and an Ill. State Board of Education (ISBE) rule prohibit schools from discriminating against students on the basis of *sexual orientation* and *gender identity.* 775 ILCS 5/5-101(A)(11); 23 Ill.Admin.Code §1.240. *Sexual orientation* is defined as the "actual or perceived heterosexuality, homosexuality, bisexuality, or gender related identity, whether or not traditionally associated with the person's designated sex at birth." 775 ILCS 5/1-103(O-1). *Gender identity* is included in the definition of sexual orientation in the Act. The Act permits schools to maintain single-sex facilities that are distinctly private in nature, e.g., restrooms and locker rooms. 775 ILCS 5/5-103. Additionally, *race* is defined to include traits associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twists. 775 ILCS 5/1-103(M-5). 775 ILCS 5/1-102(A)~~,~~ added *order of protection status* to its list of protected categories. IHRA's jurisdiction regarding schools as a public accommodation is specifically limited to: (1) failing to enroll an individual, (2) denying access to facilities, goods, or services, or (3) failing to take corrective action to stop severe or pervasive harassment of an individual. 775 ILCS 5/5-102.2. It is also a violation of IHRA if a district is aware of an employee or agent's harassment towards a student but fails to take appropriate action to stop the harassment. 775 ILCS 5/5A-101 and 102, amended by P.A. 103-472.

[2] See f/n 4 in sample policy 7:10, *Equal Educational Opportunities*, for a discussion about Executive Order (EO) 2019-11 establishing the Affirming and Inclusive Schools Task Force (Task Force) that made policy and administrative procedure recommendations to ISBE that are discussed in ~~a~~ its publication *Sample District Policy and Administrative Procedures* at www.isbe.net/supportallstudents.

For boards that want to incorporate ISBE's sample policy recommendation, insert the following in place of "gender identity;": gender; gender identity (whether or not traditionally associated with the student's sex assigned at birth);

If the board inserts this option, it must also insert the options in f/ns 4 and 9 of policy 7:10, *Equal Educational Opportunities*, but note the protected statuses list in this policy is different and should not be copied from here into 7:10, *Equal Educational Opportunities*.

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or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above. [3]

Sexual Harassment Prohibited

The District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law.[4] See Board policies 2:265, *Title IX Grievance Procedure*, and 2:260, *Uniform Grievance Procedure*.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidents of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking. [5]

Reports under this policy will be considered a report under Board policy 2:260, *Uniform Grievance Procedure*, and/or Board policy 2:265, *Title IX Grievance Procedure*. The Nondiscrimination

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[3] This list of examples of prohibited conduct is optional. While hate speech is not specifically mentioned in this paragraph, any hate speech used to harass or intimidate is banned. Hate speech without accompanying misconduct may be prohibited in response to actual incidents when hate speech interfered with the educational environment. West v. Derby Unified Sch. Dist., 206 F.3d 1358 (10th Cir. 2000).

[4] Two laws apply to sexual harassment of students in Illinois. Title IX of the Education Amendments of 1972 (Title IX) prohibits sexual harassment in any educational program or activity receiving federal financial assistance. 20 U.S.C. §1681. Title IX defines sexual harassment as conduct on the basis of sex that meets one or more of the following: (1) a district employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; (2) unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it denies a person equal access to the District's education program or activity; or (3) *sexual assault*, *dating violence*, *domestic violence*, or *stalking* as defined in federal law. 34 C.F.R. §106.30. See sample policy 2:265, *Title IX Grievance Procedure*, and sample exhibit 2:265-E, *Title IX Glossary of Terms*. Consult the board attorney to ensure the nondiscrimination coordinator and complaint managers are trained to appropriately respond to allegations of Title IX sexual harassment. See sample procedures 2:265-AP1, *Title IX Response*, and 2:265-AP2, *Formal Title IX Complaint Grievance Process*.

IHRA prohibits any district employee or agent from sexually harassing a student, and defines sexual harassment as any unwelcome sexual advances or requests for sexual favors made to a student, or any conduct of a sexual nature toward a student, when: (1) such conduct has the purpose of substantially interfering with the student's educational performance or creating an intimidating, hostile or offensive educational environment; or (2) the district employee or agent either explicitly or implicitly makes the student's submission to or rejection of such conduct as a basis for making various enumerated education-related determinations. 775 ILCS 5/5A-101(E).

School districts are liable for damage awards for an employee's sexual harassment of a student in limited situations. Liability occurs only when a district official who, at a minimum, has authority to institute corrective action, has actual notice of and is deliberately indifferent to the employee's misconduct. Gebser v. Lago Vista Independent Sch. Dist., 524 U.S. 274 (1998). Schools are liable in student-to-student sexual harassment cases when school agents are deliberately indifferent to sexual harassment, of which they have actual knowledge that is so severe, pervasive, and objectively offensive that it can be said to deprive the victims of access to the educational opportunities or benefits provided by the school. Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999). The Ill. Dept. of Human Rights investigates charges of sexual harassment in violation of the IHRA, and it is a civil rights violation when a district fails to take remedial or disciplinary action against an employee the district knows engaged in sexual harassment. 775 ILCS 5/5A-102, amended by P.A. 103-472.

[5] Using "or any employee with whom the student is comfortable speaking" ensures compliance with Title IX regulations providing that "any employee" of an elementary or secondary school who has notice of sexual harassment or allegations of sexual harassment is deemed to have *actual knowledge* which triggers a district's duty to respond. 34 C.F.R. §106.30. By including "any employee" in this list, this policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.

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Coordinator, Title IX Coordinator, and/or Complaint Manager or designee shall process and review the report according to the appropriate grievance procedure. The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers. [6] [7]

Nondiscrimination Coordinator:	**Title IX Coordinator:**
Name	Name
Address	Address
Email	Email
Telephone	Telephone

Complaint Managers:

Name	Name
Address	Address
Email	Email
Telephone	Telephone

The Superintendent shall use reasonable measures to inform staff members and students of this policy by including:

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[6] While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. This allows for additions and amendments to the names and contact information when necessary. It is important for updated names and contact information to be inserted into this policy and regularly monitored.

Each district must communicate its bullying policy to students and their parents/guardians. 105 ILCS 5/~~27-23.7~~22-110, amended by P.A. 103-47 and renumbered by P.A. 104-391; see sample policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.

[7] Title IX regulations require districts to identify the name, office address, email address, and telephone number of the person who is responsible for coordinating the district's compliance efforts. 34 C.F.R. §106.8(a). For further discussion of the Title IX Coordinator, see f/n 17 in sample policy 2:265, *Title IX Grievance Procedure*. A district's Nondiscrimination Coordinator often also serves as its Title IX Coordinator.

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1. For students, age-appropriate information about the contents of this policy in the District's student handbook(s), on the District's website, and, if applicable, in any other areas where policies, rules, and standards of conduct are otherwise posted in each school. [8]
2. For staff members, this policy in the appropriate employee handbook(s), if applicable, and/or in any other areas where policies, rules, and standards of conduct are otherwise made available to staff.

Investigation Process

Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator, Title IX Coordinator, or a Complaint Manager. Any employee who fails to promptly comply may be disciplined, up to and including discharge.

Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

For any report or complaint alleging sexual harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Title IX Coordinator or designee shall consider whether action under Board policy 2:265, *Title IX Grievance Procedure,* should be initiated.

For any report or complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall investigate under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

For any other alleged student harassment that does not require action under Board policies 2:265, *Title IX Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited,* the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under Board policies 2:260, *Uniform Grievance Procedure*, and/or 7:190, *Student Behavior*, should be initiated, regardless of whether a written report or complaint is filed.

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[8] In addition to notifying students of Board policies 2:260, *Uniform Grievance Procedure*, and 2:265, *Title IX Grievance Procedure*, a district must notify them of the name, office address, email address, and telephone number of district's Title IX Coordinator. 34 C.F.R. §106.8(a). 105 ILCS 5/10-20.69 requires districts to maintain and implement an *age-appropriate* policy on sexual harassment that is included in the school district's student handbook, as well as on a district's website and, if applicable, other areas where such information is posted in each school. The law does not expressly state that the age-appropriate policy is for students; however, that is the most logical interpretation. In practice, most districts maintain a student handbook for each building. Because the law only requires one policy, this policy manages the age-appropriate requirement by directing age-appropriate explanations of the policy be included in the building-level student handbook(s). Student handbooks can be developed by the building principals, but should be reviewed and approved by the superintendent and school board. The Ill. Principals Association maintains a handbook service that coordinates with **PRESS** material, *Online Model Student Handbook (MSH)*, at: www.ilprincipals.org/msh.

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Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in[9] 720 ILCS 5/11-9.1A(b), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to Board policy 5:90, *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under Board policy 2:265, *Title IX Grievance Procedure*, or Board policy 2:260, *Uniform Grievance Procedure*.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee, etc. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the behavior policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints or providing information about harassment is prohibited (see Board policies 2:260, *Uniform Grievance Procedure*, 2:265, *Title IX Grievance* Procedure, and 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*).

Students should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

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[9] Required for districts located within a county served by an accredited Children's Advocacy Center (CAC). Delete this subhead if your school district is within a county not served by an accredited CAC. 105 ILCS 5/22-85 (governing the investigation of an *alleged incident of sexual abuse* of any child within any Illinois counties served by a CAC). For a map of accredited CACs, and to identify a CAC that may serve your district, see www.childrensadvocacycentersofillinois.org/about/map. For further discussion see f/ns 14-16 in sample policy 5:90, *Abused and Neglected Child Reporting*.

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LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.
29 U.S.C. §791 et seq., Rehabilitation Act of 1973; 34 C.F.R. Part 104.
42 U.S.C. §2000d, Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.
105 ILCS 5/10-20.12, 5/10-22.5, 5/10-23.13, 5/22-110, 5/26A, and 5/27-1~~, and 5/27-23.7~~.
775 ILCS 5/1-101 et seq., Illinois Human Rights Act.
23 Ill.Admin.Code §1.240 and Part 200.
Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).
Franklin v. Gwinnett Co. Public Schs., 503 U.S. 60 (1992).
Gebser v. Lago Vista Independent Sch. Dist., 524 U.S. 274 (1998).
West v. Derby Unified Sch. Dist. No. 260, 206 F.3d 1358 (10th Cir. 2000).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence)

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Students

Harassment of Students Prohibited

No person, including a School District employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identify; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited

The District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. See Board policies 2:265, *Title IX Grievance Procedure*, and 2:260, *Uniform Grievance Procedure.*

Making a Report or Complaint

Students are encouraged to promptly report claims or incidences of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to, the student Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking.

Reports under this policy will be considered a report under Board policy 2:260, *Uniform Grievance Procedure,* and/or Board policy 2:265, *Title IX Grievance Procedure*. The Nondiscrimination Coordinator and/or Complaint Manager shall process and review the report according to the appropriate grievance procedure. The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinators, Title IX Coordinators, and Complaint Managers.

Nondiscrimination Coordinators/Title IX Coordinators:

Dr. Adam Zehr
Assistant Superintendent Human Resources
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6150
azehr@district158.org

Mrs. Karrie Baughman
Director of Human Resources
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6178
kbaughman@district158.org

CURRENT

Complaint Managers:

Dr. Amy MacCrindle
Assistant Superintendent Learning & Innovation
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6135
amaccrindle@district158.org

Mrs. Karrie Baughman
Director of Human Resources
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6178
kbaughman@district158.org

Mrs. Deanna Gill
Assistant Superintendent Special Services
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6157
dgill@district158.org

Mr. Mark Altmayer
Chief Financial Officer
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6111
maltmayer@district158.org

The Superintendent shall use reasonable measures to inform staff members and students of this policy by including:

1. For students, age-appropriate information about the contents of this policy in the District's student handbook(s), on the District's website, and, if applicable, in any other areas where policies, rules, and standards of conduct are otherwise posted in each school.
2. For staff members, this policy in the appropriate employee handbook(s), if applicable, and/or in any other areas where policies, rules, and standards of conduct are otherwise made available to staff.

Investigation Process

Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator, Title IX Coordinator, or a Complaint Manager. Any employee who fails to promptly comply may be disciplined, up to and including discharge.

Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

For any report or complaint alleging sexual harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Title IX Coordinator or designee shall consider whether action under Board policy 2:265, *Title IX Grievance Procedure*, should be initiated.

For any report or complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall investigate under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited.*

For any other alleged student harassment that does not require action under Board policies 2:265, *Title IX Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color and National Origin Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under Board policies 2:260, *Uniform Grievance Procedure*, and/or 7:190, *Student Behavior*, should be initiated, regardless of whether a written report or complaint is filed.

CURRENT

Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in 720 ILCS 5/11-9.1A(b), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to Board policy 5:90, *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under Board policy 2:265, *Title IX Grievance Procedure,* or Board policy 2:260, *Uniform Grievance Procedure*.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the discipline policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints or providing information about harassment is prohibited (see Board policies 2:260, *Uniform Grievance Procedure*, 2:265, *Title IX Grievance Procedure*, and 2:270, *Discrimination and Harassment on the Basis of Race, Color and National Origin Prohibited*).

Students should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.
29 U.S.C. §791 et seq., Rehabilitation Act of 1973; 34 C.F.R. Part 104.
42 U.S.C. §2000d, Title VI of the Civil Rights Act of 1964; C.F.R. Part 100.
105 ILCS 5/10-20.12, 5/10-22.5, 5/10-23.13, 5/26A, 5/27-1 and 5/27-23.7.
775 ILCS 5/1-101 et seq., Illinois Human Rights Act.
23 Ill. Admin. Code §1.240 and Part 200.
Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).
Franklin v. Gwinnett Co. Public Schs., 503 U.S. 60 (1992).
Gebser v. Lago Vista Independent Sch. Dist., 524 U.S. 274 (1998).
West v. Derby Unified Sch. Dist. No. 260, 206 F.3d 1358 (10th Cir. 2000).

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CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence).

ADOPTED: May 17, 2001

REVISED: August 21, 2025

CURRENT

Students

School Admissions and Student Transfers To and From Non-District Schools [1]

Age [*Elementary or Unit Districts only*]

To be eligible for admission, a child must be five years old on or before September 1 of that school term.[2] A child entering first grade must be six years of age on or before September 1 of that school term.[3] Based upon an assessment of a child's readiness to attend school, the District may permit him or her to attend school prior to these dates.[4] A child will also be allowed to attend first grade based upon an assessment of his or her readiness if he or she attended a non-public preschool, continued his or her education at that school through kindergarten, was taught in kindergarten by an appropriately licensed teacher, and will be six years old on or before December 31.[5] A child with exceptional needs who qualifies for special education services is eligible for admission at three years of age.[6] Early

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[1] State law requires some of the subject matter contained in this sample policy to be covered by policy and controls this policy's content. Boards must adopt a policy on school admissions (105 ILCS 5/10-21.2) and restricting a student from transferring from another school while under a suspension or expulsion from that school (105 ILCS 5/10-22.6). A *registration guidance document*, updated annually, is available from the Ill. State Board of Education (ISBE) at: www.isbe.net/Documents/guidance_reg.pdf.

[2] 105 ILCS 5/10-20.12. The district may, however, establish a kindergarten for children between the ages of 4 and 6 years old. 105 ILCS 5/10-22.18. Any child between the ages of 7 and 17 (unless the child has already graduated from high school) must attend public or private school, with certain exceptions allowed for physical and mental disability, lawful employment, or other reasons as specified by statute. 105 ILCS 5/26-1. The phrase "a child between the ages of 7 and 17" is liberally construed to fully carry out the true intent and meaning of the General Assembly (5 ILCS 70/1.01), which is to ensure that students graduate from high school (105 ILCS 5/26-1). Therefore, "the ages of 7-17" means a child is 17 until his or her 18th birthday.

[3] Optional sentence.

[4] 105 ILCS 5/10-20.12.

[5] Id. Delete the first four sentences in this paragraph if the district operates a year-round school and use the following alternative:

> To be eligible for admission, a child must be at least five years old within 30 days after the commencement of that school term. Based upon an assessment of the child's readiness to attend school, the District may permit him or her to attend school prior to this date. A child may also attend first grade based upon an assessment of his or her readiness if he or she attended a non-public preschool and continued his or her education at that school through kindergarten, was taught in kindergarten by an appropriately licensed teacher, and will attain age six within four months after the commencement of the term.

[6] 105 ILCS 5/14-1.02 and 5/14-1.03a. An ISBE rule states: "Each school district shall be responsible for actively seeking out and identifying all children from birth through age 21 within the district (and those parentally-placed private school children for whom the district is responsible under 34 C.F.R. §300.131) who may be eligible for special education and related services." 23 Ill.Admin.Code §226.100. Note that after a child is determined to be eligible for special education services, the child must be placed in the appropriate program no later than the beginning of the next school semester. 105 ILCS 5/14-8.02.

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entrance to kindergarten or first grade may also be available through Board policy 6:135, *Accelerated Placement Program*. [7] [8]

Admission Procedure

All students must register for school each year on the dates and at the place designated by the Superintendent. Parents/guardians of students enrolling in the District for the first time must present:

1. A certified copy of the student's birth certificate. If a birth certificate is not presented, the Superintendent or designee shall notify in writing the person enrolling the student that within 30 days he or she must provide a certified copy of the student's birth certificate. A student will be enrolled without a birth certificate.[9] When a certified copy of the birth certificate is presented, the school shall promptly make a copy for its records, place the copy in the student's permanent[10] record, and return the certified copy to the person enrolling the child. If a person enrolling a student fails to provide a certified copy of the student's birth certificate, the Superintendent or designee shall immediately notify the local law enforcement agency, and shall also notify the person enrolling the student in writing that, unless he or she complies within ~~ten~~10 days, the case will be referred to the local law enforcement authority for investigation. If compliance is not obtained within that ~~ten~~10-day period, the Superintendent or designee shall so refer the case. The Superintendent or designee shall immediately report to the local law enforcement authority any material received pursuant to this paragraph that appears inaccurate or suspicious in form or content. [11]

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[7] 105 ILCS 5/14A-17, Accelerated Placement Act (APA). For high school districts, delete this sentence and the cross reference to 6:135, *Accelerated Placement Program*. See sample policy 6:135, *Accelerated Placement Program*, and sample administrative procedure 6:135-AP, *Accelerated Placement Program Procedures*, for further detail.

Attorneys disagree whether the APA conflicts with 105 ILCS 5/10-20.12 (*School year – School age.)*. See f/n 4 in sample policy 6:135, *Accelerated Placement Program* for a discussion about reconciling the APA and 105 ILCS 5/10-20.12. **Consult the board attorney for guidance.**

[8] Districts should consider implementing specific and objective criteria for early admissions and address such issues as who pays the costs for assessments, etc. Using this exception defeats the age requirement rules because it only relies upon a child's readiness, regardless of his or her age.

[9] Presenting a certified copy of a student's birth certificate is a missing children's law enforcement issue that may not be used for denying enrollment. See Guidance Documents subhead in sample administrative procedure 7:50-AP, *School Admissions and Student Transfers To and From Non-District Schools*, for more information about enrollment and residency issues. Consult the board attorney if a student cannot produce a certified copy of his or her birth certificate and wishes to provide a passport, visa, or other governmental documentation of identity. To balance the tension between the missing children's laws reporting requirements, ~~and~~ Plyler v. Doe (457 U.S. 202 (1982)), and 105 ILCS 5/22-105 (final citation pending), added by P.A. 104-288, many attorneys advise not to report a student's failure to produce a birth certificate; however always consult the board attorney for assistance based upon the specific facts of the enrollment situation (see f/n 11 below). See also f/n 6 in sample administrative procedure 7:150-AP, *Managing Agency and Law Enforcement Requests*, for discussion of place of birth as directory information.

[10] 23 Ill.Admin.Code §375.10 states that the *student permanent record* shall include basic identifying information, including the student's name, birth date and place, and gender, and evidence required under 325 ILCS 50/5(b)(1).

[11] Two almost identical laws govern this requirement: Missing Children Records Act (325 ILCS 50/) and Missing Children Registration Law (325 ILCS 55/). We reconciled their differences as much as possible but chiefly used the language from the Registration Law because it has the clearest explanation. The statutory enforcement requirements, as nonsensical as they may seem, are quoted in the policy. **Important:** Schools cannot deny admission based upon immigration ~~(illegal)~~ status alone. Note that singling out foreign-looking students for visa requests is probably illegal discrimination. See Plyler v. Doe and 105 ILCS 5/22-105 (final citation pending), added by P.A. 104-288. See also f/n 18 below.

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2. Proof of residence, as required by Board policy 7:60, *Residence*.
3. Proof of disease immunization or detection and the required physical examination, as required by State law and Board policy 7:100, *Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students*. [12]

The individual enrolling a student shall be given the opportunity to voluntarily state whether the student has a parent or guardian who is a member of a branch of the U.S. Armed Forces and who is either deployed to active duty or expects to be deployed to active duty during the school year.[13] Students who are children of active duty military personnel transferring will be allowed to enter: (a) the same grade level in which they studied at the school from which they transferred, if the transfer occurs during the District's school year, or (b) the grade level following the last grade completed. [14]

Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required for enrollment.[15] Board policy 6:140, *Education of Homeless Children*, and its implementing administrative procedure, govern the enrollment of homeless children.

Foster Care Students

The Superintendent will appoint at least one employee to act as a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Ill. Dept. of Children and Family Services (DCFS) when enrolling in or changing schools. The District's liaison ensures that DCFS' Office of

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According to the Ill. State Police, a certified copy of the student's birth certificate is the only acceptable proof of the child's identity and age. 20 Ill.Admin.Code §1290.60(a). For more discussion about acceptable proof of identity, see f/n 1 in sample administrative procedure 7:50-AP, *School Admissions and Student Transfers To and From Non-District Schools*. The Missing Children Records Act requires schools to make prompt copies of these certified copies. 325 ILCS 50/5(b)(1). Once made, schools need not request another certified copy with respect to that child for any other year in which the child is enrolled in that school or other entity. Id. While the Act does not mandate where the copy should be kept, it is appropriate for placement in the student's permanent record. See 23 Ill.Admin.Code §375.10 and f/n 10, above. The school person who receives the copy of the certified birth certificate should initial and date the document. That way, if there is a question or an investigation (which can happen even years after enrollment) there will not be an issue as to who received the document and the date it was processed.

A district must also *flag* a student's record on notification by the State police of the student's disappearance and report to the State police any request for a *flagged* student record. 325 ILCS 50/3, 50/5.

[12] Each school must maintain records for each student that reflect compliance with the examinations and immunizations required by 105 ILCS 5/~~27-8.1~~22-105, renumbered by P.A. 104-391, and 23 Ill.Admin.Code §1.530(a). A ~~T~~tuberculosis skin test is required if the student lives in an area designated by the Ill. Dept. of Public Health as having a high incidence of ~~T~~tuberculosis. 105 ILCS 5/~~27-8.1~~22-105(1), renumbered by P.A. 104-391.

[13] 105 ILCS 5/22-70. Districts must report this enrollment information as aggregate data to ISBE. Id.

[14] The Educational Opportunity for Military Children Act (105 ILCS 70/) further details enrollment and entrance requirements for children of active military personnel. 105 ILCS 70/33. After enrollment, the law allows a district to perform evaluations to ensure appropriate placement of the student. Course, program, graduation, extracurricular(s), and other placement options for this student population are further discussed in sample administrative procedure 7:50-AP, *School Admissions and Student Transfers To and From Non-District Schools*.

[15] Required by Education for Homeless Children Act (105 ILCS 45/) and the McKinney-Vento Homeless Assistance Act (42 U.S.C. §11431 et seq.). See §11432(g)(3)(C)(i).

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Education and Transition Services receives all written notices and records pertaining to students in the legal custody of DCFS as required by State law. [16]

Student Transfers To and From Non-District Schools [17]

A student may transfer into or out of the District according to State law and procedures developed by the Superintendent or designee. A student seeking to transfer into the District must serve the entire term

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[16] Required by 105 ILCS 5/10-20.59. These DCFS liaisons must be licensed under Article 21B of the School Code. 105 ILCS 5/10-20.59 directs how employees are prioritized for DCFS liaison appointment. DCFS ~~l~~liaisons are "encouraged to build capacity and infrastructure within their school district to support students in the legal custody of the Department of Children and Family Services." Schools are required to give DCFS liaisons certain notices, records, and meeting invitations. See 105 ILCS 5/10-20.77 (notice and invitation to attend parent-teacher conferences and other meetings); 105 ILCS 5/10-21.8 (copies of correspondence and reports upon request of DCFS); 105 ILCS 5/13B-60.10 (notice and invitation to attend alternative learning opportunities program conference); 105 ILCS 5/14-8.02 (notices related to special education); 105 ILCS 10/ (student records). See sample administrative procedure 7:340-AP1, *School Student Records*, for more information regarding DCFS access to the student records of children in its legal custody. The law does not specifically require that a district's DCFS liaison perform these duties; this policy assigns them to the DCFS liaison because they logically fit within the responsibilities outlined in 105 ILCS 5/10-20.59, which may include:

1. Streamlining the enrollment process for students in foster care;
2. Implementing student data tracking and monitoring mechanisms;
3. Ensuring that students in DCFS custody receive all school nutrition and meal programs available;
4. Coordinating student withdrawal from a school, record transfers, and credit recovery;
5. Becoming experts on the foster care system and State laws and policies in place that support students in DCFS custody;
6. Coordinating with child welfare partners;
7. Providing foster care-related information and training to the district;
8. Working with DCFS to help students maintain their school placement, if appropriate;
9. Reviewing student schedules to ensure students are on track to graduate;
10. Encouraging a successful transition into adulthood and post-secondary opportunities;
11. Encouraging involvement in extracurricular activities; and
12. Knowing what support is available within the district and community for students in DCFS custody.

[17] 105 ILCS 5/2-3.13a requires each transferor (original) school to keep documentation of transfers in the student's record. It also requires "notification [by the transferee (recipient) school] of the transfer on or before July 31 following the school year during which the student withdraws from the transferor school or school district or the student shall be counted in the calculation of the transferor school's or school district's annual student dropout rate." ISBE rule, 23 Ill.Admin.Code §375.75(e), is consistent with this requirement. The rule also requires the transferring school or district to maintain any documentation of the student's transfer, including records indicating the school or school district to which the student transferred, in that student's temporary record. Id.

Out-of-state transfer students, including children of military personnel, may use unofficial transcripts for admission to a school until official transcripts are obtained from the student's last school district. 105 ILCS 10/8.1(d) and 70/32. See also sample administrative procedure 7:50-AP, *School Admissions and Student Transfers To and From Non-District Schools*.

A board has two basic options for students transferring into the district who are serving a suspension or expulsion. Under option one, it may comply with the minimum requirements of 105 ILCS 5/2-3.13a by refusing to allow a student transferring from any public school to attend classes until the period of any suspension or expulsion has expired when the penalty was for: (1) knowingly possessing in a school building or on school grounds a weapon as defined in the Gun Free Schools Act; (2) knowingly possessing, selling, or delivering in a school building or on school grounds a controlled substance or cannabis; or (3) battering a staff member of the school. Under option two, a board may require a student who was suspended or expelled for *any* reason from any public or private school in this or any other state to complete the entire term of the suspension or expulsion before being admitted to the school district. The sample policy uses the second, more simple, more comprehensive alternative.

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of any suspension or expulsion, imposed for any reason by any public or private school, in this or any other state, before being admitted into the School District.

Foreign Students [*High School or Unit Districts only*] [18]

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

A board may adopt a policy providing that if a student is suspended or expelled for any reason from any school, anywhere, the student must complete the suspension's or expulsion's entire term in an alternative school program under Article 13A (105 ILCS 5/13A, amended by P.A. 103-473) or an alternative learning opportunities program under Article 13B (105 ILCS 5/13B) before being admitted into the school district if there is no threat to the safety of students or staff in the alternative program. 105 ILCS 5/2-3.13a and 5/10-22.6(g), amended by P.A. 102-466, a/k/a *Ensuring Success in School (ESS) Law*~~, eff. 7-1-25~~. If a board adopts such a policy, it must allow for the consideration of any mitigating factors (including the student's status as a parent, expectant parent, or victim of domestic or sexual violence as defined in 105 ILCS 5/26A). 105 ILCS 5/10-22.6(g), amended by P.A. 102-466, a/k/a *ESS Law*~~, eff. 7-1-25~~. If a board wants to provide for this alternative, it may add the following to either of the above options and add 105 ILCS 5/26A to the Legal References:

> The Superintendent is authorized to allow a student who was suspended or expelled from any public or private school to be placed in an alternative school program established under Article 13A of the School Code or an alternative learning opportunities program established under Article 13B of the School Code for the remainder of the suspension or expulsion. When determining whether to authorize such placement, the Superintendent shall consider any mitigating factors relating to the suspension or expulsion, including the student's status as a parent, expectant parent, or victim of domestic or sexual violence as defined in 105 ILCS 5/26A.

18 Generally, a citizen of a foreign country who wishes to enter the U.S. must first obtain either: (1) a nonimmigrant visa (for temporary stay for tourism, medical treatment, business, temporary work, or study), or (2) an immigrant visa for permanent residence. Common visas presented by foreign students are:

1. J-1 nonimmigrant visas for participants in educational and cultural exchange programs designated by the U.S. Dept. of State (DOS), Exchange Visitor Program, and Designation Staff. These students are enrolled provided they otherwise qualify for admission. For information about J-1 visas and the Exchange Visitor Program, see j1visa.state.gov/programs.
2. F-1 nonimmigrant student visa. F-1 visas are not issued for attendance at an elementary or middle school (K-8). Before obtaining an F-1 student visa, the individual must submit evidence that the school district has been reimbursed for the unsubsidized per capita cost of the education. These students are enrolled provided they otherwise qualify for admission. However, attendance at U.S. public high schools cannot exceed a total of 12 months.
3. B-2 visitor nonimmigrant visas. There is disagreement over whether these students must be enrolled tuition~~-~~free. Their *visitor* visa is evidence of nonresident status. Call the district's attorney for guidance.
4. The qualified school-age child of an alien who holds another type of visa, i.e., A, E, H, I, L, etc., other than a visitor visa. These students are enrolled provided they otherwise qualify for admission. Likewise, dependents of foreign nationals on long-term visas are enrolled provided they otherwise qualify for admission.
5. No immigration documentation. Plyler v. Doe and 105 ILCS 5/22-105 (final citation pending), added by P.A. 104-288. A school cannot deny admission based upon immigration ~~(illegal)~~ status alone. Note that singling out foreign-looking students for visa requests is probably illegal discrimination. Thus, undocumented aliens are enrolled, provided they otherwise qualify for admission. See sample policy 7:150, *Agency and Law Enforcement Requests*, and sample administrative procedure 7:150-AP, *Managing Agency and Law Enforcement Requests*.
6. Immigrant visa. These students are enrolled provided they otherwise qualify for admission.

The Student and Exchange Visitor Information System (SEVIS) is an Internet-based system that provides tracking and monitoring, with access to accurate and current information on nonimmigrant students (F and M visas) and exchange visitors (J visa), and their dependents (F-2, M-2, and J-2). 8. U.S.C. §1372(c)(2), implemented by 8 C.F.R. §214.1(h), is an exception to the Family Educational Rights and Privacy Act (20 U.S.C. §1232g) authorizing and requiring districts to report information concerning an F, J, or M nonimmigrant to the extent necessary to comply with 8. U.S.C. §1372 and 8 C.F.R. §214.3(g) to certify these students for enrollment. SEVIS enables schools and program sponsors to transmit electronic information and event notifications, via the Internet, to the U.S. Dept. of Homeland Security (DHS) and DOS throughout a student's or exchange visitor's stay. SEVIS will provide system alerts, event notifications, and reports to the end-user schools and programs, as well as for DHS and DOS offices.

According to federal regulations, students who apply for F-1, M-1, F-3, J-1, or M-3 visas must pay a fee to the DHS. The regulations describe when and how the fee is to be paid, who is exempt from the fee, and the consequences for failure to pay, 8 C.F.R. Parts 103, 214, and 299.

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The District accepts foreign exchange students with a J-1 visa and who reside within the District as participants in an exchange program sponsored by organizations screened by administration. Exchange students on a J-1 visa are not required to pay tuition. [19]

Privately sponsored exchange students on an F-1 visa may be enrolled if an adult resident of the District has temporary guardianship, and the student lives in the home of that guardian. Exchange students on an F-1 visa are required to pay tuition at the established District rate.[20] F-1 visa student admission is limited to high schools, and attendance may not exceed 12 months.

The Board may limit the number of exchange students admitted in any given year. Exchange students must comply with District immunization requirements. Once admitted, exchange students become subject to all District policies and regulations governing students.

Re-enrollment [21] [*High School or Unit Districts only*]

Re-enrollment shall be denied to any individual 19 years of age or above who has dropped out of school and who could not earn sufficient credits during the normal school year(s) to graduate before his or her 21st birthday. However, at the Superintendent's or designee's discretion and depending on program availability, the individual may be enrolled in a graduation incentives program established under 105 ILCS 5/26-16 or an alternative learning opportunities program established under 105 ILCS 5/13B-1 (see 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*). Before being denied re-enrollment, the District will offer the individual due process as required in cases of expulsion under policy 7:210, *Expulsion Procedures*. A person denied re-enrollment will be offered counseling and be directed to alternative educational programs, including adult education programs that lead to graduation or receipt of a GED diploma. This section does not apply to students eligible for special education under the Individuals with Disabilities Education Improvement Act or accommodation plans under the Rehabilitation Act, Section 504.

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[19] Optional. State law allows, but does not require, boards to waive nonresident tuition for these students. 105 ILCS 5/10-22.5a.

[20] Exchange students on F-1 visas must pay the full-unsubsidized public education costs before entering the U.S. 8 U.S.C. §1101(a)(15)(F); 8 U.S.C. §1184(m). Boards may not waive the fee.

[21] 105 ILCS 5/26-2(b). The requirements in this section are provided in State law, that is: (1) it is mandatory that a district deny re-enrollment as provided in this section; (2) it is permissive whether to enroll the individual in a district graduation incentives program or alternative learning opportunities program (although depending on circumstances, a student below the age of 20 may be entitled to enroll in a graduation incentives program); (3) it is mandatory to provide due process before denying re-enrollment; (4) it is mandatory to offer the individual who is denied re-enrollment counseling and to direct that person to alternative educational programs; and (5) it is mandatory that this section not apply to students eligible for special education.

105 ILCS 5/26-2(c) allows a district to deny enrollment to a student 17 years of age or older for one semester for failure to meet minimum academic or attendance standards if certain conditions are met. See sample policy 7:70, *Attendance and Truancy*.

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LEGAL REF.: 8 U.S.C. §1101 et seq., Illegal Immigrant and Immigrant Responsibility Act of 1996.
20 U.S.C. §1232g, Family Educational Rights and Privacy Act.
20 U.S.C. §1400 et seq., Individuals With Disabilities Education Improvement Act.
29 U.S.C. §794, Rehabilitation Act of 1973, Section 504.
42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.
105 ILCS 5/2-3.13a, 5/10-20.12, 5/10-20.59, 5/10-22.5a, 5/14-1.02, 5/14-1.03a, 5/22-105, 5/26-1, and 5/26-2~~, and 5/27-8.1~~.
105 ILCS 10/8.1, Ill. School Student Records Act.
105 ILCS 45/, Education for Homeless Children Act.
105 ILCS 70/, Educational Opportunity for Military Children Act.
325 ILCS 50/, Missing Children Records Act.
325 ILCS 55/, Missing Children Registration Law.
410 ILCS 315/2, Communicable Disease Prevention Act.
20 Ill.Admin.Code Part 1290, Missing Person Birth Records and School Registration.
23 Ill.Admin.Code Part 226, Special Education.
23 Ill.Admin.Code Part 375, Student Records.

CROSS REF.: 4:110 (Transportation), 6:30 (Organization of Instruction), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:135 (Accelerated Placement Program), 6:140 (Education of Homeless Children), 6:300 (Graduation Requirements), 6:310 (High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students), 7:60 (Residence), 7:70 (Attendance and Truancy), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:150 (Agency and Law Enforcement Requests), 7:340 (Student Records)

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Students

School Admissions and Student Transfers To and From Non-District Schools

Age

To be eligible for admission, a child must be five years old on or before September 1 of that school term. A child entering first grade must be six years of age on or before September 1 of that school term. Based upon an assessment of a child's readiness to attend school, the District may permit him or her to attend school prior to these dates. A child will also be allowed to attend first grade based upon an assessment of the child's readiness, if he or she attended a non-public preschool, continued his or her education at that school through kindergarten, was taught in kindergarten by an appropriately licensed teacher, and will be six years old on or before December 31. A child with exceptional needs who qualifies for special education services is eligible for admission at three years of age. Early entrance to kindergarten or first grade may also be available through Board policy 6:135, *Accelerated Placement Program.*

The Superintendent or designee shall assess the child's readiness to attend school and make the decision accordingly.

Admission Procedure

All students must register for school each year on the dates and at the place designated by the Superintendent. Parents / guardians of students enrolling in the District for the first time must present:

1. A certified copy of the student's birth certificate. If a birth certificate is not presented, the Superintendent or designee shall notify in writing the person enrolling the student that within 30 days he or she must provide a certified copy of the student's birth certificate. A student will be enrolled without a birth certificate. When a certified copy of the birth certificate is presented, the school shall promptly make a copy for its records, place the copy in the student's permanent record, and return the certified copy to the person enrolling the child. If a person enrolling a student fails to provide a certified copy of the student's birth certificate, the Superintendent or designee shall immediately notify the local law enforcement agency, and shall also notify the person enrolling the student in writing that, unless he or she complies within ten days, the case will be referred to the local law enforcement authority for investigation. If compliance is not obtained within that ten-day period, the Superintendent or designee shall so refer the case. The Superintendent or designee shall immediately report to the local law enforcement authority any material received pursuant to this paragraph that appears inaccurate or suspicious in form or content.
2. Proof of residence, as required by Board policy 7:60, *Residence.*
3. Proof of disease immunization or detection and the required physical examination, as required by State law and Board policy 7:100, *Health, Eye, and Dental Examinations; Immunization; and Exclusion of Students*.

The individual enrolling a student shall be given the opportunity to voluntarily state whether the student has a parent or guardian who is a member of a branch of the U. S. Armed Forces and who is either deployed to active duty or expects to be deployed to active duty during the school year. Students who are children of active duty military personnel transferring will be allowed to enter: (a) the same grade level in which they studied at the school from which they transferred, if the transfer occurs during the District's school year, or (b) the grade level following the last grade completed.

CURRENT

Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required for enrollment. Board policy 6:140, *Education of Homeless Children*, and its implementing administrative procedures, govern the enrollment of homeless children.

Foster Care Students

The Superintendent will appoint at least one employee to act as a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Ill. Dept. of Children and Family Services (DCFS) when enrolling in or changing schools. The District's liaison ensures that DCFS' Office of Education and Transition Services receives all written notices and records pertaining to students in the legal custody of DCFS as required by State law.

Student Transfers to and from Non-District Schools

A student may transfer into or out of the District according to State law and procedures developed by the Superintendent or designee. A student seeking to transfer into the District must serve the entire term of any suspension or expulsion, imposed for any reason by any public or private school, in this or any other state, before being admitted into the School District.

Foreign Students

The District accepts foreign exchange students with a J-1 visa and who reside within the District as participants in an exchange program sponsored by organizations screened by administration. Exchange students on a J-1 visa are not required to pay tuition.

Privately sponsored exchange students on an F-1 visa may be enrolled if an adult resident of the District has temporary guardianship, and the student lives in the home of that guardian. Exchange students on an F-1 visa are required to pay tuition at the established District rate. F-1 visa student admission is limited to high schools, and attendance may not exceed 12 months.

The Board may limit the number of exchange students admitted in any given year. Exchange students must comply with District immunization requirements. Once admitted, exchange students become subject to all District policies and regulations governing students.

Re-enrollment

Re-enrollment shall be denied to any individual 19 years of age or above who has dropped out of school and who could not earn sufficient credits during the normal school year(s) to graduate before his or her 21st birthday. However, at the Superintendent's or designee's discretion and depending on program availability, the individual may be enrolled in a graduation incentives program established under 105 ILCS 5/26-16 or an alternative learning opportunities program established under 105 ILCS 5/13B-1 (see 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*). Before being denied re-enrollment, the District will offer the individual due process as required in cases of expulsion under policy 7:210, *Expulsion Procedures*. A person denied re-enrollment will be offered counseling and be directed to alternative educational programs, including adult education programs that lead to graduation or receipt of a GED diploma. This section does not apply to students eligible for special education under the Individuals with Disabilities Education Improvement Act or accommodation plans under the Rehabilitation Act, Section 504.

CURRENT

LEGAL REF.: 8 U.S.C. §1101 et seq., Illegal Immigrant and Immigrant Responsibility Act of 1996.
20 U.S.C. §1232g, Family Educational Rights and Privacy Act.
20 U.S.C. §1400 et seq., Individuals With Disabilities Education Improvement Act.
29 U.S.C. §794, Rehabilitation Act of 1973, Section 504.
42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.
105 ILCS 5/2-3.13a, 5/10-20.12, 5/10-20.59, 5/10-22.5a, 5/14-1.02, 5/14-1.03a, 5/26-1, 5/26-2, and 5/27-8.1.
105 ILCS 10/8.1, Ill. School Student Records Act.
105 ILCS 45/, Education for Homeless Children Act.
105 ILCS 70/, Educational Opportunity for Military Children Act.
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ADOPTED: May 17, 2001

REVISED: August 21, 2025

CURRENT

Students

Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students [1]

Required Health Examinations and Immunizations

A student's parents/guardians shall present proof that the student received a health examination, with proof of the immunizations against, and screenings for, preventable communicable diseases, as required by the Illinois Department of Public Health (IDPH), within one year prior to:

1. Entering kindergarten or the first grade; [2]
2. Entering the sixth and ninth grades;[3] and
3. Enrolling in an Illinois school, regardless of the student's grade (including nursery school, special education, Head Start programs operated by elementary or secondary schools, and students transferring into Illinois from out-of-state or out-of-country). [4]

Proof of immunization against meningococcal disease is required for students in grades 6 and 12. [5]

As required by State law:

1. Health examinations must be performed by a physician licensed to practice medicine in all of its branches, an advanced practice registered nurse, or a physician assistant who has been delegated the performance of health examinations by a supervising physician. [6]
2. A diabetes screening is a required part of each health examination; diabetes testing is not required. [7]
3. An age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination.[8] A student will not be excluded from

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[1] State or federal law controls this policy's content. The policy restates 105 ILCS 5/~~27-8.1~~22-105, renumbered by P.A. 104-391. Immunization requirements are found in 77 Ill.Admin.Code §665.240. A ~~T~~tuberculosis skin test is required if the student lives in an area designated by the Ill. Dept. of Public Health (IDPH) as having a high incidence of ~~T~~tuberculosis. See also *Questions & Answers Regarding School Health Requirements*, revised May 2013, and available at: www.dhs.state.il.us/onenetlibrary/27897/documents/schoolhealth/faq_2013.pdf.

[2] 105 ILCS 5/~~27-8.1~~22-105(1), renumbered by P.A. 104-391; 77 Ill.Admin.Code §§665.140 and 665.240 et seq.

[3] Id.

[4] Id. If grade levels are not assigned, examinations must be completed within one year prior to the school year in which the child reaches the ages of five, 11, and 15. 77 Ill.Admin.Code §665.140(b).

[5] 410 ILCS 315/1.10; 77 Ill.Admin.Code §665.240(l). For students attending school programs where grade levels (kindergarten through 12) are not assigned, including special education programs, students must show proof that they have received one dose of meningococcal conjugate vaccine in the school year in which the child reaches age 11 and a second dose in the school year in which the child reaches age 16 (but if the first dose is administered when the child is 16 years of age or older, only one dose is required). Students eligible to remain in public school beyond grade 12 (special education) shall meet the requirements for 12th grade.

[6] 105 ILCS 5/~~27-8.1~~22-105(2), renumbered by P.A. 104-391; 77 Ill.Admin.Code §665.130.

[7] 105 ILCS 5/~~27-8.1~~22-105(2), renumbered by P.A. 104-391; 77 Ill.Admin.Code §665.700.

[8] 105 ILCS 5/~~27-8.1~~22-105(2), renumbered by P.A. 104-391; 77 Ill.Admin.Code Part 664. The health care provider must only record whether or not the social and emotional screening was completed.

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school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening. [9]

4. Before admission and in conjunction with required physical examinations, parents/guardians of children between the ages of one and seven years must provide a statement from a physician that their child was *risk-assessed* or screened for lead poisoning. [10]
5. The IDPH will provide all students entering sixth grade and their parents/guardians information about the link between human papillomavirus (HPV) and HPV-related cancers and the availability of the HPV vaccine. [11]
6. The District will provide informational materials regarding influenza and influenza vaccinations developed, provided, or approved by the IDPH when it provides information on immunizations, infectious diseases, medications, or other school health issues to students' parents/guardians. [12]

Unless an exemption or extension applies, the failure to comply with the above requirements by October 15 of the current school year will result in the student's exclusion from school until the required health forms are presented to the District.[13] New students who register after October 15 of the current school

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[9] 105 ILCS 5/~~27-8.1~~22-105(2.5), renumbered by P.A. 104-391; 77 Ill.Admin.Code §664.140. Item #3 may be supplemented with any of the following options:

Option 1: If proof of the developmental screening or the social and emotional screening portions of the health examination are not presented by October 15 of the current school year, qualified school support personnel may, with a parent/guardian's consent, offer the screenings to the child.

Option 2: Once a student presents proof that he or she received a developmental screening or a social and emotional screening, the school may, with a parent/guardian's consent, make available appropriate school personnel to work with the parent/guardian, child, and provider who signed the screening form to obtain any appropriate evaluations and services.

Option 3:(The use of both Option 1 and 2.)

a. If proof of the developmental screening or the social and emotional screening portions of the health examination are not presented by October 15 of the current school year, qualified school support personnel may, with a parent/guardian's consent, offer the screenings to the child.
b. Once a student presents proof that he or she received a developmental screening or a social and emotional screening, the school may, with a parent/guardian's consent, make available appropriate school personnel to work with the parent/guardian, child, and provider who signed the screening form to obtain any appropriate evaluations and services.

Note: Even if the district does not offer the above optional services, consult the board attorney about whether the presence of developmental or social and emotional screening information on the Child Health Examination form triggers ~~c~~Child ~~f~~Find obligations under the Individuals with Disabilities Education Act and/or Section 504 of the Rehabilitation Act of 1973.

[10] Required by 410 ILCS 45/7.1. Physicians are required to screen children over 7 years of age for lead poisoning when, in the physician's judgment, a child is at risk. 410 ILCS 45/6.2.

[11] This sentence restates the requirement in the Communicable Disease Prevention Act regarding HPV-related cancer prevention. 410 ILCS 315/2e.

[12] 105 ILCS 5/~~27-8.1~~22-105(8.5), amended by P.A. 103-985 and renumbered by P.A. 104-391~~, eff. 1-1-25~~.

[13] 105 ILCS 5/~~27-8.1~~22-105(5), renumbered by P.A. 104-391, requires compliance by October 15 unless a district establishes an earlier date with 60 days' notice. If an earlier date is established, replace "October 15" in this paragraph with the earlier locally established date. During any student's exclusion from school for non-compliance with this policy, the student's parents/guardians shall be considered in violation of 105 ILCS 5/26-1 and subject to any penalty imposed by 105 ILCS 5/26-10, as provided in 105 ILCS 5/~~27-8.1~~22-105(5), renumbered by P.A. 104-391. 105 ILCS 5/~~27-8.1~~22-105(2.5), renumbered by P.A. 104-391, exempts developmental or social and emotional screenings from the exclusion from school requirement.

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year shall have 30 days following registration to comply with the health examination and immunization regulations.[14] If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay.[15] The schedule and statement of medical reasons must be signed by the physician, advanced practice registered nurse, physician assistant, or local health department responsible for administering the immunizations.

A student transferring from out-of-state who does not have the required proof of immunizations by October 15 may attend classes only if he or she has proof that an appointment for the required vaccinations is scheduled with a party authorized to submit proof of the required vaccinations.[16] If the required proof of vaccination is not submitted within 30 days after the student is permitted to attend classes, the student may no longer attend classes until proof of the vaccinations is properly submitted.[17]

Eye Examination [18]

Parents/guardians are encouraged to have their children undergo an eye examination whenever health examinations are required. [19]

Parents/guardians of students entering kindergarten or an Illinois school for the first time shall present proof before October 15 of the current school year that the student received an eye examination within

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Note: 77 Ill.Admin.Code §665.240(n) states "It is not the intent of this Part that any child whose parents comply with the intent of this Part, the Act or the School Code should be excluded from a child care facility or school. A child or student shall be considered in compliance with the law if there is evidence of the intent to comply. Evidence may be: 1) a signed statement from a health care provider that he or she has begun, or will begin, the necessary immunization procedures; or 2) the parent's or legal guardian's written consent for the child's participation in a school or other community immunization program." Consult with the board attorney about the impact this regulation may have on the district's ability to and procedures for excluding students for non-compliance with this policy.

[14] This sentence is optional. The timeframe of 30 days is a matter of local discretion except that out-of-state transfer students who fail to provide proof of the required vaccinations after 30 days must be excluded until such proof is properly submitted. 105 ILCS 5/~~27-8.1~~22-105(5), renumbered by P.A. 104-391. Consult the board attorney about establishing timeframes other than 30 days.

[15] This sentence and the following sentence restate 105 ILCS 5/~~27-8.1~~22-105(5), renumbered by P.A. 104-391.

[16] Id. The special treatment of out-of-state transfer students resulted from the enactment of the Educational Opportunity for Military Children Act, 105 ILCS 70/. There are no more sunset dates in this law, which eliminates its constituents' need to continually revisit the law and extend its effective dates.

[17] 105 ILCS 5/~~27-8.1~~22-105, renumbered by P.A. 104-391.

[18] Required by 105 ILCS 5/~~27-8.1~~22-105(1.10) and 5/~~27-8.1~~22-105(2), both renumbered by P.A. 104-391. The IDPH's rules are published at 77 Ill.Admin.Code §665.610 et seq. §§665.150 and 665.630 prescribe the statewide eye examination report form, available at: www.idph.state.il.us/HealthWellness/EyeExamReport.pdf or 77 Ill.Admin.Code §665, Appendix A.

[19] While 105 ILCS 5/~~27-8.1~~22-105, renumbered by P.A. 104-391, requires eye examinations for students entering kindergarten or an Illinois school for the first time, it still encourages parents/guardians to have their children undergo eye examinations at the same points in time as their required health examinations. The IDPH must require that individuals conducting vision screenings give a child's parent/guardian a written notification stating (105 ILCS 5/~~27-8.1~~22-105(2), renumbered by P.A. 104-391):

> Vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Your child is not required to undergo this vision screening if an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous 12 months.

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one year prior to entry of kindergarten or the school. A physician licensed to practice medicine in all of its branches, or a licensed optometrist, must perform the required eye examination.

If a student fails to present proof by October 15, the school may hold the student's report card until the student presents proof: (1) of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15. The Superintendent or designee shall ensure that parents/guardians are notified of this eye examination requirement in compliance with the rules of the IDPH. Schools shall not exclude a student from attending school due to failure to obtain an eye examination.

Dental Examination [20]

All children in kindergarten and the second, sixth, and ninth grades must present proof of having been examined by a licensed dentist before May 15 of the current school year in accordance with rules adopted by the IDPH.

If a child in the second, sixth, or ninth grade fails to present proof by May 15, the school may hold the child's report card until the child presents proof: (1) of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15. The Superintendent or designee shall ensure that parents/guardians are notified of this dental examination requirement at least 60 days before May 15 of each school year.

Exemptions [21]

In accordance with rules adopted by the IDPH, a student will be exempted from this policy's requirements for:

1. Religious grounds, if the student's parents/guardians present the IDPH's Certificate of Religious Exemption form to the Superintendent or designee. When a Certificate of Religious Exemption form is presented, the Superintendent or designee shall immediately inform the parents/guardians of exclusion procedures pursuant to Board policy 7:280, *Communicable and Chronic Infectious Disease*, and State rules if there is an outbreak of one or more diseases from which the student is not protected. [22]
2. Health examination or immunization requirements on medical grounds, if the examining physician, advanced practice registered nurse, or physician assistant provides written verification.

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[20] Required by 105 ILCS 5/~~27-8.1~~22-105(1.5), renumbered by P.A. 104-391. The IDPH's rules are published at 77 Ill.Admin.Code §665.410 et seq. §§665.150 and 665.430 prescribe the statewide dental examination report form, available at: ~~www.idph.state.il.us/HealthWellness/oralhlth/DentalExamProof10.pdf~~https://dph.illinois.gov/content/dam/soi/en/web/idph/forms/topics-services/prevention-wellness/oral-health/proof-school-dental-exam-042025.pdf or 77 Ill.Admin.Code §665, Appendix D.

[21] Id.; 105 ILCS 5/~~27-8.1~~22-105(1.10) and 5/~~27-8.1~~22-105(8), both renumbered by P.A. 104-391.

[22] Id.; 77 Ill.Admin.Code §665.510. The Certificate of Religious Exemption form is available on IDPH's website at: https://dph.illinois.gov/content/dam/soi/en/web/idph/files/forms/religious-exemption-form-081815-040816.pdf. To direct parents/guardians to the detailed exclusionary requirements pursuant to 77 Ill.Admin.Code Part 690, see sample exhibit 7:280-E2, *Reporting and Exclusion Requirements for Common Communicable Diseases*. The IDPH maintains communicable disease guidance for school nurses, which includes a chart detailing mode of transmission, symptoms, incubation period, period of communicability, criteria for exclusion from school, reporting requirements, and prevention and control measures at: https://dph.illinois.gov/topics-services/diseases-and-conditions/infectious-diseases/cd-school-nurse-guidance.html.

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3. Eye examination requirement, if the student's parents/guardians show an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist.
4. Dental examination requirement, if the student's parents/guardians show an undue burden or a lack of access to a dentist.

Homeless Child

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce immunization and health records normally required for enrollment.[23] Board policy 6:140, *Education of Homeless Children*, governs the enrollment of homeless children.

LEGAL REF.: 42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.
105 ILCS 5/27-8.122-105. and
105 ILCS 45/1-20, Education for Homeless Children Act.
410 ILCS 45/7.1, Lead Poisoning Prevention Act.
410 ILCS 315/2e, Communicable Disease Prevention Act.
23 Ill.Admin.Code §1.530.
77 Ill. Admin.Code Part 664, Socio-Emotional and Developmental Screening.
77 Ill.Admin.Code Part 665, Child and Student Health Examination and Immunization.
77 Ill.Admin.Code Part 690, Control of Notifiable Diseases and Conditions Code.

CROSS REF.: 6:30 (Organization of Instruction), 6:140 (Education of Homeless Children), 6:180 (Extended Instructional Programs), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:280 (Communicable and Chronic Infectious Disease)

DRAFT

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[23] Required by 105 ILCS 45/1-20 (Education for Homeless Children Act). Also required by the McKinney-Vento Homeless Assistance Act, 42 U.S.C. §11432(g)(3)(C)(i).

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Students

Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students

Required Health Examinations and Immunizations

A student's parents/guardians shall present proof that the student received a health examination, with proof of the immunizations against, and screenings for, preventable communicable diseases, as required by the Department of Public Health, within one year prior to:

1. Entering kindergarten or the first grade;
2. Entering the sixth and ninth grades; and
3. Enrolling in an Illinois school, regardless of the student's grade (including nursery school, special education, Head Start programs operated by elementary or secondary schools, and students transferring into Illinois from out-of-state or out-of-country).

Proof of immunization against meningococcal disease is required from students in grades 6 and 12.

As required by State law:

1. Health examinations must be performed by a physician licensed to practice medicine in all of its branches, an advanced practice registered nurse, or a physician assistant who has been delegated the performance of health examinations by a supervising physician.
2. A diabetes screening is a required part of each health examination; diabetes testing is not required.
3. An age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination. A student will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening.
4. Before admission and in conjunction with required physical examinations, parents/guardians of children between the ages of one and seven years must provide a statement from a physician that their child was *risk-assessed* or screened for lead poisoning.
5. The IDPH will provide all students entering sixth grade and their parents/guardians information about the link between human papilloma-virus (HPV) and HPV-related cancer(s) and the availability of the HPV vaccine.
6. The District will provide informational materials regarding influenza and influenza vaccinations developed, provided, or approved by the IDPH when it provides information on immunizations, infectious diseases, medications, or other school health issues to students' parents/guardians.

Unless an exemption or extension applies, students who are currently enrolled or transferring from an Illinois school are required to comply with the above requirements by the student's first day of attendance. Failure to comply with the above requirements by the student's first day of attendance will result in the student's exclusion from school until the required health forms are presented to the District. If a medical reason prevents a student from receiving a required immunization by the student's first day of attendance, the student must present, by the requirement date, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by the physician, advanced practice registered nurse, physician assistant, or local health department responsible for administering the immunizations.

A student transferring from out-of-state who does not have required proof of immunizations within 30 days of registration may continue to attend classes only if he or she has proof that an appointment for

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the required vaccinations is scheduled with a party authorized to submit proof of the required vaccinations. If the required proof of vaccination is not submitted within 30 days after the student is permitted to attend classes, the student may no longer attend classes until proof of the vaccinations is properly submitted.

Eye Examination

Parents/guardians are encouraged to have their children undergo an eye examination whenever health examinations are required.

Parents/guardians of students entering kindergarten or an Illinois school for the first time shall present proof before October 15 of the current school year that the student received an eye examination within one year prior to entry of kindergarten or the school. A physician licensed to practice medicine in all of its branches, or a licensed optometrist, must perform the required eye examination.

If a student fails to present proof by October 15, the school may hold the student's report card until the student presents proof: (1) of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15. The Superintendent or designee shall ensure that parents/guardians are notified of this eye examination requirement in compliance with the rules of the IDPH. Schools shall not exclude a student from attending school due to failure to obtain an eye examination.

Dental Examination

All children in kindergarten and the second, sixth, and ninth grades must present proof of having been examined by a licensed dentist before May 15 of the current school year in accordance with rules adopted by the IDPH.

If a child in the second, sixth, or ninth grade fails to present proof by May 15, the school may hold the child's report card until the child presents proof: (1) of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15. The Superintendent or designee shall ensure that parent(s)/guardian(s) are notified of this dental examination requirement at least 60 days before May 15 of each school year.

Exemptions

In accordance with rules adopted by the Illinois Department of Public Health (IDPH), a student will be exempted from this policy's requirements for:

1. Religious grounds if the student's parents/guardians present the IDPH's Certificate of Religious Exemption form to the Superintendent or designee. When a Certificate of Religious Exemption form is presented, the Superintendent or designee shall immediately inform the parents/guardians of the exclusion procedures pursuant to Board policy 7:280, *Communicable and Chronic Infectious Disease* and State rules if there is an outbreak of one or more diseases from which the student is not protected.
2. Health examination or immunizations on medical grounds, if the examining physician, advanced practice registered nurse, or physician assistant provides written verification.
3. Eye examination requirement, if the student's parents/guardians show an undue burden or lack or access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist.
4. Dental examination requirement, if the student's parents/guardians show an undue burden or a lack of access to a dentist.

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Homeless Child

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce immunization and health records normally required for enrollment. Board policy 6:140, *Education of Homeless Children*, governs the enrollment of homeless children.

LEGAL REF.: 42 U.S.C. §11431 et seq., McKinney Homeless Assistance Act.
105 ILCS 5/27-8.1 and 45/1-20.
410 ILCS 45/7.1, Lead Poisoning Prevention Act.
410 ILCS 315-2e, communicable Disease Prevention Act.
23 Ill. Admin. Code §1.530.
77 Ill. Admin. Code Part 664, Socio-Emotional and Developmental Screening.
77 Ill. Admin. Code Part 665, Child and Student Health Examination and Immunization.
77 Ill. Admin. Code Part 690, Control of Notifiable Diseases and Conditions Code.

CROSS REF.: 6:30 (Organization of Instruction), 6:140 (Education of Homeless Children), 6:180 (Extended Instructional Programs), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:280 (Communicable and Chronic Infectious Disease).

ADOPTED: May 17, 2001

REVISED: January 16, 2025

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Students

Teen Dating Violence Prohibited [1]

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited.[2] For purposes of this policy, ~~the term~~ *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship. [3]

The Superintendent or designee shall develop and maintain a program to respond to incidents of teen dating violence that: [4]

1. Fully implements and enforces each of the following Board policies: [5]
   a. 2:260, *Uniform Grievance Procedure*. This policy provides a method for any student, parent/guardian, employee, or community member to file a complaint if he or she believes that the School Board, its employees, or its agents have violated his or her rights under the State or federal Constitution, State or federal statute, Board policy, or various enumerated bases.
   b. 2:265, *Title IX Grievance Procedure*. This policy prohibits a District employee, agent, or student from engaging in sexual harassment in violation of Title IX of the Education

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[1] All school boards must have a policy on teen dating violence. 105 ILCS ~~110/3.10~~5/27-240, renumbered by P.A. 104-391. This sample policy is designed to align with a district's already-existing procedures for reporting bullying and school violence. See f/n 7. The curriculum components for teen dating violence education, which apply to districts with students enrolled in grades 7 through 12, are listed in sample administrative procedure 6:60-AP1, *Comprehensive Health Education Program*.

[2] 105 ILCS ~~110/3.10~~5/27-240(b)(1), renumbered by P.A. 104-391. School officials must proceed carefully before disciplining a student for out-of-school conduct. A school's authority over off-campus conduct is much more limited than incidents that occur on school grounds. However, school officials may generally: (1) remove a student from extracurricular activities when the conduct code for participation requires students to conduct themselves at all times as good citizens and exemplars of the school (see sample policy 7:240, *Conduct Code for Participants in Extracurricular Activities*); and (2) suspend or expel a student from school attendance when the student's expression causes substantial disruption to school operations.

[3] 105 ILCS ~~110/3.10~~5/27-240(a), renumbered by P.A. 104-391. For districts that wish to broaden the ages (e.g., perhaps include 11-12 year olds in a middle school setting), delete the following phrase from the first sentence: "~~who is 13 to 19 years of age~~". The law defines *dating* or *dating relationship* as an "ongoing social relationship of a romantic or intimate nature between two persons." The terms do not include "a casual relationship or ordinary fraternization between two persons in a business or social context."

[4] Required by 105 ILCS ~~110/3.10~~5/27-240(b)(3), renumbered by P.A. 104-391.

[5] Be sure the referenced board policies, as adopted locally, contain the language paraphrased in this policy. If not, either substitute similar language from the locally adopted board policies on the same topics, or just insert the titles from relevant locally adopted policies.

The statutory content requirements for a teen dating policy include "establish[ing] procedures for the manner in which employees of a school are to respond to incidents of teen dating violence." This policy fulfills this requirement by incorporating by reference the following administrative procedure: 7:180-AP1, *Prevention, Identification, Investigation, and Response to Bullying*. This means that 7:180-AP1 should be considered to be part of this policy.

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Amendments of 1972. Prohibited conduct includes but is not limited to sexual assault, dating violence, domestic violence, and stalking.

c. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person, including a District employee, agent, or student, from harassing intimidating, or bullying a student based on the student's actual or perceived characteristics of sex; sexual orientation; gender identity; and gender-related identity or expression (this policy includes more protected statuses).

d. 7:180*, Prevention of and Response to Bullying, Intimidation, and Harassment*. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.

2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals: [6]

   a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence. [7]

   b. The Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager identified in Board policy 7:20, *Harassment of Students Prohibited*. [8]

3. Incorporates age-appropriate instruction in grades 7 through 12, in accordance with the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*. [9]

4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager. [10]

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[6] 105 ILCS ~~110/3.10~~5/27-240(b)(4), renumbered by P.A. 104-391, requires the policy to identify by job title which school officials are responsible for receiving reports related to teen dating violence.

[7] Id. at f/ns 5 and 6. Sexual violence is one listed component of teen dating violence. 105 ILCS ~~110/3.10~~5/27-240(a), renumbered by P.A. 104-391. Sexual violence has also been found by the Ill. Gen. Assembly to be a component of bullying and school violence. 105 ILCS 5/~~27-23.7~~22-110, renumbered by P.A. 104-391. Thus, identifying *any school staff member* is consistent with sample administrative procedure 7:180-AP1, *Prevention, Identification, Investigation, and Response to Bullying*, which uses the student-friendly reporting system outlined in sample exhibit 7:180-AP1, E2, *Be a Hero by Reporting Bullying*.

[8] Id. Under any reporting system, a report involving bullying and school violence that is based upon a protected status (often teen dating violence will involve conduct based upon the target's sex) must be referred to the district's Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager (7:20, *Harassment of Students Prohibited*). Customize this list to reflect local conditions. These individuals may also take reports directly from students.

[9] Required by 105 ILCS ~~110/3.10~~5/27-240(b)(2), renumbered by P.A. 104-391. The curriculum-specific components for teen dating violence education are listed in 6:60-AP1, *Comprehensive Health Education Program*.

[10] Id. For boards that add the optional paragraphs in policy 5:100, *Staff Development Program*, add the phrase "and Board policy 5:100, *Staff Development Program*."

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5. Notifies students and parents/guardians of this policy. [11]

Incorporated by Reference: 7:180-AP1 (Prevention, Identification, Investigation, and Response to Bullying)

LEGAL REF.: 105 ILCS 5/27-240~~110/3.10~~.

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 5:100 (Staff Development Program), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities)

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[11] Required by 105 ILCS ~~110/3.10~~5/27-240(b)(5), renumbered by P.A. 104-391. Boards must communicate this policy to students and their parents/guardians. This may be accomplished, in part, by (1) sending exhibit 7:185-E, *Memo to Parents/Guardians Regarding Teen Dating Violence*, and (2) amending the district's anti-bullying campaign statement(s), such as the following, in the student handbook and school website:

Bullying, teen dating violence, intimidation, and harassment are not acceptable in any form and will not be tolerated at school or any school-related activity. The School District will take disciplinary action against any student who participates in such conduct or who retaliates against someone for reporting incidents of bullying, teen dating violence, intimidation, or harassment.

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Students

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The Superintendent or designee shall develop and maintain a program to respond to incidents of teen dating violence that:

1. Fully implements and enforces each of the following Board policies:
   a. 2:260, *Uniform Grievance Procedure*. This policy provides a method for any student, parent/guardian, employee, or community member to file a complaint if he or she believes that the Board, its employees, or its agents have violated his or her rights under the State or federal Constitution, State or federal statute, Board policy, or various enumerated bases.
   b. 2:265, *Title IX Grievance Procedure*. This policy prohibits a District employee, agent, or student from engaging in sexual harassment in violation of Title IX of the Education Amendments of 1972. Prohibited conduct includes but is not limited to sexual assault, dating violence, domestic violence, and stalking.
   c. 7:20, *Harassment of Students Prohibited.* This policy prohibits any person from harassing, intimidating, or bullying a student based on the student's actual or perceived characteristics of sex; sexual orientation; gender identity; and gender-related identity or expression (this policy includes more protected statuses).
   d. 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.
2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals:
   a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence.
   b. The Nondiscrimination Coordinator, Building Principal, Assistant Principal, Dean of Students, or a Complaint Manager identified in policy 7:20, *Harassment of Students Prohibited.*
3. Incorporates age-appropriate instruction in grades 7 through 12, in accordance with the District's comprehensive health education program in Board policy 6:60, *Curriculum Content.* This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development.*
4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Assistant Principal, Dean of Students, or a Complaint Manager.
5. Notifies students and parents/guardians of this policy.

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Incorporated by Reference: 7:180-AP1, (Prevention, Identification, Investigation, and Response to Bullying and School Violence)

LEGAL REF.: 105 ILCS 110/3.10.

CROSS REF.: 2:240 (Board Policy Development), 2:260, (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 5:100 (Staff Development), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities)

ADOPTED: January 16, 2014

REVISED: June 20, 2024

CURRENT

Students

Bus Conduct [1]

All students must follow the District's School Bus Safety Rules.

School Bus Suspensions

The Superintendent, or any designee as permitted in the School Code, is authorized to suspend a student from riding the school bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Prohibited student conduct as defined in School Board policy 7:190, *Student Behavior*.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the Superintendent or designee deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the ~~School~~ Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The District's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus. [2]

Academic Credit for Missed Classes During School Bus Suspension [3]

A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[1] All districts must have a policy on student discipline. 105 ILCS 5/10-20, amended by P.A.s 104-391 and 104-430.14; 23 Ill.Admin.Code §1.280. Ill. State Board of Education (ISBE) is available at: www.isbe.net/Documents/Bus-Safety-Guidance-June-2025.pdf. State law requires the parent-teacher advisory committee, in cooperation with school bus personnel, to develop with the board, school bus safety procedures. 105 ILCS 5/10-20.14(c). See sample administrative procedure 4:110-AP3, *School Bus Safety Rules*.

[2] Attorneys disagree whether 105 ILCS 5/10-22.6(b) applies to school bus suspensions; this sentence applies the law to school bus suspensions. Sample policy 7:200, *Suspension Procedures*, satisfies the procedural requirements in 105 ILCS 5/10-22.6(b). Delete this sentence only at the direction of the board attorney.

[3] The first sentence of this subhead is required by 105 ILCS 5/10-22.6(b-30).

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Electronic Recordings on School Buses [4]

Electronic visual and audio recordings may be used on school buses to monitor conduct and to promote and maintain a safe environment for students and employees when transportation is provided for any school related activity. Notice of electronic recordings shall be displayed on the exterior of the vehicle's entrance door and front interior bulkhead in compliance with State law and the rules of the Illinois Department of Transportation, Division of Traffic Safety.

Students are prohibited from tampering with electronic recording devices. Students who violate this policy shall be disciplined in accordance with the Board's discipline policy and shall reimburse the School District for any necessary repairs or replacement.

LEGAL REF.: ~~Family Educational Rights and Privacy Act,~~ 20 U.S.C. §1232g, Family Educational Rights and Privacy Act; 34 C.F.R. Part 99.
105 ILCS 5/10-20.14~~,~~ and 5/10-22.6~~, and 10/~~.
105 ILCS 10/, Ill. School Student Records Act~~.~~
720 ILCS 5/14-3(m).
23 Ill.Admin.Code Part 375, Student Records.

CROSS REF.: 4:110 (Transportation), 4:170 (Safety), 7:130 (Student Rights and Responsibilities), 7:170 (Vandalism), 7:190 (Student Behavior), 7:200 (Suspension Procedures), 7:230 (Misconduct by Students with Disabilities), 7:340 (Student Records)

ADMIN. PROC.: 4:110-AP3 (School Bus Safety Rules)

DRAFT

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[4] This section is optional; it contains the statutory prerequisites for districts that want to use electronic audio and visual recording devices on school buses. 720 ILCS 5/14-3(m). These required prerequisites reside in an exception to the criminal eavesdropping statute. The criminal eavesdropping statute prohibits recording a conversation in which someone has a reasonable expectation of privacy without the consent of all parties but allows citizens to record public conversations without obtaining consent. While the criminal eavesdropping statute was legislatively corrected as of 12-30-2014, 720 ILCS 5/14-3(m) remains the same. Districts should consult with their board attorney regarding the requirements of the statute.

In addition, consult with the board attorney concerning the status of video and/or audio recordings that were made on school buses. Confusion surrounds whether or not videotapes are education records for purposes of the federal Family Education Rights and Privacy Act (20 U.S.C.§1232g) and/or school student records as defined in the Ill. School Student Records Act (ISSRA) (105 ILCS 10/). ~~The Ill. State Board of Education (~~ISBE~~)~~ considerably reduced the confusion by stating in its rule that school student records do not include video or other electronic recordings "created at least in part for law enforcement or security or safety reasons or purposes." 23 Ill.Admin.Code §375.10. ISBE rules also specify that: (1) electronic recordings made on school buses, as defined in the exemption from the criminal offense of eavesdropping in 720 ILCS 5/14-3(m), are not school student records, and (2) no image on a school security recording may be designated as directory information. 23 Ill.Admin.Code §§ 375.10, 375.80(a)(2)(B). This treatment exempts school bus videos from the multiple requirements in ISSRA. However, when responding to a request under the Freedom of Information Act (5 ILCS 140/) for recordings on school buses, a district will need to find an exemption other than the recording is a school student record.

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Students

Bus Conduct

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The Superintendent, or any designee as permitted in the School Code, is authorized to suspend a student from riding the school bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Prohibited student conduct as defined in the Board policy 7:190, *Student Behavior*.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the Superintendent or designee deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The District's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

Academic Credit for Missed Classes During School Bus Suspension

A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

Electronic Recordings on School Buses

Electronic visual and audio recordings may be used on school buses to monitor conduct and to promote and maintain a safe environment for students and employees when transportation is provided for any school related activity. Notice of electronic recordings shall be displayed on the exterior of the vehicle's entrance door and front interior bulkhead in compliance with State law and the rules of the Illinois Department of Transportation, Division of Traffic Safety.

Students are prohibited from tampering with electronic recording devices. Students who violate this policy shall be disciplined in accordance with the Board's discipline policy and shall reimburse the School District for any necessary repairs or replacement.

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LEGAL REF.: Family Educational Rights and Privacy Act, 20 U.S.C. §1232g, 34 C.F.R. Part 99.
105 ILCS 5/10-20.14, 5/10-22.6, and 10/.
720 ILCS 5/14-3(m).
23 Ill.Admin.Code Part 375, Student Records.

CROSS REF.: 4:110 (Transportation), 4:170 (Safety), 7:130 (Student Rights and Responsibilities), 7:170 (Vandalism), 7:190 (Student Behavior), 7:200 (Suspension Procedures), 7:230 (Misconduct by Students with Disabilities), 7:340 (Student Records)

ADMIN. PROC.: 4:110-AP3 (School Bus Safety Rules)

ADOPTED: May 17, 2001

REVISED: September 16, 2021

CURRENT

Students

Misconduct by Students with Disabilities [1]

Behavioral Interventions [2]

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The School Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

Discipline of Special Education Students [3]

The District shall comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Ill.~~inois~~ State Board of Education's *Special Education* rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[1] State or federal law controls this policy's content. State law requires each district to have a policy on student behavior (105 ILCS 5/10-20.14; 23 Ill.Admin.Code §1.280) plus "policies and procedures" on behavioral interventions (105 ILCS 5/14-8.05). In its continuing commitment to help school districts and special education cooperatives comply with ~~ISBE~~the Ill. State Board of Education's requirements for policy and procedure, the Ill. Council of School Attorneys, special education committee, reviewed this policy and prepared extensive procedures, *Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities*. These procedures, plus other material, are available gratis on the IASB website at: www.iasb.com/policy-services-and-school-law/guidance-and-resources/special-education/special-education-procedures-and-sample-policies/ ~~iasb.com/law/iesaspeced.cfm~~.

[2] State law specifies what must be covered in the mandatory "policies and procedures" on behavioral interventions. 105 ILCS 5/14-8.05(c). They must "be developed with the advice of parents with students with disabilities and other parents, teachers, administrators, advocates for persons with disabilities, and individuals with knowledge or expertise in the development and implementation of behavioral interventions for persons with disabilities." Id. A board that wants to highlight the components of the procedures may add the following:

> The committee shall review the Ill. State Board of Education's guidelines on the use of behavioral interventions and use them as a non-binding reference. This policy and the behavioral intervention procedures shall be furnished to the parents/guardians of all students with individual education plans (IEPs) within 15 days after their adoption or amendment by, or presentation to, the School Board or at the time an individual education plan is first implemented for a student; all students shall be informed annually of this policy and the procedures. At the annual ~~individualized education plan~~IEP review, this policy shall be given to the parents/guardians and the behavioral interventions procedures explained and made available to them on request.

[3] A special education student may not be expelled for behavior or a condition that is a manifestation of the student's disability. 34 C.F.R. §300.530.

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LEGAL REF.: Individuals With Disabilities Education Improvement Act of 2004, 20 U.S.C. §§1412, 1413, and 1415.
Gun-Free Schools Act, 20 U.S.C. §7151 et seq.
34 C.F.R. §§300.101, 300.530 - 300.536.
105 ILCS 5/10-22.6 and 5/14-8.05.
23 Ill.Admin.Code §226.400.
Honig v. Doe, ~~108 S.Ct. 592~~484 U.S. 305 (1988).

CROSS REF.: 2:150 (Committees), 6:120 (Education of Children with Disabilities), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct)

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Students

Misconduct By Students With Disabilities

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

Discipline of Special Education Students

The District shall comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's *Special Education* rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

LEGAL REF.: Individuals With Disabilities Education Improvement Act of 2004, 20 U.S.C. §§1412, 1413, and 1415.
Gun-Free Schools Act, 20 U.S.C. §7151 et seq.
34 C.F.R. §§ 300.101, 300.530 - 300.536.
105 ILCS 5/10-22.6 and 5/14-8.05.
23 Ill.Admin.Code §226.400.
Honig v. Doe, 108 S.Ct. 592 (1988).

CROSS REF.: 2:150 (Committees), 6:120 (Education of Children with Disabilities), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct)

ADOPTED: May 17, 2001

REVISED: September 15, 2016

CURRENT

Students

Conduct Code for Participants in Extracurricular Activities [1]

The Superintendent or designee, using input from coaches and sponsors of extracurricular activities, shall develop a conduct code for all participants in extracurricular activities consistent with School Board policy.[2] The conduct code shall: (1) require participants in extracurricular activities to conduct themselves as good citizens and exemplars of their school at all times, including after school, on days when school is not in session, and whether on or off school property; (2) emphasize that hazing and bullying activities are strictly prohibited; and (3) notify participants that failure to abide by it could result in discipline, up to and including removal from the activity. Participants who violate the conduct code will be allowed to give an explanation before being progressively disciplined.[3] The conduct code shall be reviewed by the Building Principal periodically at his or her discretion and presented to the Board.

Participants in extracurricular activities must abide by the conduct code for the activity and Board policy 7:190, *Student Behavior*. All coaches and sponsors of extracurricular activities shall annually review the conduct code with participants and provide participants with a copy. In addition, coaches and sponsors of interscholastic athletic programs shall provide instruction on steroid abuse prevention to students in grades 7 through 12 participating in these programs. [4]

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[1] State or federal law controls this policy's content.

[2] Optional:

…and the rules adopted by any association in which the School District maintains a membership.

[3] In most cases involving a student's removal from an extracurricular activity, courts have ruled that participation in extracurricular programs is a privilege rather than a right. Clements v. Bd. of Educ. of Decatur Public Sch. Dist. No. 61, 133 Ill.App.3d 531 (4th Dist. 1985). The deprivation of a privilege does not trigger the Constitution's due process provision. Consequently, unlike school attendance, students generally have no constitutional right to participate in extracurricular programs. See also Kevin Jordan v. O'Fallon THSD 203, 302 Ill.App.3d 1070 (5th Dist. 1999). This case involved a type of *good citizen* rule in which all student-participants in extracurricular activities agreed to abide by the school's ban on alcohol and drug use. Pursuant to this rule, the school suspended a star football player who police had found intoxicated at a convenience store around 3:00 A.M. The suspension was upheld.

Compare with Mahanoy Area Sch. Dist. v. B.L., ~~141 S.Ct. 2038~~594 U.S. 180 (2021), which involved a student suspended from the cheerleading squad for one year after she posted two vulgar *snaps* on Snapchat while off campus during the weekend. The U.S. Supreme Court held that while schools may have a special interest in regulating some off-campus student speech, e.g., teaching good manners and preventing disruption, here the school's interests were insufficient to overcome the student's interest in free expression, and the one-year suspension violated the student's First Amendment rights. The Court noted that the school's interest in regulation was diminished by the fact that the student's speech did not identify the school, did not target any member of the school community, and was transmitted through a personal cell phone to an audience consisting of her private circle of Snapchat friends. Comments during oral argument suggest the Court was particularly struck by the severity of the discipline issued as well. Careful factual analysis, in consultation with the board attorney, should occur when considering discipline of participants for off-campus activity. See sample administrative procedure 7:240-AP1, *Code of Conduct for Extracurricular Activities*.

[4] 105 ILCS 5/27-255(d)~~23.3~~, renumbered by P.A. 104-391.

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Extracurricular Drug and Alcohol Testing Program [5]

The District maintains an extracurricular drug and alcohol testing program in order to foster the health, safety, and welfare of its students. Participation in extracurricular activities is a privilege and participants need to be exemplars. The program promotes healthy and drug-free participation.

Each student and his or her parents/guardians must consent to having the student submit to random drug and alcohol testing in order to participate in any extracurricular activity. Failure to sign the District's *Consent to Participate in Extracurricular Drug and Alcohol Testing Program* form will result in non-participation.

If a test is *positive*, the student will not participate in extracurricular activities until after a *follow-up* test is requested by the Building Principal or designee and the results are reported. The Building Principal or designee will request a *follow-up* test after such an interval of time that the substance previously found would normally be eliminated from the body. If this *follow-up* test is negative, the student will be allowed to resume extracurricular activities. If a *positive* result is obtained from the *follow-up* test, or any later test, the same previous procedure shall be followed.

The Superintendent or designee shall develop procedures to implement this policy. No student shall be expelled or suspended from school as a result of any verified positive test conducted under this program other than when independent reasonable suspicion of drug and/or alcohol usage exists. This program does not affect the District policies, practices, or rights to search or test any student who at the time exhibits cause for reasonable suspicion of drug and/or alcohol use.

Performance Enhancing Drug Testing of High School Student Athletes [6]

The Illinois High School Association (IHSA) prohibits participants in an athletic activity sponsored or sanctioned by IHSA from ingesting or otherwise using any performance enhancing substance on its banned substance list, without a written prescription and medical documentation provided by a licensed physician who evaluated the student-athlete for a legitimate medical condition. IHSA administers a performance-enhancing substance testing program. Under this program, student athletes are subject to random drug testing for the presence in their bodies of performance-enhancing substances on the IHSA's banned substance list. In addition to being penalized by IHSA, a student may be disciplined according to Board policy 7:190, *Student Behavior*.

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[5] This program is optional. The U.S. Supreme Court upheld the constitutionality of a student activities drug testing policy that required all middle and high school students to consent to random urinalysis testing for drugs in order to participate in any extracurricular activity. Bd. of Educ. of Independent Sch. Dist. No. 92 v. Earls et al., 536 U.S. 822 (2002). This sample policy, as well as the procedures and forms implementing it, are based on the policy approved by the Seventh Circuit in Todd v. Rush County Schs., 133 F.3d 984 (7th Cir. 1998). Alternatively, this program may be limited to extracurricular athletic participants; if so, add the Drug and Alcohol Testing Program to policy 7:300, *Extracurricular Athletics*, and delete it from here.

[6] For a list of classes of banned substances, the testing program, and other related resources, see the IHSA Performance-Enhancing Drug Testing Policy in the *IHSA Handbook*, available online at: www.ihsa.org/about/constitution-by-laws-policies. ~~Sports Medicine website, www.ihsa.org/Resources/Sports-Medicine/Performance-Enhancing-Drugs-Steroid-Education.~~

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LEGAL REF.: Mahanoy Area Sch. Dist. v. B.L., ~~141 S.Ct. 2038~~594 U.S. 180 (2021).
Bd. of Educ. of Independent Sch. Dist. No. 92 v. Earls, 536 U.S. 822 (2002).
Vernonia Sch. Dist. 475 v. Acton, 515 U.S. 646 (1995).
Clements v. Bd. of Educ. of Decatur, 133 Ill.App.3d 531 (4th Dist. 1985).
Kevin Jordan v. O'Fallon THSD 203, 302 Ill.App.3d 1070 (5th Dist. 1999).
Todd v. Rush County Schs., 133 F.3d 984 (7th Cir. 1998).
105 ILCS 5/24-24~~,~~ and 5/27-255(d)~~23.3, and 25/2~~.

CROSS REF.: 5:280 (Duties and Qualifications), 6:190 (Extracurricular and Co-Curricular Activities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:300 (Extracurricular Athletics)

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Students

Conduct Code For Participants In Extracurricular Activities

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Participants in extracurricular activities must abide by the conduct code for the activity and Board policy 7:190, *Student Behavior*. All coaches and sponsors of extracurricular activities shall annually review the conduct code with participants and provide participants with a copy. In addition, coaches and sponsors of interscholastic athletic programs shall provide instruction on steroid abuse prevention to students in grades 7 through 12 participating in these programs.

Extracurricular Drug and Alcohol Testing Program

The District maintains an extracurricular drug and alcohol testing program in order to foster the health, safety, and welfare of its students. Participation in extracurricular activities is a privilege and participants need to be exemplars. The program promotes healthy and drug-free participation.

Each student and his or her parent/guardian must consent to having the student submit to random drug and alcohol testing in order to participate in any extracurricular activity. Failure to sign the District's *Consent to Participate in Extracurricular Drug and Alcohol Testing* Program form will result in non-participation.

If a test is *positive*, the student will not participate in extracurricular activities until after a *follow-up* test is requested by the Building Principal or designee and the results are reported. The Building Principal or designee will request a *follow-up* test after such an interval of time that the substance previously found would normally be eliminated from the body. If this *follow-up* test is negative, the student will be allowed to resume extracurricular activities. If a *positive* result is obtained from the *follow-up* test, or any later test, the same previous procedure shall be followed.

The Superintendent or designee shall develop procedures to implement this policy. No student shall be expelled or suspended from school as a result of any verified positive test conducted under this program other than when independent reasonable suspicion of drug and/or alcohol usage exists. This program does not affect the District policies, practices, or rights to search or test any student who at the time exhibits cause for reasonable suspicion of drug and/or alcohol use.

Performance Enhancing Drug Testing of High School Student Athletes

The Illinois High School Association (IHSA) prohibits participants in an athletic activity sponsored or sanctioned by IHSA from ingesting or otherwise using any performance enhancing substance on its banned substance list, without a written prescription and medical documentation provided by a licensed physician who evaluated the student-athlete for a legitimate medical condition. IHSA administers a performance-enhancing substance testing program. Under this program, student athletes are subject to random drug testing for the presence in their bodies of performance-enhancing

substances on the IHSA's banned drug list. In addition to being penalized by IHSA, a student may be disciplined according to Board policy 7:190, *Student Behavior*.

LEGAL REF.: Mahanoy Area Sch. Dist. v. B.L., 141 S.Ct. 2038 (2021).
Bd. of Educ. of Ind. Sch. Dist. No. 92 v. Earls, 536 U.S. 822 (2002).
Veronia Sch. Dist. 475 v. Acton, 515 U.S. 646 (1995).
Clements v. Bd. of Edu. of Decatur, 133 Ill. App. 3d 531 (4th Dist. 1985).
Kevin Jordan v. O'Fallon THSD 203, 302 Ill. App. 3d 1070 (5th Dist. 1999).
Todd v. Rush County Schs., 133 F.3d 984 (7th Cir. 1998).
105 ILCS 5/24-24, 5/27-23.3, and 25/2.

CROSS REF.: 5:280 (Duties and Qualifications), 6:190 (Extracurricular and Co-Curricular Activities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:300 (Extracurricular Athletics)

ADOPTED: May 17, 2001

REVISED: March 17, 2022

CURRENT

Students

Exemption from Physical Education [1]

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act.[2] The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request.[3] Upon written notice from a student's parent/guardian, a student will be excused from engaging in the physical activity components of physical education during a period of religious fasting. [4]

Special activities in physical education will be provided for a student whose physical or emotional condition, as determined by a person licensed under the Medical Practice Act, prevents his or her participation in the physical education course. [5]

State law prohibits the Board from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District. [6]

A student who is eligible for special education may be excused from physical education courses in either of the following situations: [7]

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[1] An ISBE rule requires boards to have a policy defining the types of parental excuses that will be accepted in order for a student to be exempted from P.E. 23 Ill.Admin.Code §1.425(e), amended at 42 Ill.Reg. 11542-43. State or federal law controls this policy's content.

For elementary districts, delete ~~6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students*~~ from the cross references of this sample policy.

[2] Medical Practice Act is found in 225 ILCS 60/; 23 Ill.Admin.Code §1.425(d).

[3] Required by 23 Ill.Admin.Code §1.425(d)(1) and (2)~~.~~. School boards must identify any evidence/support they will require for excuses they will deem appropriate. Before the board adopts this sample policy, it should have a conversation with the superintendent to discuss and review and/or amend the sample reasons for excusal offered in this sample policy. Topics for discussion include determining whether (a) the sample reasons are sufficient, (b) more reasons are needed, and/or (c) the sample reasons should be amended. These conversations should be based upon the community's needs.

[4] 105 ILCS 5/27-710~~6~~(b-5), renumbered~~added~~ by P.A. 104-3912~~-405~~; 23 Ill.Admin.Code §1.425(f). A note from clergy or a religious leader is unnecessary to excuse a student from the physical education components of physical education class during a period of religious fasting, and should not be requested by a district. Only a note from a student's parent/guardian is required.

[5] Required by 105 ILCS 5/27-710, renumbered by P.A. 104-3916 and 23 Ill.Admin.Code §1.425(d)(3).

[6] 105 ILCS 5/27-710(b), renumbered by P.A. 104-3916~~(b)~~; 23 Ill.Admin.Code §1.425(e)(6). See sample policy 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students*, for a list of categories of students in grades 9-12 who may be excused from P.E. due to participation in school district athletic training, activities, or competitions.

[7] 105 ILCS 5/27-710(b), renumbered by P.A. 104-391 ~~6(b)~~ and 23 Ill.Admin.Code §1.425(e)(5)(A) and (B).

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1. He or she (a) is in grades 3-12, (b) his or her Individualized Educational Program/Plan (IEP) requires that special education support and services be provided during physical education time, and (c) the parent/guardian agrees or the IEP team makes the determination; or
2. He or she (a) has an IEP, (b) is participating in an adaptive athletic program outside of the school setting, and (c) the parent/guardian documents the student's participation as required by the Superintendent or designee.

A student requiring adapted physical education must receive that service in accordance with his or her ~~Individualized Educational Program/Plan (~~IEP~~).~~ [8]

A student in grades 9-12, unless otherwise stated, may submit a written request to the Building Principal to be excused from physical education courses for the reasons stated in Board policy 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students*. [9]

Students in grades 7 and 8 may submit a written request to the Building Principal to be excused from physical education courses because of his or her ongoing participation in an interscholastic or extracurricular athletic program.[10] The Building Principal will evaluate requests on a case-by-case basis.

The Superintendent or designee shall maintain records showing that the criteria set forth in this Board policy were applied to the student's individual circumstances, as appropriate. [11]

Students who have been excused from physical education shall return to the course as soon as practical.[12] The following considerations will be used to determine when a student shall return to a physical education course: [13]

1. The time of year when the student's participation ceases;
2. The student's class schedule; and
3. The student's future or planned additional participation in activities qualifying for substitutions for physical education as outlined in Board policy 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students*. [14]

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[8] 105 ILCS 5/27-710(b), renumbered by P.A. 104-3916~~(b)~~.

[9] 105 ILCS 5/27-710, renumbered by P.A. 104-3916; 23 Ill.Admin.Code §1.425(e). Delete this sentence for elementary school districts.

[10] Optional. Id. See f/n 19 in sample policy 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students*, for discussion of what constitutes an *interscholastic* or *extracurricular athletic program*. Delete this paragraph for high school districts.

For elementary or unit school boards that want to explain the meaning of *interscholastic or extracurricular athletic program*, insert the following option:

> Interscholastic or extracurricular athletic programs are organized school-sponsored or school-sanctioned activities for students that are not part of the curriculum, not graded, not for credit, generally take place outside of school instructional hours, and under the direction of a coach, athletic director, or band leader.

[11] 23 Ill.Admin.Code §1.425(e). Districts must maintain records showing that the criteria set forth in 105 ILCS 5/27-710, renumbered by P.A. 104-3916~~, amended by P.A. 100-465~~, was applied to the student's individual circumstances.

[12] 23 Ill.Admin.Code §1.425(e)(1)(A)-(C).

[13] Insert any additional criteria the board may want to use.

[14] Delete item #3 for elementary districts, move "and" to the end of sentence number 1, delete the semicolon at the end of number 2 and insert a period.

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LEGAL REF.: 105 ILCS 5/27-7106.
225 ILCS 60/, Medical Practice Act.
23 Ill.Admin.Code §1.420(p) and §1.425(d), (e).

CROSS REF.: 6:60 (Curriculum Content), 6:310 (High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students)

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Students

Exemption from Physical Education

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request. Upon written notice from a student's parent/guardian, a student will be excused from engaging in the physical activity components of physical education during a period of religious fasting.

Special activities in physical education will be provided for a student whose physical or emotional condition, as determined by a person licensed under the Medical Practice Act, prevents his or her participation in the physical education courses.

State law prohibits the Board from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District.

A student who is eligible for special education may be excused from physical education courses in either of the following situations:

1. He or she (a) is in grades 3-12, (b) his or her IEP requires that special education support and services be provided during physical education time, and (c) the parent/guardian agrees or the IEP team makes the determination; or
2. He or she (a) has an IEP, (b) is participating in an adaptive athletic program outside of the school setting, and (c) the parent/guardian documents the student's participation as required by the Superintendent or designee.

A student requiring adapted physical education must receive that service in accordance with his or her Individualized Educational Program/Plan (IEP).

A student in grades 9-12, unless otherwise stated, may submit a written request to the Building Principal to be excused from physical education courses for the reasons stated in 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students.*

The Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances, as appropriate.

Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course.

1. The time of year when the student's participation ceases;
2. The student's class schedule; and
3. The student's future or planned additional participation in activities qualifying for substitutions for physical education as outlined in policy 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students.*

CURRENT

LEGAL REF.: 105 ILCS 5/27-6.
225 ILCS 60/, Medical Practice Act.
23 Ill. Admin. Code §1.420(p) and §1.425(d), (e).

CROSS REF.: 6:60 (Curriculum Content), 6:310 (High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students)

ADOPTED: December 17, 2009

REVISED: March 17, 2022

CURRENT

Students

Communicable and Chronic Infectious Disease [1]

A student with or carrying a communicable and/or chronic infectious disease has all rights, privileges, and services provided by law and the School Board's policies.[2] The Superintendent will develop procedures to safeguard these rights while managing health and safety concerns.

LEGAL REF.: 105 ILCS 5/10-21.11.
23 Ill.Admin.Code §§~~-~~1.610 and 226.300.
77 Ill.Admin.Code Part 690, Control of Notifiable Diseases and Conditions Code.
20 U.S.C. §1400 et seq., Individuals With Disabilities Education Improvement Act of 2004.
29 U.S.C. §794(a), Rehabilitation Act of 1973, Section 504.

DRAFT

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[1] 105 ILCS 5/10-21.11 requires all boards to adopt a policy on the appropriate manner of managing children with chronic infectious diseases. State or federal law controls this policy's content. This policy concerns an area in which the law is unsettled in that competing interests (balancing the protection of the afflicted student's rights against the protection of the health and safety of the student body) have not been completely resolved.

[2] A student with a contagious disease is probably an ~~*handicapped*~~ *individual with a disability* under Section 504 of the Rehabilitation Act of 1973. 29 U.S.C. §794(a). See Sch. Bd. of Nassau Co. v. Arline, 480 U.S. 273 (1987) (teacher with tuberculosis was ~~handicapped~~ covered under Section 504); Thomas v. Atascadero Unified Sch. Dist., 662 F.Supp. 376 (C.D. Ca. 1986) (a child with AIDS was ~~a *handicapped person*~~covered under Section 504); Dist. 27 Cmty. Sch. Bd. v. Bd. of Educ. of the City of New York, 502 N.Y.S.2d 325 (1986).

Students with contagious diseases may also qualify for special education under the Individuals With Disabilities Education Improvement Act of 2004. 20 U.S.C. §1400 et seq. Each school district, independently or in cooperation with other districts, must provide a comprehensive program of special education that meets the needs of children from ages 3 through~~to~~ 21 with exceptional characteristics as identified in State law, specifically including physical or health impairments. 105 ILCS 5/~~Art.~~ 14.

Decisions to place a student in a class outside regular classes due to infectious disease must be based on medical evaluations indicating a need to protect the health and safety of others. Cmty. High Sch. Dist. 155 v. Denz, 124 Ill.App.3d 129 (2nd Dist. 1984).

Cases involving contagious diseases are highly fact-specific. Generally, the appropriate treatment of a student depends on the severity of the disease and the risk of infecting others, but in all cases, the board attorney should be consulted.

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Students

Communicable and Chronic Infectious Disease

A student with or carrying a communicable and/or chronic infectious disease has all rights, privileges, and services provided by law and the Board's policies. The Superintendent will develop procedures to safeguard these rights while managing health and safety concerns.

LEGAL REF.: 105 ILCS 5/10-21.11.
23 Ill. Admin. Code §§ 1.610 and 226.300.
77 Ill. Admin. Code Part 690.
20 U.S.C. §1400 et seq., Individuals With Disabilities Education Improvement Act of 2004.
29 U.S.C. §794(a), Rehabilitation Act of 1973, Section 504.

ADOPTED: May 17, 2001

REVISED: September 16, 2021

CURRENT

Students

Extracurricular Athletics

Student participation in school-sponsored extracurricular athletic activities is contingent upon the following:

1. The student must meet the academic criteria set forth in Board policy 6:190, *Extracurricular and Co-Curricular Activities*. [1]
2. A parent/guardian of the student must provide written permission for the student's participation, giving the District full waiver of responsibility of the risks involved. [2]
3. The student must present a current certificate of physical fitness issued by a licensed physician, an advanced practice registered nurse, or a physician assistant. The ***Pre-Participation Physical Examination Form***, offered by the Illinois High School Association and the Illinois Elementary School Association, is the preferred certificate of physical fitness. [3]
4. The student must show proof of accident insurance coverage either by an insurance policy purchased through the District-approved insurance plan or a parent/guardian written statement that the student is covered under a family insurance ~~plan~~policy. [4]

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[1] State or federal law controls this policy's content.

A comprehensive Student Handbook can provide notice to parents and students of the school's conduct rules, extracurricular and athletic participation requirements, and other important information. The building principal usually develops the Handbook, subject to review and approval by the superintendent and board.

Each board in a district that maintains any of grades 9 through 12 must have a *no pass-no play* policy. 105 ILCS 5/10-20.30. See sample policy 6:190, *Extracurricular and Co-Curricular Activities*, for complete details.

For purposes of clarity, the IASB uses a curricular-extracurricular dichotomy. All classes are included in the category *curricular* as well as what was formally known as *co-curricular*, e.g., band and choral performances that are a required part of the class. The category *extracurricular* includes all school-sponsored activities that are not a part of a student's educational program as reflected in the student's class schedule. Examples include football, cheerleading, French club, Key Club, and student government. Note that extracurricular activities may be curriculum-related or non-curriculum-related for purposes of determining access to school facilities under the federal Equal Access Act. See sample policy 7:330, *Student Use of Buildings - Equal Access.*

[2] At a minimum, schools should: (1) fully inform and warn students and their parents/guardians of risks inherent in a sport, (2) assist their understanding and appreciation of these risks, and (3) document the school's efforts. See sample exhibit 7:300-E1, *Agreement to Participate.* This form's provision concerning waiver of liability and hold harmless should be reviewed with the board attorney. The district may not be able to waive gross negligence or recklessness on its part, but the waiver language in the form serves to alert the student and his/her parents/guardians to the seriousness of potential injuries.

[3] Students participating in interscholastic athletics must have an annual physical exam. 23 Ill.Admin.Code §1.530(b)(2). Ill. High School Association (IHSA) by-law 2.150 requires schools to have on file for each student participating in interscholastic athletics a certificate of physical fitness issued by a licensed physician, physician assistant, or nurse practitioner not more than 395 days preceding any date of participation; a form is available on the IHSA website at: www.ihsa.org/resources/download-center~~ihsa.org/Resources/DownloadCenter.aspx~~.

[4] This item ensures that students are covered by insurance for medical expenses up to $50,000 (before the district's catastrophic accident insurance kicks in) and that students who are not covered by the district's catastrophic insurance are otherwise covered by insurance.

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5. The student must agree to follow all conduct rules and the coaches' instructions.
6. The student and his or her parents/guardians must provide written consent to random drug and alcohol testing pursuant to the Extracurricular Drug and Alcohol Testing Program. [5]
7. The student and his or her parents/guardians must: (a) comply with the eligibility rules of, and complete any forms required by, any sponsoring association (such as, the Illinois Elementary School Association, the Illinois High School Association, or the Southern Illinois Junior High School Athletic Association),[6] and (b) complete all forms required by the District including, without limitation, signing an acknowledgment of receiving information about ~~the~~ Board~~'s concussion~~ policy 7:305, *Student Athlete Concussions and Head Injuries*. [7]

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

105 ILCS 5/22-15 requires (with limited exceptions) each school district having grades 9-12 to maintain catastrophic insurance coverage for student athletes who sustain an accidental injury while participating in interscholastic athletic events sanctioned by IHSA that results in medical expenses in excess of $50,000. A district maintaining grades K-8 may, but is not required to, provide accident and/or health insurance on a group or individual basis for students injured while participating in any school-sponsored athletic activity. For more information see sample policy 4:100, *Insurance Management*.

[5] Optional; delete if the district does not have such a program. Be sure this provision is consistent with sample policy 7:240, *Conduct Code for Participants in Extracurricular Activities*, and sample administrative procedure 7:240-AP2, *Extracurricular Drug and Alcohol Testing Program*. The Seventh Circuit upheld the constitutionality of a high school's random drug testing program for students involved in extracurricular activities in Todd v. Rush County Schs., 133 F.3d 984 (7th Cir. 1998).

[6] Participants in an IHSA-sponsored or sanctioned athletic event are subject to testing for banned substances. For a list of banned substance classes~~,~~, the testing program, and other related resources, see the IHSA Handbook~~Sports Medicine website,~~ at: www.ihsa.org/about/constitution-by-laws-policies and www.ihsa.org/resources/download-center~~www.ihsa.org/Resources/SportsMedicine/PerformanceEnhancingDrugsSteroidEducation.aspx~~.

The sponsoring organization's rules/bylaws/policies ~~control~~ govern decisions related to transgender student participation in extracurricular athletic activities. See:

1. IESA Handbook: *Policy and School Recommendations for Transgender Participation* at: www.iesa.org/documents/handbook/IESA-Policies.pdf;
2. IHSA Handbook: Ppolicy #34, *Policy and School Recommendations for Transgender Participation*, at: www.ihsa.org/about/constitution-by-laws-policies~~www.ihsa.org/About-the-IHSA/Constitution-By-laws-Policies~~; and
3. SIJHSAA *Transgender Participation Policy* at: www.sijhsaa.com/images/stories/pdf/TRANSGENDER_PARICIPATION_POLICY_Revised_10-17-18.pdf.

For further information on accommodating transgender students, see sample administrative procedure 7:10-AP1, *Accommodating Transgender, Nonbinary, or Gender Nonconforming Students*. See also two Ill. State Board of Education non-regulatory guidance documents entitled *Supporting Transgender, Nonbinary and Gender Nonconforming Students* and *Sample District Policy and Administrative Procedures*, at: www.isbe.net/supportallstudents. Federal administrations have taken varying positions on whether transgender students can compete consistent with their gender identity; consult the board attorney for guidance on this evolving area of law.

[7] IHSA eligibility information and required forms are available at: www.ihsa.org/resources/download-center~~www.ihsa.org/Resources/Download-Center~~.

A district must include information concerning the board's concussion policy in any agreement, contract, code, or other written instrument that the district requires a student athlete and his or her parent(s) or guardian(s) to sign before participating in practice or interscholastic competition. 23 Ill.Admin.Code §1.530(b)(1). Sample exhibit 7:300-E1, *Agreement to Participate*, contains the requirements in this policy. In addition, the student and student's parent/guardian must sign a form approved by IHSA acknowledging receiving and reading written information on concussions. 105 ILCS 5/22-80(e).

The IHSA website contains many helpful resources, available at: www.ihsa.org/resources.~~e.g.: www.ihsa.org/Resources/Download-Center (see consent form under subhead Sports Medicine Forms) www.ihsa.org/Resources/SportsMedicine/PerformanceEnhancingDrugsSteroidEducation/IHSAPerformanceEnhancingSubstancePolicy.aspx (performance-enhancing drugs) www.ihsa.org/Resources/SportsMedicine/ConcussionManagement/ConcussionResources.aspx (concussions)~~

Concussion information is available from the Ill. Elementary School Assoc. at: www.iesa.org/activities/concussion.asp.

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The Superintendent or designee (1) is authorized to impose additional requirements for a student to participate in extracurricular athletics, provided the requirement(s) comply with Board policy 7:10, *Equal Educational Opportunities*, and (2) shall maintain the necessary records to ensure student compliance with this policy.

LEGAL REF.: 105 ILCS 5/10-20.30~~,~~ and 5/22-80~~, and 25/2~~.
23 Ill.Admin.Code §1.530(b).

CROSS REF.: 4:100 (Insurance Management), 4:170 (Safety), 6:190 (Extracurricular and Co-Curricular Activities), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:305 (Student Athlete Concussions and Head Injuries), 7:340 (Student Records)

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Students

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4. The student must show proof of accident insurance coverage either by a policy purchased through the District-approved insurance plan or a parent/guardian written statement that the student is covered under a family insurance plan.
5. The student must agree to follow all conduct rules and the coaches' instructions.
6. The student and his or her parents/guardians must provide written consent to random drug and alcohol testing pursuant to the Extracurricular Drug and Alcohol Testing Program.
7. The student and his or her parents/guardians must: (a) comply with the eligibility rules of, and complete any forms required by, any sponsoring association (such as, the Illinois Elementary School Association, the Illinois High School Association or the Southern Illinois Junior High School Athletic Association, and (b) complete all forms required by the District including, without limitation, signing an acknowledgment of receiving information about the Board's concussion policy 7:305, *Student Athlete Concussions and Head Injuries*.

The Superintendent or designee (1) is authorized to impose additional requirements for a student to participate in extracurricular athletics, provided the requirement(s) comply with Board policy 7:10, *Equal Educational Opportunities*, and (2) shall maintain the necessary records to ensure student compliance with this policy.

LEGAL REF.: 105 ILCS 5/10-20.30, 5/22-80, and 25/2.
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CROSS REF.: 4:100 (Insurance Management), 4:170 (Safety), 6:190 (Extracurricular and Co-Curricular Activities), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:305 (Student Athlete Concussions and Head Injuries), 7:340 (Student Records)

ADOPTED: May 17, 2001

REVISED: September 18, 2025

CURRENT

Community Relations

Parent Organizations and Booster Clubs

Parent organizations and booster clubs are invaluable resources to the District's schools. While parent organizations and booster clubs have no administrative authority and cannot determine ~~District~~ Board policy, the School Board welcomes their suggestions and assistance.

Parent organizations and booster clubs may be recognized by the Board and permitted to use the District's name, a District school's name, ~~or~~ a District school's team name, or any logo attributable to the District provided they first receive the Superintendent or designee's express written consent. Consent to use one of the above-mentioned names or logos will generally be granted if the organization or club has by-laws containing the following: [1]

1. The organization's or club's name and purpose, such as, to enhance students' educational experiences, to help meet educational needs of students, to provide extra athletic benefits to students, to assist specific sports teams or academic clubs through financial support, or to enrich extracurricular activities.
2. The rules and procedures under which it operates.
3. An agreement to adhere to all Board policies and administrative procedures.
4. A statement that membership is open and unrestricted, meaning that membership is open to all parents/guardians of students enrolled in the school, District staff, and community members.
5. A statement that the District is not, and will not be, responsible for the organization's or club's business or the conduct of its members, including on any organization or club websites or social media accounts.
6. An agreement to maintain and protect its own finances.
7. A recognition that money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the District to use at its discretion. The Board's legal obligation to comply with Title

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[1] For boards that want to require all parent organizations and booster clubs to have 501(c)(3) status, use the following paragraph:

> Parent organizations and booster clubs may be recognized by the Board and permitted to use the District's name, a District school's name, ~~or~~ a District school's team name, or any logo attributable to the District provided they first receive the Superintendent or designee's express written consent. Consent to use one of the above-mentioned names or logos will generally be granted if the organization or club is a 501(c)(3) that has submitted proof of its status and has by-laws containing the following:
>
> > A 501(c)(3) organization is an organization that qualifies for exemption from federal income tax because it is organized and operated exclusively for one or more of the following purposes: religious; charitable; scientific; testing for public safety; literary; educational; fostering national or international amateur sports competition (but only if none of its activities involve providing athletic facilities or equipment); or the prevention of cruelty to children or animals. For more information, see www.irs.gov/charities-and-nonprofits.

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IX by providing equal athletic opportunity for members of both genders will supersede an organization's or club's recommendation. [2]

Permission to use one of the above-mentioned names or logos may be rescinded at any time and does not constitute permission to act as the District's representative. At no time does the District accept responsibility for the actions of any parent organization or booster club regardless of whether it was recognized and/or permitted to use any of the above-mentioned names or logos.[3] The Superintendent shall designate an administrative staff member to serve as the recognized liaison to parent organizations or booster clubs. The liaison will serve as a resource person and provide information about school programs, resources, policies, problems, concerns, and emerging issues. Building staff will be encouraged to participate in the organizations.

CROSS REF.: 8:80 (Gifts to the District)

DRAFT

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[2] Booster clubs are ~~understandably~~ selective in their support. However, by accepting booster club assistance that creates vast gender differences, a board may face claims that it has violated Title IX. Title IX's focus is on equal funding opportunities, equal facility availability, similar travel and transportation treatment, comparable coaching, and comparable publicity. See 34 C.F.R. Part 106.

[3] Booster clubs present potential liabilities to a school district beyond loss of funds because they seldom are properly organized (they generally are not incorporated or otherwise legally recognized), carry no insurance, raise and handle large sums, and club members hold themselves out as agents of the school (after all, no funds could be raised but for the school connection). A disclaimer, such as the one presented here, may not be sufficient. A district may take several actions, after discussion with its board attorney, to minimize liability, such as adding a requirement to item 6 above that the club: (1) operate under the school's authority (activity accounts); or (2) be properly organized and demonstrate fiscal responsibility by being a 501(c)(3) organization, obtaining a bond, and/or arranging regular audits. Ultimately, the best way to minimize liability is to be sure that the district's errors and omissions insurance covers parent organizations and booster clubs.

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Community Relations

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1. The organization's or club's name and purpose, such as, to enhance students' educational experiences, to help meet educational needs of students, to provide extra athletic benefits to students, to assist specific sports teams or academic clubs through financial support, or to enrich extracurricular activities.
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5. A statement that the District is not, and will not be, responsible for the organization's or club's business or the conduct of its members, including on any organization or club websites or social media accounts.

Permission to use one of the above-mentioned names or logos may be rescinded at any time and does not constitute permission to act as the District's representative. At no time does the District accept responsibility for the actions of any parent organization or booster club regardless of whether it was recognized and/or permitted to use any of the above-mentioned names or logos. The Building Principal or an administrative staff member will serve as the recognized liaison to parent organizations or booster clubs. The liaison will serve as a resource person and provide information about school programs, resources, policies, problems, concerns, and emerging issues. Building staff will be encouraged to participate in the organizations.

CROSS REF.: 8:80 (Gifts to the District)

ADOPTED: May 17, 2001

REVISED: September 16, 2021

CURRENT

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.district158.org

Date: 5/1/2026
To: Board of Education
From: Denise Barr, Director of Communications and Public Engagement
Subject: Communications Update

Executive Summary: This memo provides a summary of the current functions and priorities of the communications department.

Communications, Events & Storytelling

The **April What's Great in 158 video** will be posted to district social media channels after the staff recognition banquet on 5/4. If you are not on Facebook or Instagram, you can catch it HERE.

The **April Raider Roundtable video podcast** was featured in the parent newsletter on 4/19, and was also posted on social media on 4/15. Leggee principal Scott Iddings was Jessica's guest. You can catch the podcast below on YouTube or Spotify.

YouTube: https://youtu.be/9tbuHjDvTog
Spotify: https://open.spotify.com/episode/4DQXahDiZUmMgotV0vJnPt?si=OKP0SDQYTz2XYtuZkZjG0Q

The first **Portrait of a Learner video** (Empowered Learner) is in the works! Interviews with adults have been completed and we're now working on student interviews.

April Newsletters
Family newsletter
Staff newsletter

May newsletters will go out on 5/10 (staff) and 5/24 (family).

Upcoming Events

Smart Social Live, Virtual Q&A Events in May (*Note: These events will be promoted in school / district newsletters and on social media)*

- **May 6,12 and 19 @ 6pm:** How social media is influencing teen behavior
- **May 13 @ 6pm:** AI for Student Success: Being productive and learning future skills

End-of-Year Events

- **Sunday, 5/3, 9am to 11am:** Sensory-friendly shopping event at American Eagle Outfitters in Algonquin
- **Wednesday, 5/6 and Thursday, 5/7, 11am to 1:30pm:** LIGHT plant sale @ 10401

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.district158.org

Vine Street

- **Friday, 5/8, 8am to 9am:** HMS Heroes breakfast
- **Friday, 5/8, 5:30pm-8:30pm**: LIGHT Glow Gala @ Pinecrest Golf Club
- **Saturday, 5/9 @ 10:30am:** Elementary STEM robotics competition
- **Saturday, 5/9, 6pm-7:30pm:** 5th grade band festival @ HHS
- **Wednesday, 5/13, 5pm-8:15pm:** Academy and scholarship awards night at HHS (PAC)
- **Friday, May 15, 5pm-7pm:** Dual Language end-of-year celebration @ Deicke Park
- **Friday, May 15, 11am to 1pm:** LIGHT to Life celebration (graduation) @ Huntley Park District
- **Saturday, May 16 @ 6:30pm:** HHS graduation @ NIU Convocation Center
- **Tuesday, May 19 @ 6:30pm**: HMS 8th grade promotion @ HHS
- **Wednesday, May 20 @ 6:30pm**: MMS 8th grade promotion @ HHS
- **Friday, May 22 @ 9am:** ECC graduation celebration @ Deicke Park
- **Friday, May 22:** Last day of school

Huntley Community School District 158 – Board of Education

PTAC Meeting Minutes

Date: Tuesday, March 10, 2026
Meeting: Parent Teacher Advisory Committee (PTAC)
Time: 6:00 PM
Location: District 158 Administration Office – Room 180
650 Dr. John Burkey Drive ▪ Algonquin, IL 60102

Policy connection for meeting:

Policy 7:130, *Student Rights and Responsibilities*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*

Agenda

All times are approximate. D=Discussion, R=Report, A=Action

1. **Call to Order** (Ms. Lombard)
   Ms. Lombard called the Parent Teacher Advisory Committee meeting to order at 6:05 p.m.
2. **Public Comment** (Ms. Lombard)
   No comment.
3. **Welcome and Introductions** (Ms. Lombard)
   Ms. Lombard introduced the administrators who will be presenting.
4. **Review of Agenda, Activities, Expectations, and Goals for the Evening** (Ms. Lombard)
   Ms. Lombard briefly reviewed the activities for the meeting.
   - Review of Peer Conflict vs. Bullying
   - Policy 7:130, *Student Rights and Responsibilities*
   - Policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*
5. **Review of Peer Conflict vs. Bullying Discussion** (Mrs. Baughman)
   Mrs. Baughman reviewed the outcomes from the December 2025 PTAC meeting regarding Peer Conflict vs. Bullying
   a. Provide tools for parents that will be posted on the website:
   b. Distinguishing between **Peer Conflict** (a natural part of growing up) and **Bullying** (a harmful power imbalance) is about identifying three things: **Intent, Frequency, and Power**.
   c. Provide definitions or examples of each, a guide to communication (i.e., who to contact), and share the same communications with parents that are shared with students in lessons
   d. Provide questions that can be used to differentiate whether the situation is **Peer Conflict** or **Bullying**
6. **Activities Related to Policy 7:130 and 7:180** (Ms. Lombard)
   Members participated in an activity to determine which heading best fit the generic scenarios provided. Headers included: Student Rights and Student Responsibilities.
   - What are a student's rights vs. their responsibilities?
   - What responsibilities or consequences follow a student's rights?
   - Do students' rights connect with one or multiple responsibilities?
7. **Adjournment** (Ms. Lombard)
   Meeting adjourned at 8:25 p.m.

Future 2025-26 PTAC Meeting Dates

May 12, 2026

Minutes respectfully submitted by
Lorie Woods, Director of Administrative Services

Committee of the Whole with Closed Session
Minutes
Thursday, April 2, 2026 6:00 p.m.

District Office
650 Dr. John Burkey Drive
Door 2
Algonquin, IL 60102

Rich Bobby:	Present
Sean Cratty:	Present
Andy Fekete:	Present
Melissa Maiorino:	Present
Laura Murray:	Present
Chuck Ruth:	Present
Paul Troy:	Present

Present: 7.
Ms. Maiorino joined remotely, via phone/dial-in connection.

1. **Call to Order / Roll Call (A)** (Mr. Troy)
Call to Order the Committee of the Whole meeting for Thursday, April 2, 2026, at 6:00 p.m.
A quorum must be met.
Members: Mr. Bobby, Mr. Cratty, Mr. Fekete, Mrs. Maiorino, Mrs. Murray, Mr. Ruth, Mr. Troy
Roll Call: Ayes 7 / Absent 0 / Motion Carried
Mr. Troy called to order the April 2, 2026, Committee of the Whole meeting at 6:00 p.m.

2. **Pledge of Allegiance** (Mr. Troy)
The following Huntley High Five winners will lead us in the Pledge of Allegiance:
Eleanor Iverson - 2nd grade, Chesak; Eden Steinmetz - 5th grade, Conley; Quin Fawson - Kindergarten, Mackeben; Mia Munoz -5th grade, Martin; Beckett Peters - 2nd grade, Leggee; Isabella Robin - 8th grade, Heineman Middle School; Benjamin Stralka - 6th grade, Marlowe Middle School; Tyler Kwilos - 9th grade, Huntley High School; Joseph Zimmerman - LIGHT Program.
The Huntley High Five winners led us in the pledge of allegiance. The students introduced themselves and Ms. Lombard read the nominations their teachers submitted.

3. **Public Comment** (Mr. Troy)
As per Policy 2:230, public comment can be made during this portion of the meeting. The members of the public and district employees may comment on or ask questions of the Board, subject to reasonable constraints.
Francesca Anderson made follow-up comments with regard to a situation her son had at Huntley High School.
Marissa Rentas made follow-up comments with regard to a situation her son experienced at Huntley High School.

4. **Revision and Adoption of the Agenda (A)** (Mr. Troy)
Motion to adopt the agenda as presented or with changes.
Recommendation: Seeking approval of the agenda.
Voice Call: Ayes 7 / Nays 0 / Motion Carried

Mr. Troy moved and Mr. Bobby seconded to adopt the agenda with changes to remove closed-session exceptions: (9) student discipline and (11) litigation.

5. **Curriculum & Instruction Committee** (Mr. Fekete - Chair, Mr. Bobby, Mr. Ruth)

5.1. **HS Honors Science Materials through McGraw-Hill (A)** (Dr. MacCrindle)
Dr. MacCrindle requests that the Curriculum and Instruction Committee place the McGraw-Hill Science materials for High School Honors courses on a 30-day review beginning on April 3, 2026, with the recommendation for final approval to be brought to the Board of Education at the May 21, 2026, Board of Education meeting.
Recommendation: Seeking approval as presented.
Dr. MacCrindle presented the high school honors science materials and asked the board to place the material on a thirty-day review beginning on April 3, 2026. The board asked questions about the district's access to updates made to the material, throughout the contract period. The board also asked Dr. MacCrindle to explain the need for a separate honors curriculum and asked about the possibility of adding additional science honors courses in the future. The materials will be brought to the board on May 21, 2026, for approval.

5.2. **MS Social Studies Materials through National Geographic and McGraw-Hill (A)** (Dr. MacCrindle)
Dr. MacCrindle requests that the Curriculum and Instruction Committee place the National Geographic and McGraw-Hill Social Studies materials for Middle School on a 30-day review beginning on April 3, 2026, with the recommendation for final approval to be brought to the Board of Education at the May 21, 2026, Board of Education meeting.
Recommendation: Seeking approval as presented.
Dr. MacCrindle presented the middle school social studies materials and placed them on a thirty-day review beginning on April 3, 2026. The materials will be brought to the board on May 21, 2026, for approval.
The board asked about the possibility of adding Artificial Intelligence (AI) classes in the future.

6. **Special Education Committee** (R) (Mr. Bobby - Chair, Mrs. Maiorino, Mrs. Murray)
Dr. Gill will provide the Special Services updates.
Dr. Gill presented information on the carpet circles that were added to the boardroom floor. Such features reflect our district's Strategic Plan - "Portrait of a Learning Environment" by prioritizing a safe, supportive, and inclusive atmosphere that enhances engagement and fosters social-emotional growth.

7. **Finance Committee** (Mr. Cratty - Chair, Mr. Ruth, Mr. Troy)

7.1. **Monthly Fiscal Updates (R)** (Mr. Altmayer)
Mr. Altmayer will provide the monthly fiscal updates, the Disbursement Report, and the Activity Fund Balance Report.
Recommendation: For informational purposes only.
Mr. Altmayer presented the revenue and expenditures report. The Skyward Financial System was launched on April 1st. Final tax computations were provided by the counties. Next week the financial committee meeting workshop will take place on April 9th. The board commented on the initial discussion to replace the financial system began in 2008. The board asked about the threshold for large purchases on the disbursement report.

7.2. **Payables (A)** (Mr. Altmayer)
The Finance Committee is submitting the purchase orders at $391,670.42 and imprest checks at $918,434.57.
Recommendation: Seeking approval of the Board of Education at their next regular meeting.
Mr. Altmayer presented the district 158 payables. The payables were moved forward for approval at the next regular Board of Education meeting.

7.3. **Revenue & Expenditures Report (R)** (Mr. Altmayer)
Monthly report for review and comment.
Recommendation: For informational purposes only.
Mr. Altmayer presented the revenue and expenditures report. The board asked if bonds would be included in the finance committee meeting workshop next week.

7.4. **School Bus Bid (A)** (Dr. Zehr)
Dr. Zehr and Mr. Altmayer will present the bus bid.
Recommendation: Seeking approval of the Board at their next Regular Meeting.
Dr. Zehr and Mr. Altmayer presented the school bus bid. The board asked questions about diesel vs. gas buses. The board asked about the CD's being multi-year. They also questioned whether declining enrollments will affect the district's bus needs in the future. There will not be any wait time on the small buses, as they are available. These purchases do not include any trade in buses. The bus bid was moved forward for approval at the next regular Board of Education meeting.

7.5. **McHenry County Regional Safe School Program** (A) (Ms. Lombard)
The District and McHenry County are extending their Intergovernmental Agreement for the Safe School Program.
Recommendation: Administration recommends that the Board of Education approve the attached resolution authorizing participation in the McHenry County Regional Safe School program by extending the validity period and adhering to all provisions of the existing Intergovernmental agreement.
Ms. Lombard presented the McHenry County Regional Safe School program intergovernmental agreement. The board asked about the funding and if the fees are covered by grants, which they are not. They also asked to have the original agreement presented for review. The original from 1998 was located and will be provided to board members. The agreement was moved forward for approval at the next regular Board of Education meeting.

7.6. **Illinois Elementary School Association Membership (A)** (Lombard)
Administration recommends that the Finance Committee move the renewal for Marlowe Middle School and Heineman Middle School to continue membership in the IESA membership for the 2026-2027 school year to the Regular Board meeting on April 16, 2026, for approval.
Recommendation: Seeking approval of the Board at their next regular meeting.
Ms. Lombard presented the Illinois Elementary School Association membership renewal for the 2026-2027 school year. The board asked why golf is not included. Golf can be added if/when a student(s) confirms their interest. The membership was moved forward for approval at the next regular Board of Education meeting.

8. **Human Resources Committee** (Mr. Ruth - Chair, Mr. Fekete, Mr. Cratty)

8.1. Northwestern Worksite Statement of Work (A) (Dr. Zehr)
Dr. Zehr will present the Statement of Work with Northwestern Medicine.
Recommendation: Seeking approval of the Board at their next Regular Meeting.
Dr. Zehr presented the Northwestern Worksite Statement of Work with Northwestern Medicine. Mr. Ruth stated he is on the Northwestern Board for full disclosure, and will not be participating in any discussion about Northwestern. The statement was moved forward for approval at the next regular Board of Education meeting.

9. **Building and Grounds Committee** (Mr. Troy - Chair, Mr. Bobby, Mr. Cratty)

9.1. **Operations and Maintenance Updates (R)** (Mr. Lindquist)
Mr. Lindquist will report on Operations and Maintenance project updates.
Recommendation: For informational purposes only.
Mr. Lindquist presented the Operations and Maintenance project updates. Included in the updates were the Heineman DX cooling replacement project, natural gas procurement update and the FMX work order report. The board stated the need to lock in the rate was due to the volatility of the market as a result of the conflict in the Middle East.

10. **Legislation/Policy Committee** (Mrs. Maiorino - Chair, Mrs. Murray, Mr. Troy)

10.1. **Legislation Updates (R)** (Mr. Troy)
Mr. Troy and Mrs. Maiorino will provide information about their participation in the Illinois Association of School Boards' Advocacy Day on March 24, 2026.
Recommendation: For informational purposes only.
Mr. Troy and Mrs. Maiorino shared information from their recent participation at the Illinois Association of School Boards' Advocacy Day on March 24, 2026. The board asked about the proposed bill to ban cell phone usage in classrooms. Beginning in August 2025 there is a new School Mandate Reduction Council focused on reducing unfunded mandates on schools to protect taxpayers.

10.2. **Resolution and Policy Amendments (A)** (Dr. Zehr)
Resolution on health insurance for substitute employees and policy amendments.
Recommendation: Administration recommends that the Board of Education adopt the resolution on health insurance for substitute employees and move the policies forward for a first reading by the board at the next regular Board of Education meeting.
Dr. Zehr presented a Resolution on Health Insurance for Substitute Employees. The board asked for clarification on the resolution. The resolution was moved forward for approval at the next regular Board of Education meeting.

10.3. **Review of Policy 7:130 (D)** (Ms. Lombard)
The Board will review Policy 7:130 and provide Ms. Lombard with any direction specifically around parameters of active protests/walkouts. Discussion will also focus on whether any changes should be made to the policy or potential administrative procedures.
Recommendation: For informational purposes only.
Ms. Lombard presented board policy 7:130 Student Rights and Responsibilities for board review. The Student Advisory Representatives shared the discussion that took place at Huntley High School during the Principal Leadership Council meeting with over seventy students. The board discussed what if any changes or additions should be made to the policy and/or student handbook. The consensus was that the board policy should stay broadly focused, and the

Student Handbook should be updated to outline the incident type, definitions and potential responses.

11. **Community Relations and Student Outreach Committee** (Mrs. Murray - Chair, Mr. Fekete, Mrs. Maiorino)
Recommendation: For informational purposes only.

11.1. **Monthly Communications Updates (R)** (Ms. Barr) Ms. Barr will provide the monthly communications updates.
Recommendation: For informational purposes only.
Ms. Barr presented the monthly communication updates, including the renewal of a one-year contract with School Messenger, which will expire on June 30, 2026. She shared the first of a series of videos, "Portrait of a Learner." The March edition of the "What's Great in 158" video has been shared on the district's social media accounts, along with the March Raider Roundtable video podcast. Ms. Barr included the family and staff newsletters in the update, and shared the upcoming District events, including kindergarten registration is underway.

12. **Board of Education** (Mr. Troy)

12.1. **Resolution 2026-01 (A)** (Ms. Lombard)
Approval of forty-seven executive closed session meeting minutes from the term of the previous Superintendent/Interim Superintendent and Board Secretary/Board Recording Secretary.
Recommendation: Seeking approval of the board at the next Board of Education meeting as presented.
Ms. Lombard presented Resolution 2026-01 to approve forty-seven closed session meeting minutes from the term of the previous Superintendent/Interim Superintendent and Board Secretary/Board Recording Secretary. The board discussed the need for the resolution. The minutes were moved forward for approval at the next regular Board of Education meeting.

12.2. **Minutes (D)** (Mr. Troy)
The following meeting minutes have been prepared for review:
March 5, 2026, Committee of the Whole Meeting Minutes
March 19, 2026, Board of Education Meeting Minutes
Recommendation: Seeking to move these minutes forward for approval of the Board at their next regular meeting.
Mr. Tory presented the March 5, 2026, and March 19, 2026, minutes for review. These minutes were moved forward for approval at the next regular Board of Education meeting.

12.3. **Student Advisory Representatives (R)** (Niko Knanishu and Emma Jorgensen)
Niko and Emma will provide an update on the Student Advisory Representative applications.
Recommendation: For informational purposes only.
The Student Advisory Representatives updated the board on the application process to select a Junior Student Advisory Representative for the 2026-27 school year. There are seven candidates who will be interviewed by the Student Advisory Representatives on April 7th and 8th between the hours of 5:00 p.m. and 8:00 p.m.

13. **Public Comment** (Mr. Troy)
As per Policy 2:230, public comment can be made during this portion of the meeting. The

members of the public and district employees may comment on or ask questions of the Board, subject to reasonable constraints.
No public comments were made at this time.

14. **Closed Session / Roll Call (A)** (Mr. Troy)
Move to enter into Closed Session at 8:24 p.m. as indicated in the Open Meetings Act and 5ILCS120/2c for discussion of: (1) The appointment, employment, discipline, performance, or dismissal of specific employees or legal counsel; (10) Student Disciplinary;(11) Matters relating to individual students; (12) Litigation; (15) Discussion of minutes of meetings lawfully closed under this Act.
Members: Mr. Bobby, Mr. Cratty, Mr. Fekete, Mrs. Maiorino, Mrs. Murray, Mr. Ruth, Mr. Troy
Roll Call: Ayes 7 / Nays 0 / Absent 0 / Motion Carried
Mr. Troy moved and Mr. Fekete seconded to move into closed session at 8:24 p.m.

14.1. **Exit Closed Session / Voice Call (A)** (Mr. Troy)
Mr. Troy moved and Mr. Cratty seconded to exit closed session at 00:00 p.m.

15. **Resume in Public Session / Roll Call (A)** (Mr. Troy)
Resume the Committee of the Whole meeting at 9:23 p.m.
Members: Mr. Bobby, Mr. Cratty, Mr. Fekete, Mrs. Maiorino, Mrs. Murray, Mr. Ruth, Mr. Troy
Roll Call: Ayes 6 / Absent 1 / Motion Carried
Mr. Troy resumed the public session at 9:23 p.m.
Mrs. Maiorino did not rejoin open session via phone/dial in connection.

16. **Adjournment (A)** (Mr. Troy)
Motion to adjourn the meeting at 9:24 p.m.
Voice Call: Ayes 6 / Nays 0 / Motion Carried
Mr. Troy moved and Mr. Cratty seconded to adjourn the closed session at 6:00 p.m.

Submitted by,

Sharon Piemonte, Board Operations
Melissa Maiorino, Board Secretary

_____ _____
President Date Secretary Date

District Office
650 Dr. John Burkey Drive
Door 2
Algonquin, IL 60102

Finance Committee Meeting
Thursday, April 9, 2026 6:00pm

Rich Bobby:	Absent
Sean Cratty:	Present
Andy Fekete:	Present
Melissa Maiorino:	Present
Laura Murray:	Absent
Chuck Ruth:	Present
Paul Troy:	Present

Present: 5, Absent: 2.
Sean Cratty arrived at 6:05 p.m.
Melissa Maiorino arrived at 6:12 p.m.

1. **Call to Order / Roll Call (A)** (Mr. Troy)
Members: Mr. Cratty - Chair, Mr. Ruth, Mr. Troy
Mr. Troy called to order the April 9, 2026 Board of Education meeting at 6:03 p.m.

2. **Public Comment** (Mr. Troy)
No public comments were made at this time.

3. **Welcome/Introductions** (Mr. Troy)
Mark Altmayer, Chief Financial Officer and Bob Lewis from PMA.

4. **Expectations and Goals for the Evening** (Mr. Troy)
Mark Altmayer presented a PowerPoint presentation highlighting the financial review and other funding opportunities. Bob Lewis presented on facility sales tax and bond opportunities.

5. **Discussion of Next Steps** (Mr. Troy)
The board discussed the financial information presented.

6. **Adjournment** (Mr. Troy)
Sean Cratty closed the Finance Committee meeting.
Paul Troy moved and Sean Cratty seconded to adjourn the April 9, 2026, Finance Committee meeting at 8:44 p.m.

Submitted By,

Sharon Piemonte, Board Operations
Paul Troy, Board Secretary

_____ _____
President Date Secretary Date

Regular Meeting with Closed Session
Thursday, April 16, 2026 6:00 PM Central

District Office
650 Dr. John Burkey Drive
Door 2
Algonquin, IL 60102

Rich Bobby:	Present
Sean Cratty:	Absent
Andy Fekete:	Present
Melissa Maiorino:	Absent
Laura Murray:	Absent
Chuck Ruth:	Present
Paul Troy:	Present

Present: 4, Absent: 3.

Sean Cratty:	Present
Melissa Maiorino:	Present
Laura Murray:	Present

Present: 7.

1. **Call to Order / Roll Call (A)** (Mr. Troy)
Call to order the Regular Meeting at 6:00 p.m. A quorum must be met.
Roll Call: Ayes 4 / Absent 3 / Motion Carried
Members: Mr. Bobby, Mr. Cratty, Mr. Fekete, Mrs. Maiorino, Mrs. Murray, Mr. Ruth, Mr. Troy
Mr. Troy called to order the April 16, 2026, regular Board of Education meeting at 6:00 p.m.

2. **Closed Session / Roll Call (A)** (Mr. Troy)
Move to enter into closed session at 6:01 p.m. as indicated in the Open Meetings Act and 5ILCS120/2c for discussion of: **(1)** The appointment, employment, discipline, performance, or dismissal of specific employees or legal counsel; **(10)** Student Disciplinary; **(11)** Other matters related to individual students; **(15)** Discussion of minutes of meetings lawfully closed under this Act.
Members: Mr. Bobby, Mr. Cratty, Mr. Fekete, Mrs. Maiorino, Mrs. Murray, Mr. Ruth, Mr. Troy
Roll Call: Ayes 4 / Nays 0 / Absent 3 / Motion Carried
Mr. Troy moved and Mr. Fekete seconded to enter into closed session at 6:01 p.m.
Board members Laura Murray arrived before the start of closed session.
Mrs. Maiorino arrived at 6:10 p.m.
Sean Cratty arrived before open session was resumed.

2.1. **Exit or Suspend Closed Session / Voice Call (A)**
Move to exit or suspend closed session at 7:17 p.m. and return to open session.
Voice Call: Ayes 7 / Nays 0 / Motion Carried
Mr. Troy moved and Mrs. Mariano seconded to suspend closed session at 7:17 p.m.

3. **Resume in Public Session / Roll Call (A)** (Mr. Troy) *approx. 7:00 p.m.*
Resume the Regular meeting at 7:19 p.m.
Members: Mr. Bobby, Mr. Cratty, Mr. Fekete, Mrs. Maiorino, Mrs. Murray, Mr. Ruth, Mr. Troy
Roll Call: Ayes 7 / Absent 0 / Motion Carried

Mr. Troy moved to resume open session at 7:19 p.m.

3.1. **Action as Required / Roll Call** (Mr. Troy)
Will come from the Board.
~~**Roll Call: Ayes / Nays /Absent / Motion**~~ _____
~~**Action:** Recommendation will come from the Board.~~
Members: Mr. Bobby, Mr. Cratty, Mr. Fekete, Mrs. Maiorino, Mrs. Murray, Mr. Ruth, Mr. Troy
No action came from closed session at this time.

4. **Pledge of Allegiance** (Mr. Troy)
The following Huntley High School HOSA (Future Healthcare Professionals) Medical Club members will lead us in the pledge.
Seniors: Sylvia Touma, Michelle Sobolewski, Allyson Moreno Castro
Sophomores: Syeda (Zoya) Hashmi, Anushka Chakraborty, Aashi Sura, Zoe Galochino
Advisor: Ms. Colline Wise
The Huntley High School HOSA Club led us in the pledge. The students introduced themselves, shared their positions and any competition accolades they had achieved. The HOSA Huntley chapter president described how the club helps prepare students for future careers in healthcare.

5. **Student Recognition (R)** (Mr. Troy)

5.1. **IHSA State Girl's Wrestling Meet**
Janiah Slaughter finished in 1st place at the Illinois High School Association girls wrestling state tournament in the 100-pound weight class.
Janiah Slaughter was recognized for her first-place finish at the Illinois High School Association girls wrestling state tournament in the 100-pound weight class. Janiah's coach, Scott Horcher, shared her many high school athletic accomplishments. Janiah thanked the district and community for their continued support of her throughout her wrestling career.

5.2. **IESA Boys Wrestling**
Mason Jacobs was awarded the 2026 AA IESA Boys Wrestling State Medalist 80lbs - 4th Place Medal.
Presenters: Mike Ginczycki - Head Wrestling Coach, Scott Francis - Assistant Wrestling Coach, Nikki Steiner - Assistant Wrestling Coach
Coach Mike Ginczycki recognized Heineman sixth grader Mason Jacobs for his fourth-place medal in the 2026 AA Illinois Elementary School Association Boys Wrestling State 80-lbs class.

5.3. **District 158 Young Authors Contest Winners**
The following students were winners in the District 158 Young Author Contest.
Chesak: Olivia Sepeda - Kindergarten, Christian Roman - 1st grade, Vivian Iverson - 2nd grade
Martin: Riley J Rissmann - 3rd grade,Lucas Ryndak - 4th grade, Allie Goldman - 5th grade
Mackeben: Alice Protano - kindergarten,Payton Burke - 1st grade, Aliyaan Khan - 2nd grade
Conley: Gwendolyn Protono - 3rd grade, Lainey Avent - 4th grade, Carly Marshall - 5th grade
Leggee: Aanya Basana - kindergarten, Brynn Bauer - 1st grade, Aanya Desai - 2nd grade, Markiian Ryzhuk - 3rd grade, Zoey Edmonson - 4th grade, Colter Santinello - 5th grade
Marlowe Middle School: Jordan Crygier - 7th grade

Heineman Middle School: AnnaBelle Catania - 8th grade
Presenters: Tammy Carpenter, Michelle Busky and Christy Gibbs
The District 158 Young Authors contest winners were recognized. The presenters, Tammy Carpenter (6-8), Michelle Busky (3-5) and Christy Gibbs (K-2), shared the students' names, the book they wrote and their teachers' names. The presenters thanked the community volunteers who read all the books and did the judging. They also thanked the parents, Eileen Delahanty (district 158 volunteer coordinator), teachers and staff for their continued support of the contest.

6. **Public Comment** (Mr. Troy)
As per Policy 2:230, public comment can be made during this portion of the meeting. The members of the public and district employees may comment on or ask questions of the Board, subject to reasonable constraints.
No public comments at this time.

7. **Revision and Adoption of the Agenda / Voice Call (A)** (Mr. Troy)
Move to adopt the agenda as presented (or with changes).
Action: Adoption of the Agenda.
Voice Call: Ayes 7 / Nays 0 / Motion Carried
Adoption of the agenda with the following changes:
Removing consent agenda item 15.2 Six-Month Review of Closed Session Meeting Minutes and Verbatim Record of Closed Meetings and moving it to action item 16.10.
Removing consent agenda item 15.6 Resolution 2026-01 and moving it to action item 16.11.

8. **Superintendent's Report** (R) (Ms. Lombard)
Updates will be provided at this time.
Recommendation: For informational purposes only
Ms. Lombard presented the Superintendent's update on the Strategic Plan. The final Professional development for the school year will take place on institute day, April 24th. The April Raiders Roundtable episode has been released. An update on the district attendance campaign and other district information was shared.

8.1. **Donations (R)** (Ms. Lombard)
Special Olympics Illinois — Miscellaneous soccer equipment valued at $247
Ms. Lombard presented the donation of soccer equipment from Special Olympics Illinois and thanked them for their generosity.

9. **Student Board Representatives (R)** (Niko Knanishu and Emma Jorgensen)
The student Board Representatives updates will be provided at this time.
Recommendation: For informational purposes only
Niko Knanishu and Emma Jorgensen shared their Student Board Representative updates. The first round of interviews for the new student advisory representative was completed. The students' shared their work on a student-led professional development session they are working on. There is an upcoming Superintendent Student Advisory Committee meeting on April 29th. The advisors also shared their work on a survey for the "What's Great in Huntley 158 - Student Edition" The board thanked the advisors for their hard work.

10. **Assistant Superintendent Learning and Innovation (R)** (Dr. MacCrindle)
Updates will be provided at this time.
Recommendation: For informational purposes only.
Dr. MacCrindle shared the Learning and Innovation updates. State assessments are nearing completion. Next school year, first grade students' will not have Chromebooks supplied for each child, but instead will be available in the classrooms for small groups. The board asked about limiting the Chromebooks for 2nd graders as well.

11. **Chief Financial Officer/Treasurer (R)** (Mr. Altmayer)
Updates will be provided at this time.
Recommendation: For informational purposes only.
Mr. Altmayer presented the financial updates. The Finance Committee meeting took place on April 9, 2026, and went well. The board asked to have the finance meetings open to the public in the future.

12. **Assistant Superintendent of Special Services (R)** (Dr. Gill)
Updates will be provided at this time.
Recommendation: For informational purposes only.
Dr. Gill shared the Special Services updates. The Transition to Adulthood Fair took place and was well received by the families and community. Special Olympics March basketball finished in 4th place. Marco Natale shared information about a calming kit he designed. He worked collaboratively with staff to make the kits and have them available for special events. Ms. Lombard applauded Marco for his hard work on the project, as did the board.

13. **Director of Communications and Public Engagement (R)** (Ms. Barr)
Updates will be provided at this time.
Recommendation: For informational purposes only.
Ms. Barr presented the District Communications Dashboard.

13.1. **FOIA Requests (R)** (Ms. Barr)
A monthly report on the FOIA requests is provided in the packet.
Ms. Barr presented the FOIA requests.

14. **President's Report** (Mr. Troy)

14.1. **Board Discussion (D)** (Mr. Troy)
The Board will discuss new business items.
The Board discussed presenting about student engagement at the Triple I conference. Unfortunately, the deadline to submit for presenting was in March.

15. **Consent Agenda (A)** (Mr. Troy)
The following Consent Agenda items have gone through the Committee of the Whole. Prior to adoption, revisions are presented here.
Roll Call: Ayes 7 / Nays 0 / Motion Carried
Recommendation: Seeking approval and adoption of the Consent Agenda as follows:
Approval of the consent agenda except items 15.2 and 15.6 which are now action items. This motion, made by Paul Troy and seconded by Andy Fekete, Passed.
Rich Bobby: Yea, Sean Cratty: Yea, Andy Fekete: Yea, Melissa Maiorino: Yea, Laura Murray: Yea, Chuck Ruth: Yea, Paul Troy: Yea
Yea: 7, Nay: 0

Consent agenda items 15.2 and 15.6 were moved to action items 16.10 and 16.11.

15.1. **Minutes (A)** (Mr. Troy)
The following minutes are presented for approval:
March 5, 2026, Committee of the Whole meeting minutes
March 5, 2026, Executive Closed Session meeting minutes
March 19, 2026, Board of Education meeting minutes
March 19, 2026, Executive Closed Session meeting minutes
Recommendation: Seeking approval of the Board as presented.

15.2. ~~**Six-Month Review of Closed Session Meeting Minutes and Verbatim Record of Closed Meetings**~~ **(A)** (Mr. Troy)
Executive session meeting minutes from July 18, 2019, August 15, 2019, April 28, 2021, and August 23, 2023, were moved forward for release during the March 19, 2026, Board of Education closed session meeting:
The remainder of the executive closed session meeting minutes still require confidential treatment.
Closed session audio recordings from April 2024 through September 2024 were moved forward for destruction at the March 19, 2026, Board of Education closed session meeting.
Recommendation: Release of the July 18, 2019, August 15, 2019, April 28, 2021, and August 23, 2023, closed session meeting minutes and destruction of the verbatim recordings from April 2024 through September 2024, as allowable by law.
Removed from the consent agenda and made action item 16.10.

15.3. **Payables (A)** (Mr. Altmayer)
Mr. Altmayer will seek approval of the Purchase Orders issued at $391,670.42; and Imprest issued at $918,434.57, as presented.
Recommendation: Seeking approval by the Board as presented.

15.4. **School Bus Bid (A)** (Dr. Zehr)
At the April 2, 2026, Committee of the Whole meeting, the Board of Education moved forward the School Bus Bid for approval.
Recommendation: Seeking approval of the Board of Education as presented.

15.5. **Northwestern Worksite Statement of Work (A)** (Dr. Zehr)
At the April 2, 2026, Committee of the Whole meeting, the Board moved forward the Statement of Work with Northwestern Medicine for approval.
Recommendation: Seeking approval of the Board as presented.

15.6. ~~**Resolution 2026-01**~~ **(A)** (Ms. Lombard)
At the April 2, 2026, Committee of the Whole meeting, the board moved forward for approval forty-seven executive closed session meeting minutes from the term of the previous Superintendent/Interim Superintendent and Board Secretary/Board Recording Secretary.
Recommendation: Seeking approval of the board as presented.
Removed from the consent agenda and made action item 16.11.

15.7. **McHenry County Regional Safe School Program** (A) (Ms. Lombard)
The District and McHenry County are extending their Intergovernmental Agreement for the Safe School Program.

Recommendation: Administration recommends that the Board of Education approve the attached resolution authorizing participation in the McHenry County Regional Safe School program by extending the validity period and adhering to all provisions of the existing Intergovernmental agreement.

15.8. **Illinois Elementary School Association Membership (A)** (Lombard)
At the April 2, 2026, Committee of the Whole meeting, the finance committee moved forward with the renewal of the IESA Membership for the 2025-26 school year.
Recommendation: Seeking approval of the Board as presented.

16. **Action Items / Roll/ Voice Call** (Mr. Troy)
Action items require a motion and a second; discussion if needed; and roll.

16.1. **HR Personnel (A)** (Dr. Zehr)
Seeking approval of the personnel reports provided and reviewed by the Board, which include explanation for resignations, retirements, terminations, employment, contract revisions, and leave requests, as presented.
Recommendation: Seeking approval by the Board as presented.
Roll Call: Ayes 6 / Nays 1 / Motion Carried
Approval of the Human Recourses personnel report. This motion, made by Paul Troy and seconded by Sean Cratty, Passed.
Melissa Maiorino: Nay, Rich Bobby: Yea, Sean Cratty: Yea, Andy Fekete: Yea, Laura Murray: Yea, Chuck Ruth: Yea, Paul Troy: Yea
Yea: 6, Nay: 1
Melissa Maiorino: Nay

16.2. **Policy Revision: First Reading (A)** (Dr. Zehr)
Resolution on Health Insurance for Substitute Employees and Policy Amendments – First Reading.
Recommendation: The Policy Committee recommends the Resolution on Health Insurance for Substitute Employees and policies to be forwarded for a second reading at the next Regular BOE meeting.
Roll Call: Ayes 7 /Nays 0 / Motion Carried
Resolution on Health Insurance for Substitute Employees and policies approved for the first reading.
Approval of the Resolution on Health Insurance for Substitute Employees and Policy Amendments - First Reading. This motion, made by Paul Troy and seconded by Rich Bobby, Passed.
Rich Bobby: Yea, Sean Cratty: Yea, Andy Fekete: Yea, Melissa Maiorino: Yea, Laura Murray: Yea, Chuck Ruth: Yea, Paul Troy: Yea
Yea: 7, Nay: 0

16.3. **Multi-Year Contract for Assistant Superintendent of Special Services (A)** (Ms. Lombard)
Ms. Lombard will seek the approval of the Multi-Year contract for Dr. Gill as Assistant Superintendent of Special Services from July 1, 2026 through June 30, 2029.
Recommendation: Seeking approval as presented.
Roll Call: Ayes 7 / Nays 0 / Motion Carried
Approval of the multi-year contract for Assistant Superintendent of Special Services for Dr. Gill. This motion, made by Paul Troy and seconded by Chuck Ruth, Passed.

Rich Bobby: Yea, Sean Cratty: Yea, Andy Fekete: Yea, Melissa Maiorino: Yea, Laura Murray: Yea, Chuck Ruth: Yea, Paul Troy: Yea
Yea: 7, Nay: 0

16.4. **Multi-Year Contract for Director of Communications and Public Engagement (A)** (Ms. Lombard)

Ms. Lombard will seek the approval of the Multi-Year contract for Ms. Barr as Director of Communications and Public Engagement from July 1, 2026 through June 30, 2029.

Recommendation: Seeking approval as presented.

Roll Call: Ayes 7 / Nays 0 / Motion Carried

Approval of the multi-year contract for the Director of Communications and Public Engagement for Ms. Barr. This motion, made by Paul Troy and seconded by Sean Cratty, Passed.
Rich Bobby: Yea, Sean Cratty: Yea, Andy Fekete: Yea, Melissa Maiorino: Yea, Laura Murray: Yea, Chuck Ruth: Yea, Paul Troy: Yea
Yea: 7, Nay: 0

16.5. **Multi-Year Contract for Assistant Superintendent of Learning and Innovation (A)** (Ms. Lombard)

Ms. Lombard will seek the approval of the Multi-Year contract for Dr. Anna Hoyou as Assistant Superintendent of Learning and Innovation from July 1, 2026 through June 30, 2029.

Recommendation: Seeking approval as presented.

Roll Call: Ayes 7 / Nays 0 / Motion Carried

Approval of the multi-year contract for Assistant Superintendent of Learning and Innovation for Dr. Hoyou. This motion, made by Paul Troy and seconded by Rich Bobby, Passed.
Rich Bobby: Yea, Sean Cratty: Yea, Andy Fekete: Yea, Melissa Maiorino: Yea, Laura Murray: Yea, Chuck Ruth: Yea, Paul Troy: Yea
Yea: 7, Nay: 0

16.6. **Addendum to High School Principal contract (A)** (Dr. Zehr)

Dr. Zehr will seek the approval of a one-year addendum to the current high school principal contract due to the sabbatical leave for the 2026-27 school year for Dr. Belin.

Recommendation: Seeking approval as presented.

Roll Call: Ayes 6 / Nays 1 / Motion Carried

Approval of a one-year addendum to the current high school principal contract for Dr. Belin. This motion, made by Paul Troy and seconded by Rich Bobby, Passed.
Melissa Maiorino: Nay, Rich Bobby: Yea, Sean Cratty: Yea, Andy Fekete: Yea, Laura Murray: Yea, Chuck Ruth: Yea, Paul Troy: Yea
Yea: 6, Nay: 1
Melissa Maiorino: Nay

16.7. **Interim Principal Contract (A)** (Dr. Zehr)

Dr. Zehr will seek the approval of the Interim Principal contract for Ms. Letkewicz.

Recommendation: Seeking approval as presented.

Roll Call: Ayes 7 / Nays 0 / Motion Carried

Approval of the Interim Principal contract for Ms. Letkewicz. This motion, made by Paul Troy and seconded by Sean Cratty, Passed.
Rich Bobby: Yea, Sean Cratty: Yea, Andy Fekete: Yea, Melissa Maiorino: Yea, Laura

Murray: Yea, Chuck Ruth: Yea, Paul Troy: Yea
Yea: 7, Nay: 0

16.8. **Associate Principal Contract (A)** (Dr. Zehr)
Dr. Zehr will seek the approval of the Associate Principal contract for Ms. Pocztowski.
Recommendation: Seeking approval as presented.
Roll Call: Ayes 7 / Nays 0 / Motion Carried
Approval of the Associate Principal contract for Ms. Pocztowski. This motion, made by Paul Troy and seconded by Sean Cratty, Passed.
Rich Bobby: Yea, Sean Cratty: Yea, Andy Fekete: Yea, Melissa Maiorino: Yea, Laura Murray: Yea, Chuck Ruth: Yea, Paul Troy: Yea
Yea: 7, Nay: 0

16.9. **Supplemental Purchase Orders and Accounts Payable** (A) (Mr. Altmayer)
Administration recommends approval of the Supplemental Purchase Orders Report at $257,831.61 and Supplemental Accounts Payable at $10,266.09 as presented.
Recommendation: Seeking approval by the Board as presented.
Roll Call: Ayes 7 / Nays 0 / Motion Carried
Approval of the supplemental purchase orders and accounts payable. This motion, made by Paul Troy and seconded by Sean Cratty, Passed.
Rich Bobby: Yea, Sean Cratty: Yea, Andy Fekete: Yea, Melissa Maiorino: Yea, Laura Murray: Yea, Chuck Ruth: Yea, Paul Troy: Yea
Yea: 7, Nay: 0

16.10. **Six-Month Review of Closed Session Meeting Minutes and Verbatim Record of Closed Meetings (A)** (Mr. Troy) Executive session meeting minutes from July 18, 2019, August 15, 2019, April 28, 2021, and August 23, 2023, were moved forward for release during the March 19, 2026, Board of Education closed session meeting: The remainder of the executive closed session meeting minutes still require confidential treatment. Closed session audio recordings from April 2024 through September 2024 were moved forward for destruction at the March 19, 2026, Board of Education closed session meeting.
Recommendation: Release of the July 18, 2019, August 15, 2019, April 28, 2021, and August 23, 2023, closed session meeting minutes and destruction of the verbatim recordings from April 2024 through September 2024, as allowable by law.
Roll Call: Ayes 7 / Absent 0 / Motion Carried
Release of the July 18, 2019, August 15, 2019, April 28, 2021, and August 23, 2023, closed session meeting minutes. This motion was amended to remove the destruction of the verbatim recordings from April 28, 2024 through September 2024. This motion, made by Paul Troy and seconded by Sean Cratty, Passed.
Rich Bobby: Yea, Sean Cratty: Yea, Andy Fekete: Yea, Melissa Maiorino: Yea, Laura Murray: Yea, Chuck Ruth: Yea, Paul Troy: Yea
Yea: 7, Nay: 0

16.11. **Resolution 2026-01 (A)** (Ms. Lombard) At the April 2, 2026, Committee of the Whole meeting, the board moved forward for approval forty-seven executive closed session meeting minutes from the term of the previous Superintendent/Interim Superintendent and Board Secretary/Board Recording Secretary. **Recommendation:** Seeking approval of the board as presented.
Roll Call: Ayes 6 / Absent 1 / Motion Carried

Approval of Resolution 2026-01. This motion, made by Paul Troy and seconded by Sean Cratty, Passed.
Melissa Maiorino: Nay, Rich Bobby: Yea, Sean Cratty: Yea, Andy Fekete: Yea, Laura Murray: Yea, Chuck Ruth: Yea, Paul Troy: Yea
Yea: 6, Nay: 1
Melissa Maiorino: Nay

17. **Public Comment** (Mr. Troy)
As per Policy 2:230, public comment can be made during this portion of the meeting. The members of the public and district employees may comment on or ask questions of the Board, subject to reasonable constraints.
No public comments were made at this time.

18. **Closed Session / Roll Call (A)** (Mr. Troy) Move to resume closed session at 9:00 p.m. as indicated in the Open Meetings Act and 5ILCS120/2c for discussion of: (1) The appointment, employment, discipline, performance, or dismissal of specific employees or legal counsel; (10) Student Disciplinary; (11) Other matters related to individual students; (15) Discussion of minutes of meetings lawfully closed under this Act. Members: Mr. Bobby, Mr. Cratty, Mr. Fekete, Mrs. Maiorino, Mrs. Murray, Mr. Ruth, Mr. Troy Roll Call: Ayes 7 / Nays 0 / Absent 0 / Motion Carried

18.1. **Exit or Suspend Closed Session / Voice Call (A)** Move to exit or suspend closed session at 11:07 p.m. and return to open session.
Voice Call: Ayes 7 / Nays 0 / Motion Carried

18.2. **Action as Required / Roll Call (Mr. Troy)** Will come from the Board.
Roll Call: Ayes 4 / Nays 3 /Absent 0 / Motion Carried
Action: Recommendation will come from the Board.
Members: Mr. Bobby, Mr. Cratty, Mr. Fekete, Mrs. Maiorino, Mrs. Murray, Mr. Ruth, Mr. Troy
Student 2026-01 be expelled, held in abeyance, conditional of acceptance and successful completion at the Regional Safe School, Evergreen Academy, or another district approved placement for the remainder of the 2026-2027 school year, the summer of 2026, the entre 2026-2027 school year and through April 17, 2028 with an option to be eligible to return in the fall of 2027, subject to an administrative review at the end of the 2026-2027 school year. This motion, made by Paul Troy and seconded by Andy Fekete, Passed.
Melissa Maiorino: Nay, Laura Murray: Nay, Paul Troy: Nay, Rich Bobby: Yea, Sean Cratty: Yea, Andy Fekete: Yea, Chuck Ruth: Yea
Yea: 4, Nay: 3
Melissa Maiorino: Nay, Laura Murray: Nay, Paul Troy: Nay

19. **Adjournment (A)** (Mr. Troy)
Members: Mr. Bobby, Mr. Cratty, Mr. Fekete, Mrs. Maiorino, Mrs. Murray, Mr. Ruth, Mr. Troy
Motion to adjourn the meeting at 11:18 p.m.
Voice Call: Ayes 7 / Nays 0 / Motion Carried
Mr. Troy moved and Mr. Cratty seconded to adjourn the April 16, 2026, Board of Education meeting at 11:18 p.m.

Submitted by,

Sharon Piemonte, Board Operations
Melissa Maiorino, Board Secretary

_____		_____	
President	Date	Secretary	Date