

# Regular Agenda

**Date:** Thursday, June 18, 2020

**Meeting:** Regular Meeting with Closed Session as per OMA and 5ILCS120/2c

**Time:** 6:00 PM

**Location:** District Office  
650 Dr. John Burkey Drive  
Algonquin, IL 60102

Virtual - In accordance with executive orders from the Governor of Illinois regarding the Open Meetings Act, the Huntley 158 Board of Education's May Regular Meeting (June 18) will be conducted remotely using live video conferencing (Zoom). The meeting will be conducted with the highest degree of transparency and public accessibility under the current circumstances. Full information about public viewing and participation in the meeting is available on the District website.

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**Mission Statement:** Our learning community will inspire, challenge and empower all students always.

**Board of Education Members:** President, Mr. Anthony Quagliano; Vice President, Mr. Kevin Gentry; Secretary, Mr. Paul Troy; Mr. William Geheren; Mrs. Melissa Maiorino; Mrs. Lesli Melendy; Mr. Sean Cratty.

## Agenda

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

1. **Call to Order / Roll Call (A)** (Mr. Fleck)

Call to order the June 18, 2020

Regular Meeting at \_\_ p.m. A quorum must be met.

**Roll Call:** Ayes / Absent / **Motion** \_\_\_\_\_

2. **Closed Session / Roll Call (A)** (Mr. Fleck)

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; **(9)** Student Disciplinary; **(11)** Litigation; **(14)** Discussion of minutes of meetings lawfully closed under this Act.

**Members:** Mr. Geheren, Mr. Fleck, Mr. Gentry, Mr. Quagliano, Mrs. Melendy, Mr. Troy, Mrs. Maiorino

**Roll Call:** Ayes / Nays / Absent / **Motion** \_\_\_\_\_

1. **Exit or Suspend Closed Session / Voice Call (A)**

Move to exit or suspend closed session at \_\_ p.m. and return to open session.

**Voice Call:** Ayes / Nays / **Motion** \_\_\_\_\_

3. **Resume in Public Session / Roll Call (A)** (Mr. Fleck) *approx. 7:00 p.m.*

Resume the Regular meeting at \_\_ p.m.

**Roll Call:** Ayes / Absent / **Motion** \_\_\_\_\_

1. **Action as Required / Roll Call** (Mr. Fleck)

Will come from the Board. **Roll Call:** Ayes / Nays / Absent / **Motion** \_\_\_\_\_

**Members:** Mr. Fleck, Mr. Geheren, Mr. Gentry, Mr. Quagliano, Mrs. Melendy, Mr. Troy, Mrs. Maiorino

4. **Pledge of Allegiance** (Mr. Fleck)

5. **Public Comment** (Mr. Fleck)

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. To accommodate the virtual meeting, those seeking to make comment are encouraged to submit comments prior to the meeting via email to superintendent@district158.org to be read publicly at the meeting.

6. **Revision and Adoption of the Agenda / Voice Call (A)** (Mr. Fleck)

Move to adopt the agenda as presented (or with changes).

**Roll Call:** Ayes / Nays / **Motion** \_\_\_\_\_

7. <b><u>Associate Superintendent's Report (R)</u></b> (Ms. Lombard)	5
Updates will be provided at this time.	
<b>Recommendation:</b> For informational purposes only.	
8. <b><u>Assistant Superintendent of HR Report (R)</u></b> (Mr. Zehr)	
Updates will be provided at this time.	
<b>Recommendation:</b> For informational purposes only.	
9. <b><u>Assistant Superintendent Learning and Innovation (R)</u></b> (Dr. Schlichter)	
Updates will be provided at this time.	
<b>Recommendation:</b> For informational purposes only.	
1. <b><u>Elementary Interdisciplinary Units Report (R)</u></b> (Dr. Schlichter)	7
2. <b><u>Social Emotional Learning Review (R)</u></b> (Dr. Schlichter)	10
3. <b><u>Professional Learning System (R)</u></b> (Dr. Schlichter)	63
4. <b><u>Personalization of Learning (R)</u></b> (Dr. Schlichter)	69
10. <b><u>Chief Financial Officer/Treasurer (R)</u></b> (Mr. Altmayer)	
Updates will be given at this time.	
<b>Recommendation:</b> For informational purposes only.	
1. <b><u>Fiscal Services Reports (R)</u></b> (Mr. Altmayer)	78
Mr. Altmayer will provide the Monthly Fiscal Updates and Activity Fund Balance Report.	
2. <b><u>Revenue and Expenditure Report (R)</u></b> (Mr. Altmayer)	89
The monthly report is provided in the packet for review and comment.	
11. <b><u>Chief Technology Officer (R)</u></b> (Dr. Budzynski)	
Updates will be given at this time.	
<b>Recommendation:</b> For informational purposes only.	
12. <b><u>Assistant Superintendent of Special Services (R)</u></b> (Dr. del Castillo)	
Updates will given at this time.	
1. <b><u>Educational Equity Report (R)</u></b> (Dr. del Castillo)	108
Dr. Del Castillo will present a report on successful completion of Strategic Plan Measure 2.3, regarding Educational Equity.	
<b>Recommendation:</b> For informational purposes only.	
13. <b><u>Legislation Committee</u></b> (Mr. Fleck -chair, Mrs. Melendy , Mrs. Maiorino)	
1. <b><u>Legislative Updates (R)</u></b> (Mr. Fleck)	
Mr. Fleck will provide legislative updates.	
<b>Recommendation:</b> For informational purposes only.	
14. <b><u>President's Report (R)</u></b> (Mr. Fleck)	
<b>Recommendation:</b> For informational purposes only.	
15. <b><u>Superintendent's Report (R)</u></b> (Dr. Rowe)	138
<b>Recommendation:</b> For informational purposes only.	
16. <b><u>Community Relations &amp; Student Outreach</u></b> (Mrs. Melendy, Mr. Geheren, Mrs. Maiorino)	
1. <b><u>Freedom of Information Act (FOIA) Requests (R)</u></b>	139
A monthly report of FOIA requests is provided in the packet.	
<b>Recommendation:</b> For informational purposes only.	
17. <b><u>Buildings and Grounds Committee</u></b> (Mr. Troy-chair, Mr. Fleck, Mr. Quagliano)	
1. <b><u>O &amp; M Updates (R)</u></b> (Mr. Renkosik)	140
Mr. Renkosik will present O & M updates to the Board of Education.	
<b>Recommendation:</b> For informational purposes only.	
2. <b><u>HHS Fine Arts Addition Update (R)</u></b> (Mr. Renkosik)	144
Mr. Renkosik will update the Board on the Fine Arts Addition.	
<b>Recommendation:</b> For informational purposes only.	
18. <b><u>Action Items / Roll Call / Voice Call</u></b> (Mr. Fleck)	
1. <b><u>HR Personnel (A)</u></b> (Mr. Zehr)	150
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.

**Roll Call: Ayes / Nays / Motion \_\_\_\_\_**

**1. FY21 Non Union Rates (A) (Mr. Zehr)**

Seeking approval of the Board of the proposed rate increases for non-union employees as presented.

**Roll Call: Ayes / Nays / Motion \_\_\_\_\_**

**2. Board of Education (BOE) and Huntley Education Association (HEA) 2020-2021 Collective Bargaining Agreement (A) (Mr. Zehr)**

Seeking approval of the Collective Bargaining Agreement between the BOE and HEA for 2020-2021 as presented.

**Roll Call: Ayes / Nays / Motion \_\_\_\_\_**

**3. Associate Superintendent Job Description (A) (Mr. Zehr)** **156**

Seeking approval of the job description as presented.

**Roll Call: Ayes / Nays / Motion \_\_\_\_\_**

**4. Huntley High School Principal Multi-Year Contract (A) (Mr. Zehr)** **159**

Seeking approval of the contract as presented.

**Roll Call: Ayes / Nays / Motion \_\_\_\_\_**

**5. Chief Safety and Security Officer Job Description (A) (Mr. Zehr)** **167**

Seeking approval of the job description as presented.

**Roll Call: Ayes / Nays / Motion \_\_\_\_\_**

**2. Huntley Leadership Academy Agreement (A) (Dr. Rowe)** **170**

Dr. Rowe will present for approval a consulting agreement for the District Leadership Academy.

**Roll Call: Ayes / Nays / Motion \_\_\_\_\_**

**3. Board of Education (Mr. Fleck)**

**1. Minutes (A) (Mrs. Stock)** **174**

The following meeting minutes are presented for approval.

**Voice Call: Ayes / Nays / Motion \_\_\_\_\_**

**2. 2020-2021 Board Meeting Calendar** **179**

Seeking approval of the Board's proposed schedule of meetings for the 2020-21 school year.

**Roll Call: Ayes / Nays / Motion \_\_\_\_\_**

**4. 2020-2025 Strategic Plan (A) (Dr. Rowe)** **181**

Dr. Rowe will present for approval the 2020 - 2025 Strategic Plan.

**Roll Call: Ayes / Nays / Motion \_\_\_\_\_**

**5. Curriculum Committee (Mr. Geheren-chair, Mr. Gentry, Mr. Troy)**

**1. HHS New Materials (A) (Dr. Schlichter)** **193**

Dr. Schlichter will present for approval the proposed materials for new HHS courses for the 2020-2021 school year. Materials have been on display for 30 days prior to approval.

**Roll Call: Ayes / Nays / Motion \_\_\_\_\_**

**6. Finance Committee (Mr. Quagliano-chair, Mr. Fleck, Mr. Gentry)**

**1. Payables (A) (Mr. Altmayer)** **195**

Mr. Altmayer will present for approval the purchase orders at \$7,054,560.32; accounts payable at \$13,223.29; imprest checks at \$50,173.74 and disbursements issued at \$6,698,457.90.

**Roll Call: Ayes / Nays / Motion \_\_\_\_\_**

**2. Signatories for Bank / Financial Accounts (A) (Mr. Altmayer)** **272**

As per Policy 4.72, two signatories, the Treasurer and Superintendent, are required on Bank / Financial Accounts as indicated. Administration is recommending that Mark Altmayer - CFO/Treasurer and Dr. Scott Rowe - Superintendent, be approved as signatories for all bank / financial accounts.

**Roll Call: Ayes / Nays / Motion \_\_\_\_\_**

**3. Notice of Appointment of Treasurer / Treasurer's Bond (A) (Mr. Altmayer)**

Administration will seek renewal of Mr. Altmayer for appointment of Treasurer / Surety Bond for

the 2020-2021 school year.

**Roll Call:** Ayes / Nays / **Motion** \_\_\_\_\_

4. **Designation of Depositories (A)** (Mr Altmayer)

275

In accordance with Illinois School Code 105ILCS 5/8-7, Administration provides a listing of official depositories for funds of the School District. Seeking approval of the Board.

**Roll Call:** Ayes / Nays / **Motion** \_\_\_\_\_

7. **Policy Committee** (Mrs. Maiorino-chair, Mr. Geheren, Mr. Troy)

1. **Policy Updates (A)** (Dr. Rowe)

278

Dr. Rowe will present policy updates for Board action.

**Roll Call:** Ayes / Nays / **Motion** \_\_\_\_\_

19. **Public Comment** (Mr. Fleck)

1. **Adjournment (A)** (Mr. Fleck)

Motion to adjourn the meeting at \_\_\_ p.m. **Voice Call:** Ayes / Nays / **Motion** \_\_\_\_\_



# Huntley Community School District 158

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

Date: June 18, 2020  
 To: Board of Education  
 CC: Dr. Scott Rowe, Superintendent  
 From: Jessica Lombard, Associate Superintendent  
 Subject: Final 2019-20 Public School Calendar

Below please find the Final 2019-20 Public School Calendar that was submitted to ISBE for Huntley Community School District 158. For information purposes only.

**Total Days of Attendance: 181**

July 2019							August 2019							September 2019						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	HOL	5	6	7	5	6	7	8	9	10	11	2	3	4	5	6	7	8
8	9	10	11	12	13	14	12	13	14	15	16	17	18	9	10	11	12	13	14	15
15	16	17	18	19	20	21	19	20	21	22	23	24	25	16	17	18	19	20	21	22
22	23	24	25	26	27	28	26	27	28	29	30	31		23	24	25	26	27	28	29
29	30	31					29	30	31					30						

July Atnd: 0      Accum: 0      Aug Atnd: 13      Accum: 13      Sept Atnd: 19      Accum: 32

October 2019							November 2019							December 2019						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
HOL	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
X	X	X	X				FPT	FPT	NIA	HOL	NIA			NIA	NIA	HOL	NIA	NIA		

Oct Atnd: 22      Accum: 54      Nov Atnd: 18      Accum: 72      Dec Atnd: 15      Accum: 87

January 2020							February 2020							March 2020						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
6	7	8	NIA	NIA	11	12	3	4	5	6	7	8	9	2	3	4	5	6	7	8
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
13	14	15	16	17	18	19	10	11	12	13	14	15	16	9	10	11	12	13	14	15
X	X	X	X	X	X	X	X	X	X	TI	NIA	X	X	X	X	X	X	X	X	X
20	21	22	23	24	25	26	17	18	19	20	21	22	23	16	17	18	19	20	21	22
HOL	X	X	X	X	X	X	NIA	X	X	X	X	X	XELD	AOG	AOG	AOG	AOG	AOG	AOG	
27	28	29	30	31			24	25	26	27	28	29	23	24	25	26	27	28	29	
X	X	X	X	X			X	X	X	X	X	X	AOG	AOG	AOG	AOG	AOG			

Jan Atnd: 19      Accum: 106      Feb Atnd: 17      Accum: 123      Mar Atnd: 22      Accum: 145

April 2020							May 2020							June 2020						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
6	7	8	9	10	11	12	4	5	6	7	8	9	10	1	2	3	4	5	6	7
XRLD	XRLD	XRLD	XRLD	NIA	X	X	XRLD	XRLD	XRLD	XRLD	RPD	X	X	X	X	X	X	X	X	X
13	14	15	16	17	18	19	11	12	13	14	15	16	17	8	9	10	11	12	13	14
XRLD	XRLD	XRLD	XRLD	RPD	X	X	XRLD	XRLD	XRLD	XRLD	RPD	X	X	X	X	X	X	X	X	X
20	21	22	23	24	25	26	18	19	20	21	22	23	24	15	16	17	18	19	20	21
XRLD	XRLD	XRLD	XRLD	TI	X	X	XRLD	XRLD	XRLD	XRLD	RPD	X	X	X	X	X	X	X	X	X
27	28	29	30				25	26	27	28	29	30	31	22	23	24	25	26	27	28
XRLD	XRLD	XRLD	XRLD				HOL							X	X	X	X	X	X	X

Apr Atnd: 20      Accum: 165      May Atnd: 16      Accum: 181      June Atnd: 0      Accum: 181



# Huntley Community School District 158

650 Academic Drive  
Algonquin, Illinois 60102  
(847) 659-6158 • [www.district158.org](http://www.district158.org)

**2019-2020 Huntley Comm Sch Dist 158 as of 6/12/2020**  
**Calendar Legend - Totals for the Year**

Calendar Code	Code Description	No. of Days	Totals
X	Pupil Attendance Day	131	
XELD	ELearning Day	1	
XRLD	Remote-Learning Day	32	
FPT	Full-Day Parent/Teacher Conference	2	
AOG	Act of God Day	10	
RPD	Full-Day Remote Planning Day	5	
			Total Days Toward Pupil Attendance: 181
TI	Teacher Institute/Workshop	4	
			Total Calendar Days: 185
HOL	Holiday	8	
NIA	Not in Attendance	14	



# Huntley Community School District 158

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Algonquin, Illinois 60102  
(847) 659-6158 • [www.district158.org](http://www.district158.org)

**Date:** June 18, 2020  
**To:** Board of Education  
**From:** Dr. Erika Schlichter, Assistant Superintendent for Learning and Innovation  
**Cc:** Dr. Scott Rowe, Superintendent  
**Subject:** **Elementary Interdisciplinary Units of Instruction, Strategic Plan Measure 1.10**

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## **Executive Summary**

During the course of the 2019-20 school year, Huntley District 158 has developed interdisciplinary units of instruction as a way to integrate and organize instruction on literacy, social studies, science, and social-emotional learning standards. While the Illinois State Standards constitute the curriculum for the District, the organization of the curriculum is central to its effectiveness. The interdisciplinary units will serve as the central framework for organizing curriculum and instruction for these standards at the elementary level. A representative Core Team of teachers and administrators, along with the Teachers on Special Assignment for curriculum have dedicated their work during the school year and the summer to creation of these units, for implementation in the 2020-21 school year.

During the 2019-2020 school year, the District set a Strategic Plan measure in Goal 1 relating specifically to the creation of the interdisciplinary units of instruction for literacy, science, social studies, and social-emotional learning. Strategic Plan Measure 1.10 states, "Elementary Literacy: Elementary interdisciplinary units will be created, incorporating all standards in reading, writing, science, social studies, and social emotional learning in grades K-5. Results of this curriculum writing work will be reported to the Board by June of 2020."

This work has represented an immense collaborative effort among staff and administrators, and has served as robust embedded professional learning, in addition to creating high quality instructional plans for the targeted standards. In addition, Huntley District 158's interdisciplinary units of instruction are ground-breaking in educational circles because they bring into close alignment our dual language instruction via Bilingual Unit Frameworks and our monolingual instruction via the general education interdisciplinary units. This effort and its outcomes will be celebrated and highlighted in detail for the Board at a future meeting, when key staff members and leaders can be in attendance to share the breadth and depth of the interdisciplinary units of instruction.

The attached report summarizes attainment of Strategic Plan Measure 1.10.

## **RECOMMENDATION**

This report is for informational purposes only.

**Strategic Plan Measure 1.10:** Elementary Literacy: Elementary interdisciplinary units will be created, incorporating all standards in reading, writing, science, social studies, and social emotional learning in grades K-5. Results of this curriculum writing work will be reported to the Board by June of 2020.

### **Executive Summary**

The Elementary Interdisciplinary Units were created throughout the 2019-2020 school year. The units are based on the standards of reading, writing, science, social studies and social emotional learning. In addition, they are designed to encourage student ownership through inquiry experiences. The units will serve as a vehicle as District 158 continues to move towards personalizing learning for students.

The process of creating the units included a collaborative approach of a core team of teachers, instructional coaches, TOSAs (teachers on special assignment), building administrators, and district administrators. The team began by engaging in professional learning on the inquiry process, interdisciplinary instruction, and in depth learning about the standards. From that work, a yearlong scope and sequence was created for each grade level which prioritized reading, writing, science, social studies, and social emotional learning standards.

Each Unit was built to include evidence of learning which measures student learning both formatively and summatively based on the big ideas from each unit. From there, lesson guides were developed which provide a more specific view of what students should be learning and how teachers could choose to provide those learning experiences to students. Robust, diverse mentor texts are included in each unit which will allow teachers to guide the conversations that students will have in an integrated approach.

Additionally, a purposeful professional learning focus was designed to help ensure teachers, coaches, and administrators grew in their understanding throughout the 2019-2020 school year as the units were being developed. This occurred through the use of Institute Days, Staff Meetings, PLCs in buildings, and through optional opportunities teachers could choose to partake in. The teacher leaders, elementary instructional coaches, and TOSAs demonstrated what shared leadership looks like throughout this process as they collaboratively worked with the administrative team to develop professional learning experiences that were differentiated and purposeful in pushing the learning of the units forward for teachers.

### **Summary of Recommendations**

The following recommendations emerged from completion of this Strategic Plan measure:

- Continue to provide professional learning to teachers on the Interdisciplinary Units through a collaborative approach of teacher leaders, coaches, TOSAs, and administrators.
- Continue to build scaffolds and additional supports for teachers to ensure success in implementation of the units next school year.
- Monitor student results through our universal assessments (AimsWeb and STAR) and the common assessments developed for the units.

***Reflections***

District 158 has successfully met Strategic Plan target 1.10 for the 2019-2020 school year. The District will continue to move forward with its continuous improvement process in order to continue monitoring and refining the Interdisciplinary Units, while simultaneously providing additional support to teachers as they continue to move towards the personalization of learning through implementation.

**Date:** June 18, 2020

**To:** Board of Education

**From:** Dr. Erika Schlichter, Assistant Superintendent for Learning and Innovation

**Cc:** Dr. Scott Rowe, Superintendent

**Subject:** **Social Emotional Learning Implementation Plan, Strategic Plan Measure 2.2**

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### **Executive Summary**

During the 2019-20 school year, Huntley District 158 identified a Strategic Plan measure designed to move forward multi-year plans for improvement in social emotional learning. Strategic Plan Measure 2.2 states, "Implement changes, create curriculum, and build recommendations to SEL programming based on the results of the prior year's needs assessment, acknowledging that SEL permeates multiple areas of focus at the district and building level. Results will be reported to the Board by June of 2020."

Previously, the 2018-19 school year was dedicated to completing a needs assessment. The needs assessment included a scan of current reality, identification of gaps, and recommendations for future action. The 2019-20 school year was dedicated to creating a multi-year comprehensive action plan based on the needs assessment in Tiers of social emotional learning.

A representative SEL core team guided the work, while sub-committees specialized in areas of focus to create action plans. The plans are comprehensive, and build on current successes and momentum already underway in the buildings and district. The attached report on the SEL review, including a multi-year timeline, details the implementation plan, the work underway, and the expected outcomes of the SEL improvement initiative. Through the work on this implementation plan, Strategic Plan Measure 2.2 has been met.

The Board will receive a more detailed presentation and celebration of the multi-year plan for SEL improvement when it is possible for administrators and staff members to attend in person to share the exciting work proceeding in this area.

### **Recommendation**

This report is for informational purposes only.

# Huntley Community School District 158

## Social Emotional Learning Review

### Table of Contents

#### Contents

1. Summary of SEL Review

2. Appendices:

Appendix A - SEL Needs Assessment Overview (2018-2019)

Appendix B - SEL Guiding Belief and Vision

Appendix C - SEL Standards/CASEL Crosswalk

Appendix D - D158 SEL Review Charge Statement

Appendix E - CASEL's Schoolwide Indicators of SEL

Appendix F - Defining of SEL Tiers

Appendix G - Tier 2/Tier 3 Intervention Current Reality

## SEL Review Report and Implementation Plan

### Overview

During the 2018-2019 school year, a Social Emotional Learning Committee was formed. This committee worked together to complete a Needs Assessment ([Appendix A](#)) to identify our current social-emotional learning reality. Information was gathered from a variety of resources, including: an internal survey taken by students (K-12) and staff, SWIS behavior data, and building administrator and staff feedback regarding current SEL practices. This information was presented to the Board of Education in Spring 2019. The results of the survey led to the charge of completing a comprehensive Social Emotional Learning Review.

During the 2019-2020 school year, the SEL Core Team was formed and met several times during the first half of the school year. The Core Team reviewed results from the SEL Needs Assessment and crafted the District 158 SEL Guiding Belief and Vision ([Appendix B](#)). The SEL Core Team determined that the district's SEL Vision can be attained through the following Action Steps:

- Creating an inclusive culture of connectedness through our actions and open communication with stakeholders,
- Engaging all staff in professional learning around SEL,
- Engaging external community members in learning opportunities around SEL,
- Intentionally embedding SEL into our instruction, and
- Consistently assessing, monitoring, and adjusting instruction to meet students' SEL needs.

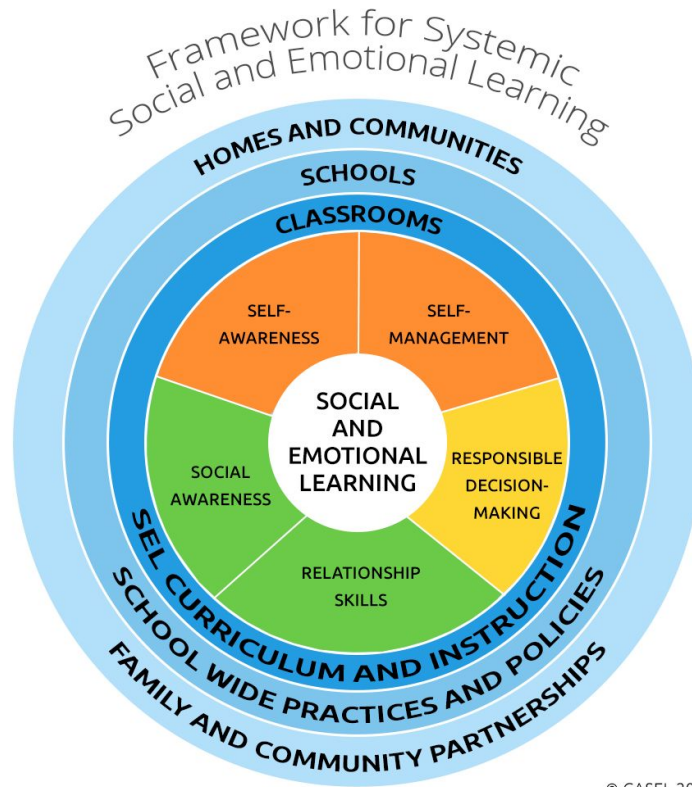
The Action Steps provided direction and guidance for the SEL Core Team and thus led to formulation of subcommittees to address the identified needs. These subcommittees were identified as: Tier 1+, Tier 2/Tier 3, and Assessment/Screening. The subcommittees were formed in late Winter and met several times over the course of a few months, culminating with tangible recommendations to bring forward to the SEL Core Team for review and approval.

The purpose of this document is to provide an overview of the work that was done to determine how to best address and support the social-emotional needs of our students. This document gives a brief look at the goals and work of each subcommittee and provides a conclusive and comprehensive summary of all recommendations that came out of the SEL Review.

### SEL Framework and Approach

As highlighted in the 2018-2019 SEL Needs Assessment, the Illinois Social Emotional Learning Standards are broken into three overarching categories: self-awareness and self-management skills, social awareness and interpersonal skills, and responsible decision making and behaviors. The Collaborative for Academic Social and Emotional Learning (CASEL) Framework, one of the most prominent research-based organizations for social-emotional learning in schools, has divided social-emotional learning into five overarching competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making (see image below). [Appendix C](#)

serves as a crosswalk of the standards and competencies, demonstrating their alignment and support of one another. Because of this clear connection, the CASEL Framework served as the lens through which the SEL Review was completed.



Research supports that it is not enough to simply cover the SEL standards. It also requires the introduction of and exposure to these skills through modeling and practices which are embedded throughout a child’s day, across settings, and in partnership with families and the community. For this reason, it became necessary to look not solely at curriculums that align to the SEL Standards and CASEL Competencies and are taught in isolation but rather to identify ways in which we can infuse SEL into our students’ everyday experiences. This was the approach and mindset utilized throughout the SEL Review process.

**SEL Core Team Overview**

The SEL Core Team was formed in Fall 2019 and met on a monthly basis from October through April. This team included several members who previously served on the 2018-2019 SEL Leadership Team; this provided team members the benefit of having intimate understanding and knowledge of the SEL Needs Assessment. Additional District 158 staff members were asked to participate on the Core Team to allow for diverse perspectives and to ensure equitable representation of grade levels, buildings, roles, and experience. Team members included: classroom teachers, dual language support teacher, social worker, school psychologist, RTI facilitator, instructional coach, and building/district-level administrators.

The Core Team served as an advisory committee. Its given charge ([Appendix D](#)) was to develop targeted recommendations for addressing identified social emotional needs per the Needs Assessment; the charge was broken down into the following steps:

- Create a multi-year action plan for implementation of SEL for students, staff, and families in District 158.
- Recommend a structure for instruction in the areas of self-management, responsible decision-making, relationship skills, and social awareness. Ensure the curriculum includes ways to assess mastery of these skills.
- Create professional learning opportunities for staff related to teaching the SEL competencies.

Once the SEL Belief Statement and Vision was crafted, the team worked with their respective buildings in analyzing where their school was as compared to CASEL's Indicators of Schoolwide SEL ([Appendix E](#)). Using these resources as a guide, the team was able to outline Action Steps and create district-level subcommittees to fulfill that work. All recommendations from the subcommittees were brought back to the Core Team for review and approval. Many Core Team members served on at least one SEL subcommittee as a means of encouraging further collaboration and eliminating overlap in planning. Core Team members also worked closely with the administrative team and the building level SEL teams to ensure that a spiraling system of communication resulted in accurate and targeted feedback and recommendations.

### Subcommittee Overview

The SEL Core Team's goals were accomplished through the development of the Interdisciplinary Units and PE/Health Review, as well as the Tier 1+, Tier 2/Tier 3, and Assessment/Screening subcommittees. These groups were comprised of members from each grade level band (early childhood, kindergarten through second grade, third through fifth grade, sixth through eighth grade, and ninth through 12th grade) with team members from multiple buildings representing a variety of roles including classroom teacher, social worker, psychologist, RTI facilitator, instructional coach, and building/district-level administrator. Each working group met multiple times with clear directives and focus; once their goals were accomplished, the groups disbanded.

#### Tier 1 Approach

The overarching goal of Tier 1 was to develop a universal approach to addressing students' social emotional learning needs. **All Students Always** served as the focal point for all planning. Due to the diverse and unique needs that exist between elementary and secondary age students, the Tier 1 approach needed to be different.

At the elementary level, during the 2018-2019 school year, it was determined that the Illinois SEL Standards should serve as a foundation of the Interdisciplinary Units. The Elementary TOSA's and Elementary Literacy Core Team have included the SEL standards in the units to provide exposure and meaningful learning opportunities related self-awareness, social awareness, and responsible decision making for all students, kindergarten through fifth grade.

Because students have more flexibility with their schedule and the courses they choose to take each school year, the Tier 1 approach at the secondary level presented the unique challenge of identifying opportunities to ensure all students, sixth through 12th grade, were provided exposure to the Illinois

SEL Standards. Because students at the secondary level participate in P.E. and/or Health classes each school year, and Health Standards encompass basic social emotional learning topics, this became a natural place to further embed SEL Standards into Health Units and provide more targeted, precise SEL learning and skill-building opportunities. The ultimate goal was to ensure the curriculum was focused on promoting the physical, mental, and social-emotional well-being of our students.

The P.E. and Health Review process began during the 2019-2020 school year. The secondary team focused on the embedding the Illinois SEL Standards into Health Units and researching how to further support students in recognizing, understanding, labeling, expressing, and regulating emotions, an evidence-based technique from Yale University's Center for Emotional Intelligence. Staff members will be provided professional learning on this approach. Training of staff will occur using a train-the-trainer model with a core team of staff during the 2020-2021 school year. Once this training occurs, SEL lessons will be developed and embedded into the PE classes for the 2021-2022 school year.

### **Tier 1+**

The purpose of this subcommittee was to address the CASEL Competencies at each level to provide social-emotional instruction and support above and beyond the universal approach being developed by the Tier 1 subcommittee. The goals of this subcommittee included reviewing structures where SEL is currently and will be addressed at each level, identifying opportunities for an additional "boost" of SEL on a universal level with consideration of time, location, frequency, resources/supports needed, and barriers to success, and finally, making recommendations to support these opportunities.

Similar to the Tier 1 subcommittee, the Tier 1+ subcommittee collaboratively evaluated their current reality, then split into smaller, level-based teams of elementary, middle, and high school to begin developing recommendations for increased social-emotional learning exposure and integration to the school day. This allowed all recommendations to be targeted and specific to the unique needs of that age-level group.

### **Tier 2/Tier 3**

The focus of this subcommittee was to identify opportunities for consistency and continuity of interventions and support for students for whom Tier 1 alone is not sufficient. Their goals included: clearly defining the SEL Tiers, identifying gaps in support at Tier 2 and Tier 3, researching and identifying best practices to address Tier 2 and Tier 3 gaps, creating a menu of Tier 2 and Tier 3 interventions based on those best practices, and making recommendations for how students move through the tiers.

As with the other subcommittees, this team worked in collaboration to define the SEL Tiers, ([Appendix E](#)) and took a comprehensive look at all Tier 2 and Tier 3 SEL interventions in place across the district and within specified grade level bands ([Appendix G](#)). The members then broke into smaller, level-based teams of elementary, middle, and high school to identify the gaps, investigate best practices, and make recommendations to support each level's needs. Defining the tiers provides building level teams with guidance regarding a universal approach to social emotional learning while simultaneously providing consistency and continuity of implementation and fidelity of Tiers 2 and 3. The Tier 2/Tier 3 subcommittee was able to identify core interventions that occur across the district and grade levels. To ensure consistency with these supports, an intervention menu and "hot sheets" detailing the specifics of each core intervention were crafted.

### **Assessment/Screeners**

The SEL Assessment/Screeners subcommittee was tasked with investigating and identifying one or more tools to be utilized for measuring students' social emotional learning and growth. The goals outlined for this team included: defining the purpose for utilizing a universal SEL screener, identifying tool(s) that align(s) with and serve(s) the defined purpose, and drafting a systematic plan for implementation of the chosen screener(s).

The Assessment/Screeners subcommittee engaged in vigorous discussion and debate regarding the purpose of screening students' social emotional growth and needs. Each grade level band brought a unique perspective and opinion regarding why this information is important and how it should be utilized. Through collaborative conversations, a clear purpose for screening/surveying students was determined: to assess the effectiveness of Tier 1 SEL instruction and supports, identify topics/skills that need to be reinforced on a universal level, provide data to help identify students who may need SEL interventions, serve as a piece of an MTSS system, and identify trends of skills that need to be targeted (potentially in small group at Tier 2). It was agreed that the tool(s) should be strengths-based, and that more than one tool may be necessary based on the abilities and needs of the various grade level bands. The subcommittee had the opportunity to research four SEL assessments that aligned with and supported the identified purpose. These instruments included:

- (1) ECRA Group's SEL Survey, a self-reporting tool for students in third through 12th grade. The ECRIS platform is currently utilized by District 158 for data integration and analytics purposes to assist with improving student and school success.
- (2) Panorama's SEL Assessment, a self-reporting tool for students in third through 12th grade with an option for teacher completed rating scales for students in kindergarten through second grade. District 158 does not currently utilize Panorama's platform.
- (3) Aperture Education's Devereux Student Strengths Assessment (DESSA), a rating scale completed by teacher(s) and/or parent(s) for students in kindergarten through 12th grade with an option for quick initial screening needs (DESSAmini). District 158 does not currently utilize Aperture Education's platform or resources.
- (4) FastBridge Learning's Social, Academic, Emotional Behavior Risk Screener (SAEBRS), a rating scale completed by school staff for students in kindergarten through 12th grade with a self-reporting option (mySAEBRS).

Each tool varied in length/number of questions as well as time commitment for completion. All offered the opportunity for immediate feedback and access to data for analysis on an individual student, classroom, building, or district level.

### **Summary of Recommendations**

The SEL Core Team was provided a final update with all subcommittee recommendations in April 2020. These recommendations were broken down by team/subcommittee goals and building level. The Core Team approved the recommendations.

#### **Recommendations of Tier 1 Subcommittee**

*Elementary:*

- (1) Continue development of Interdisciplinary Units with SEL Standards as a foundation

*Middle School/High School:*

- (1) Align and embed SEL Standards to Health Units
- (2) Implement RULER Approach within P.E. classes

**Recommendations of Tier 1+ Subcommittee**

*Elementary:*

- (1) Align and infuse current SEL resources into Interdisciplinary Units (such as Second Step, Zones of Regulation, etc)
- (2) Utilize common SEL vocabulary (CASEL & Standards)
- (3) Provide Self-Regulation Tools/Boxes to Classrooms: Social Stories, Fidgets, or other texts focused on proactive and reactive strategies
- 4) Implement Restorative Practices - Focus on Rapport and Relationship Building

*Middle School:*

- (1) Provide consistent Advisory Lessons across buildings
- (2) Ensure each bi-weekly SEL Advisory Lesson is aligned with standards
- (3) Implement Restorative Practices - Focus on Rapport and Relationship Building

*High School:*

- (1) Increase frequency of SEL Lessons via Raider Way
- (2) Reevaluate SEL standards with Freshman Advisory and integrate common language
- (3) Target one CASEL Competency using common language and strategies across classrooms, departments, and grade levels throughout the year
- (4) Implement Restorative Practices - Focus on Rapport and Relationship Building

**Recommendations of Tier 2/Tier 3 Subcommittee**

- (1) Defined SEL Tiers 1-3 for purpose of continuity and consistency across District 158
- (2) All buildings utilize an SEL Menu of Interventions & Supports
- (3) Provide one page intervention overview outlining the intervention's purpose, roles/responsibilities, and recommendations for fidelity checks
- (4) Define and refine the Problem Solving Team process as a means of providing structures for consistency and fidelity across District 158

**Recommendations of Assessment/Screening Subcommittee**

- (1) Defined purpose for completing SEL screener
- (2) Implement SEL screener at all levels:
  - +ECRA Group's SEL Survey at 6-12; professional development to occur in Fall 2020 with survey administered in Spring 2021.
  - +Pilot SEL Screeners at K-5 during the 2020-2021 school year with recommendation for 2021-2022 school year.


**Timeline**

In order to implement the recommendations of the SEL Review, a 5-year plan was crafted. As with any multi-year plan, changes will need to occur based on student needs, readiness of staff, and forward progress made.

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Complete District-wide SEL Needs Assessment	<p>Complete District-wide SEL Review</p> <p>Develop Tier 1 SEL through infusing standards into Interdisciplinary Units at elementary level</p> <p>Begin Professional Development on SEL standards at elementary level</p> <p>Review Tier 2 and Tier 3 SEL practices and supports; make recommendations for improvements</p> <p>Review SEL screener/ survey platforms with the SEL subcommittee and core team; make recommendations</p>	<p>Implement Tier 1 SEL at elementary level</p> <p>Pilot SEL screenerst/ surveys at elementary level</p> <p>Develop Tier 1 SEL through infusing standards into Health Units and PE lessons secondary level</p> <p>Begin Professional Development on SEL standards at secondary level</p> <p>Implement Tier 2 and Tier 3 consistently</p> <p>Begin training staff on SEL screener/survey at secondary level</p> <p>Implement SEL screener/survey at secondary level</p>	<p>Refine Tier 1 SEL at elementary level</p> <p>Implement SEL screener/survey at elementary level</p> <p>Implement Tier 1 SEL at secondary level</p> <p>Continue to implement Tier 2 and Tier 3 consistently</p> <p>Continue to implement SEL screener/survey at secondary level</p> <p>Begin SEL-focused Parent University offerings</p>	<p>Refine SEL Tier 1-3 at all levels</p> <p>Implement SEL screener/survey at all levels</p> <p>Continue SEL-focused Parent University Offerings</p>	<p>Monitor and Maintain SEL Tiers 1-3 at all levels</p> <p>Review effectiveness of SEL screener/survey and adjust as needed</p>

# SEL Needs Assessment

## Overview

Overview/Background	Theoretical Framework Guide
<p>A social-emotional learning needs assessment for District 158 was conducted using three metrics: feedback from staff and leadership on current practices in social emotional learning, a student and staff survey, and SWIS behavior data. The review was conducted through the lens of the CASEL framework and Illinois SEL Standard Goals:</p> <ol style="list-style-type: none"> <li>1. Develop self-awareness and self-management skills to achieve school and life success.</li> <li>2. Use social-awareness and interpersonal skills to establish and maintain positive relationships.</li> <li>3. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</li> </ol> <p>The review was designed through an approach to continuous program with the intended purpose of developing an appropriate, effective, and efficient academic program and intervention for Huntley District 158.</p> <p>The resulting SEL plan will:</p> <ul style="list-style-type: none"> <li>• Be consistent with the mission of Huntley District 158</li> <li>• Develop a structure to promote Social Emotional Learning in Huntley District 158</li> <li>• Focus on consistency of student learning across all buildings.</li> <li>• Use tiered learning experiences to help each learner master the level 1 curriculum targets</li> <li>• Improve Tier 2 and 3 interventions across all buildings.</li> <li>• Include a system of assessments that shows whether the results are being achieved</li> <li>• Use the findings of assessment to improve program effectiveness</li> </ul> <p>The key findings of the needs assessment are summarized in this report and will guide development of a multi-year action plan for the implementation of Social Emotional Learning for students, staff, and families in District 158.</p>	<p>The needs assessment was conducted using the framework provided by Collaborative for Academic, Social, and Emotional Learning (CASEL), one of the most prominent research-based organizations for social-emotional learning in schools. The CASEL framework identifies several core SEL competencies that drove the organization of the SEL needs assessment.</p> <p>The CASEL framework focuses on specific competencies, described below, which are built on the understanding that classrooms, schools, and home function collaboratively as partners to accomplish these goals.</p> <ul style="list-style-type: none"> <li>• <b>Self-awareness:</b> The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior.</li> <li>• <b>Self-management:</b> The ability to successfully regulate one’s emotions, thoughts and behaviors in different situations.</li> <li>• <b>Social awareness:</b> The ability to take the perspective of and empathize with others, including those from diverse cultures.</li> <li>• <b>Relationship skills:</b> The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.</li> <li>• <b>Responsible decision-making:</b> The ability to make constructive choices about personal behavior and social interactions.</li> </ul> 

## SEL Leadership Team Overview

During the 2018-2019 school year, the Social Emotional Learning (SEL) Leadership Team was formed. This Team’s charge was to further support the focus of Huntley District 158, *All Students Always*. The Team is comprised of a representative group of classroom teachers, a social worker, an instructional coach, and building/district-level administrators.

The Team of representatives serves as an advisory group and works to assess the social emotional learning needs of District 158 through a continuous program development lens. Through this shared leadership model, input from stakeholders at each building was included. [Appendix A](#) includes the charge statement for the SEL Leadership Team and a list of the team members.

The SEL Leadership Team worked closely with the administrative team, and the building level SEL teams to ensure that a spiraling system of communication resulted in an accurate and targeted needs assessment with relevant results.

### Data Sources and Structure of the Needs Assessment

The needs assessment included evaluation of three main sources of data:

1. Internal survey of students and teachers at all levels to gauge current perceptions of each of the CASEL components.
2. Review of internal SWIS data related to discipline and PBIS.
3. Scan of current practices in SEL across the district in Tiers 1, 2, and 3.

During the course of the year, the SEL Leadership Team met to build foundational knowledge about SEL, gather data, draft surveys, and evaluate data. Ultimately, the SEL Leadership team, in conjunction with building administrators, arrived at several key findings reflected as an outcome of this needs assessment.

### Data Source 1 and 2: Internal Survey Summary and SWIS Data

#### Internal Survey Overview

The SEL Leadership Team drafted student and staff surveys to serve as components of the district-wide SEL needs assessment. These questions are included in [Appendix B](#). The district survey questions aligned with a Theoretical Framework comprised of five SEL competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. A total of five surveys were administered to staff and students including surveys for:

- Students K-2
- Students 3-5
- Students 6-12
- Staff in Early Childhood and Elementary Schools
- Staff in the Middle and High Schools

Student surveys explored student self-perceptions of their abilities and performance in the competencies. Staff surveys included questions designed to elicit information in two ways. Staff answered questions related to their perceptions of student abilities and performance in the competencies. In addition, staff answered questions about their own ability or comfort level in supporting students in different ways.

Survey results have been reviewed and shared through guided discussion with the SEL Leadership Team, building principals, district office administration and cabinet, and SEL building teams. Analysis of the survey results is presented in several different ways. First, there are overall areas of positive response and areas of opportunity. These overall findings will be summarized at the end of this report as part of the Key Findings section. Second, there is analysis of results in each of the SEL competencies, with some specific results noted below. Because the overall response rate was extremely positive, some areas of opportunity have been identified solely on the criterion that the individual question had a slightly less positive response than the others, even though all were very high. [Appendix C](#) contains specific results, along with further analysis of the survey data.

#### SWIS Data Overview

The SWIS system is the system by which the district tracks data for the Positive Behavioral Interventions and Support system (PBIS) in the district. This system has been in use for a number of years, and is solely a data tracking system that allows tracking of data such as: type of referral, type of behavior, location of behavior, time of behavior, and others. The indicator that is most relevant to this study is the location of behavior, as the location correlates to the amount of student supervision or independence at the time of the behavior. Typically, we see higher levels of behavior in more unstructured settings, which is useful data for review in gauging needs in the area of student self-management and responsible decision-making.

#### Summary of Internal Survey Results

- **Overall extremely positive responses were returned on student surveys.**
  - K-2: average 91% or higher positive response
  - 3-5: average 87% or higher positive response
  - 6-8: 81% or higher positive response
  - 9-12: 75% or higher positive response
- **Areas of opportunity were identified in several competencies based on student surveys.**
  - Survey results analyzed by competency appear below

### Key Survey Results: Self-Awareness

Identify Emotions - Accurate Self-Perception - Recognize Strengths - Self-Confidence - Self-Efficacy

Area of Focus	Rationale
Self-Awareness/Self-Efficacy is an area identified as a relative strength for elementary students.	As depicted in the data below, 94% of elementary students know that it is okay if they do not do something right the first time and can identify the things that they are good at. This connects to the area of self-awareness because it indicates accurate self-perception and the ability to recognize strengths.
Self-Awareness/Identify Emotions is an area requiring support for staff on how to incorporate self-awareness into lessons.	As portrayed in the data below, 68% of staff at the EC-5th grade levels and 57% of staff at the 6th-12th grade levels indicate that they almost always or frequently teach these skills in lessons. There is an opportunity to increase the percentage of staff who feel comfortable supporting students in this manner.

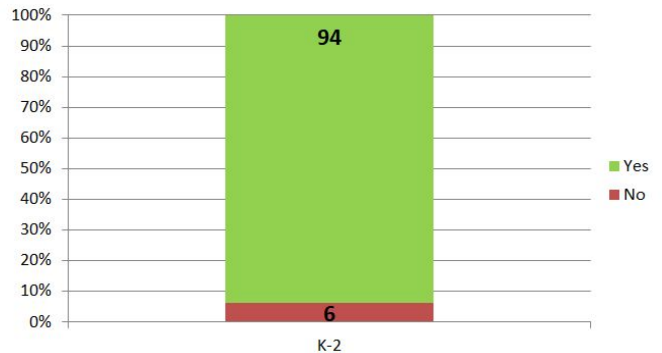
#### Kinder - 2nd

I know that it is okay if I don't do something right the first time. (K-2)



#### 3rd - 5th

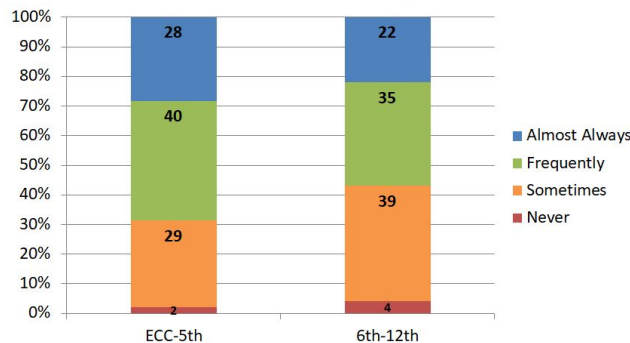
I know the things that I am good at (3-5)



#### Staff Survey

I discuss how emotions influence behaviors with my students.

#### Staff Survey



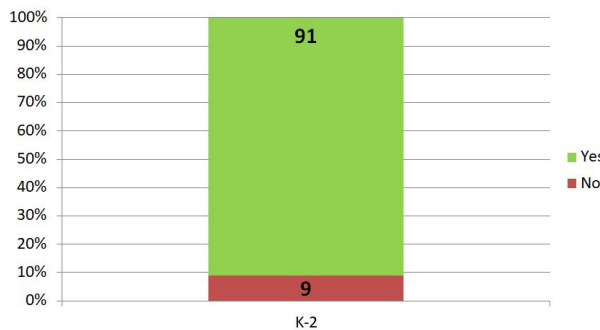
### Key Survey Results: Self-Management

Impulse control - Stress management - Self-discipline - Self-motivation - Goal-setting - Organizational skills

Area of Focus	Rationale
Self-Management/impulse control/stress-management is identified as an area of opportunity for students, PK-12.	<p>As depicted in the data below, 91% of the students in K-2 responded that they know how to calm down when they feel upset. This connects to the area of self-management related to impulse control and stress management.</p> <p>Finally, 83% of Middle School students and 81% of High School students stated that they almost always or frequently know how to control their emotions if needed. This connects to the area of self-management, as it includes the ability to control impulses and exercise self-discipline.</p>
Self-Management/goal-setting is identified as an area of opportunity for students at the secondary level.	<p>As depicted in the data below, 68% of the students in middle school and 75% of the students in high school responded that they almost always or frequently set goals for themselves and work hard to attain them. This connects to the area of self management and goal setting.</p>

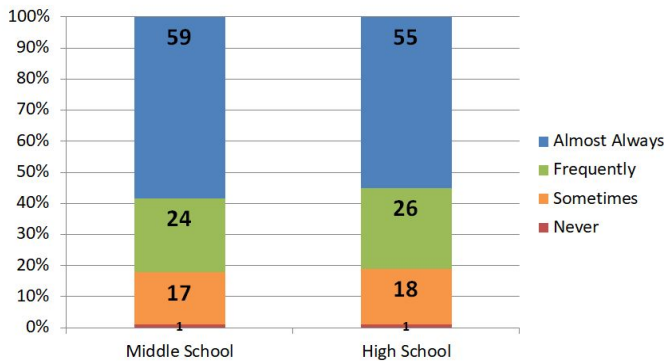
#### Kinder - 2nd

When I am upset, I know how to calm down. (K-2)



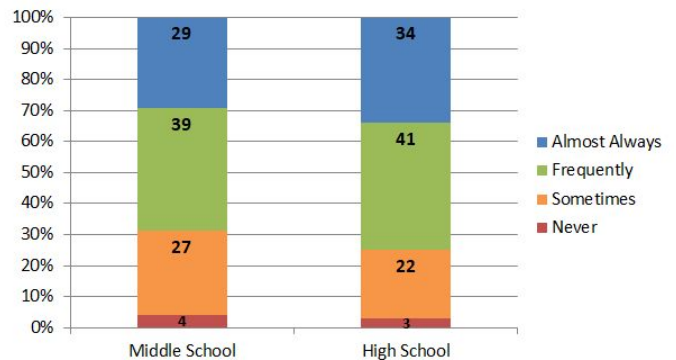
#### 6th-12th

I am able to control my emotions when I need to.



#### 6th-12th

I set goals for myself and work hard to attain them.



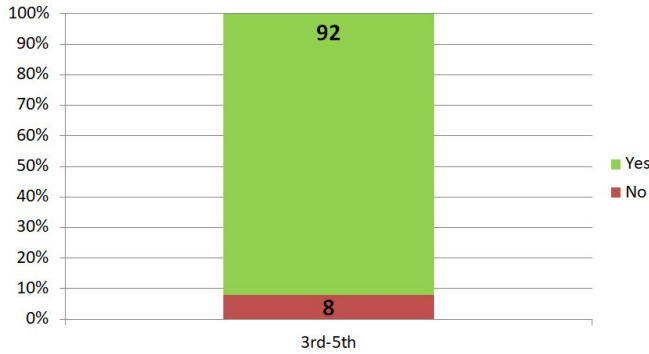
### Key Survey Results: Responsible Decision-Making

Identifying problems - Analyzing situations - Solving problems - Evaluating - Reflecting - Ethical responsibility

Area of Focus	Rationale
Responsible decision making/solving problems for students in grades 3-5 is identified as a relative strength.	As depicted in the data below, 92% of the students in grades 3-5 reported that they know what to do when they have a problem with another child. This connects to the area of responsible decision making because they are able to identify that there is a problem as well as how to solve it.
Responsible decision making/analyzing situations is identified as an area of opportunity for students at the secondary level.	As portrayed in the data below, 87% of students in 3rd-5th grade stated that they think through their options before making a decision. Additionally, 81% of Middle School students and 80% of High School students stated that they frequently or almost always think through options when needing to make a decision. This connects to the area of responsible decision-making related to identifying a problem and analyzing situations.
Based on the staff survey results, responsible decision making/identify and solve problems is identified as a strength at the elementary level and an area of opportunity at the secondary level.	As represented in the data below, 91% of the staff members at ECC-5th grade level indicated that they almost always or frequently teach students to resolve conflict when appropriate. In comparison, 69% of the staff members at the 6-12th grade level responded in a similar manner. This connects to the area of responsible decision making because it relates to student ability to identify and solve problems.
Outside of the classroom, the largest percent of behaviors occur in unstructured settings, PK-12.	SWIS behavior data shows that the bus, gym, cafeteria, hallways, playground, and restrooms are the largest percent of behaviors recorded to occur, outside of the classroom setting. This connects to responsible decision because it reflects whether and how students are able to independently assess options and make good choices in unstructured settings..

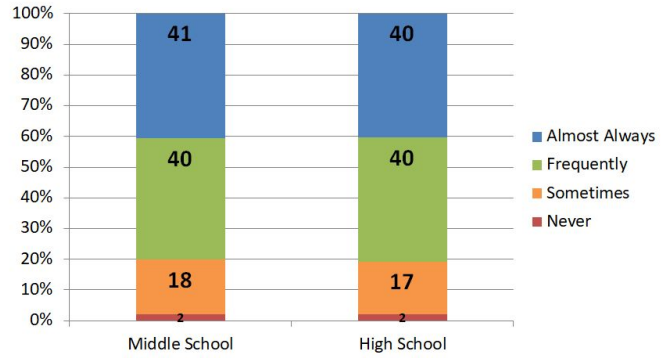
**3rd-5th**

I know what to do when I have a problem with another kid. (3-5)



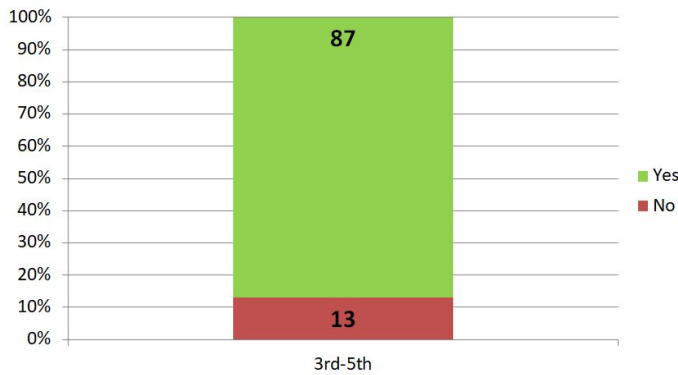
**6th-12th**

I think through my options when I need to make a decision.



**3rd -5th**

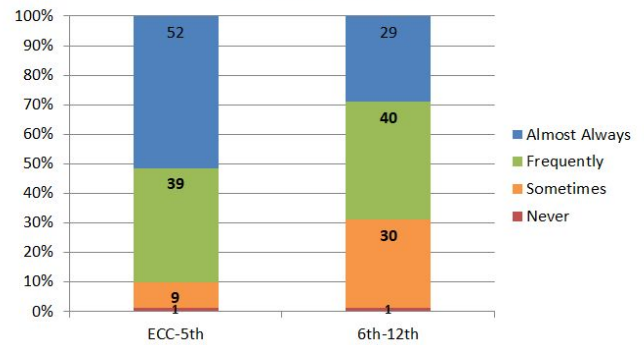
I think through my options before making a decision. (3-5)



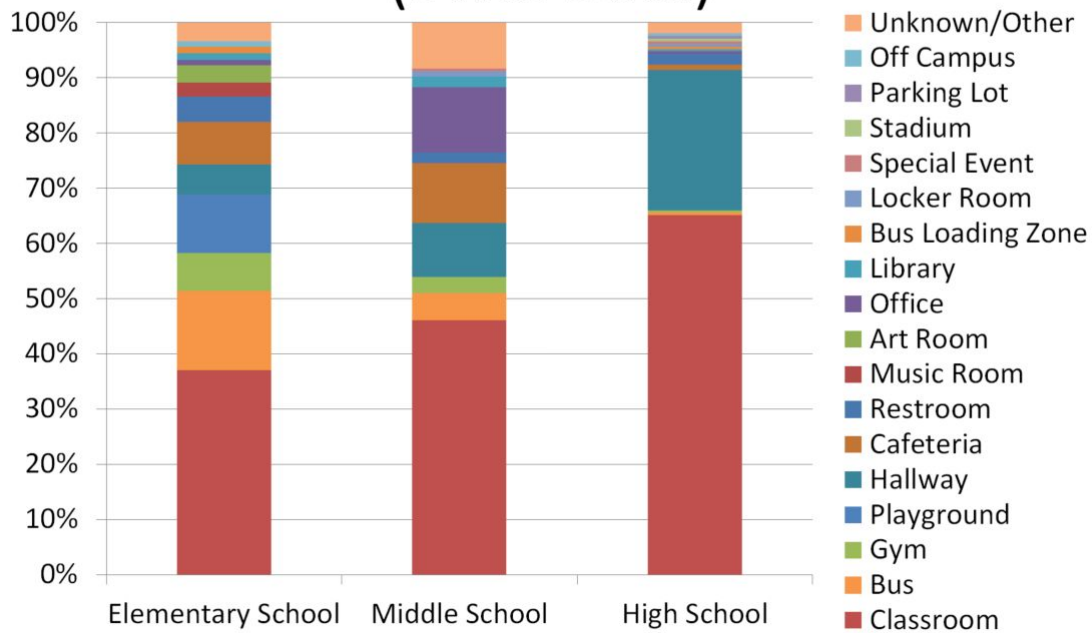
**Staff Survey**

I teach students how to resolve conflict when appropriate.

**Staff Survey**



## Referrals by Location (SWIS Data)



While classrooms are where the majority of referrals occur, the next highest area in all schools are areas such as the bus, gym, playground, hallways, and cafeterias. The higher number of referrals in unstructured areas indicates an opportunity for improvement in students making responsible independent decisions.

### Key Survey Results: Relationship Skills

Communication - Social engagement - Relationship-building - Teamwork

Area of Focus	Rationale
Relationship skills/relationship-building in the area of forming relationships with students and staff are a strength for students at the K-5 level.	As portrayed in the data below, 95% of K-2 students respond that they know how to make a new friend. 94% of students at the K-5 level have at least one grown up that they can talk to at school when they have a question or need something. This connects to relationship skills because it includes relationship-building and communication.
Relationship skills/teamwork in the area of helping others without prompting is an area of opportunity PK-12.	78% of staff at the ECC-5th grade level and 63% of staff at the 6th-12th grade level see students almost always or frequently helping each other without being prompted. This is an identified area of need.
Staff ability to form and maintain strong relationships with students are self-reported as a strength for staff.	The data below shows that 99.68% of staff at the ECC-5th grade level and 97.6% of staff at the 6th-12th grade level show their students that they care about them and their well being.

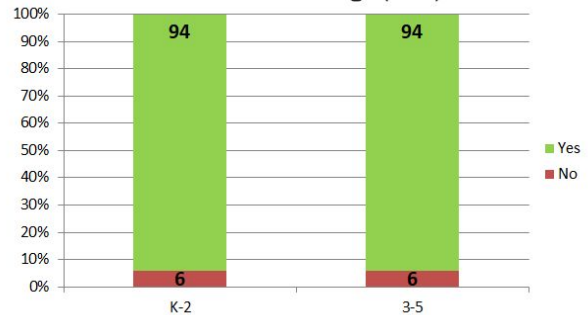
#### K-2 Survey

I know how to make a new friend.  
(K-2)



#### K-5 Survey

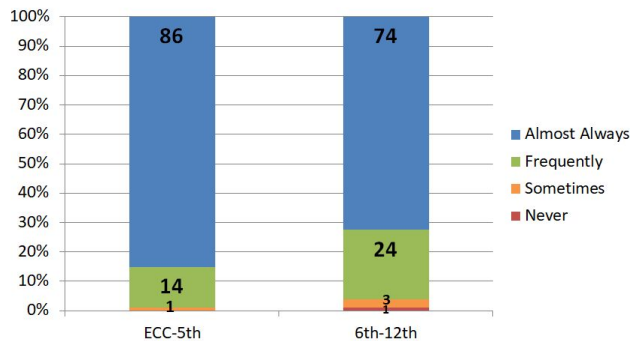
I have at least one grown up that I can talk to at school when I have a question or need something. (K-5)



#### Staff Survey

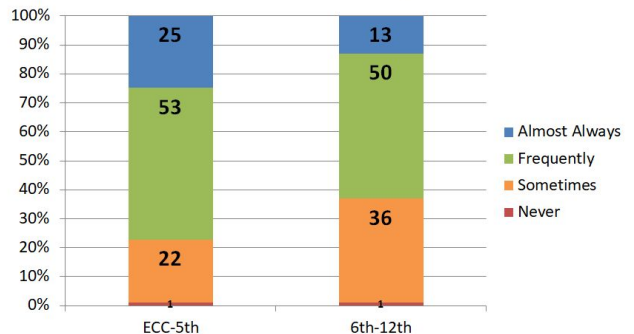
I show my students that I care about them and their well-being.

#### Staff Survey



I often see students helping each other without being prompted.

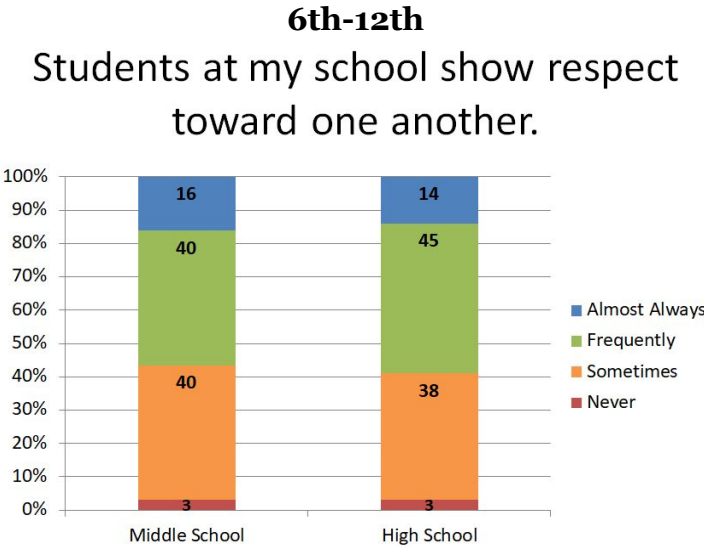
#### Staff Survey



## Key Survey Results: Social Awareness

Perspective-taking - Empathy - Appreciating diversity - Respect for others

Area of Focus	Rationale
Social awareness was identified as an area of opportunity for students at the secondary level.	As portrayed in the data below, 56% of students at the middle school level and 59% of the students at the high school level stated that they almost always or frequently see students at their school showing respect toward one another. This connects to the area of social awareness because this competency includes the ability to show respect for others.



## Data Source 3: Scan of Current Practices

A key responsibility of the SEL leadership team was to complete a scan of current reality in order to identify current practices in SEL at each of the levels. By completing this scan of current practices, the team gathered anecdotal data that was used to complete a gap analysis. Data was gathered in three tiers:

- Tier One: High-quality core classroom instruction, or building-wide activities, accessed by all students
- Tier Two: Targeted interventions, with specific frequency and duration, based on identification through screening and assessment
- Tier Three: Intensive interventions, with greater frequency and duration, based on identification through screening, assessment, and response to prior interventions

A complete list of the anecdotal data gathered in relation to current SEL practices is contained in [Appendix D](#).

**Summary of Scan of Current Reality Anecdotal Results**

The scan of current reality resulted in the following observations:

- Tier One SEL practices are more plentiful and diverse at the early elementary level, and then become more sparse at the secondary level.
- Tier One resources are consistent between buildings. The degree, frequency and nature of how the resources and

- materials are used varies by building, creating some inconsistencies in student outcomes.
- Tier One activities address SEL goals and CASEL competencies, but across the PK-12 continuum, may not do so in a systematic manner. Not all of the goals and competencies are addressed.
  - Currently, the district has Tier One activities and practices in place for instruction of SEL, but does not have frequent reliable assessments of student mastery of these learning goals.
  - Tier Two and Three interventions are consistent across buildings, and are consistently applied. There is a need for increased options in Tier Two and Three interventions to meet more diverse student needs.

## Key Findings

The SEL needs assessment resulted in several clear key findings.

Key Findings	Evidence
Buildings currently have Tier One curriculum/resources that they are implementing within their individual buildings to educate all students on social emotional needs. Materials need to be used with greater consistency. In addition, there is a need for more plentiful and diverse resources and materials to support SEL instruction at the secondary level.	Scan of Current Reality
Tier Two and Three interventions are in place and are consistent across buildings. However, more Tier Two and Three interventions are needed.	Scan of Current Reality
Consistent Tier 1 SEL focus for all students PK-12 in the core curriculum is needed. Curricular adjustments should focus on the areas of need identified from the survey: <ul style="list-style-type: none"> <li>• Self Management</li> <li>• Responsible Decision Making</li> <li>• Relationship Skills</li> <li>• Social Awareness</li> </ul>	Scan of Current Reality and Surveys
Professional learning is needed for teachers. The focus of professional learning should be embedding SEL concepts into lessons in the areas of self-awareness, self management, responsible decision making, and relationship skills.	Student and Staff SEL Surveys

## Next Steps

The needs assessment key findings will drive the next steps of the social emotional learning review. The following next steps will be a focus for the 2019-20 school year.

- Create a multi-year action plan for implementation of SEL for students, staff, and families in District 158.
- Develop SEL core curriculum that provides a structure for instruction in the areas of self-management, responsible decision-making, relationship skills, and social awareness. Ensure the curriculum includes ways to assess mastery of these skills.
- Create professional learning opportunities for staff related to teaching the SEL competencies.

### **Background of the Survey**

Surveys were issued to all K-12 students in the district, as well as to certified staff and paraprofessionals. The SEL Leadership Team determined it would not be appropriate for Early Childhood Center students to take a survey, but ECC staff were surveyed. Thus, results represent a comprehensive PK-12 focus. Each level of students received a survey with questions tailored to their developmental level, designed to gather data relating to student mastery of the core SEL competencies described in the CASEL framework. Student response rates were relatively high at all levels, as follows:

- Grades K-2: 82% response rate
- Grades 3-5: 72% response rate
- Grades 6-8: 82% response rate
- Grades 9-12: 75% response rate

## **Analysis of Results: Grades K-2**

Questions on the K-2 survey were asked in Yes/No format, with vocabulary and constructs that were developmentally appropriate for students of that age. Because of the complexity of some of the CASEL competencies, it was challenging to write developmentally appropriate survey questions that students would understand for all of the competencies. Because of this, the majority of the student survey questions focused on the competency of “relationship skills,” as it is a developmentally appropriate area of focus for our K-2 students. A broader range of competencies was assessed via the staff perception surveys, as staff were better able to understand the competencies and more complex questions. Students completed the surveys on their Chromebooks. Student responses were extremely positive, with “yes” responses ranging from 91% to 96% across all questions. Because of these extremely positive survey results, areas of opportunity are identified based on very slight differences.

***Based on the responses on the student and staff surveys for the K-2 levels, the following areas of need are identified:***

- ***Self-Management: Student support for self-regulation and ability to calm down when upset.***
- ***Self-Awareness: Professional development for staff members to help students understand how their emotions influence their behavior.***
- ***Relationship Skills: Support of students to develop behaviors of helping others without being prompted.***

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<b>Competency</b>	<b>Competency Responses</b>	<b>Questions</b>	<b>Data Source</b>
<b>Relationship Skills</b>	Average of 94.2% of students responded YES to questions for this competency.	I know how to make a new friend.	Student Survey
		I have at least one grown up that I can talk to at school when I have a question or need something.	Student Survey
		People at school care about me.	Student Survey
		I have someone to play with at recess	Student Survey
		I have someone to sit by at lunch	Student Survey
	An average of 92% of staff responded positively (Almost Always, or Frequently) to these questions. The question, “I often see students helping each other without	I encourage students to build relationships with one another.	Staff Survey
		I often see students helping each other without being prompted.	Staff Survey

	being prompted” had a lower positive response rate of 78%.	I show my students that I care about them and their well-being.	Staff Survey
		I encourage my students to come and see me if they need assistance.	Staff Survey
<b>Self-Management</b>	91% of students responded YES to the question in this competency	When I am upset, I know how to calm down.	Student Survey
<b>Self-Awareness</b>	94% of students responded YES to the question in this competency	I know it is okay if I don't do something right the first time.	Student Survey
	An average of 76.5% of staff members responded positively (Almost Always or Frequently) to these questions.	I help students identify their personal strengths.	Staff Survey
		I discuss how emotions influence behavior with my students.	Staff Survey
<b>Responsible Decision-Making</b>	91% of staff members responded positively (Almost Always or Frequently) to these questions.	I teach students how to resolve conflict when appropriate.	Staff Survey

## **Analysis of Results: Grades 3-5**

Questions on the 3-5 survey were asked in Yes/No format, with vocabulary and constructs that were developmentally appropriate for students of that age. It closely mirrors the K-2 survey with several adjustments. It is slightly longer, and addresses a more complex range of competencies, in addition to relationship skills. A broader range of competencies was assessed via the staff perception surveys, as staff were better able to understand the competencies and more complex questions. Students completed the surveys on their Chromebooks. Student responses were extremely positive, with “yes” responses ranging from 87% to 99% across all questions. Because of these extremely positive survey results, areas of opportunity are identified based on very slight differences.

***Based on the responses on the student and staff surveys for the 3-5 levels, the following areas of need are identified:***

- ***Self-Awareness: Professional development for staff members to help students understand how their emotions influence their behavior.***
- ***Responsible Decision-Making: Student support for helping students gain the skill of thinking through options before making a decision.***
- ***Relationship Skills: Support of students to develop behaviors of helping others without being prompted.***

Competency	Competency Responses	Questions	Data Source
<b>Relationship Skills</b>	Average of 92.2% of students responded YES to questions for this competency.	If I don't understand something, I ask for help.	Student Survey
		I have at least one adult that I can talk to at school when I need help or have a question.	Student Survey
		My teacher knows something about me-my hobbies, activities that I am involved in, etc.	Student Survey
		I have someone to play with at recess	Student Survey
		I have someone to sit by at lunch	Student Survey
	An average of 92% of staff responded positively (Almost Always, or Frequently) to these questions.	I encourage students to build relationships with one another.	Staff Survey
		I often see students helping each other without being prompted.	Staff Survey

		I show my students that I care about them and their well-being.	Staff Survey
		I encourage my students to come and see me if they need assistance.	Staff Survey
<b>Self-Management</b>	An average of 96% of students responded YES to the question in this competency.	I know how to control my emotions.	Student Survey
		I show appropriate behaviors throughout the school day.	Student Survey
		I think through my options before making a decision	Student Survey
<b>Self-Awareness</b>	An average of 94% of students responded YES to the questions in this competency	I understand the school rules.	Student Survey
		I know how other people are feeling.	Student Survey
		I know the things that I am good at.	Student Survey
	An average of 76.5% of staff members responded positively (Almost Always or Frequently) to these questions.	I help students identify their personal strengths.	Staff Survey
		I discuss how emotions influence behavior with my students.	Staff Survey
<b>Responsible Decision-Making</b>	90% of students and staff responded positively to these questions in this competency.	I know what to do when I have a problem with another kid	Student Survey
		I think through my options before making a decision	Student Survey
	91% of staff members responded positively (Almost Always or Frequently) to these questions.	I teach students how to resolve conflict when appropriate.	Staff Survey

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## **Analysis of Results: Grades 6-8**

Questions on the 6-8 survey were asked several formats. First, survey questions appeared in a Likert scale format, with students able to choose from the following answers for each question: Almost Always, Frequently, Sometimes, Never. Second, survey questions appeared in a Likert scale format, with students able to choose from the following answers for each question: Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree). Last, survey questions appeared in a Yes/No format. The survey is longer than that given to the elementary level students, with more complexity to the questions. The competency of Social Awareness is addressed in the survey questions at the secondary level for the first time, as it is an appropriate topic for secondary students to assess as an area of need. Secondary level staff answered questions that were complementary to the students' questions, and similar to the staff surveys for the elementary level. Students completed the surveys on their Chromebooks. Student responses were positive, with positive responses ("almost always" or "frequently") ranging from 81% to 95%, across all questions, with one outlier of 56% for a question as noted below, relating to Social Awareness. Because of these generally positive survey results, areas of opportunity are identified based on very slight differences.

***Based on the responses on the student and staff surveys for the 6-8 levels, the following areas of need are identified:***

- ***Self-Awareness: Professional development for staff members to help students understand how their emotions influence their behavior.***
- ***Relationship Skills: Support of students to develop behaviors of helping others without being prompted.***
- ***Social Awareness: Support of students to develop behaviors associated with showing respect to their peers.***
- ***Self-Management: Support for student strategies to help control emotions if needed.***
- ***Responsible Decision-Making: Professional development for staff to help students learn to resolve conflict when needed. Support for students to think through options before making a decision.***

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Competency	Competency Responses	Questions	Data Source
<b>Relationship Skills</b>	Average of 85.5% of students responded positively (almost always, frequently, strongly agree, somewhat agree, or yes) to questions for this competency.	My teachers care about me and my well-being.	Student Survey
		There is at least one adult in the building that I trust and can go to for help.	Student Survey

		I have at least one teacher that knows something about me-my hobbies, activities that I am involved in, etc.	Student Survey
		I feel like I am a part of my school.	Student Survey
	An average of 85.6% of staff responded positively (Almost Always, or Frequently) to these questions. The question, "I often see students helping each other without being prompted" had a lower positive response of 63%	I encourage students to build relationships with one another.	Staff Survey
		I often see students helping each other without being prompted.	Staff Survey
		I show my students that I care about them and their well-being.	Staff Survey
		I encourage my students to come and see me if they need assistance.	Staff Survey
		Relationships between staff and students are respectful	Staff Survey
<b>Self-Management</b>	An average of 82% of students responded positively to the questions in this competency. The question, "I set goals for myself and work hard to attain them" had a lower positive response rate of 68%.	I am able to control my emotions when I need to.	Student Survey
		I exhibit appropriate behaviors throughout the school day.	Student Survey
		I set goals for myself and work hard to attain them.	Student Survey
<b>Self-Awareness</b>	An average of 67.5% of staff members responded positively (Almost Always or Frequently) to these questions. The question, "I discuss how emotions influence behavior with my students" had a lower positive response of 57%.	I help students identify their personal strengths.	Staff Survey
		I discuss how emotions influence behavior with my students.	Staff Survey
<b>Responsible Decision-Making</b>	An average of 89% of students responded positively to the questions in this competency.	I think through my options before making a decision.	Student Survey
		I follow the school rules/expectations.	Student Survey
		I put effort into my daily classwork.	Student Survey

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		I know where to go if I have relationship concerns (family, friends, etc.).	Student Survey
		I know where to go if I have mental health/safety concerns.	Student Survey
		I know where to go if I have academic difficulties (need help with a class, assignment, etc.).	Student Survey
		I know where to go if I have an issue that I need to talk to someone at school about (having a bad day, personal issues at home, etc.).	Student Survey
		I know where to go if I have general needs (lack of school supplies, financial issues at home, etc.).	Student Survey
	69% of staff members responded positively (Almost Always or Frequently) to this question in this competency.	I teach students how to resolve conflict when appropriate.	Staff Survey
<b>Social Awareness</b>	56% of student responded positively to this question.	Students at my school show respect toward one another.	Student Survey
	70% of staff members responded positively to this question.	I ask students to explore perspectives different from their own.	Staff Survey

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## **Analysis of Results: Grades 9-12**

Questions on the 9-12 survey were identical to the 6-8 survey, though results were tracked separately. Questions were asked in several formats. First, survey questions appeared in a Likert scale format, with students able to choose from the following answers for each question: Almost Always, Frequently, Sometimes, Never. Second, survey questions appeared in a Likert scale format, with students able to choose from the following answers for each question: Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree). Last, survey questions appeared in a Yes/No format. Secondary level staff answered questions that were complementary to the students' questions, and similar to the staff surveys for the elementary level. Students completed the surveys on their Chromebooks. Student responses were positive, with positive responses ("almost always" or "frequently") ranging from 75% to 95%, across all questions, with one outlier of 59% for a question as noted below, relating to Social Awareness. Because of these generally positive survey results, areas of opportunity are identified based on very slight differences.

***Based on the responses on the student and staff surveys for the 9-12 levels, the following areas of need are identified:***

- ***Self-Awareness: Professional development for staff members to help students understand how their emotions influence their behavior.***
- ***Relationship Skills: Support of students to develop behaviors of helping others without being prompted.***
- ***Social Awareness: Support of students to develop behaviors associated with showing respect to their peers.***
- ***Self-Management: Support for student strategies to help control emotions if needed.***
- ***Responsible Decision-Making: Professional development for staff to help students learn to resolve conflict when needed.***

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Competency	Competency Responses	Questions	Data Source
<b>Relationship Skills</b>	Average of 84% of students responded positively (almost always, frequently, strongly agree, somewhat agree, or yes) to questions for this competency.	My teachers care about me and my well-being.	Student Survey
		There is at least one adult in the building that I trust and can go to for help.	Student Survey
		I have at least one teacher that knows something about me-my hobbies, activities that I am involved in, etc.	Student Survey
		I feel like I am a part of my school.	Student Survey

	An average of 85.6% of staff responded positively (Almost Always, or Frequently) to these questions. The question, "I often see students helping each other without being prompted" had a lower positive response of 63%	I encourage students to build relationships with one another.	Staff Survey
		I often see students helping each other without being prompted.	Staff Survey
		I show my students that I care about them and their well-being.	Staff Survey
		I encourage my students to come and see me if they need assistance.	Staff Survey
		Relationships between staff and students are respectful	Staff Survey
<b>Self-Management</b>	An average of 83% of students responded positively to the questions in this competency.	I am able to control my emotions when I need to.	Student Survey
		I exhibit appropriate behaviors throughout the school day.	Student Survey
		I set goals for myself and work hard to attain them.	Student Survey
<b>Self-Awareness</b>	An average of 67.5% of staff members responded positively (Almost Always or Frequently) to these questions. The question, "I discuss how emotions influence behavior with my students" had a lower positive response of 57%.	I help students identify their personal strengths.	Staff Survey
		I discuss how emotions influence behavior with my students.	Staff Survey
<b>Responsible Decision-Making</b>	An average of 88% of students responded positively to these questions in this competency.	I think through my options before making a decision.	Student Survey
		I follow the school rules/expectations.	Student Survey
		I put effort into my daily classwork.	Student Survey
		I know where to go if I have relationship concerns (family, friends, etc.).	Student Survey
		I know where to go if I have mental health/safety concerns.	Student Survey

		I know where to go if I have academic difficulties (need help with a class, assignment, etc.).	Student Survey
		I know where to go if I have academic planning questions (issue with student schedule, plans for after graduation, etc.)	Student Survey
		I know where to go if I have an issue that I need to talk to someone at school about (having a bad day, personal issues at home, etc.).	Student Survey
		I know where to go if I have general needs (lack of school supplies, financial issues at home, etc.).	Student Survey
	69% of staff members responded positively (Almost Always or Frequently) to this question in this competency.	I teach students how to resolve conflict when appropriate.	Staff Survey
<b>Social Awareness</b>	59% of student responded positively to this question.	Students at my school show respect toward one another.	Student Survey
	70% of staff members responded positively to this question.	I ask students to explore perspectives different from their own.	Staff Survey

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## **Scan of Current Reality District 158 Current SEL Practices**

The scan of current practices is organized in order to provide a gap analysis of overall needs and opportunities for the future. The current practices are organized by grade level and by the connection between the Illinois Social Emotional Learning (SEL) goals and the five CASEL competencies.

**Please note: This is a comprehensive list of current practices among all the schools in the district and not all schools utilize each of these practices to the same degree and frequency.**

### Illinois SEL Goals:

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

### CASEL Competencies:

**Self-Awareness**-The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior.

**Self-Management**-The ability to successfully regulate one's emotions, thoughts and behaviors in different situations.

**Social-Awareness**-The ability to take the perspective of and empathize with others, including those from diverse cultures.

**Relationship Skills**-The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.

**Responsible Decision-Making**-The ability to make constructive choices about personal behavior and social interactions.

Pre-K - 2nd Grade Resources	IL SEL Goal 1		IL SEL Goal 2		IL SEL Goal 3
	CASEL Competency	Self-awareness	Self-management	Social awareness	Relationship skills
<b>Creative Curriculum (ECC: Tier 1)</b> -A curriculum at ECC consisting of study/project based learning with objectives covering multiple domains of development (social/emotional, cognitive/academic, physical, language). Creative Curriculum provides resources for classroom set up and activities/teaching strategies. Hands on learning/investigations encourage critical thinking skills and social competencies.	X	X	X	X	X
<b>Pyramid Model (ECC: Tier 1)</b> -Very similar to the Positive Behavioral Interventions and Support (PBIS) system but for Pre-k level students. This framework provides evidence based practices for promoting social/emotional skills through intentional teaching at each tier. At a Tier 1 level, the Pyramid Model provides strategies to create a high quality environment and nurturing relationships among students and staff.	X	X	X	X	X
<b>Conscious Discipline (ECC: Tier 1)</b> -Currently using this resource to provide teachers with calming strategies that they can incorporate into their classrooms (e.g., breathing techniques, calming corner).		X			41
<b>Second Step (Tier 1)</b> -A program that provides intentional teaching through different media (puppets, stories, modeling, activities, games, crafts) for social emotional learning in the areas of: skills for learning (e.g., focusing attention, listening), empathy (identifying feelings), emotion management, and friendship and problem solving skills.	X	X	X	X	X
<b>Zones of Regulation (Tier 1)</b> -The Zones of Regulation is used to teach self-regulation by labeling all the different ways we feel and states of alertness we experience into four zones. The Zones curriculum provides strategies to teach students to become more aware of their emotions,improve controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.	X	X			
<b>Cool Tools using School-Wide Information System (SWIS) data/SEL standards (Tier 1)</b> -Lessons that teach specific behavior expectations.	X	X	X	X	X
<b>SEL Literacy Based Mentor Texts (Tier 1)</b> - Teachers incorporate texts throughout the year to focus on SEL goals.	X	X	X	X	X

<b>Pre-K - 2nd Grade Resources (Continued)</b>	<b>IL SEL Goal 1</b>		<b>IL SEL Goal 2</b>		<b>IL SEL Goal 3</b>
<b>CASEL Competency</b>	<b>Self-awareness</b>	<b>Self-management</b>	<b>Social awareness</b>	<b>Relationship skills</b>	<b>Responsible decision-making</b>
<p><b>Restorative Practices (Tier 1)</b>-Restorative practices is an emerging social science that studies how to strengthen relationships between individuals as well as social connections within communities (Definition from <a href="#">Internal Institute for Restorative Practices</a>). Throughout the district, many classrooms are implementing restorative circles as a way to develop relationships, communicate, problem solve, etc.</p> <p><b>Restorative Practice Circles (Morning Meetings)</b>-Encourages positive relationships, community building in the classroom, helps students get to know one another, and develops communication skills.</p>			X	X	X
<p><b>Peaceful Playground (Tier 1)</b>-The purpose of the Peaceful Playground Program is to introduce children and school staff to the many choices of safe activities available on playgrounds and field areas. Through the explicitly taught Peaceful Playground CREED (Conflict Resolution, Rules, Equipment, Expectations, Design), students and staff understand expectations and procedures for playground safety, respect of others, and respect of the playground equipment. Peaceful Playground is taught by the Physical Education teachers at the beginning of the year and reviewed again after winter break and spring break. The lunchroom supervisors are trained on the program to support during recess.</p>			X	X	X  42
<p><b>Growth Mindset (Tier 1)</b>-Mindfulness activities that teachers can incorporate into their classroom (positive affirmation statements/activities, having a positive mental mindset, etc.).</p>	X	X			
<p><b>Yoga 4 Classrooms (Tier 1)</b>-A program that incorporates yoga and mindfulness strategies to improve social, emotional and physical health.</p>		X			
<p><b>Community Outreach Project (Tier 1)</b>-A fundraiser or collection drive that benefits our community.</p>			X		
<p><b>Buddy Bench Lesson and Use (Tier 1)</b>-Training for students regarding a system in place at recess where students can sit on a bench when they feel they have no one to play with. Friendship skills are taught during the lesson for use in advance of going to the “Buddy Bench.” Students are also trained to be “Scouts” and observe when someone is sitting on the bench. These “Scouts” are encouraged to approach anyone sitting on the bench and ask them to play.</p>	X		X	X	

Pre-K - 2nd Grade Resources (Continued)	IL SEL Goal 1		IL SEL Goal 2		IL SEL Goal 3
	CASEL Competency	Self-awareness	Self-management	Social awareness	Relationship skills
<b>Collaboration Challenges (Tier 1)</b> (every 6 weeks)-Students are placed into cooperative groups to complete a challenge together and then reflect as a class.				X	X
<b>Calm Classroom (Tier 1)</b> -Teaches mindfulness skills to incorporate into the classroom (e.g., breathing, stretching, etc.). One school stated that teachers have a “calm down corner” in their classroom where students can go to relax and regroup.	X	X			
<b>Positive Behavior Interventions &amp; Supports (PBIS) (Tier 1)</b> -A proactive systematic approach that helps students improve their behavior in each grade level. It establishes behavioral support needed for all students in a school to achieve social, emotional, and academic success. All staff members work together to consistently teach, model and reinforce the school behavior expectations. These expectations are used across all setting in the school, including areas like PE, cafeteria, the playground, the bus, and the bathrooms.	X	X	X	X	X
<b>Mentoring (Tier 2)</b> -An adult in the building (not the student’s teacher) who works with the student to build a connection and offer encouragement/support to the student.				X	43
<b>Social Thinking Curriculum (ECC) (Tier 2)</b> -A curriculum that teaches social and communication skills to students to be able to connect with others, share space effectively, think flexibly, and act collaboratively.	X	X	X	X	X
<b>Check-In/Check-Out (CICO) (Tier 2)</b> -CICO is an intervention that allows a student to receive verbal praise and feedback throughout their day.	X	X	X	X	X
<b>Social Academic Instructional Group (SAIG) (Tier 2)</b> -Interventions that are designed to teach students appropriate behaviors that will help them to be successful. Students that participate in this program are identified by daily progress monitoring data as needing extra behavior support.	X	X	X	X	X
<b>Functional Behavioral Assessment and Behavior Intervention Plan (Tier 3):</b> An individualized functional behavior assessment (FBA) is conducted to explore the function of problematic behavior impacting academic success. The functional behavior assessment is used to create an individualized behavior intervention plan (BIP) to replace the problematic behavior with more appropriate behaviors.	X	X	X	X	X

3rd-5th Grade Resources	IL SEL Goal 1		IL SEL Goal 2		IL SEL Goal 3
	Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision-making
<b>Second Step (Tier 1)</b> - A program that provides intentional teaching through different media (puppets, stories, modeling, activities, games, crafts) for social emotional learning in the areas of: skills for learning (e.g., focusing attention, listening), empathy (identifying feelings), emotion management, and friendship and problem solving skills.	X	X	X	X	X
<b>Zones of Regulation (Tier 1)</b> -The Zones of Regulation is used to teach self-regulation by labeling all the different ways we feel and states of alertness we experience into four zones. The Zones curriculum provides strategies to teach students to become more aware of their emotions,improve controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.	X	X			
<b>Cool Tools using School-Wide Information System (SWIS) data/SEL standards (Tier 1)</b> -Lessons that teach specific behavior expectations.	X	X	X	X	X
<b>Restorative Practices (Tier 1)</b> -Restorative practices is an emerging social science that studies how to strengthen relationships between individuals as well as social connections within communities (Definition from <a href="#">Internal Institute for Restorative Practices</a> ). Throughout the district, many classrooms are implementing restorative circles as a way to develop relationships, communicate, problem solve, etc. <b>Restorative Practice Circles</b> -Encourages positive relationships, community building in the classroom, helps students get to know one another, and develops communication skills.			X	X	44 X
<b>SEL Literacy Based Mentor Texts (Tier 1)</b> -Teachers incorporate texts throughout the year to focus on SEL goals.	X	X	X	X	X
<b>Community Service Projects (Tier 1)</b> -Collection drives that are organized to help the community.			X		
<b>LEAD program (Tier 1)</b> -A program that helps 5th grade students with being assertive and making good decisions.					X

<b>3rd-5th Grade Resources (Continued)</b>	<b>IL SEL Goal 1</b>		<b>IL SEL Goal 2</b>		<b>IL SEL Goal 3</b>
<b>CASEL Competency</b>	<b>Self-awareness</b>	<b>Self-management</b>	<b>Social awareness</b>	<b>Relationship skills</b>	<b>Responsible decision-making</b>
<p><b>Positive Behavior Interventions &amp; Supports (PBIS) (Tier 1)</b>-A proactive systematic approach that helps students improve their behavior in each grade level. It establishes behavioral support needed for all students in a school to achieve social, emotional, and academic success. All staff members work together to consistently teach, model and reinforce the school behavior expectations. These expectations are used across all settings in the school, including areas like PE, the cafeteria, the playground, the bus, and the bathrooms.</p>	X	X	X	X	X
<p><b>Peaceful Playground (Tier 1)</b>-The purpose of the Peaceful Playground Program is to introduce children and school staff to the many choices of safe activities available on playgrounds and field areas. Through the explicitly taught Peaceful Playground CREED (Conflict Resolution, Rules, Equipment, Expectations, Design), students and staff understand expectations and procedures for playground safety, respect of others, and respect of the playground equipment. Peaceful Playground is taught by the PE teachers at the beginning of the year and reviewed again after winter break and spring break. The lunchroom supervisor are trained on the program to support during recess.</p>			X	X	X  45
<p><b>Check-In/Check-Out (CICO) (Tier 2)</b>-CICO is an intervention that allows a student to receive verbal praise and feedback throughout their day.</p>	X	X	X	X	X
<p><b>Social Academic Instructional Group (SAIG) (Tier 2)</b>-Interventions that are designed to teach students appropriate behaviors that will help them to be successful. Students that participate in this program are identified by daily progress monitoring data as needing extra behavior support.</p>	X	X	X	X	X
<p><b>Functional Behavioral Assessment and Behavior Intervention Plan (Tier 3):</b> An individualized functional behavior assessment (FBA) is conducted to explore the function of problematic behavior impacting academic success. The functional behavior assessment is used to create an individualized behavior intervention plan (BIP) to replace the problematic behavior with more appropriate behaviors.</p>	X	X	X	X	X

6th-8th Grade Resources	IL SEL Goal 1		IL SEL Goal 2		IL SEL Goal 3
	CASEL Competency	Self-awareness	Self-management	Social awareness	Relationship skills
<b>Advisory Lessons (Tier 1)</b> -Lessons are developed based on different topics pertaining to students in middle school and areas identified through the review of SWIS data. Some examples of lessons include: kindness, digital citizenship, being a positive member of the community, etc.	X	X	X	X	X
<b>Positive Behavior Interventions &amp; Supports (PBIS) (Tier 1)</b> -A proactive systematic approach that helps students improve their behavior in each grade level. It establishes behavioral support needed for all students in a school to achieve social, emotional, and academic success. All staff members work together to consistently teach, model and reinforce the school behavior expectations. These expectations are used across all setting in the school, including areas like PE, the cafeteria, the playground, the bus, and the bathrooms.	X	X	X	X	X
<b>Restorative Practices (Tier 1)</b> -Restorative practices is an emerging social science that studies how to strengthen relationships between individuals as well as social connections within communities (Definition from <a href="#">Internal Institute for Restorative Practices</a> ). Throughout the district, many classrooms are implementing restorative circles as a way to develop relationships, communicate, problem solve, etc. <b>Restorative Practice Circles</b> -Encourages positive relationships, community building in the classroom, helps students get to know one another, and develops communication skills			X	X	<del>X</del> 46
<b>Mentoring (Tier 2)</b> -A student is identified as someone who needs additional behavior and/or academic support. An adult in the building is selected to work with the student on setting specific goals to address the identified areas of need.	X	X	X	X	X
<b>Check-In/Check-Out (CICO) (Tier 2)</b> -CICO is an intervention that allows a student to receive verbal praise and feedback throughout their day.	X	X	X	X	X
<b>Social Academic Instructional Group (SAIG) (Tier 2)</b> -Interventions that are designed to teach students appropriate behaviors that will help them to be successful. Students that participate in this program are identified by daily progress monitoring data as needing extra behavior support.	X	X	X	X	X

<b>6th-8th Grade Resources (continued)</b>	<b>IL SEL Goal 1</b>		<b>IL SEL Goal 2</b>		<b>IL SEL Goal 3</b>
<b>CASEL Competency</b>	<b>Self-awareness</b>	<b>Self-management</b>	<b>Social awareness</b>	<b>Relationship skills</b>	<b>Responsible decision-making</b>
<p><b>Functional Behavioral Assessment and Behavior Intervention Plan (Tier 3):</b>            An individualized functional behavior assessment (FBA) is conducted to explore the function of problematic behavior impacting academic success. The functional behavior assessment is used to create an individualized behavior intervention plan (BIP) to replace the problematic behavior with more appropriate behaviors.</p>	X	X	X	X	X

9th-12th Grade Resources	IL SEL Goal 1		IL SEL Goal 2		IL SEL Goal 3
	Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision making
<b>Positive Behavior Interventions &amp; Supports (PBIS) lessons (Tier 1)</b> -Huntley High School has focused on delivering information to students on different topics related to mental health. Some of these topics included anxiety, depression, and suicide.	X	X			
<b>Implementation of SEL Goal One within the Huntley High School community (Tier 1)</b> -This year, the high school focused on Goal One of the Illinois SEL Learning Standards. Many teachers have incorporated different activities, lessons, etc. into their classrooms that focus on self-awareness and self-management skills (e.g., goal setting, breathing techniques).	X	X			
<b>SEL boxes in pods (Tier 1)</b> -A resource box for students to access in order to help manage and cope with stressors during school day.	X	X			
<b>Positive Behavior Interventions &amp; Supports (PBIS) (Tier 1)</b> -A proactive systematic approach that helps students improve their behavior in each grade level. It establishes behavioral support needed for all students in a school to achieve social, emotional, and academic success. All staff members work together to consistently teach, model and reinforce the school behavior expectations. These expectations are used across all setting in the school, including areas like PE, the cafeteria, the playground, the bus, and the bathrooms.	X	X	X	X	<del>X</del> 48
<b>Restorative Practices (Tier 1)</b> -Restorative practices is an emerging social science that studies how to strengthen relationships between individuals as well as social connections within communities (Definition from <a href="#">Internal Institute for Restorative Practices</a> ). Restorative practices/circles at the high school focus on establishing a sense of community, as a way to address specific conflicts, etc. <b>Restorative Practices/Questions</b> (counselors/social workers/deans)-Staff members at the high school are using restorative practices/questions for conflict resolution, repairing and restoring relationships, etc. There are specific restorative questions that are used to work through this process.			X	X	X

<b>9th-12th Grade Resources (continued)</b>	<b>IL SEL Goal 1</b>		<b>IL SEL Goal 2</b>		<b>IL SEL Goal 3</b>
<b>CASEL Competency</b>	<b>Self-awareness</b>	<b>Self-management</b>	<b>Social awareness</b>	<b>Relationship skills</b>	<b>Responsible decision making</b>
<p><b>Check-In/Check-Out (CICO) (Tier 2)</b>-The Check-In/Check-Out (CICO) Program is a school-wide prevention program for students struggling with academics or behavior. A student is selected to participate in CICO when a student receives 2 or more Level II (or greater) referrals from the Dean's' Office for behavior OR based on attendance or visits to their Student Services offices. Students may also be referred to CICO by a teacher. CICO provides students with frequent, direct positive feedback on their behavior and monitors their success in displaying the Raider Way behavior expectations.</p>	X	X	X	X	X
<p><b>Social Academic Instructional Group (SAIG) (Tier 2)</b>-Social Academic Instructional Groups are run weekly by a group of teachers and clinicians at HHS to support students who need additional direct instruction and discussion on various behavior related topics. Currently groups are run weekly during alternating class periods to limit disruption to student schedules. Students can qualify after going through an earlier intervention for Re-Engagement or Positive Communication.</p>	X	X	X	X	X
<p><b>Making Connections (Mentoring program) (Tier 2)</b>-Provides students the opportunity to experience positive interaction daily with an adult who recognizes and encourages their academic and behavioral successes, as well as their commitment to The Raider Way.</p>	X	X	X	X	49 X
<p><b>Functional Behavior Assessment/Behavior Intervention Plan (Tier 3)</b>- An individualized functional behavior assessment (FBA) is conducted to explore the function of problematic behavior impacting academic success. The functional behavior assessment is used to create an individualized behavior intervention plan (BIP) to replace the problematic behavior with more appropriate behaviors.</p>	X	X	X	X	X
<p><b>Rehabilitation for Empowerment, Natural Supports, Education &amp; Work (RENEW) (Tier 3):</b> RENEW is a student centered intervention based upon the strengths of the individual and designed to assist transition age youth in becoming empowered, healthy, confident, and capable adults. A supportive, hand-picked adult team, helps the young person create a meaningful, personalized, individualized plan for the transition from high school to adult life. After one year, most youth have obtained the skills and developed the social connections they need to pursue their goals.</p>	X	X	X	X	X

**District 158 Mission:**

Our learning community will inspire, challenge and empower all students always.

**District 158 Vision:**

Together, with our community, leads by inspiring everyone to be:

- ❖ Lifelong, self-directed learners who are active participants in an ever-changing world with the confidence to take risks and “fail forward”,
- ❖ 21st-Century thinkers equipped with the skills of critical thinking, problem solving, creativity, communication, and collaboration,
- ❖ Globally aware, ethical, empathetic, culturally responsible citizens,
- ❖ Champions of personal growth and development, and
- ❖ Developers of today’s learners into tomorrow’s leaders.

**District 158 Guiding SEL Belief:**

We believe that when children feel accepted, safe, supported, and valued, a true sense of belonging and self-worth is established, and they become available to grow as individuals and excel as life-long learners.

**District 158 SEL Vision (Our Preferred Future):**

It is our commitment to foster our students’ social emotional learning, empowering them to grow into resilient, contributing, successful global citizens who make responsible decisions, possess the ability to recognize and manage their own emotions, and positively influence and impact others.

**Our SEL Vision can be attained through the following Action Steps:**

- ❖ Creating an inclusive culture of connectedness through our actions and open communication with stakeholders,
- ❖ Engaging all staff in professional learning around SEL,
- ❖ Engaging external community members in learning opportunities around SEL,
- ❖ Intentionally embedding SEL into our instruction, and
- ❖ Consistently assessing, monitoring, and adjusting instruction to meet students’ SEL needs.

**Illinois SEL Goal & CASEL Competency Crosswalk**

Illinois SEL Goals	CASEL Competency: <b>Self-Awareness</b>	CASEL Competency: <b>Self-Management</b>	CASEL Competency: <b>Social Awareness</b>	CASEL Competency: <b>Relationship Skills</b>	CASEL Competency: <b>Responsible Decision Making</b>
<b>Goal 1:</b> Develop <b>self-awareness</b> and <b>self-management</b> skills to achieve school and life success.					
A. Identify and manage one’s emotions and behavior.	*Identifying emotions *Accurate self-perception *Recognizing strengths *Self-confidence *Self-efficacy	*Impulse control *Stress management *Self-discipline *Self-motivation *Goal setting *Organizational skills			
B. Recognize personal qualities and external supports.	*Identifying emotions *Accurate self-perception *Recognizing strengths *Self-confidence *Self-efficacy	*Impulse control *Stress management *Self-discipline *Self-motivation *Goal setting *Organizational skills			51
C. Demonstrate skills related to achieving personal and academic goals.	*Identifying emotions *Accurate self-perception *Recognizing strengths *Self-confidence *Self-efficacy	*Impulse control *Stress management *Self-discipline *Self-motivation *Goal setting *Organizational skills			
<b>Goal 2:</b> Use <b>social-awareness</b> and <b>interpersonal skills</b> to establish and maintain positive relationships.					
A. Recognize the feelings and perspectives of others.			*Perspective-taking *Empathy *Appreciating diversity *Respect for others	*Communication *Social engagement *Relationship building *Teamwork	

Appendix C: SEL Standards/CASEL Crosswalk Matrix

B. Recognize individual and group similarities and differences.			*Perspective-taking *Empathy *Appreciating diversity *Respect for others	*Communication *Social engagement *Relationship building *Teamwork	
C. Use communication and social skills to interact effectively with others.			*Perspective-taking *Empathy *Appreciating diversity *Respect for others	*Communication *Social engagement *Relationship building *Teamwork	
D. Demonstrate an ability to prevent, manage, and resolve Interpersonal conflicts in constructive ways.			*Perspective-taking *Empathy *Appreciating diversity *Respect for others	*Communication *Social engagement *Relationship building *Teamwork	
<b>Goal 3: Demonstrate decision-making skills and responsible behaviors</b> in personal, school, and community contexts.	52				
A. Consider ethical, safety, and societal factors in making decisions.					*Identifying problems *Analyzing situations *Solving problems *Evaluating *Reflecting *Ethical responsibility
B. Apply decision-making skills to deal responsibly with daily academic and social situations.					*Identifying problems *Analyzing situations *Solving problems *Evaluating *Reflecting *Ethical responsibility

Appendix C: SEL Standards/CASEL Crosswalk Matrix

C. Contribute to the well-being of one's school and community.					*Identifying problems *Analyzing situations *Solving problems *Evaluating *Reflecting *Ethical responsibility
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<b>District 158 Social Emotional Learning Review Charge Statement</b>
<p><b>PURPOSE/OBJECTIVES</b></p> <p>An SEL Core Team was formed to accomplish the following objectives:</p> <ul style="list-style-type: none"><li>● Create a multi-year action plan for implementation of SEL for students, staff, and families in District 158.</li><li>● Develop SEL core curriculum that provides a structure for instruction in the areas of self-management, responsible decision-making, relationship skills, and social awareness. Ensure the curriculum includes ways to assess mastery of these skills.</li><li>● Create professional learning opportunities for staff related to teaching the SEL competencies.</li></ul>
<p><b>LEVEL OF AUTHORITY and CONSTRAINTS</b></p> <ul style="list-style-type: none"><li>● Recommendations to the Board of Education</li><li>● Provide feedback and advise the social emotional review process</li><li>● Recommendation authority exists within practical constraints impacting the district: funding projections, human resource allocations, support needs, student needs and current capabilities</li></ul>
<p><b>COMMUNICATION</b></p> <p>SEL Core Team members will communicate honestly and openly, honoring the following Community Agreements:</p> <ul style="list-style-type: none"><li>● Presume positive intent.</li><li>● Place all opinions on the table during the team meeting; avoid the meeting after the meeting.</li><li>● Ensure understanding so you can support the recommendations of the team.</li><li>● Participate fully in the consensus model of decision-making. All opinions are heard and considered; the will of the group has emerged and all in the group should support that outcome.</li><li>● Implement specific ongoing communication strategies within buildings/teams to communicate the team's progress and gather feedback.</li><li>● Meeting notes will be specified and a timeline for sharing this communication will be provided.</li></ul>
<p><b>TIME REQUIREMENT</b></p> <ul style="list-style-type: none"><li>● Monthly meetings beginning in Fall 2019 through Spring 2020; all meetings will be held after school hours.</li><li>● Subcommittee meetings beginning later Winter/Early Spring 2020; all meetings will be held during school hours.</li><li>● Time for communication with building-level SEL Teams.</li><li>● Pre or post work (readings, gathering information, etc.)</li></ul>
<p><b>RESOURCES AVAILABLE</b></p> <ul style="list-style-type: none"><li>● Curriculum duty pay (\$23) for committee meetings after school hours</li><li>● Research-based literature for knowledge building</li><li>● Internal expertise (i.e. district capabilities and prior experience)</li></ul>

Appendix D: District 158 SEL Review Charge Statement

- External research and other school districts
- Utilization of curriculum and special education departments when appropriate

**MEMBERSHIP**

<b>Building Representatives</b>	<b>Building Administration Representatives</b>	<b>District Administration Representatives</b>
<p>Jodi Iddings, Instructional Coach, ECC</p> <p>Kimberly Nielson, Social Worker, Chesak</p> <p>Stephanie Sargent, 4th Grade Teacher, Martin</p> <p>Laura Komos, Elementary TOSA, Curriculum Writing for Interdisciplinary Units</p> <p>Amy Hassel, Dual Language Support Teacher</p> <p>Audrie Corn, School Psychologist, Mackeben/Conley</p> <p>Shilo DeYoung, RTI Facilitator, Heineman</p> <p>Sara Brugioni, Social Worker, Marlowe</p> <p>Anne Sharkey, Social Studies Teacher/PBIS Coach, HHS</p>	<p>Ro Hensen - Leggee, AP</p> <p>Sarah Burnett, Chesak AP</p> <p>Lindsay Morely, Martin AP</p> <p>Anna Hoyou, Mackeben Principal</p> <p>Michelle George, Conley AP</p> <p>Rita Castans, Marlowe AP</p> <p>Courtney Fulton, Heineman AP</p> <p>Danyce Letkewicz, HHS AP</p>	<p>Kat Romero, Director of SEL</p> <p>Amy MacCrindle, Director of Curriculum, PreK-5</p> <p>Bill Johnson, Director of Curriculum, 6-12</p> <p>Erika Schlichter, Assistant Superintendent for Learning and Innovation</p> <p>Rocio del Castillo, Assistant Superintendent for Special Services</p> <p>Jessica Lombard, Associate Superintendent</p>



## INDICATORS OF SCHOOLWIDE SEL

Schoolwide SEL is a systemic approach to integrating academic, social, and emotional learning across all school contexts. This approach provides a learning environment that infuses SEL into all aspects of instruction and promotes equitable outcomes for all students. Central to this system is high-quality professional learning and the use of data for continuous improvement. When fully implemented, schoolwide SEL contributes to more successful and equitable outcomes for young people, and is evidenced by the following indicators:

CLASSROOM		<b>Explicit SEL instruction</b>	Students have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.
		<b>SEL integrated with academic instruction</b>	SEL objectives are integrated into instructional content and teaching strategies for academics as well as music, art, and physical education.
		<b>Youth voice and engagement</b>	Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.
SCHOOL		<b>Supportive school and classroom climates</b>	Schoolwide and classroom learning environments are supportive, culturally responsive, and focused on building relationships and community.
		<b>Focus on adult SEL</b>	Staff have regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community.
		<b>Supportive discipline</b>	Discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably applied.
		<b>A continuum of integrated supports</b>	SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.
FAMILY		<b>Authentic family partnerships</b>	Families and school staff have regular and meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development.
		<b>Aligned community partnerships</b>	School staff and community partners align on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.
	COMMUNITY		<b>Systems for continuous improvement</b>

## **Social Emotional Learning Definitions of Tiers**

**Tier 1:** Tier 1 foundational social-emotional learning skills are taught universally by utilizing a proactive, prevention-focused approach delivered through evidence-based practices embedded into core instruction. Strategies at this level are implemented with **all students** in the classroom and school settings. Data dialogues evaluate effectiveness of Tier 1 supports and drive decisions to adjust supports and determine next level of intervention needed.

**Tier 2:** Tier 2 provides additional, targeted social-emotional support to students for whom Tier 1 supports alone are insufficient. Supports are delivered through evidence-based practices that are layered and aligned with Tier 1. These supports may include **classroom-based interventions or small-group interventions** delivered by qualified individuals (e.g. teachers, support staff, or community partners). Data dialogues evaluate effectiveness of Tier 2 supports and drive decisions to adjust supports and determine next level of intervention needed.

**Tier 3:** Tier 3 provides additional, targeted, and intensive social-emotional support to students for whom Tier 1 and Tier 2 supports alone are insufficient. Supports are delivered through evidence-based practices that are layered and aligned with Tier 1 and Tier 2. Interventions are facilitated by a child specific team as part of an **individualized plan** of action. Data dialogues evaluate effectiveness of Tier 3 interventions and drive decisions to adjust support and determine next level of intervention needed.

**Scan of Current Reality**  
**District 158 Current SEL Practices**

The scan of current practices is organized in order to provide a gap analysis of overall needs and opportunities for the future. The current practices are organized by grade level and by the connection between the Illinois Social Emotional Learning (SEL) goals and the five CASEL competencies.

**Please note: This is a comprehensive list of current practices among all the schools in the district and not all schools utilize each of these practices to the same degree and frequency.**

Illinois SEL Goals:

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

CASEL Competencies:

**Self-Awareness**-The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior.

**Self-Management**-The ability to successfully regulate one's emotions, thoughts and behaviors in different situations.

**Social-Awareness**-The ability to take the perspective of and empathize with others, including those from diverse cultures.

**Relationship Skills**-The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.

**Responsible Decision-Making**-The ability to make constructive choices about personal behavior and social interactions.

Pre-K - 2nd Grade Resources	IL SEL Goal 1		IL SEL Goal 2		IL SEL Goal 3
	Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision-making
<b>Mentoring (Tier 2)</b> -An adult in the building (not the student’s teacher) who works with the student to build a connection and offer encouragement/support to the student.				X	
<b>Social Thinking Curriculum (ECC) (Tier 2)</b> -A curriculum that teaches social and communication skills to students to be able to connect with others, share space effectively, think flexibly, and act collaboratively.	X	X	X	X	X
<b>Check-In/Check-Out (CICO) (Tier 2)</b> -CICO is an intervention that allows a student to receive verbal praise and feedback throughout their day.	X	X	X	X	X
<b>Social Academic Instructional Group (SAIG) (Tier 2)</b> -Interventions that are designed to teach students appropriate behaviors that will help them to be successful. Students that participate in this program are identified by daily progress monitoring data as needing extra behavior support.	X	X	X	X	X
<b>Functional Behavioral Assessment and Behavior Intervention Plan (Tier 3):</b> An individualized functional behavior assessment (FBA) is conducted to explore the function of problematic behavior impacting academic success. The functional behavior assessment is used to create an individualized behavior intervention plan (BIP) to replace the problematic behavior with more appropriate behaviors.	X	X	X	X	59 X

3rd-5th Grade Resources	IL SEL Goal 1		IL SEL Goal 2		IL SEL Goal 3
	Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision-making
<b>Check-In/Check-Out (CICO) (Tier 2)</b> -CICO is an intervention that allows a student to receive verbal praise and feedback throughout their day.	X	X	X	X	X
<b>Social Academic Instructional Group (SAIG) (Tier 2)</b> -Interventions that are designed to teach students appropriate behaviors that will help them to be successful. Students that participate in this program are identified by daily progress monitoring data as needing extra behavior support.	X	X	X	X	X

**Functional Behavioral Assessment and Behavior Intervention Plan (Tier 3):**

An individualized functional behavior assessment (FBA) is conducted to explore the function of problematic behavior impacting academic success. The functional behavior assessment is used to create an individualized behavior intervention plan (BIP) to replace the problematic behavior with more appropriate behaviors.

X	X	X	X	X
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6th-8th Grade Resources	IL SEL Goal 1		IL SEL Goal 2		IL SEL Goal 3
CASEL Competency	Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision-making
<b>Mentoring (Tier 2)</b> -A student is identified as someone who needs additional behavior and/or academic support. An adult in the building is selected to work with the student on setting specific goals to address the identified areas of need.	X	X	X	X	X
<b>Check-In/Check-Out (CICO) (Tier 2)</b> -CICO is an intervention that allows a student to receive verbal praise and feedback throughout their day.	X	X	X	X	X
<b>Social Academic Instructional Group (SAIG) (Tier 2)</b> -Interventions that are designed to teach students appropriate behaviors that will help them to be successful. Students that participate in this program are identified by daily progress monitoring data as needing extra behavior support.	X	X	X	X	X
<b>Functional Behavioral Assessment and Behavior Intervention Plan (Tier 3):</b> An individualized functional behavior assessment (FBA) is conducted to explore the function of problematic behavior impacting academic success. The functional behavior assessment is used to create an individualized behavior intervention plan (BIP) to replace the problematic behavior with more appropriate behaviors.	X	X	X	X	X 61

9th-12th Grade Resources	IL SEL Goal 1		IL SEL Goal 2		IL SEL Goal 3
CASEL Competency	Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision making
<p><b>Check-In/Check-Out (CICO) (Tier 2)</b>-The Check-In/Check-Out (CICO) Program is a school-wide prevention program for students struggling with academics or behavior. A student is selected to participate in CICO when a student receives 2 or more Level II (or greater) referrals from the Dean's' Office for behavior OR based on attendance or visits to their Student Services offices. Students may also be referred to CICO by a teacher. CICO provides students with frequent, direct positive feedback on their behavior and monitors their success in displaying the Raider Way behavior expectations.</p>	X	X	X	X	X
<p><b>Social Academic Instructional Group (SAIG) (Tier 2)</b>-Social Academic Instructional Groups are run weekly by a group of teachers and clinicians at HHS to support students who need additional direct instruction and discussion on various behavior related topics. Currently groups are run weekly during alternating class periods to limit disruption to student schedules. Students can qualify after going through an earlier intervention for Re-Engagement or Positive Communication.</p>	X	X	X	X	X
<p><b>Making Connections (Mentoring program) (Tier 2)</b>-Provides students the opportunity to experience positive interaction daily with an adult who recognizes and encourages their academic and behavioral successes, as well as their commitment to The Raider Way.</p>	X	X	X	X	62X
<p><b>Functional Behavior Assessment/Behavior Intervention Plan (Tier 3)</b>- An individualized functional behavior assessment (FBA) is conducted to explore the function of problematic behavior impacting academic success. The functional behavior assessment is used to create an individualized behavior intervention plan (BIP) to replace the problematic behavior with more appropriate behaviors.</p>	X	X	X	X	X
<p><b>Rehabilitation for Empowerment, Natural Supports, Education &amp; Work (RENEW) (Tier 3):</b> RENEW is a student centered intervention based upon the strengths of the individual and designed to assist transition age youth in becoming empowered, healthy, confident, and capable adults. A supportive, hand-picked adult team, helps the young person create a meaningful, personalized, individualized plan for the transition from high school to adult life. After one year, most youth have obtained the skills and developed the social connections they need to pursue their goals.</p>	X	X	X	X	X



# Huntley Community School District 158

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Algonquin, Illinois 60102  
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**Date:** June 18, 2020  
**To:** Board of Education  
**From:** Dr. Erika Schlichter, Assistant Superintendent for Learning and Innovation  
**Cc:** Dr. Scott Rowe, Superintendent  
**Subject:** Professional Learning Framework, Strategic Plan Measure 3.2

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## **Executive Summary**

Huntley District 158 identified a Strategic Plan Target in Goal Three for the 2019-20 school year related to developing a professional learning system within the District. Strategic Plan Measure 3.2 states, "By June of 2020, a comprehensive professional learning system will be created, with implementation recommendations for next steps and long-range improvements."

A framework for professional learning based on teacher ownership and efficacy has been created. Based on this framework, a professional learning system has been built and specific implementation recommendations and next steps have been identified.

This plan will be highlighted in detail for the Board at a future meeting, when key staff members and leaders can be in attendance to share the breadth and depth of the work.

The attached report summarizes attainment of Strategic Plan Measure 3.2.

## **RECOMMENDATION**

This report is for informational purposes only.

**Strategic Plan Measure 3.2:** By June of 2020, a comprehensive professional learning system will be created, with implementation recommendations for next steps and long range improvements

### **Executive Summary**

During the 2018-19 school year, a needs assessment related to professional learning systems was completed. Administration, along with the District Curriculum Committee completed a SWOT analysis, and identified recommendations and the need for a district-wide framework and system for approaching professional learning. During the 2019-20 school year, work on the framework and system proceeded, in alignment with the recommendations of the Curriculum Committee.

Objectives of the redesign included the following:

- Increase in teacher ownership of professional learning to increase teacher efficacy
- Personalization of professional learning so that staff have more voice and choice related to their own learning needs
- Accountability for implementation related to specific professional learning areas of focus
- Review of timing of professional learning activities for more effective improvement
- Identify method to more effectively evaluate the impact that professional learning efforts have on the intended outcomes

In line with these recommendations from the needs assessment, a framework for professional learning centered on a continuum of teacher ownership has been developed. In addition, a system has been built out, including specific approaches to measuring effectiveness, purpose of professional learning, distributed leadership, and personalization of opportunities for staff members to engage in professional learning.

In the course of work during the 2019-20 school year, specific implementation recommendations emerged as part of a long range improvement focus.

### **Summary of Recommendations**

The following recommendations emerged from completion of this Strategic Plan measure:

- Proceed with the review of the instructional coaching system, in alignment with the recommendations from the DM Group evaluation.
- Investigate models for a district-wide competency based professional learning system.
- Identify varied measures of effectiveness for professional learning in the district.
- Continue to expand personalized professional learning options, including expansion of Huntley University.

### **Reflections**

District 158 has successfully met Strategic Plan measure 3.2 for the 2019-2020 school year. The District will continue to move forward with its continuous improvement process in order to act on the recommendations for next steps.,

## Huntley District 158 Professional Learning Framework DRAFT

### Vision for Professional Learning in District 158: What is our preferred future?

Huntley District 158 will implement and support a high-functioning professional learning system that will improve educator effectiveness and student learning. The system will:

- Incorporate research supporting adult learning
- Be comprehensively based on guiding principles to provide focus
- Encourage staff ownership and responsibility for their own learning
- Personalize experiences for staff members, in accordance with their needs and the needs of the school and the district
- Be outcomes-focused to provide effective adult and student learning experiences.

### Purpose of Professional Learning System in Huntley District 158 WHY do we engage in professional learning?

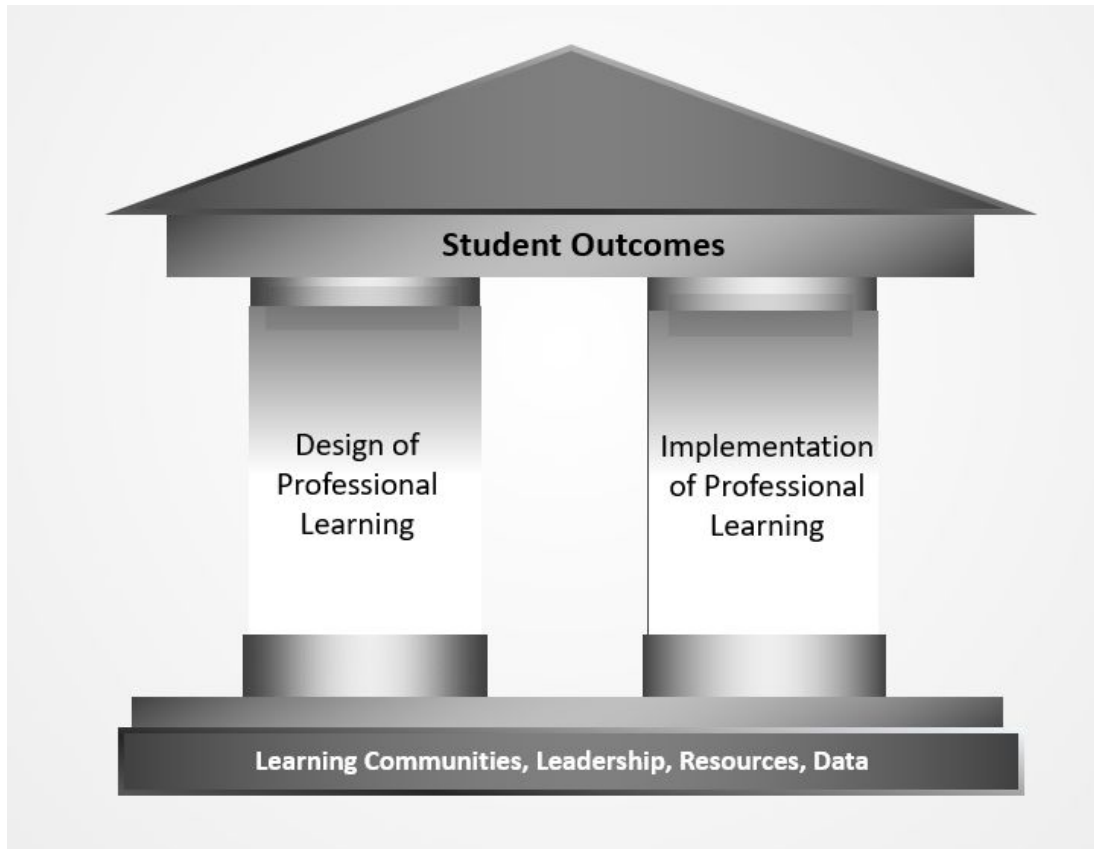
The purpose of the Huntley District 158 Professional Learning System is to improve learning for students. We know that robust professional learning has positive impacts for staff members, provides support, and assists with their day-to-day job responsibilities. These outcomes are desired and positive for our educators. However, the ultimate goal of any professional learning system is to improve student learning results across all levels of the district.

### ***Professional Learning for Educators = Improved Student Results***



## Foundation for D158 Professional Learning System

The foundation for professional learning in Huntley District 158 rests on seven guiding principles. These principles describe elements of our professional learning system that create the necessary conditions for the design and implementation of effective experiences. Each of these guiding principles is a lens through which professional learning can be viewed to enhance effectiveness.



### Professional Learning Foundations Defined

<b>Learning Communities</b>	Learning communities meet regularly and frequently to engage in collaborative professional learning to strengthen their practice and increase student results. Members are accountable to one another to achieve shared goals.
<b>Leadership</b>	Leaders recognize effective professional learning as a key strategy to increase results for all students. Leadership is demonstrated by educators, regardless of formal hierarchy. Leaders develop their own and others' capacity to learn, provide support systems, and take responsibility for results.
<b>Resources</b>	Effective professional learning requires human, fiscal, material, technology, and time resources to achieve student learning goals.
<b>Data</b>	Data from multiple sources helps educators make informed decisions about professional learning that lead to improved results for students.
<b>Design</b>	When choosing and applying professional learning designs, educators consider several factors including the goals of the learning, familiarity of the content, magnitude of the expected change, work environment, and resources available.

<b>Implementation</b>	Implementation requires long-term support for the new learning to be applied and allows for feedback and reflection.
<b>Outcomes</b>	Professional learning addresses learning outcomes and improves results for ALL students.

## Levels of Ownership of Professional Learning

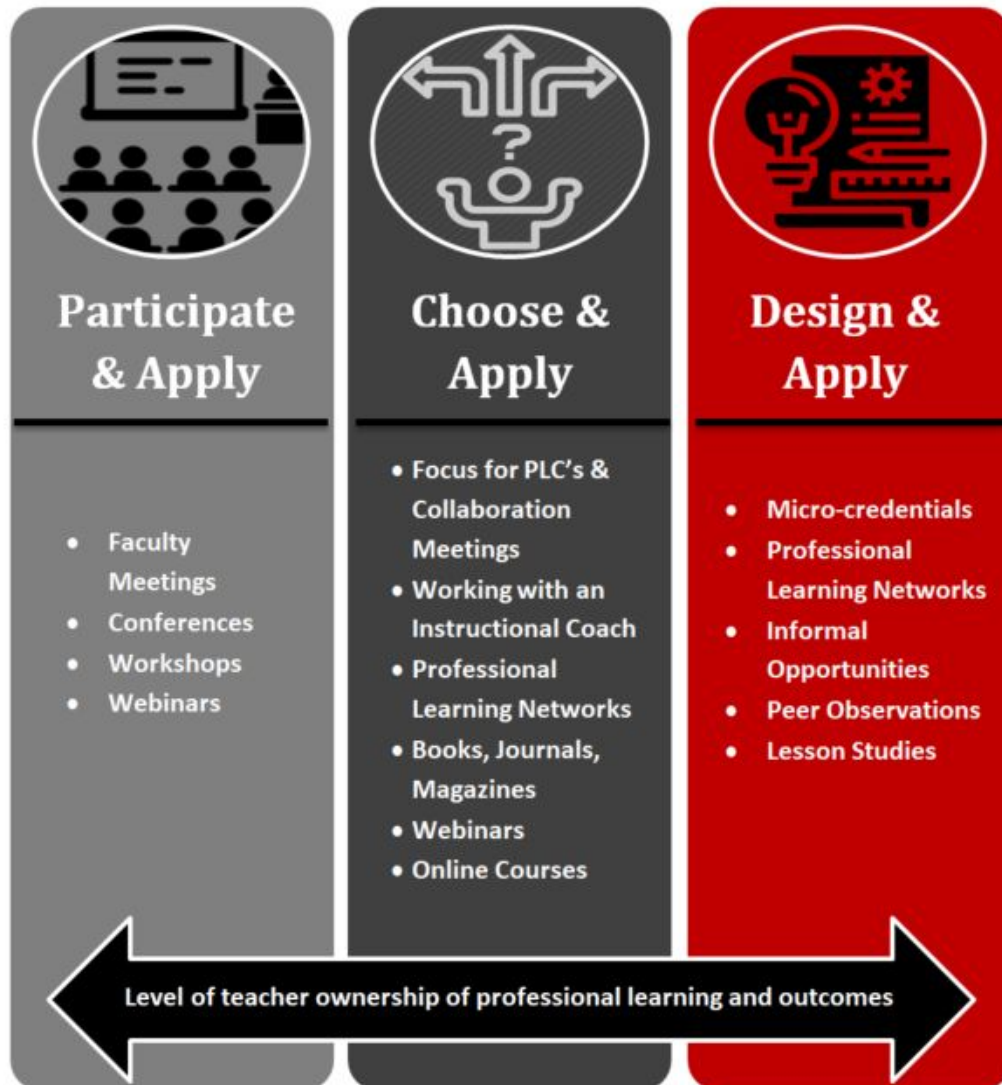
Huntley District 158 maintains a robust professional learning system, based on principles of adult learning and personalization. The system is built upon a foundation of teacher ownership of their learning, with differing activities and levels of support provided for different situations. Staff members are encouraged to reflect on what they need in order to achieve their outcomes and complete their responsibilities, and then access the appropriate level of support. All staff members are encouraged to participate in professional learning opportunities reflecting multiple levels of ownership.

**Levels of staff ownership progress along a continuum as follows:**



Each professional learning opportunity available to staff members falls along this continuum of ownership.

## Professional Learning Opportunities in D158





# Huntley Community School District 158

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Algonquin, Illinois 60102  
(847) 659-6158 • [www.district158.org](http://www.district158.org)

**Date:** June 18, 2020  
**To:** Board of Education  
**From:** Dr. Erika Schlichter, Assistant Superintendent for Learning and Innovation  
**Cc:** Dr. Scott Rowe, Superintendent  
**Subject:** **Personalization of Learning, Strategic Plan Measure 1.9**

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## **Executive Summary**

Huntley District 158 identified a Strategic Plan Target in Goal One for the 2019-20 school year related to developing a long-range plan for implementation of personalization of learning in District 158. Strategic Plan Measure 1.9 states, "District personalization of learning will be implemented in alignment with a long-range plan including specified entry points in elementary and secondary levels."

Complex work relating to personalization efforts have been underway in the district for two years, with pockets of progress being used to pilot, assess needs, and determine feasibility and utility of different approaches. For example, Vanguard Vision, the HHS competency-based education program, provides one way of personalizing learning. Blended learning programing provides another way, and instructional adjustments in individual classrooms and on teams to increase student voice and choice provide yet more examples. After several years of exploration and research, a long-range plan for personalization in District 158 has been created, including timelines, approaches, and entry points for each level.

This complex and foundational work is instrumental in setting the direction for instruction and student outcomes in the District for years to come. The plan will be highlighted in detail for the Board at a future meeting, when key staff members and leaders can be in attendance to share the breadth and depth of the work.

The attached report summarizes attainment of Strategic Plan Measure 1.9.

## **RECOMMENDATION**

This report is for informational purposes only.

# Personalization of Learning in Huntley D158

## **Organization of This Document**

- [Background for Personalization of Learning in Huntley District 158](#)
- [Foundation for Personalization of Learning in Huntley District 158](#)
  - [The WHY of Personalization of Learning](#)
  - [WHAT is Personalization of Learning - Definition](#)
  - [Personalization of Learning Vision: What will personalization look like?](#)
  - [HOW will we approach Personalization of Learning?](#)
- [District 158 Personalization of Learning Assets](#)
- [Personalization of Learning at the Elementary Level - Interdisciplinary Units](#)
- [Personalization of Learning at the Secondary Level - Standards Based Learning and Instructional Shifts](#)
  - [Standards Based Learning Progression](#)
  - [Personalized Learning Progression for Instructional Shifts](#)
- [Personalized Learning Implementation Timelines](#)

## **Background of Personalization of Learning in Huntley District 158**

District 158 began research and development of personalization of learning concepts in 2017. Research included site visits to school districts, scholarly research, industry and practitioner research, and networking.

During the 2018-19 school year the academic leadership team in the district gathered to begin planning a district-wide approach. The team utilized a Plan-Do-Study-Act structure to focus the work and root it in a continuous improvement cycle approach. The team completed the Plan section of the process, including identification of our WHY, a scan of current reality, a foundational vision, and some preliminary planning related to stakeholders, roles, and challenges.

In addition, the leadership team sketched out a foundation for exploration of personalization of learning that would guide the work going forward.

## **Foundation for Personalization of Learning in Huntley District 158**

### **The WHY of Personalization of Learning in Huntley District 158**

During the course of the past 7 years, Huntley District 158 has focused explicitly on innovation and being an industry leader in both thought and accomplishment. To this end, the District was the first/largest K-12 1:1 district in Illinois for quite a while. In addition, the District implemented several programs at the high school level which were innovative additions: blended learning classes, academies, and the competency based education pilot are examples.

In 2019, we know that the economy and society are changing faster than we can anticipate. The demands on our students to be prepared to work and thrive in a world that incorporates artificial intelligence at increasing levels and is globally connected in ways unthinkable a decade ago, mandate that we take a different approach to truly serve our students. In addition, in alignment with our motto, All Students Always, we believe that it is essential to adopt an educational approach that ensures all students have access to the highest level of rigorous learning in order to be prepared for their lives ahead.

Despite the District's focus on innovative actions and ideas, core instruction and the overall educational model/system are still substantially traditional at most levels of the district. ***We believe we need to shift the student experience to shift student outcomes.*** In order to make this shift, it is necessary to focus on a redesign of the system. It is not enough to rely on pockets of innovation, or on individual staff or team exploration. A systemic approach will ensure that all students access education that will prepare them for their future. Personalization of learning is the system redesign that will accomplish these goals.

**WHAT is Personalization of Learning - Definition**


Personalization of learning is a system built on student readiness, interests, and needs. It places students at the center of their learning. Students have voice and choice in what, how, when, and where they learn as they demonstrate mastery of rigorous learning standards in different ways and at their own pace.

**District 158 Personalization of Learning Vision**  
**What will personalization look like?**

<p><b><u>Voice and Choice</u></b>: Students will have increased voice and choice in their own learning.</p>	<p><b><u>Showing Learning</u></b>: Students will have multiple opportunities to show that they have mastered key concepts, rather than just having one test at the end of a unit.</p>
<p><b><u>Extension of Learning</u></b>: Students will have multiple opportunities to extend their learning. If a concept is already mastered, students will move on to the next concept, or go deeper to think more critically about the topic.</p>	<p><b><u>Feedback on Mastery</u></b>: Students will receive feedback from teachers based on their mastery of a skill or concept, rather than feedback based on the percentage of questions they got correct or incorrect.</p>
<p><b><u>Timely Feedback</u></b>: Students will receive quick and timely feedback, so that they don't have to wait until the end of a unit to understand their progress.</p>	<p><b><u>Real World Learning</u></b>: Students will engage in real world learning experiences. Depending on grade level and time involved, these experiences may be field trips, internships, business partnerships, guest speakers, and career fairs.</p>
<p><b><u>Competency Based Learning - Progress Based on Proficiency</u></b>: Students will progress based on their understanding and mastery of skills. Some students may require more time and support, while others may move faster. Learning will be the measure of moving on, rather than time spent on a topic.</p>	<p><b><u>Self-Direction</u></b>: Students will be self-directed learners. Depending on grade level, students will master Habits of Work, Life, and Learning (HOWLLs)_ in order to take responsibility, reflect on, and make decisions about their own learning.</p>
<p><b><u>Real World Assessments</u></b>: Student assessments will be based on performance tasks related to the real world. Students will do more than just show memorization on a paper and pencil test; they will show they can transfer and apply knowledge to real situations or other subjects.</p>	<p><b><u>College, Career, and Life Skills</u></b>: Students will be prepared with the skills to succeed in the workforce, in college, and in life. Depending on grade level, students will master social emotional learning skills and the Habits of Work Life and Learning.</p>

## **HOW will we approach personalization in D158?**

Each of the four key focus areas in the vision will be approached in a systematic way that is developmentally appropriate for each level of students:

<b>Flexible Instructional Delivery</b>	<p><u>Elementary Level:</u> Flexible instructional delivery will be built via the Interdisciplinary Units that are under creation and will be implemented in the 2020-21 school year.</p> <p><u>Secondary Level:</u> The secondary level will continue to explore flexible instructional delivery via specific programs, such as blended learning and Vanguard Vision.</p>
<b>Standards Based Learning</b>	<p><u>Elementary Level:</u> Standards Based Learning has been a focus at the elementary level for several years. All elementary report cards are standards-based, and through the Interdisciplinary Units Framework all instruction and assessment will be tightly based on standards.</p> <p><u>Secondary Level:</u> At the secondary level, the foundations for Standards Based Learning are being built via each curriculum review, as it occurs in its cycle.</p>
<b>Performance assessment</b>	<p><u>Elementary Level:</u> Implementation of performance assessment will be incorporated into the Interdisciplinary Units.</p> <p><u>Secondary Level:</u> Performance assessments will be built and implemented as each subject-area curriculum review cycle moves forward.</p>
<b>Competency Based Learning</b>	Curriculum design and assessment structure will align standards to competencies that will create a system allowing for student progression based on proficiency.   

## District 158 Personalization of Learning Assets

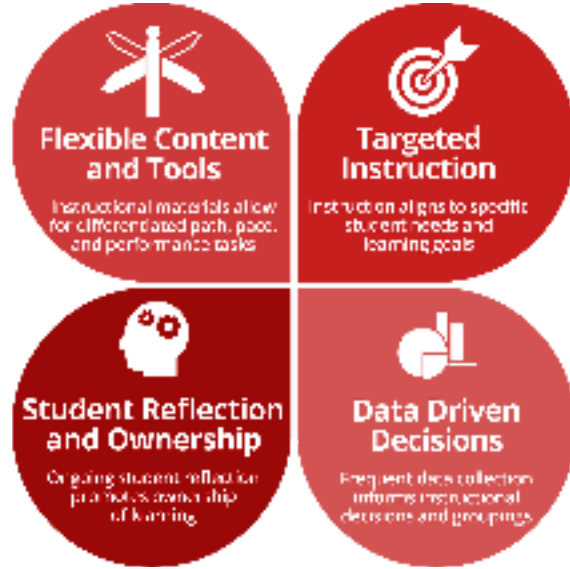
Due to the innovative stance that District 158 has adopted toward instruction and technology, there are currently multiple assets in place in the district that will form the foundation of the personalized learning shifts.

### District 158 Personalization of Learning Assets

Professional Development	Technology and Infrastructure	Whole Child Learning	Competency Based Education
PLCs Coaches Collaboration Huntley University Institute Days Instructional Walks Innovation Days Coaches	SAMR Model Ed Tech TOSA Digital Resources Technology Tools Flexible Seating Collaboration Spaces Scheduling 1:1 Technology	HOWLLs PBIS Embedded SEL lessons SEL Committee PLP Educational Equity	Standards-Based Grading Focus on Knowledge Transfer Relearning opportunities Timely Student Supports Differentiated Supports Differentiated Assessment Vanguard Vision
Assessment	Curriculum and Instruction	Reporting	External Assets
Performance Assessments Knowledge Transfer Relearning Opportunities Systems to Track Progress Data Driven Decisions Common Grading Practices	Blended Learning Flipped Classroom Student Voice and Choice RTI Curriculum Reviews Interdisciplinary Units Inquiry Design Self-Directed Learning Credit Recovery	Portfolios Personal Learner Profiles Formative Feedback Systems that Support SBG Grade Norming Standards Based Report Cards Common Rubrics	School Board Support Community Engagement Industry Partnerships Educational Organizations Conferences Professional Resources Professional Networks Webinars Parent University Higher Ed Partnerships

## Personalization of Learning at the Elementary Level - Interdisciplinary Units

At the elementary level, personalization of learning is being implemented through a complete reorganization of standards into interdisciplinary units embedding flexible content and tools. The interdisciplinary units will incorporate flexible instruction and assessment, student ownership, voice, and choice, and standards based reporting leading to data driven decisions.



### Personalized Learning Implementation Timeline, K-5

		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2024-2025	2025-2026	2026-2027
<b>Targeted Instruction</b>	Instruction aligned to standards	Prof Learning		Implementation & Ongoing Professional Learning					
	Instruction based off of student assessment			Professional Learning		Implementation & Ongoing Professional Learning			
	Learning goals set for students				Professional Learning		Implementation & Ongoing Professional Learning		
<b>Data Driven Decisions</b>	Frequent data collection aligned to standards		Prof Learning	Prof Learning Concurrent with Implementation					
	Using data to inform instruction			Prof Learning	Implementation Concurrent with Professional Learning				
	Flexible groupings based on data to inform instruction				Prof Learning	Implementation & Ongoing Professional Learning			
	Standards Based Reporting	Implementation							
<b>Student Ownership</b>	Student reflection on learning and successes			Professional Learning		Implementation & Ongoing Professional Learning			
	Student goal setting				Professional Learning			Implementation & Ongoing Professional Learning	
	Students make choice in learning based on goals						Professional Learning		Implementation & Ongoing Professional Learning
<b>Flexible Content and Tools</b>	Instructional materials are flexible	Professional Learning		Implementation & Ongoing Professional Learning					
	Student use of platforms for collaboration				Professional Learning		Implementation & Ongoing Professional Learning		
	Students are learning at different paces				Professional Learning		Implementation & Ongoing Professional Learning		
	Students have choice in their learning path					Professional Learning		Implementation & Ongoing Professional Learning	
	Student choice in performance tasks						Professional Learning		Implementation & Ongoing Professional Learning

## Personalization of Learning at the Secondary Level - Standards Based Learning and Instructional Shifts

At the secondary level, personalization of learning is being implemented through a gradual implementation of standards based learning. Standards based learning includes an approach to curriculum, instruction, assessment and feedback. Through curriculum reviews, each subject area at the 6-12 level is moving forward through a structured progression toward standards based learning. The progression is designed so that subject area teams of teachers can progress across through standards based learning, with the clear understanding that before any shift to definition of grading, the district will proceed on a specified plan and will move together past that point.

### Standards Based Learning Progression

Phase 1: Standards Aligned Curriculum and Instruction	Phase 2: Standards Aligned Assessment	Phase 3: Standards Aligned Feedback	Phase 4: Standards Aligned Grade Reporting
Curriculum map is aligned to standards	Assessment performance tasks, rubrics, questions, etc. are aligned to standards	Feedback on student assignments is linked to standards	Report cards report on grades and standards mastery
Curriculum map has standards broken down into learning targets ("I can..." or WALT)	Common summative assessments aligned to standards have been designed	Feedback on assessments is linked to standards	Use of proficiency scales related to standards mastery to define grading
Materials align to and support the standards	Common summative assessments aligned to standards have been implemented	Based on feedback, students are aware of what standards they have mastered and what standards they have not yet mastered	Wait! The District will work together to proceed past Phase 3. Continue to refine the steps in Phases 1-3.
Teachers understand the standards	Common formative assessments aligned to standards have been designed	Students are able to take action on their own learning based on their feedback.	
Instruction and lesson planning are aligned to the standards	Common formative assessments aligned to standards have been implemented		
Students understand or are aware of the standards/learning targets that are addressed in the lessons	Students understand how assessment questions relate to their mastery of the standards		

## Personalized Learning Progression for Instructional Shifts

As teams of teachers move through the progression of standards based learning, they may reach the “pause point” before a shift in reporting at different times. As subject areas reach that “pause point,” they will shift toward a focus on personalization of instruction as the team continuously improves its approach while pausing for all subject areas to reach the same point to be ready for a shift in reporting.

Phase 1:		Phase 2:		Phase 3:	
	Team has developed relearning opportunities		Relearning opportunities are implemented in a standardized and systematic manner		Students and parents understand the relearning opportunities available to their students
	Team has decided when and where students have opportunity for voice and choice in their learning		Voice and choice opportunities are made available to students in a standardized and systematic manner		Students develop individualized learning experiences based on their likes, dislikes, strengths, weaknesses, and/or learning styles
	Teams use data from pretests, formative assessments, and summative assessments during PLCs		Teachers assign different learning opportunities to students based on the students' DOK understanding		Teachers regroup students and provided differentiated activities based on the results of pretests, formative, and summative assessment data
	Teachers have resources that allow for personalization		Teachers understand how to utilize their resources to personalize learning opportunities for students		Teachers utilize their resources to personalize learning opportunities for students

## Personalized Learning Implementation Timelines

### K-12 District-Wide Timeline

In order to implement complex change, such as a shift toward personalization of learning, specific timelines have been built for each level, customized for the needs of that level. Overall, a K-12 district timeline calls for full implementation in 2022-23, with continued improvement and refinement in subsequent years.

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
K-5 Units	Yellow	Green	Blue	Blue	Blue	Blue
K-5 Math	Yellow	Yellow	Green	Green	Blue	Blue
K-5 Music/Art	Yellow	Yellow	Green	Green	Blue	Blue
K-5 Explore	Yellow	Green	Green	Blue	Blue	Blue
6-12 Music	Yellow	Green	Green	Blue	Blue	Blue
6-12 Social Studies	Green	Green	Blue	Blue	Blue	Blue
K-12 PE/Health	Yellow	Green	Green	Blue	Blue	Blue
6-12 Math	Yellow	Yellow	Green	Green	Blue	Blue
6-12 Science	Yellow	Green	Green	Blue	Blue	Blue
6-12 ELA	Yellow	Green	Green	Blue	Blue	Blue
6-12 CTE & Exploratory	Yellow	Green	Green	Blue	Blue	Blue

**Yellow** = Design Phase   **Green** = Implementing   **Blue** = Refinement and Improvement

- K-5 Interdisciplinary Units include: English Language Arts, Social Studies, Science, and Social Emotional Learning Standards
- 6-12 implementation includes three phase progression. Subject areas will remain "green" until all three phases of implementation are complete



# Huntley Community School District 158

650 Dr. John Burkey Drive  
Algonquin, Illinois 60102  
(847) 659-6158 • [www.district158.org](http://www.district158.org)

To: Board of Education and Administration

From: Mark Altmayer, Chief Financial Officer

Date: June 18, 2020

Subject: **Monthly Fiscal Updates**  
Board of Education Meeting, June 18, 2020

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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:

- ✓ **April month-end Close** - See the Preliminary Year-end Executive Summary
- ✓ **Year end Preparation** – The team is preparing for yearend which includes pulling together information for preliminary audit fieldwork, scheduled for June 18<sup>th</sup> and 19<sup>th</sup>. – We are also preparing for a worst case audit scenario, which includes a possible virtual/online financial audit in late July.
- ✓ **Budget & 5 Year Plan** - Continuing the process of accumulating data and resources for the District's FY21 Budget and 5 Year Plan. Draft III of the Budget will be presented in July, and will include pending collective bargaining information as well as proposed budget cuts.
- ✓ **Fiscal Services** – During the month, the team came back to District Office, working on a daily rotational schedule, ensuring that all staff are comfortable and better able to maintain social distancing. The team is continuing to work very hard to ensure that the District has minimal financial impact with our current financial processes. Vendors continue to get paid, payroll, deposits, financial analysis and month end close continue along the same timeline as before this pandemic.
- ✓ **Line of Credit / Tax Anticipation Warrants** – Although unlikely that the District will need this additional financing, Administration worked with Chapman and Cutler on a parameters resolution to ensure funds are available if needed. The resolution will be presented to the Board if it is needed.
- ✓ **Food Services** – During the month, the U.S. Department of Agriculture announced a Nationwide Waiver to Extend Area Eligibility Waivers Through Aug. 31. This move extends the Illinois State Board of Education's state specific approved waiver that was through June 30. As such, under the Summer Food Service Program, the District will be able to continue to provide meals to students in need over the Summer.

The team continues to offer breakfast and lunch meals daily, to any student in the District. During the month, the District was averaging approximately 600 breakfasts and 600 lunches daily. The Food Services team is doing a great job serving our community and students!

- ✓ **Propane Buses - Fuel Tank** – Operations & Maintenance has been working with AmeriGas regarding the concrete pad and the required data and electrical needs to ensure we have an onsite tank for the start of the school year.

## **SPECIFIC TASKS TO ADDRESS DURING JUNE**

- **June** – Contact transportation providers for mileage by program for the Student Transportation Claim.
- **June** – Prepare for Year-End Closing:
- **June 30** – Last day of the fiscal year for most Illinois school districts.

## **OTHER TASKS THAT COULD BE ADDRESSED DURING JUNE**

- Continue budget draft and financial projections or presentation of tentative budget to Board of Education.



# Huntley Community School District 158

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To: Board of Education and Administration

From: Mark Altmayer, Chief Financial Officer

Date: June 18, 2020

Subject: **Activity Fund Balance Report**  
Board of Education Meeting – June 18, 2020  
Finance Committee

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Presented for the Board's review is the Activity Fund Balance Report as of April 30, 2020.



# Huntley Community School District 158

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

## April 2020 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	\$ 91,719.41	\$ 271.07	\$ -	\$ 91,990.48
Scholarships	24,080.89	-	-	24,080.89
D158 Foundation	15,986.87	-	41.34	15,945.53
Early Childhood	7,183.65	-	-	7,183.65
Gifted	584.38	-	-	584.38
Mackeben	25,029.81	-	697.51	24,332.30
Heineman	46,984.20	-	1,982.26	45,001.94
Conley	34,589.69	-	1,220.91	33,368.78
Chesak	37,209.73	-	190.06	37,019.67
Leggee	36,575.31	-	1,937.28	34,638.03
Martin	64,219.77	-	1,205.07	63,014.70
Marlowe	128,405.99	-	981.99	127,424.00
High School Athletics	236,972.57	9,195.00	11,311.64	234,855.93
High School Activities	219,804.14	6,640.28	12,775.09	213,669.33
<b>Total All Funds</b>	<b>\$ 969,346.41</b>	<b>\$ 16,106.35</b>	<b>\$ 32,343.15</b>	<b>\$ 953,109.61</b>

The material transactions involving Revenues and Expenditures for the month are as follows:

High School Athletics: The majority of the \$9,200 of revenue was from Boys Track \$3,200, Athletics \$3,000, and Girls Track \$2,900. The majority of the (\$11,300) of expenditures was for Poms apparel & supplies (\$3,700), Athletics supplies (\$2,400), Boys Track apparel & supplies (\$1,500), Girls Track apparel & supplies (\$1,100), Baseball banquet & supplies (\$900), and Swimming banquet (\$600).

High School Activities: The majority of the \$6,600 of revenue was from PE \$2,400, National Honors Society (NHS) \$1,800, Tech & Industrial Arts \$1,100, Community Service Club \$900, and Dean's Activity \$300. The majority of the (\$12,800) of expenditures was for Ski Club trips (\$4,400), Drama Club Theater Fest registration refunds (\$3,900), Tech & Industrial Arts supplies (\$1,200), Assessments SAT test prep instructors (\$900), HS Marching Band uniform cleaning (\$700), and Recycling Club supplies (\$400).

For further detail, see attached list of major cash expenditures and revenues received.



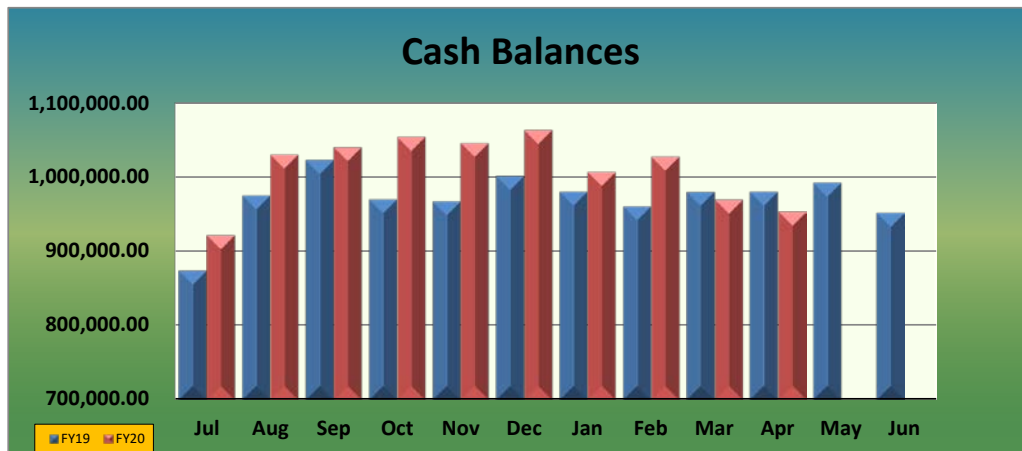
# Huntley Community School District 158

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## April 2020 Financial Executive Summary - Activity Accounts

Major transactions for the Month include:

Major Cash Expenditures	Description	Major Revenues Received
Huntley Community School Dist 158	22,583.60 P-Card charges 02/21-03/20	HS Boys Track 3,229.00
Yipes	3,541.00 HS Poms apparel	HS Girls Track 2,938.00
Small Engine Warehouse	1,073.00 HS Tech/Industrial Arts supplies	HS PE 2,437.00
Huntley Community School Dist 158	920.00 HS SAT test prep instruction	HS Girls Volleyball 2,000.00
Huntley High School Band Boosters	735.25 Marching Band uniform cleaning	HS NHS 1,824.00
Quill & Scroll - University of Iowa	332.00 HS Yearbook graduate honor cord	HS Tech & Ind Arts 1,063.00



The above chart shows the aggregated fund balances for all Student Activity Accounts for the current and prior years.

# Fund Balance Report

Printed: 5/22/2020 1:34 PM

Huntley Community School District 158

Fund	Description	Month to Date		Year to Date		YTD Change	Fund Balance	
		Expense	Income	Expense	Income		Start of Year	Current
100	District In & Out	0.00	0.00	2,670.51	1,975.00	(695.51)	4,345.93	3,650.42
101	Interest/Service Charge	0.00	271.07	1,517.73	15,055.73	13,538.00	47,892.05	61,430.05
102	District Pepsi Account	0.00	0.00	638.16	4,892.59	4,254.43	8,493.79	12,748.22
104	Activity Food Service	0.00	0.00	0.00	0.00	0.00	3,726.24	3,726.24
105	District Recycling	0.00	0.00	759.97	1,016.45	256.48	4,569.48	4,825.96
111	Huntley Hootenanny	41.34	0.00	41.34	1,240.00	1,198.66	0.00	1,198.66
112	Foundation Grants	0.00	0.00	47,450.54	39,358.51	(8,092.03)	22,838.90	14,746.87
113	Schaffenegger Memorial	0.00	0.00	1,000.00	0.00	(1,000.00)	25,080.89	24,080.89
115	O & M Pop Fund	0.00	0.00	0.00	0.00	0.00	0.00	0.00
118	Gifted Program	0.00	0.00	0.00	0.00	0.00	584.38	584.38
1202	Mackeben Pop	0.00	0.00	0.00	(1,736.55)	(1,736.55)	1,736.55	0.00
1203	Mackeben Recycling	0.00	0.00	0.00	0.00	0.00	4,051.57	4,051.57
1204	Mackeben Art	597.61	0.00	1,020.76	1,648.68	627.92	1,638.80	2,266.72
1205	Mackeben Reading	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1209	Mackeben Field Trips	0.00	0.00	1,177.34	1,172.00	(5.34)	4,821.80	4,816.46
1210	Mackeben Library	0.00	0.00	4,726.83	4,849.86	123.03	5,683.24	5,806.27
1212	Mackeben Market Day	0.00	0.00	0.00	427.08	427.08	99.32	526.40
1240	Mackeben In & Out	99.90	0.00	10,540.06	12,621.05	2,080.99	4,783.89	6,864.88
1400	Heineman LRC	530.16	0.00	2,037.83	1,386.06	(651.77)	1,940.67	1,288.90
1401	Heineman Snow Hawks	0.00	0.00	10,971.08	11,222.75	251.67	199.99	451.66
1402	Heineman Play	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1403	Heineman Yearbook	0.00	0.00	0.00	447.00	447.00	3,218.19	3,665.19
1404	Heineman PBIS	0.00	0.00	80.34	0.00	(80.34)	197.55	117.21
1405	Heineman Service Club	0.00	0.00	947.13	966.35	19.22	22.82	42.04
1406	Heineman Chorus/Band	349.33	0.00	43,800.33	50,891.56	7,091.23	209.84	7,301.07
1407	Heineman Wrestling	0.00	0.00	1,182.00	1,224.00	42.00	120.81	162.81
1408	Heineman Cheerleading	0.00	0.00	1,993.28	2,315.00	321.72	849.08	1,170.80
1409	Heineman Track	0.00	0.00	0.00	0.00	0.00	917.38	917.38
1410	Heineman Charitable Contributions	0.00	0.00	5,501.26	4,509.38	(991.88)	5,950.56	4,958.68
1411	Heineman Cross Country	0.00	0.00	667.00	692.00	25.00	128.53	153.53
1412	Heineman Volleyball	0.00	0.00	739.50	750.00	10.50	70.91	81.41
1413	Heineman PE	0.00	0.00	0.00	110.00	110.00	799.26	909.26
1414	Heineman Student Council	0.00	0.00	2,529.23	2,420.05	(109.18)	1,212.04	1,102.86
1416	Heineman Poms	0.00	0.00	888.45	793.00	(95.45)	130.42	34.97
1417	Heineman Girls Basketball	0.00	0.00	984.00	990.00	6.00	57.16	63.16
1418	Heineman Outdoor Activity	0.00	0.00	47,356.00	50,345.00	2,989.00	2,392.31	5,381.31

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# Fund Balance Report

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Huntley Community School District 158

Fund	Description	Month to Date		Year to Date		YTD Change	Fund Balance	
		Expense	Income	Expense	Income		Start of Year	Current
1419	Heineman Athletics	607.18	0.00	2,172.41	1,515.01	(657.40)	2,663.68	2,006.28
1420	Heineman Boys Basketball	0.00	0.00	562.99	505.00	(57.99)	1,500.87	1,442.88
1421	Heineman Ecology Club	0.00	0.00	302.97	392.75	89.78	453.83	543.61
1422	Heineman Computer Lab	0.00	0.00	0.00	0.00	0.00	743.24	743.24
1423	Heineman Art Club	0.00	0.00	0.00	0.00	0.00	979.22	979.22
1425	Heineman Engineering Club	0.00	0.00	0.00	0.00	0.00	64.34	64.34
1440	Heineman In & Out	296.47	0.00	1,742.57	1,372.16	(370.41)	525.32	154.91
1441	Heineman Foods Club	189.13	0.00	913.39	597.50	(315.89)	1,526.63	1,210.74
1442	Heineman Board Game Club	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1461	Heineman 6th Grade Team 1	0.00	0.00	0.00	0.00	0.00	0.10	0.10
1462	Heineman 6th Grade Team 2	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1471	Heineman 7th Grade Team 1	9.99	0.00	9.99	0.00	(9.99)	3,781.62	3,771.63
1472	Heineman 7th Grade Team 2	0.00	0.00	300.00	0.00	(300.00)	432.05	132.05
1480	Heineman 8th Grade Trips	0.00	0.00	9,253.46	0.00	(9,253.46)	13,777.10	4,523.64
1481	Heineman 8th Grade Team 1	0.00	0.00	1,120.00	1,124.00	4.00	86.00	90.00
1482	Heineman 8th Grade Team 2	0.00	0.00	1,000.00	988.00	(12.00)	1,549.06	1,537.06
1701	Conley School Store	0.00	0.00	40.99	0.00	(40.99)	8,250.01	8,209.02
1702	Conley Pop	0.00	0.00	30.00	140.62	110.62	103.32	213.94
1703	Conley Recycling	0.00	0.00	0.00	0.00	0.00	106.94	106.94
1704	Conley PBIS	0.00	0.00	0.00	0.00	0.00	2.00	2.00
1706	Conley Band	52.59	0.00	1,356.93	1,068.10	(288.83)	721.70	432.87
1707	Conley Jean Fund	0.00	0.00	383.73	1,120.06	736.33	0.00	736.33
1708	Conley Disc Golf Club	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1709	Conley Field Trips	0.00	0.00	1,024.25	(3,000.00)	(4,024.25)	8,152.66	4,128.41
1710	Conley Library	170.25	0.00	7,943.45	9,207.04	1,263.59	3,864.70	5,128.29
1712	Conley Art	319.88	0.00	1,233.30	2,167.19	933.89	2,000.07	2,933.96
1713	Conley Yearbook	468.83	0.00	1,841.46	323.96	(1,517.50)	5,193.86	3,676.36
1740	Conley In & Out	209.36	0.00	1,080.09	3,879.40	2,799.31	5,001.35	7,800.66
195	LIGHT Program	0.00	0.00	1,221.00	2,500.00	1,279.00	65.00	1,344.00
196	Music Camps District-wide	0.00	0.00	0.00	0.00	0.00	3,714.02	3,714.02
197	Pre-K Fieldtrips	0.00	0.00	0.00	0.00	0.00	0.00	0.00
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	2,257.94	1,038.33	(1,219.61)	8,403.26	7,183.65
202	Chesak Pop	0.00	0.00	0.00	180.24	180.24	502.18	682.42
203	Chesak Recycling	0.00	0.00	0.00	0.00	0.00	171.34	171.34
204	Chesak Art	0.00	0.00	3,165.96	2,404.44	(761.52)	3,484.45	2,722.93

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# Fund Balance Report

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Huntley Community School District 158

Fund	Description	Month to Date		Year to Date		YTD Change	Fund Balance	
		Expense	Income	Expense	Income		Start of Year	Current
205	Chesak Yearbook	0.00	0.00	0.00	0.00	0.00	0.00	0.00
206	Chesak Music	36.86	0.00	496.76	1,760.60	1,263.84	3,975.51	5,239.35
209	Chesak Field Trips	0.00	0.00	0.00	0.00	0.00	0.00	0.00
210	Chesak Library	0.00	0.00	4,859.31	4,660.79	(198.52)	10,985.89	10,787.37
212	Chesak Dine & Share	0.00	0.00	0.00	0.00	0.00	1,684.77	1,684.77
240	Chesak In & Out	153.20	0.00	12,640.78	14,245.92	1,605.14	14,126.35	15,731.49
301	Leggee School Store	0.00	0.00	2,309.13	2,578.00	268.87	9,134.80	9,403.67
302	Leggee Pop	0.00	0.00	368.74	388.60	19.86	281.50	301.36
303	Leggee Recycling	0.00	0.00	22.72	0.00	(22.72)	38.64	15.92
304	Leggee Art	1,153.66	0.00	3,449.85	3,449.79	(0.06)	1,819.42	1,819.36
306	Leggee Fundraisers	287.62	(430.92)	1,136.56	(23.17)	(1,159.73)	3,191.99	2,032.26
307	Leggee Donations & Grants	0.00	0.00	1,201.93	500.00	(701.93)	2,890.00	2,188.07
308	Leggee Music	0.00	0.00	1,647.13	1,745.50	98.37	317.84	416.21
309	Leggee Field Trips	0.00	0.00	4,672.06	6,920.11	2,248.05	1,981.38	4,229.43
310	Leggee Library	496.00	430.92	8,134.76	6,181.33	(1,953.43)	1,953.43	0.00
311	Leggee Recreation	0.00	0.00	61.95	61.95	0.00	34.41	34.41
313	Leggee Yearbook	0.00	0.00	177.82	1,137.40	959.58	669.78	1,629.36
340	Leggee In & Out	0.00	0.00	970.83	13,352.77	12,381.94	186.04	85,12,567.98
400	Marlowe LRC	0.00	0.00	66.98	256.41	189.43	941.75	1,131.18
401	Marlowe Pop	447.16	0.00	2,628.55	2,896.49	267.94	3,026.50	3,294.44
402	Marlowe Fundraiser Funds	0.00	0.00	0.00	0.00	0.00	404.25	404.25
403	Marlowe Yearbook	0.00	0.00	2,267.89	30.00	(2,237.89)	18,826.83	16,588.94
404	Marlowe School Store	182.42	0.00	3,268.76	3,999.62	730.86	1,607.79	2,338.65
405	Marlowe Student Council	0.00	0.00	989.39	154.09	(835.30)	1,745.69	910.39
406	Marlowe Chorus/Band	(72.30)	0.00	52,387.60	69,594.00	17,206.40	9,022.97	26,229.37
407	Marlowe Wrestling	0.00	0.00	4,680.30	2,622.75	(2,057.55)	3,318.26	1,260.71
408	Marlowe Cheerleading	0.00	0.00	1,562.64	1,734.00	171.36	2,005.31	2,176.67
409	Marlowe Track	0.00	0.00	0.00	0.00	0.00	356.76	356.76
410	Marlowe Spanish Club	0.00	0.00	0.00	161.00	161.00	1.44	162.44
411	Marlowe Cross Country	0.00	0.00	0.00	0.00	0.00	14.71	14.71
412	Marlowe Volleyball	0.00	0.00	2,887.71	3,152.00	264.29	1,202.64	1,466.93
413	Marlowe Philanthropy	169.98	0.00	3,781.11	1,890.00	(1,891.11)	8,355.58	6,464.47
414	Marlowe Academic Club	0.00	0.00	0.00	0.00	0.00	1.68	1.68
415	Marlowe Play	0.00	0.00	19,134.84	8,220.00	(10,914.84)	16,012.39	5,097.55
416	Marlowe Service Club	0.00	0.00	456.30	162.62	(293.68)	1,887.98	1,594.30
417	Marlowe Girls Basketball	86.00	0.00	4,394.91	1,192.30	(3,202.61)	4,129.16	926.55

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# Fund Balance Report

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Huntley Community School District 158

Fund	Description	Month to Date		Year to Date		YTD Change	Fund Balance	
		Expense	Income	Expense	Income		Start of Year	Current
418	Marlowe Outdoor Activity	0.00	0.00	70,707.53	73,916.00	3,208.47	5,853.26	9,061.73
419	Marlowe Athletics	0.00	0.00	2,513.44	2,424.71	(88.73)	4,479.99	4,391.26
420	Marlowe Boys Basketball	0.00	0.00	6,631.52	2,573.00	(4,058.52)	15,384.73	11,326.21
421	Marlowe Science	0.00	0.00	0.00	0.00	0.00	0.00	0.00
422	Marlowe Tech Lab	0.00	0.00	0.00	0.00	0.00	139.97	139.97
423	Marlowe Art Class	23.28	0.00	376.73	768.00	391.27	2,901.31	3,292.58
424	Marlowe PE	0.00	0.00	3,439.34	3,650.00	210.66	8,907.78	9,118.44
425	Marlowe Ecology	0.00	0.00	0.00	0.00	0.00	1,156.11	1,156.11
426	Marlowe Poms	0.00	0.00	584.13	3,571.25	2,987.12	4,426.70	7,413.82
427	Marlowe Musical	0.00	0.00	244.36	1,827.00	1,582.64	291.90	1,874.54
428	Marlowe Explorers Club	0.00	0.00	0.00	0.00	0.00	0.00	0.00
440	Marlowe In & Out	145.45	0.00	548.87	189.00	(359.87)	6,017.57	5,657.70
441	Marlowe Foods Club	0.00	0.00	259.47	440.00	180.53	6.00	186.53
461	Marlowe 6th Grade	0.00	0.00	18.44	0.00	(18.44)	53.64	35.20
471	Marlowe 7th Grade	0.00	0.00	1,667.85	1,264.00	(403.85)	425.94	22.09
481	Marlowe 8th Grade	0.00	0.00	19,635.41	4,959.00	(14,676.41)	18,004.24	3,327.83
500	HS Digital Photography	0.00	0.00	780.09	111.55	(668.54)	668.54	0.00
501	HS Raider Nation	0.00	0.00	0.00	0.00	0.00	0.00	86 0.00
502	HS Art	0.00	0.00	224.66	(111.55)	(336.21)	879.52	543.31
503	HS Yearbook	332.00	0.00	835.00	2,885.21	2,050.21	4,548.17	6,598.38
504	HS Girls Cross Country	0.00	0.00	315.00	(410.38)	(725.38)	725.38	0.00
505	HS Student Council	144.41	0.00	48,974.06	38,741.38	(10,232.68)	19,948.24	9,715.56
506	HS Chorus	0.00	0.00	489.19	569.00	79.81	265.72	345.53
507	HS Color Guards	0.00	0.00	173.20	(7,820.77)	(7,993.97)	7,993.97	0.00
508	HS Pop	246.18	132.00	1,705.07	1,835.49	130.42	731.52	861.94
509	HS Math Club	0.00	0.00	1,310.98	1,847.50	536.52	0.00	536.52
510	HS Girls Golf	0.00	0.00	7,877.98	8,674.57	796.59	3,158.02	3,954.61
511	HS Drama Club	3,949.11	0.00	11,037.69	10,892.80	(144.89)	4,070.54	3,925.65
512	HS Pom Poms	3,729.00	0.00	82,734.79	55,261.65	(27,473.14)	32,591.96	5,118.82
513	HS Ski Club	4,430.70	0.00	25,058.62	25,933.00	874.38	3,521.09	4,395.47
514	HS World Languages Club	0.00	0.00	176.47	0.00	(176.47)	946.33	769.86
515	HS Boys Track	1,537.50	3,229.00	3,791.04	7,149.00	3,357.96	3,318.07	6,676.03
516	HS Dean Activity	60.68	303.00	1,718.67	2,778.07	1,059.40	13,312.22	14,371.62
517	HS HOSA Medical Club	0.00	0.00	1,476.02	2,030.00	553.98	187.65	741.63
518	HS NHS	0.00	1,824.00	3,033.40	3,534.00	500.60	7,035.07	7,535.67
519	HS Co-Op (VICA)	296.89	0.00	1,696.89	3,904.00	2,207.11	12,219.12	14,426.23

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# Fund Balance Report

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Huntley Community School District 158

Fund	Description	Month to Date		Year to Date		YTD Change	Fund Balance	
		Expense	Income	Expense	Income		Start of Year	Current
520	HS Musical	0.00	0.00	0.00	0.00	0.00	3,222.62	3,222.62
521	HS Athletic Varsity	2,366.42	1,028.00	33,286.83	38,733.55	5,446.72	11,735.08	17,181.80
522	HS Girls Volleyball	0.00	2,000.00	45,635.93	45,058.37	(577.56)	958.03	380.47
523	HS Boys Golf	0.00	0.00	15,856.13	15,717.58	(138.55)	1,442.36	1,303.81
524	HS Softball	0.00	0.00	7,998.30	5,000.62	(2,997.68)	11,704.41	8,706.73
525	HS Baseball	866.50	0.00	20,393.57	15,994.17	(4,399.40)	9,352.86	4,953.46
526	HS Girls Basketball	438.22	0.00	16,929.15	24,551.11	7,621.96	3,510.26	11,132.22
527	HS Boys Basketball	399.06	0.00	41,258.23	39,874.19	(1,384.04)	5,949.74	4,565.70
528	HS Cheerleading	0.00	0.00	114,605.90	137,776.78	23,170.88	20,426.93	43,597.81
529	HS Wrestling	0.00	0.00	13,364.61	22,297.38	8,932.77	7,070.59	16,003.36
530	HS Boys Cross Country	0.00	0.00	4,062.16	3,762.19	(299.97)	2,501.70	2,201.73
531	HS FBLA	0.00	0.00	12,141.87	7,255.05	(4,886.82)	15,180.96	10,294.14
532	HS Local Scholarship	0.00	0.00	500.00	0.00	(500.00)	500.00	0.00
533	HS Speech	360.00	0.00	9,007.42	6,820.00	(2,187.42)	3,247.88	1,060.46
534	HS Academic Team	0.00	0.00	217.71	300.00	82.29	99.45	181.74
535	HS Journalism	(1,415.75)	0.00	33,936.70	40,329.62	6,392.92	6,317.44	12,710.36
536	HS Soccer	64.30	0.00	22,683.78	26,991.78	4,308.00	31,657.35	35,965.35
537	HS Field Trips	0.00	0.00	2,770.61	4,401.50	1,630.89	1,226.86	2,857.75
538	HS Football	0.00	0.00	111,608.23	93,540.85	(18,067.38)	57,553.70	39,486.32
539	HS Special Olympics	0.00	0.00	0.00	292.09	292.09	153.00	445.09
540	HS In & Out	0.00	0.00	4,447.75	3,467.09	(980.66)	5,383.58	4,402.92
541	HS Tech & Ind Arts	1,206.01	1,063.00	8,145.64	8,731.74	586.10	2,315.15	2,901.25
542	HS PE	0.00	2,437.00	23,457.21	28,745.00	5,287.79	9,368.68	14,656.47
543	HS Girls Track	1,083.45	2,938.00	3,240.18	8,963.00	5,722.82	18,527.93	24,250.75
544	HS Blooms Courtyard	0.00	0.00	670.67	5,730.84	5,060.17	0.00	5,060.17
545	HS Tennis	0.00	0.00	5,687.61	3,910.66	(1,776.95)	1,857.55	80.60
546	HS Media Center	0.00	0.00	0.00	0.00	0.00	2,052.25	2,052.25
547	HS Buddies Club	344.61	0.00	3,726.39	7,128.60	3,402.21	1,285.22	4,687.43
548	HS Robotics Club	207.04	0.00	19,836.25	16,930.00	(2,906.25)	7,231.28	4,325.03
549	HS Assessments	920.00	0.00	15,423.80	32,130.00	16,706.20	15,885.83	32,592.03
550	HS Community Service Club	0.00	881.28	0.00	881.28	881.28	2,608.89	3,490.17
551	HS Custom Designs	0.00	0.00	197.46	0.00	(197.46)	2,819.19	2,621.73
552	HS Orchesis Club	49.98	0.00	1,793.62	2,040.75	247.13	1,819.28	2,066.41
553	HS Recycling	419.15	0.00	1,188.50	1,285.67	97.17	584.58	681.75
554	HS Art Club	92.94	0.00	388.97	537.00	148.03	502.64	650.67
555	HS Boys Lacrosse	0.00	0.00	5,293.60	2,778.41	(2,515.19)	3,744.85	1,229.66

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# Fund Balance Report

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Huntley Community School District 158

Fund	Description	Month to Date		Year to Date		YTD Change	Fund Balance	
		Expense	Income	Expense	Income		Start of Year	Current
556	HS Marching Band	735.25	0.00	32,772.48	14,547.27	(18,225.21)	18,095.32	(129.89)
557	HS Culinary Club	47.38	0.00	61.85	60.00	(1.85)	289.93	288.08
558	HS Fashion Club	90.00	0.00	335.45	240.00	(95.45)	12.62	(82.83)
559	HS Social Studies Trips	(37.31)	0.00	5,391.58	5,345.00	(46.58)	71.65	25.07
560	HS PBIS Raider Way	0.00	0.00	629.09	1,240.44	611.35	350.48	961.83
561	HS Bowling	0.00	0.00	2,468.87	2,149.00	(319.87)	796.39	476.52
562	HS Swimming	633.05	0.00	14,298.28	14,491.00	192.72	281.18	473.90
563	HS Fishing Club	0.00	0.00	4,279.78	3,495.25	(784.53)	818.57	34.04
564	HS Science Club	55.55	0.00	5,813.97	7,472.00	1,658.03	3,777.04	5,435.07
565	HS Psychology Club	0.00	0.00	0.00	0.00	0.00	1,657.42	1,657.42
566	HS Horticulture Club	0.00	0.00	0.00	0.00	0.00	2,887.14	2,887.14
567	HS Orchestra	0.00	0.00	0.00	(4.56)	(4.56)	4.56	0.00
568	HS Medical Academy	0.00	0.00	312.35	175.00	(137.35)	292.56	155.21
569	HS Operation Click	0.00	0.00	0.00	0.00	0.00	2,065.70	2,065.70
570	HS SES Coffee Cart	0.00	0.00	200.00	(720.84)	(920.84)	2,193.92	1,273.08
571	HS Girls Lacrosse	194.14	0.00	7,112.24	4,970.76	(2,141.48)	9,257.76	7,116.28
572	HS Autos Club	0.00	0.00	535.25	900.00	364.75	54.65	419.40
573	HS Boys Volleyball	0.00	0.00	580.87	0.00	(580.87)	587.58	88 6.71
574	HS Life Skills	0.00	0.00	0.00	(1,500.00)	(1,500.00)	1,755.76	255.76
575	HS Job Skills	0.00	0.00	0.00	320.00	320.00	541.66	861.66
576	HS Chess Team	0.00	0.00	348.16	0.00	(348.16)	692.23	344.07
598	HS Incubator Pgm	240.27	0.00	352.27	1,000.00	647.73	0.00	647.73
599	HS Senior Class Gift	0.00	0.00	0.00	15,000.00	15,000.00	5,836.27	20,836.27
701	Martin School Store	1,205.07	0.00	3,450.33	3,132.00	(318.33)	8,203.32	7,884.99
702	Martin Pop	0.00	0.00	575.10	89.38	(485.72)	548.87	63.15
703	Martin Recycling	0.00	0.00	530.00	0.00	(530.00)	629.86	99.86
704	Martin Art	0.00	0.00	3,820.56	2,806.92	(1,013.64)	8,154.91	7,141.27
706	Martin Band	0.00	0.00	3,825.45	4,654.00	828.55	454.97	1,283.52
709	Martin Fieldtrips	0.00	0.00	6,169.91	776.00	(5,393.91)	6,848.91	1,455.00
710	Martin Library	0.00	0.00	7,103.46	7,254.38	150.92	10,035.87	10,186.79
712	Martin Fundraising	0.00	0.00	23,384.87	11,050.97	(12,333.90)	42,681.80	30,347.90
713	Martin Yearbook	0.00	0.00	0.00	113.35	113.35	4,052.02	4,165.37
740	Martin In & Out	0.00	0.00	2,147.75	2,076.75	(71.00)	457.85	386.85
		<u>\$32,343.15</u>	<u>\$16,106.35</u>	<u>\$1,397,125.47</u>	<u>\$1,398,608.64</u>	<u>\$1,483.17</u>	<u>\$951,626.44</u>	<u>\$953,109.61</u>

**April 2020 Financial Executive Summary**

The April 2020 month and YTD results are as follows:

Operating Funds: 10, 20, 40, 50, and 70	FY20 April	FY20 YTD	FY20 Budget	
Total Local	\$ 7,659,828	\$ 59,963,512	\$ 74,275,460	81%
Total State	2,836,145	26,736,513	\$ 32,009,974	84%
Total Federal	157,614	1,931,863	\$ 3,562,221	54%
Operating Revenues	\$ 10,653,586	\$ 88,631,887	\$ 109,847,655	<b>81%</b>
Salaries	\$ 5,482,759	\$ 55,227,427	\$ 66,925,152	83%
Employee Benefits	\$ 1,247,300	\$ 12,311,393	\$ 15,590,037	79%
Purchased Services	\$ 448,062	\$ 7,955,520	\$ 9,962,195	80%
Supplies & Materials	\$ 2,225,447	\$ 6,497,360	\$ 10,443,631	62%
Capital Outlay	\$ 6,110	\$ 277,790	\$ 4,278,521	6%
Other Objects	\$ 241,599	\$ 2,256,390	\$ 2,492,205	91%
Operating Expenses	9,651,276	84,525,881	109,691,741	<b>77%</b>
Net Operating Surplus (Deficit)	\$ 1,002,310	\$ 4,106,007	\$ 155,914	

The District closed April with a YTD operating net surplus of \$4.11M. The majority of the YTD revenue is due to recognition of monthly 2019 Levy and receipt of Evidence Based Funding. Please note that the majority of the \$4.11M surplus is coming from Capital Outlay. However, there are \$3.4M in open capital POs (\$1.75M O&M projects/\$1.66M new buses.) Operating revenues are at 81% of budget and operating expenditures are at 77% of the budget.

April operating revenues of \$10.7M are primarily due to the recognition of \$5.53M levy 2019 property taxes, the receipt of \$2.5M State Evidence Based Funding (EBF), the recognition of \$372k for FY20 monthly SpEd Tuition, Regular and Special Ed Transportation, and the \$2M FY20 entry for activity fund revenues per the budget. Local revenue of \$7.7M also includes CPPRT (\$109k) and operating interest (\$32k). State revenues include EBF receipts and MCAT recognition. Federal revenues are made up of Medicaid (\$67k), National School Lunch (\$46k), and STEP Grant (\$38k).

Approximately 70 percent of April operating expenditures cover salaries and benefits. Major expenditures making up the \$448k in operating Purchased Services was for the custodial contract (\$135k), repairs and maintenance buildings (\$38k), and professional and technical O&M (\$30k). The \$2.3M in operating Supplies & Materials was primarily due to the \$2M FY20 entry for activity fund expenditures per budget, and for cafe food (\$68k) and supplies buildings and grounds (\$29k). The \$242k of Other Objects is primarily for special education private facility tuition.

The District began FY20 with \$58.5 million in cash and as of the end of April 2020, the cash balance approximated \$29.5 million. Prior year's cash balance at this time was \$33.0M. The District holds \$10.6M with BMO and \$18.9M through PMA.

## April 2020 Financial Executive Summary

Major transactions for April 2020 include:

Non-Salary Major Cash Expenditures		Major Revenues Received/Recognized	
Blue Cross Blue Shield (Medical Ins.)	\$ 915,056	Monthly Op Levy 2019 Recognition	\$5,633,088
Lamp Inc. (HHS Fine Arts)	\$ 462,317	Evidence Based Model Funding	\$2,463,989
ABM Industry (Custodial Contract)	\$ 143,101	Monthly MCAT Recognition	\$372,156
BMO Mastercard (PCard)	\$ 82,355	CPPRT	\$108,952
Lincoln National Life (Dental,Life,AD&D)	\$ 75,726	Medicaid	\$67,083
Gordon Food Service (Cafe Food)	\$ 55,507	National School Lunch	\$45,605
Alexander Leigh Center (SpEd Tuition)	\$ 36,003	STEP Grant	\$38,400
Camelot Education (SpEd Tuition)	\$ 31,824	Operating Interest	\$32,357
Rush Truck Center (Trans Supplies)	\$ 30,108		
Easterseals (SpEd Tuition)	\$ 29,752		
Marklund Children's Home (SpEd Tuit)	\$ 27,971		
Kimley-Horn & Assoc. (O&M)	\$ 27,680		
Conections Day School (SpEd Tuition)	\$ 22,250		
Johnson Floor (Flooring CON/Admin)	\$ 21,835		
Tovar Snow Prof. (Snow Removal)	\$ 20,295		
ADP LLC (HR/PR Software)	\$ 20,091		
CT Veach (Grounds Contract)	\$ 18,800		
		<b>April 2020 ISBE (State) Receivable</b>	
		FY20 Q2 MCATs	\$1,142,535 *
		FY20 Q2 Other	\$5,980
		FY20 Q3 MCATs	\$1,116,467
		FY20 Q3 Other	\$103,482
		FY20 Q4MCATs	\$573,454
		<b>Total</b>	<b>\$2,941,918</b>
		*FY20 Q2 MCATs received 5/1/20	

### Monthly Insurance Update: As of May 31, 2020

Claims Paid by Week	Mar 2020	Apr 2020	May 2020	FY20 YTD
Week 1	\$ 118,071	\$ 75,810	\$ 75,551	\$ 1,199,534
Week 2	\$ 110,905	\$ 80,199	\$ 50,853	\$ 1,836,788
Week 3	\$ 194,294	\$ 83,581	\$ 90,042	\$ 1,803,453
Week 4	\$ 119,744	\$ 119,445	\$ 101,855	\$ 1,603,638
Week 5	\$ -	\$ 56,553	\$ 148,261	\$ 1,079,232
<b>Total</b>	<b>\$ 543,014</b>	<b>\$ 415,588</b>	<b>\$ 466,562</b>	<b>\$ 7,522,645</b>
Settlement Costs - BC/BS	207,734	207,828	207,262	2,219,546
Average Monthly Claims Based on the last 12 months of claims	\$ 734,854	\$ 712,048	\$ 675,845	
<b>Total Insurance Costs</b>	<b>\$ 588,751</b>	<b>\$ 425,520</b>	<b>\$ 494,826</b>	<b>\$ 7,896,865</b>

Includes employee contributions

**FY20 Budget**

**\$ 9,585,096**

May 2020 claims of \$466,562 compares to \$900,991 in May 2019. FY20 total health costs, including employee contributions, are \$7.9M and tracking with budget. Currently, YTD claims of \$7.5M are approximately 4.3% lower than prior YTD claims of \$7.86M.

Enrollment in the health insurance plan as of April 30 is 1749, which is a 2% increase over prior year. Material claims over \$10k as of the end of April were 87. Of these 87 material claims, 7 are over \$50k.

## April 2020 Dashboard

	Revenue				
	Prior YTD	FY20 YTD	FY20 Tent Bgt	%	Variance
Operating Levies	51,749,869	52,797,007	65,949,872	80%	13,152,865
MCATs	3,789,786	3,887,275	4,524,524	86%	637,249
CPPRT	267,146	365,520	436,438	84%	70,918
Registration	1,406,042	1,386,207	1,461,367	95%	75,160
Impact/Transition Fees	89,187	346,705	350,000	99%	3,295
Bldg Rentals	298,038	217,562	285,000	76%	67,438
Foodservice	2,356,050	2,073,611	2,634,864	79%	561,254
Natl Lunch	469,591	473,266	685,163	69%	211,897
Medicaid	430,788	339,310	775,000	44%	435,690
IDEA/Room & Board	1,379,595	779,108	1,520,745	51%	741,637

- Tracking with Budget
- Plus or minus 10 percent of Budget
- Unfavorable budget variance exceeding 10%

### Monthly Notes - Revenue

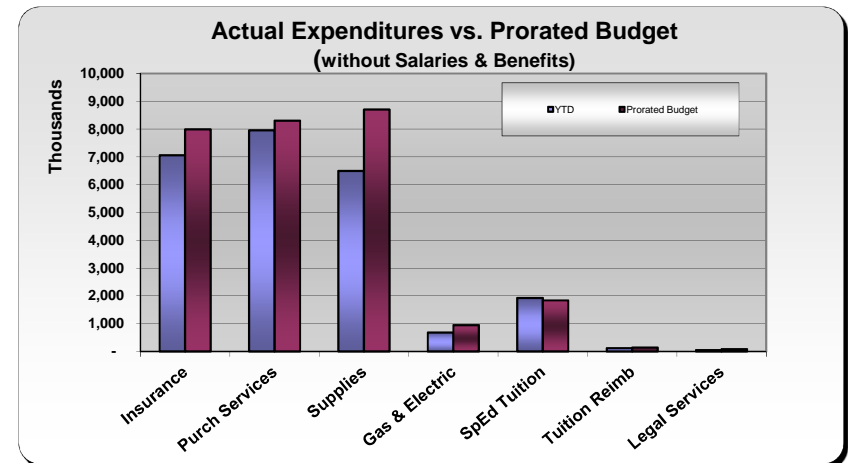
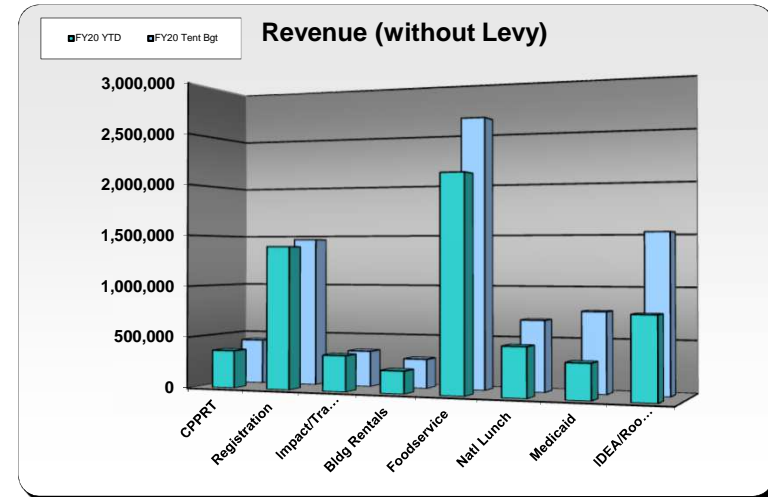
- ▶ Although tracking slightly behind budget, we expect to meet budget in operating levies and IDEA/Room and Board.
- ▶ We are monitoring National School Lunch and Medicaid as a result of the COVID-19 pandemic.
- ▶ Building Rentals and Foodservice will likely end the year at the current revenue figure also due to the pandemic.

	Key Operating Expenditures				
	Prior YTD	FY20 YTD	FY20 Tent Bgt	%	Budget Bal.
Salaries & Benefits	64,663,475	67,538,821	82,428,448	82%	14,889,627
Insurance	6,962,658	7,056,083	9,585,096	74%	2,529,013
Purchased Services	8,309,965	7,955,520	9,962,195	80%	2,006,676
Supplies	4,937,065	6,497,360	10,443,631	62%	3,946,271
Gas & Electric	801,356	680,747	1,139,292	60%	458,545
SpEd Tuition	1,995,863	1,927,045	2,205,000	87%	277,955
Tuition Reimb	143,102	116,402	165,000	71%	48,598
Legal Services	53,015	50,313	100,000	50%	49,687

- Tracking with Budget
- Plus or minus 10 percent of Budget
- Unfavorable budget variance exceeding 10%

### Monthly Notes - Expenditures

- ▶ Although reflecting caution, SpEd Tuition is predicted to continue to track within budget.



## April 2020 Dashboard

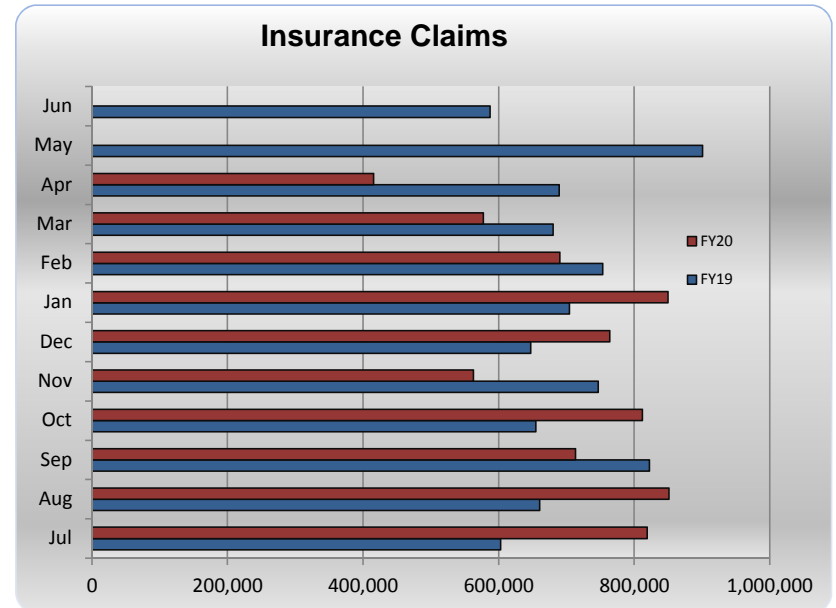
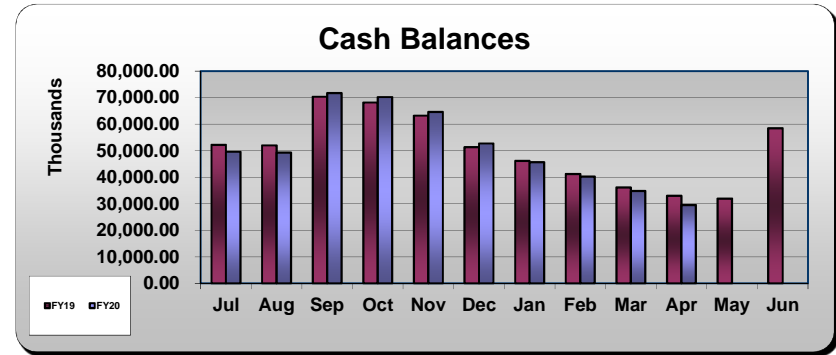
Balance Sheet - Cash Flow				
	Prior YTD	FY20 YTD	%	Variance
<b>Cash and Investments</b>	32,974,453	29,517,845	90%	(3,456,608)
A/R Total	2,264,492	3,400,940	150%	1,136,448
A/R State	1,843,717	2,936,504	159%	1,092,787
Deferred Revenue	49,880,258	51,540,145	103%	1,659,886
Contracts Payable	7,078,035	7,228,892	102%	150,858
Self Insurance Res.	1,919,547	2,158,025	112%	238,478

### Monthly Notes - Balance Sheet

- ▶ Cash and Investments is (\$3.4M) less than PY primarily due to the HHS Fine Arts project.
- ▶ Accounts receivable is approximately \$1M greater than PY due to receipt of Q2 MCATs in April FY19 (vs. May this year).
- ▶ Deferred Revenues are \$1.78M greater than last year due to Levy 2019 recognition.
- ▶ Contracts payable reflect FY20 July and August payrolls.
- ▶ Insurance Fund Reserve was increased in June to reflect actual experience.

FY19 AFR Data				
	FY19	FY18	%	Variance
Fund Balance to Revenue Ratio	0.37	0.37	102%	0.01
Expenditure to Revenue Ratio	0.98	0.98	100%	0.00
Days Cash on Hand	170.82	185.35	92%	(14.53)
Percent Short-Term Borrowing Max Remaining	100.00	100.00	100%	0.00
Percent Long-Term Debt Margin Remaining	54.12	50.12	108%	4.00
ISBE Rating	<b>3.80</b>	3.90	97%	(0.10)
Operating Expense per Pupil	11,439.32	10,570.00	108%	869.32
	<b>RECOGNITION</b>	RECOGNITION		

- ▶ The District continues to improve financially resulting in an ISBE rating of RECOGNITION for FY13 through FY19.
- ▶ The District's Operating Expense per Pupil, utilizing FY17 State Report Card data, continues to be the lowest in McHenry County for all K-12 districts and is well below the State's FY17 Operating Expense per Pupil average of \$13,337.



# Revenue Report

Printed: 5/11/2020 11:11 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 Bal	% of Budget	Account Number
1100 Designated Levies	4,397,494.69	42,014,522.65	(51,957,300.00)	(9,942,777.35)	80.86	
1200 Payments In Lieu Of Taxes	108,951.16	365,519.52	(309,636.00)	55,883.52	118.05	
1300 Tuition	(125.00)	91,314.97	(336,982.02)	(245,667.05)	27.10	
1500 Earnings On Investments	2,913.59	141,664.57	(160,000.00)	(18,335.43)	88.54	
1600 Food Service	1,033.47	2,073,610.62	(2,634,864.18)	(561,253.56)	78.83	
1700 District/School Activity Income	(20,965.00)	334,567.00	(393,613.14)	(59,046.14)	84.99	
1800 Textbook Income	4,630.00	1,386,207.47	(1,461,367.36)	(75,159.89)	94.85	
1900 Other Local Revenues	2,000,436.50	2,170,272.00	(2,350,204.70)	(179,932.70)	92.34	
<b>1000 RECEIPTS/REVENUE FROM LOCAL SOURCES</b>	<b>6,494,369.41</b>	<b>48,577,678.80</b>	<b>(59,603,967.40)</b>	<b>(11,026,288.60)</b>	<b>81.51</b>	* Source of Revenue
3001 General State Aide	2,463,989.18	22,197,427.41	(22,503,881.00)	(306,453.59)	98.64	
3100 Special Education	98,769.46	1,105,383.94	(1,249,494.04)	(144,110.10)	88.47	
3200 Career And Technical Education (Cte) - Tech Prep	0.00	0.00	(34,058.00)	(34,058.00)	0.00	
3300 Bilingual/StateFreeLunch/Dr Ed	0.00	46,425.86	(67,279.86)	(20,854.00)	69.00	
3500 Transportation - Reg/Voc/SpEd	0.00	0.00	0.00	0.00	0.00	
3700 Early Childhood	0.00	198,602.00	(285,261.02)	(86,659.02)	69.62	
3900 Other State Revenue	0.00	0.00	0.00	0.00	0.00	
<b>3000 RECEIPTS/REVENUE FROM STATE SOURCES</b>	<b>2,562,758.64</b>	<b>23,547,839.21</b>	<b>(24,139,973.92)</b>	<b>(592,134.71)</b>	<b>97.55</b>	* Source of Revenue
4100 Title V	0.00	0.00	0.00	0.00	0.00	
4200 Child Nutrition	52,130.76	496,769.77	(705,463.92)	(208,694.15)	70.42	
4300 Title I - Low Income	0.00	65,943.00	(201,261.00)	(135,318.00)	32.76	
4400 Title IV - Safe And Drug-Free Schools - Formula	0.00	0.00	(13,513.00)	(13,513.00)	0.00	
4620 Federal Special Education - IDEA Flow-Through/ Low	0.00	779,108.40	(1,520,745.14)	(741,636.74)	51.23	
4700 CTE	0.00	34,345.00	(34,345.00)	0.00	100.00	
4800 Federal - ARRA	0.00	0.00	0.00	0.00	0.00	
4900 Other Restricted Grants Received From Federal	105,482.84	555,697.08	(1,086,893.00)	(531,195.92)	51.13	
<b>4000 RECEIPTS/REVENUE FROM FEDERAL SOURCES</b>	<b>157,613.60</b>	<b>1,931,863.25</b>	<b>(3,562,221.06)</b>	<b>(1,630,357.81)</b>	<b>54.23</b>	* 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	

# Revenue Report

Printed: 5/11/2020 11:11 AM  
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 Bal	% 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	9,214,741.65	74,057,381.26	(87,306,162.38)	(13,248,781.12)	84.83	Fund

# Revenue Report

Printed: 5/11/2020 11:11 AM  
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 Bal	% of Budget	Account Number
1100 Designated Levies	692,027.11	6,515,471.55	(8,036,640.00)	(1,521,168.45)	81.07	
1500 Earnings On Investments	16,341.41	160,076.23	(115,000.00)	45,076.23	139.20	
1900 Other Local Revenues	28.00	296,328.71	(247,119.00)	49,209.71	119.91	
<b>1000 RECEIPTS/REVENUE FROM LOCAL SOURCES</b>	<b>708,396.52</b>	<b>6,971,876.49</b>	<b>(8,398,759.00)</b>	<b>(1,426,882.51)</b>	<b>83.01</b>	* Source of Revenue
3001 General State Aide	0.00	0.00	(4,600,000.00)	(4,600,000.00)	0.00	
3900 Other State Revenue	0.00	0.00	0.00	0.00	0.00	
<b>3000 RECEIPTS/REVENUE FROM STATE SOURCES</b>	<b>0.00</b>	<b>0.00</b>	<b>(4,600,000.00)</b>	<b>(4,600,000.00)</b>	<b>0.00</b>	* 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	
<b>4000 RECEIPTS/REVENUE FROM FEDERAL SOURCES</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	* Source of Revenue
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	
<b>7000 SOURCES OF FUNDS</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	* Source of Revenue
<b>20 Operations &amp; Maintenance Fund</b>	<b>708,396.52</b>	<b>6,971,876.49</b>	<b>(12,998,759.00)</b>	<b>(6,026,882.51)</b>	<b>53.63</b>	Fund

# Revenue Report

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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 Bal	% of Budget	Account Number
1100 Designated Levies	879,858.08	8,298,935.22	(10,014,138.00)	(1,715,202.78)	82.87	
1500 Earnings On Investments	20,348.48	199,347.59	(140,000.00)	59,347.59	142.39	
1900 Other Local Revenues	0.00	2,990.78	0.00	2,990.78	0.00	
<b>1000 RECEIPTS/REVENUE FROM LOCAL SOURCES</b>	<b>900,206.56</b>	<b>8,501,273.59</b>	<b>(10,154,138.00)</b>	<b>(1,652,864.41)</b>	<b>83.72</b>	* 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	
<b>7000 SOURCES OF FUNDS</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	* Source of Revenue
<b>30 Debt Service Fund or Fund Group</b>	<b>900,206.56</b>	<b>8,501,273.59</b>	<b>(10,154,138.00)</b>	<b>(1,652,864.41)</b>	<b>83.72</b>	Fund

# Revenue Report

Printed: 5/11/2020 11:11 AM  
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 Bal	% of Budget	Account Number
1100 Designated Levies	173,008.64	1,691,686.36	(2,730,583.00)	(1,038,896.64)	61.95	
1400 Transportation Fees	7,416.23	13,666.59	(69,699.93)	(56,033.34)	19.61	
1500 Earnings On Investments	6,374.99	61,951.23	(65,000.00)	(3,048.77)	95.31	
1900 Other Local Revenues	0.00	0.00	0.00	0.00	0.00	
1000 RECEIPTS/REVENUE FROM LOCAL SOURCES	186,799.86	1,767,304.18	(2,865,282.93)	(1,097,978.75)	61.68	* Source of Revenue
3500 Transportation - Reg/Voc/SpEd	273,386.10	2,778,008.57	(3,270,000.00)	(491,991.43)	84.95	
3000 RECEIPTS/REVENUE FROM STATE SOURCES	273,386.10	2,778,008.57	(3,270,000.00)	(491,991.43)	84.95	* 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	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
40 Transportation Fund	460,185.96	4,545,312.75	(6,135,282.93)	(1,589,970.18)	74.08	Fund

# 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 Bal	% of Budget	Account Number
1100 Designated Levies	230,039.94	2,255,430.08	(2,825,783.00)	(570,352.92)	79.82	
1200 Payments In Lieu Of Taxes	0.00	0.00	(126,802.00)	(126,802.00)	0.00	
1500 Earnings On Investments	5,927.14	58,097.95	(40,000.00)	18,097.95	145.24	
1000 RECEIPTS/REVENUE FROM LOCAL SOURCES	235,967.08	2,313,528.03	(2,992,585.00)	(679,056.97)	77.31	* Source of Revenue
50 Municipal Retirement and Social Security Fund	235,967.08	2,313,528.03	(2,992,585.00)	(679,056.97)	77.31	Fund

# Revenue Report

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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 Bal	% of Budget	Account Number
1500 Earnings On Investments	1,388.26	33,768.91	(15,000.00)	18,768.91	225.13	
1900 Other Local Revenues	0.00	346,637.42	(200,000.00)	146,637.42	173.32	
1000 RECEIPTS/REVENUE FROM LOCAL SOURCES	1,388.26	380,406.33	(215,000.00)	165,406.33	176.93	* 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	1,388.26	380,406.33	(215,000.00)	165,406.33	176.93	Fund

# Revenue Report

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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 Bal	% of Budget	Account Number
1100 Designated Levies	33,481.58	319,896.27	(399,566.00)	(79,669.73)	80.06	
1500 Earnings On Investments	812.75	13,172.78	(15,000.00)	(1,827.22)	87.82	
1000 RECEIPTS/REVENUE FROM LOCAL SOURCES	<u>34,294.33</u>	<u>333,069.05</u>	<u>(414,566.00)</u>	<u>(81,496.95)</u>	<u>80.34</u>	* Source of Revenue
70 Working Cash Fund	<u>34,294.33</u>	<u>333,069.05</u>	<u>(414,566.00)</u>	<u>(81,496.95)</u>	<u>80.34</u>	Fund

# Revenue Report

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Huntley Community School District 158

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 Bal	% of Budget	Account Number
1100 Designated Levies	0.00	0.00	0.00	0.00	0.00	
1500 Earnings On Investments	0.95	55.02	(300.00)	(244.98)	18.34	
1000 RECEIPTS/REVENUE FROM LOCAL SOURCES	0.95	55.02	(300.00)	(244.98)	18.34	* Source of Revenue
90 Fire Prevention and Safety Fund or Fund Group	0.95	55.02	(300.00)	(244.98)	18.34	Fund
<b>Report Total:</b>	<u>11,555,181.31</u>	<u>97,102,902.52</u>	<u>(120,216,793.31)</u>	<u>(23,113,890.79)</u>	<u>80.78</u>	

# Expenditure Report - Board of Education

Printed: 5/11/2020 11:18 AM  
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	3,644,828.17	36,858,572.10	0.00	45,389,335.28	8,542,611.51	81.18		
200 EMPLOYEE BENEFITS	760,297.23	6,296,832.67	1,355,531.04	8,185,995.01	517,441.80	93.68		
300 PURCHASED SERVICES	19,155.23	976,900.11	6,934.28	1,175,002.24	242,506.73	80.53		
400 SUPPLIES & MATERIALS	2,047,101.07	3,047,911.62	171,977.56	4,390,072.96	1,042,577.31	75.64		
500 CAPITAL OUTLAY	0.00	55,885.68	0.00	26,000.00	(23,185.68)	170.90		
600 OTHER OBJECTS	0.00	15,516.41	865.00	17,994.94	1,613.53	91.03		
700 NON-CAPITALIZED EQUIPMENT	135.99	27,567.52	15,488.60	61,294.15	18,238.03	70.25		
<b>1000 INSTRUCTION</b>	<b>6,471,517.69</b>	<b>47,279,186.11</b>	<b>1,550,796.48</b>	<b>59,245,694.58</b>	<b>10,341,803.23</b>	<b>82.54</b>	* Function	
100 SALARIES	1,459,753.98	14,677,899.90	0.00	17,007,953.08	2,340,053.18	86.25		
200 EMPLOYEE BENEFITS	241,680.26	2,424,062.33	105,820.77	2,734,065.05	120,011.27	95.61		
300 PURCHASED SERVICES	69,085.81	2,869,015.33	326,658.42	3,572,592.65	414,815.21	88.71		
400 SUPPLIES & MATERIALS	89,626.28	1,706,152.30	1,285,037.01	3,530,193.35	485,954.87	86.49		
500 CAPITAL OUTLAY	0.00	0.00	0.00	40,000.00	40,000.00	0.00		
600 OTHER OBJECTS	315.00	65,571.59	697.95	94,584.62	27,525.08	71.42		
700 NON-CAPITALIZED EQUIPMENT	0.00	52,927.96	0.00	25,446.63	(26,481.33)	200.13		
<b>2000 SUPPORT SERVICES</b>	<b>1,860,461.33</b>	<b>21,795,629.41</b>	<b>1,718,214.15</b>	<b>27,004,835.38</b>	<b>3,401,878.28</b>	<b>87.49</b>	* Function	
100 SALARIES	23,000.00	23,000.00	0.00	23,000.00	0.00	100.00		
300 PURCHASED SERVICES	0.00	24,149.11	0.00	1,497.00	1,408.89	94.49		
400 SUPPLIES & MATERIALS	0.00	6,321.39	0.00	10,200.00	5,878.61	51.81		
<b>3000 COMMUNITY SERVICES</b>	<b>23,000.00</b>	<b>53,470.50</b>	<b>0.00</b>	<b>34,697.00</b>	<b>7,287.50</b>	<b>88.01</b>	* Function	
300 PURCHASED SERVICES	131.25	30,300.00	0.00	10,000.00	6,700.00	81.89		
600 OTHER OBJECTS	240,692.73	1,927,045.26	373,182.23	2,205,000.00	(153,717.78)	106.97		
<b>4000 PAYMENTS TO OTHER DISTRICTS AND GOVERNMENTAL UNITS</b>	<b>240,823.98</b>	<b>1,957,345.26</b>	<b>373,182.23</b>	<b>2,215,000.00</b>	<b>(147,017.78)</b>	<b>106.56</b>	* Function	
10 Educational Fund	8,595,803.00	71,085,631.28	3,642,192.86	88,500,226.96	13,603,951.23	84.67	Fund	

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# Expenditure Report - Board of Education

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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	109,659.36	1,206,492.54	0.00	1,360,508.32	154,015.78	88.68		
200 EMPLOYEE BENEFITS	(6,104.78)	141,739.62	0.00	219,665.60	77,925.98	64.53		
300 PURCHASED SERVICES	324,526.41	3,209,505.47	648,172.97	4,386,104.64	387,928.41	91.16		
400 SUPPLIES & MATERIALS	36,680.86	1,095,895.21	157,554.85	1,726,889.63	411,558.77	76.17		
500 CAPITAL OUTLAY	6,110.00	221,904.29	1,904,494.00	3,212,521.00	1,086,122.71	66.19		
600 OTHER OBJECTS	455.00	2,190.00	198.00	3,366.00	978.00	70.94		
2000 SUPPORT SERVICES	471,326.85	5,877,727.13	2,710,419.82	10,909,055.19	2,118,529.65	80.58	*	Function
600 OTHER OBJECTS	0.00	153,240.31	0.00	166,315.00	13,074.69	92.14		
5000 DEBT SERVICE	0.00	153,240.31	0.00	166,315.00	13,074.69	92.14	*	Function
20 Operations & Maintenance Fund	471,326.85	6,030,967.44	2,710,419.82	11,075,370.19	2,131,604.34	80.75		Fund

# Expenditure Report - Board of Education

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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	10,254,440.18	0.00	10,765,103.00	510,662.82	95.26	
5000 DEBT SERVICE	0.00	10,254,440.18	0.00	10,765,103.00	510,662.82	95.26	* Function
30 Debt Service Fund or Fund Group	0.00	10,254,440.18	0.00	10,765,103.00	510,662.82	95.26	Fund

# Expenditure Report - Board of Education

Printed: 5/11/2020 11:18 AM  
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	245,517.21	2,461,462.80	0.00	3,057,614.41	596,151.61	80.50		
200 EMPLOYEE BENEFITS	(12,366.22)	962,734.03	0.00	1,462,994.98	500,260.95	65.81		
300 PURCHASED SERVICES	35,163.60	845,649.72	20,279.70	816,998.84	(114,016.13)	113.96		
400 SUPPLIES & MATERIALS	52,038.32	641,079.91	170,149.35	786,275.32	(31,197.39)	103.97		
500 CAPITAL OUTLAY	0.00	0.00	1,661,220.00	1,000,000.00	(661,220.00)	166.12		
600 OTHER OBJECTS	0.00	12,331.07	0.00	4,944.11	(7,386.96)	249.41		
<b>2000 SUPPORT SERVICES</b>	<b>320,352.91</b>	<b>4,923,257.53</b>	<b>1,851,649.05</b>	<b>7,128,827.66</b>	<b>282,592.08</b>	<b>96.04</b>	*	Function
<b>40 Transportation Fund</b>	<b>320,352.91</b>	<b>4,923,257.53</b>	<b>1,851,649.05</b>	<b>7,128,827.66</b>	<b>282,592.08</b>	<b>96.04</b>		Fund

# Expenditure Report - Board of Education

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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	97,882.35	929,910.19	0.00	1,218,178.06	288,267.87	76.34		
1000 INSTRUCTION	97,882.35	929,910.19	0.00	1,218,178.06	288,267.87	76.34	*	Function
200 EMPLOYEE BENEFITS	165,911.32	1,556,114.45	0.00	1,769,138.13	213,023.68	87.96		
2000 SUPPORT SERVICES	165,911.32	1,556,114.45	0.00	1,769,138.13	213,023.68	87.96	*	Function
50 Municipal Retirement and Social Security Fund	263,793.67	2,486,024.64	0.00	2,987,316.19	501,291.55	83.22	Fund	

# Expenditure Report - Board of Education

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Huntley Community School District 158

Capital Projects Fund or Fund Group 60							
Function	2000	SUPPORT SERVICES					
Object	300	PURCHASED SERVICES					
Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
300 PURCHASED SERVICES	9,505.74	68,552.44	29,059.81	550,000.00	446,885.05	18.75	
500 CAPITAL OUTLAY	468,522.86	2,265,340.87	2,185,902.92	3,884,958.00	(566,285.79)	114.58	
2000 SUPPORT SERVICES	478,028.60	2,333,893.31	2,214,962.73	4,434,958.00	(119,400.74)	102.69	* Function
600 OTHER OBJECTS	0.00	714,651.43	0.00	714,728.00	76.57	99.99	
5000 DEBT SERVICE	0.00	714,651.43	0.00	714,728.00	76.57	99.99	* Function
60 Capital Projects Fund or Fund Group	478,028.60	3,048,544.74	2,214,962.73	5,149,686.00	(119,324.17)	102.32	Fund
<b>Report Total:</b>	<u>10,129,305.03</u>	<u>97,828,865.81</u>	<u>10,419,224.46</u>	<u>125,606,530.00</u>	<u>16,910,777.85</u>	<u>86.56</u>	



# Huntley Community School District 158

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650 Academic Drive  
Algonquin, Illinois 60102  
(847) 659-6158 • [www.district158.org](http://www.district158.org)

**Date:** June 18, 2020  
**To:** Board of Education  
**From:** Dr. Rocio del Castillo, Assistant Superintendent for Special Services  
**Cc:** Dr. Scott Rowe, Superintendent  
**Subject:** Educational Equity, Strategic Plan Measure 2.3

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## **Executive Summary**

During the 2019-2020 school year, the District set a Strategic Plan measure in Goal 2 relating specifically to the creation of a comprehensive plan to enhance approaches to educational equity in Huntley 158. Strategic Plan Measure 2.3 states, "Utilize the results of the needs assessment completed during the 2019-20 school year to guide the work of a District Equity Steering Committee to draft a comprehensive plan to advance educational equity. Report will be presented to the Board by June 2020."

Previously, the 2018-19 school year was dedicated to completing an educational equity needs assessment. The needs assessment included a scan of current reality, identification of gaps, and recommendations for future action.

The 2019-20 school year was dedicated to creating a multi-year comprehensive action plan based on the needs assessment recommendations. *The Destination 158: An Equitable Approach to Education Framework* has been developed through the effort, ideas and expertise of more than 40 people representing diverse roles, races, experiences, backgrounds, and perspectives within our school district and greater community. The plan provides an action-oriented, results-driven approach for advancing equity practices in our district by providing five pillars of action: Opportunity and Access; Curriculum and Instruction; Professional Learning and Development; School, Family, and Community Relationships; and Recruitment, Hiring, and Retention. For each pillar, there are equity beliefs articulated, and a critical issue defined. Within each pillar, two goals address the critical issue in a meaningful way.

The purpose of the D158 Equitable Approach to Education Framework is to make explicit the ways in which our district will address the challenges of systemic inequities that impact the opportunities for our students. The plan includes a broad range of work both internally – and externally with district, school, and community partners.

The Board will receive a more detailed presentation of the multi-year plan when it is possible for administrators, staff, and community members to attend in person to share the important work proceeding in this area.

A summary of *The Destination 158: An Equitable Approach to Education Framework* is attached.

## **RECOMMENDATION**

This report is for informational purposes only.

# Destination 158: An Equitable Approach to Education 2020-2025

## Introduction to the Framework

The **Destination 158: An Equitable Approach to Education Framework** has been developed through the effort, ideas and expertise of more than 40 people representing diverse roles, races, experiences, backgrounds, and perspectives within our school district and greater community. Providing educational equity requires a conscious and consistent focus.

We strive to promote, develop and support equitable practices and policies for a safe and inclusive school community system. The purpose of the D158 Equitable Approach to Education Framework is to make explicit the ways in which our district will address the challenges of systemic inequities that impact the opportunities for our students. The plan outlines both manageable action steps to achieve tangible results in the short term, and a meaningful, integrated long-term strategy. It includes a broad range of work both internally – and externally with district, school, and community partners.

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The components of the plan create a comprehensive action plan, but they should not be seen as a linear, sequential plan. Rather, all elements can be pursued concurrently, with different work groups focusing their efforts on different parts of the plan at the same time.

## Organization of the Framework

This framework is organized into five key pillars:

- Opportunity and Access
- Curriculum and Instruction
- Professional Learning and Development
- School, Family, and Community Relationships
- Recruitment, Hiring, and Retention

For each pillar, there are equity beliefs articulated, and a critical issue defined. Within each pillar, two goals address the critical issue in a meaningful way.

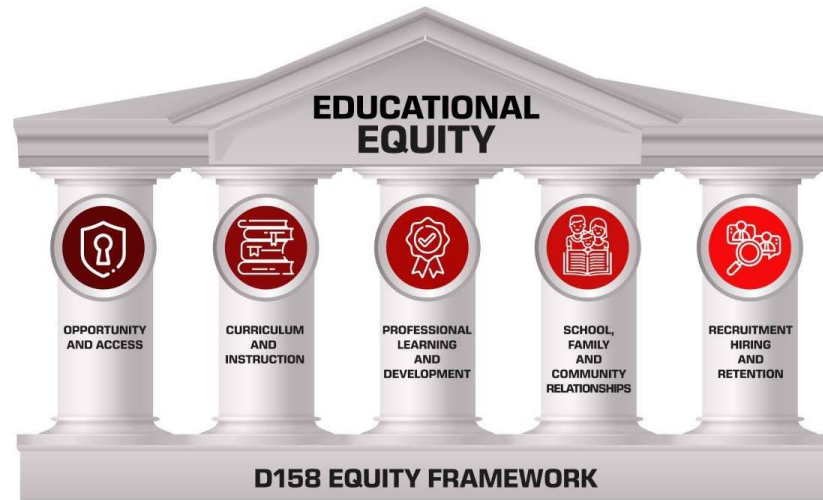
## FRAMEWORK



## VISION

Achieving educational equity requires a conscious and consistent focus. We are compelled to prioritize systemic equity and provide every student with access to the educational resources and rigor they need at the right moment in their education regardless of race, gender, ethnicity, language, disability, sexual orientation, family background, and/or socioeconomic status. Huntley Community School District 158 is committed to provide an environment that is culturally sensitive and free from bias and discrimination that protects students from physical and emotional harm.

We commit to ensuring that all stakeholders uphold educational equity as an essential principle of our school system that is integrated into all policies, practices, operations and processes in order to provide equitable educational outcomes for all students. We need to hold one another mutually accountable for examining our policies, practices, and programs for racial biases, and accountable for eliminating disparities in our district wherever they are found.



PILLAR I	EQUITY BELIEFS & CRITICAL ISSUE
<b>I. Opportunity and Access</b>	<ul style="list-style-type: none"> <li>→ All students can learn at the highest levels when all staff ensure equitable access and hold every student to high expectations.</li> <li>→ We must remove barriers for student groups, particularly students of diverse backgrounds, to ensure they have access to the most rigorous courses available.</li> <li>→ Examine the structures, policies, programs, and practices in our district to identify and take action to change those that may perpetuate inequities based on race.</li> </ul> <p><b>Critical Issue:</b> All students do not have access to programs and services such as AP courses and Honors and advanced level coursework.</p>
GOAL	ACTION PLAN & SUCCESS INDICATOR
<b>Goal 1: Increase participation of traditionally underrepresented students in advanced programs.</b>	<ul style="list-style-type: none"> <li>❑ Build upon systems and processes to increase the access and offerings of advanced programs for historically underrepresented students.</li> <li>❑ Use racially disaggregated data to inform all district decision-making and instruction and to identify</li> </ul>

	<p>the barriers that prevent students of color and students from low-income families from enrolling in advanced courses and take action</p> <ul style="list-style-type: none"> <li>❑ Evaluate the current process used for screening students for advanced level classes and implement changes if needed.</li> <li>❑ Examine representation in advanced coursework, including AP, dual enrollment, academies, gifted and talented programs, and eighth grade algebra.</li> <li>❑ Collect information to diagnose the various barriers that different groups of students face to accessing and succeeding in advanced coursework.</li> <li>❑ Allocate resources to ensure that extracurricular programs (e.g. arts, athletics, and activities) have equitable representation of students of color.</li> <li>❑ Initiate focus groups with students to find out what activities they would like to participate in, reasons they may not participate in activities that are available and what the school can do to get them more involved.</li> </ul> <p><b>Success Indicator:</b> Increase the percentage of underrepresented students participating in advanced programs and extracurricular activities.</p>
<b>GOAL</b>	<b>ACTION PLAN &amp; SUCCESS INDICATOR</b>
<p><b>Goal 2 : Design and implement support systems to respond to the diverse needs of students.</b></p>	<ul style="list-style-type: none"> <li>❑ Increase and improve social-emotional support for all students.</li> <li>❑ Administrators will examine individual student progress data through a lens of equity.</li> <li>❑ Provide resources and support for wellness, MTSS (Multi-Tiered Systems of Support) and Restorative Practices. Increase mental health and counseling support to better serve the social and emotional needs of underserved students.</li> <li>❑ Involve students in important initiatives and programs related to culture and climate.</li> <li>❑ Provide professional learning to staff to eliminate the deficit-thinking lens.</li> <li>❑ Increase foster youth, homeless, and student with disabilities supports.</li> <li>❑ Implement restorative practice strategies such as classroom meetings, community circles and other social justice strategies to eliminate disproportionality in discipline data.</li> <li>❑ Provide a variety of opportunities to develop culturally aware student leaders. Select participants for leadership opportunities that are visible to the entire student body and reflect the diversity make-up of the district as a whole.</li> </ul> <p><b>Success Indicator:</b> Increase the percentage of students reporting adequate social-emotional support.</p>

PILLAR II	EQUITY BELIEFS & CRITICAL ISSUE
<b>II. Curriculum and Instruction</b>	<ul style="list-style-type: none"> <li>→ All students regardless of disability, ethnicity, gender, gender expression, gender identity, immigration status, language, nationality, parental status, race, religion, sexual orientation, socioeconomic status or association with a person or group with one or more of these actual or perceived characteristics, have access to rigorous, and culturally responsive instruction,</li> <li>→ All teachers have access to continuous professional learning and development to effectively design and teach rigorous and culturally responsive curriculum.</li> <li>→ All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, life readiness and eliminate the achievement gap.</li> </ul> <p><b>Critical Issue:</b> All students do not see themselves reflected in the curriculum nor do they have access to rigorous instruction. Teachers need to embrace diversity and establish high expectations for all students.</p>
GOAL	ACTION PLAN & SUCCESS INDICATOR
<b>Goal 1. All curricular materials are reflective of our diverse student population.</b>	<div style="text-align: right;">113</div> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implement culturally relevant teaching practices that reflect the contributions and perspectives of all people.</li> <li><input type="checkbox"/> Provide Professional learning to teachers in effective and rigorous instructional strategies to support all students' standards mastery.</li> <li><input type="checkbox"/> Provide staff with resources/training to provide focus on developing a growth mindset.</li> <li><input type="checkbox"/> Enhancing access to the general education curriculum for students with disabilities.</li> <li><input type="checkbox"/> Conduct curriculum audit to determine evidence of bias and/or the lack of inclusion in the standards-aligned instructional materials and determine if the materials reflect the race, culture or ethnicity of our student groups.</li> </ul> <p><b>Success Indicator:</b> Increase the percentage of subjects/curricular materials that are reflective of race, culture or ethnicity of students.</p>

GOAL	ACTION PLAN & SUCCESS INDICATOR
<p><b>Goal 2 : Increase students' exposure to rigorous and culturally responsive curriculum and instruction.</b></p>	<ul style="list-style-type: none"> <li>❑ Provide equitable opportunity and access to eliminate disproportionate representation of students of color in specialized education programs.</li> <li>❑ Create engagement and opportunities for historically underrepresented students, individuals with special needs/disabilities, and economically disadvantaged students.</li> <li>❑ Improve teacher to student relationships in order to foster student interest in curricular and extracurricular activities</li> <li>❑ Increase resource materials for staff that emphasize equity, culturally responsive pedagogy, and multiculturalism.</li> </ul> <p><b>Success Indicator:</b> Increase the percentage of students participating in advanced programs and extracurricular activities. Increase the percentage of students reporting rigorous and culturally responsive curriculum, and percentage of teachers reporting rigorous and culturally responsive instruction.</p>
<p><b>PILLAR III</b></p>	<p><b>EQUITY BELIEFS &amp; CRITICAL ISSUE</b></p>
<p><b>III. Professional Learning and Development.</b></p>	<p style="text-align: right;">114</p> <ul style="list-style-type: none"> <li>→ Recognize and respect our diversity while increasing awareness.</li> <li>→ Participate in and utilize professional development strategies to support the needs of all students both academically, emotionally, and socially.</li> <li>→ Implement a strategic professional development on equity/inclusion/cultural competence, social emotional learning, inclusion and responsiveness education.</li> </ul> <p><b>Critical Issue:</b> All students and staff do not have access nor participate fully in culturally responsive teaching and learning.</p>
GOAL	ACTION PLAN & SUCCESS INDICATOR
<p><b>Goal 1: Provide differentiated Professional Learning to build capacity for cultural responsiveness.</b></p>	<ul style="list-style-type: none"> <li>❑ Facilitate ongoing and embedded professional development to help learn techniques for culturally responsive teaching that is designed to address underlying culture, and help staff use the curriculum and other resources to help students reach a deeper level of understanding specifically about race, inclusion, and diversity.</li> <li>❑ Prioritize equity-focused training for all staff that addresses implicit bias and privilege.</li> <li>❑ Implement and train all staff on the components of the D158 Equity Framework.</li> </ul>

	<ul style="list-style-type: none"> <li>❑ Incorporate the concept of Equity in all professional learning and development, and in the development of all initiatives to utilize the Equity lens and D158 Framework as the foundation of all district work.</li> </ul> <p><b>Success Indicator:</b> Increase the number of equity based professional growth opportunities.</p>
GOAL	ACTION PLAN & SUCCESS INDICATOR
<p><b>Goal 2: Increase culturally responsive leadership development among teachers, administrators and non-certified staff.</b></p>	<ul style="list-style-type: none"> <li>❑ Develop infrastructure and provide training for culturally responsive leadership development.</li> <li>❑ Provide professional development to building administrators to support retention of diverse teachers.</li> <li>❑ Develop a mentorship program for people of color to create a pipeline into leadership positions in D158.</li> <li>❑ Ensure that all board members and staff receive training that promotes an understanding of racial identity and cultural awareness, and addresses implicit and explicit biases.</li> <li>❑ Continue to recruit and hire diverse staff for leadership roles.</li> </ul> <p><b>Success Indicator:</b> Increase the percentage of staff participating in culturally responsive leadership development professional learning offerings.</p> <p style="text-align: right;">115</p>
PILLAR IV	EQUITY BELIEFS & CRITICAL ISSUE
<p><b>IV. School, Family and Community Relationships.</b></p>	<ul style="list-style-type: none"> <li>→ It is School District 158’s responsibility to adapt and respond appropriately to the intersectionality of all students in D158.</li> <li>→ Our district will be excellent only when ALL families are empowered as equal partners to influence, inform, and impact decisions throughout our district.</li> <li>→ All students will benefit from programs and services designed to inform and involve family and community partners.</li> <li>→ Our district will ensure a welcoming, safe, inclusive and equitable school community.</li> <li>→ We will welcome and engage families as essential partners in their student's education and district decision making.</li> </ul> <p><b>Critical Issue:</b> Minority students feel less connected to school and minority families report they have less opportunity for input.</p>

GOAL	ACTION PLAN & SUCCESS INDICATOR
<p><b>GOAL 1: Improve stakeholder communication, engagement, and relationships.</b></p>	<ul style="list-style-type: none"> <li>❑ Provide resources and communication links to support all families in accessing information and opportunities to be engaged at all buildings.</li> <li>❑ Engage in meaningful dialogue with school and community stakeholders to support positive school climate development and student wellness.</li> <li>❑ Host district and school events to hear the voice of families and the community.</li> <li>❑ Provide a resource list to all school administrators about various cultural and commemorative dates so they may acknowledge and celebrate these important cultural milestones.</li> <li>❑ Engage in honest conversation with staff, parents and community members about concerns and issues that impact our diverse population.</li> <li>❑ Continue to promote and encourage the use of our various print and electronic communication tools.</li> <li>❑ Social media, as well as submissions to local news media, will continue to feature news and photos about all students to show the diversity within our schools.</li> <li>❑ Establish a protocol for recruiting and sustaining representation of parents of color as members of the school board, and district committees.</li> </ul> <p style="text-align: right;">116</p> <p><b>Success Indicator:</b> Increase the percentage of families reporting favorable school connectedness and sense of belonging. Surveys for students/parents/staff regarding district climate.</p>
GOAL	ACTION PLAN & SUCCESS INDICATOR
<p><b>Goal 2: Increase family education opportunities and community partnerships.</b></p>	<ul style="list-style-type: none"> <li>❑ Create partnerships with community organizations focusing on providing resources to families.</li> <li>❑ Increase access and parent preparedness by providing translated documents and presentations regarding advanced courses.</li> <li>❑ Focus on family and community engagement by providing information and education to decrease disproportionality.</li> <li>❑ Provide resources to support home visits focusing on communicating specific educational opportunities for students and families.</li> <li>❑ Build a directory of resources, listing parents and community members who have the will and skill to volunteer as translators and/or interpreters for our schools.</li> </ul> <p><b>Success Indicator:</b> Increase the percentage of families reporting effective access to opportunities and connections for parents. Increase the number of community partnerships.</p>

PILLAR V	EQUITY BELIEFS & CRITICAL ISSUE
<b>V. Recruitment, Hiring, and Retention.</b>	<ul style="list-style-type: none"> <li>→ Recruit, hire and retain highly qualified diverse teachers, administrators and staff of color.</li> <li>→ Our district needs to recruit, hire and retain staff that reflects the racial and cultural diversity of our community and our student body.</li> </ul> <p><b>Critical Issue:</b> The racial and ethnic distribution of district school staff does not mirror the student population and community.</p>
GOAL	ACTION PLAN & SUCCESS INDICATOR
<b>GOAL 1: Improve support for professional growth among existing and newly hired staff.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create and support mentorship programs and networking groups for staff.</li> <li><input type="checkbox"/> Provide training, resources and supports to build cultural awareness, proficiency, and equity literacy in staff.</li> <li><input type="checkbox"/> Train all staff on cultural proficiency, and implicit bias. Host cultural proficiency events.</li> <li><input type="checkbox"/> Establish and implement a process to provide orientation to all new administrators on Equity and implicit bias.</li> <li><input type="checkbox"/> Develop an equity focused evaluation process of all administrators.</li> </ul> <p style="text-align: right;">117</p> <p><b>Success Indicator:</b> Increase the percentage of staff reporting favorable climate of support for professional growth. Human Resources data indicating increase in number of staff who are linguistically and racially representative of the District demographics. Revised system of evaluation for administrators.</p>
GOAL	ACTION PLAN & SUCCESS INDICATOR
<b>GOAL 2: Improve staff diversity to better represent that of the student population.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop new partnerships and maintain and strengthen current partnerships with culturally diverse institutions, including colleges, organizations and churches with a focus on conducting targeted recruiting and hiring initiatives for potential candidates that will diversify our staff.</li> <li><input type="checkbox"/> Identify and initiate alternative recruitment strategies to target diverse candidates</li> <li><input type="checkbox"/> Establish procedures for district-wide diversity orientation for all building leaders and interview committees. This includes developing a consistent process for screening and interviewing job candidates that includes questions and scenarios relating to diversity and equity.</li> <li><input type="checkbox"/> Encourage diversity in the membership of all district and building- level committees.</li> </ul> <p><b>Success Indicator:</b> Ensure a proportional ethnic composition of staff reflective of the student population.</p>



# Huntley Community School District 158

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650 Academic Drive  
Algonquin, Illinois 60102  
(847) 659-6158 • [www.district158.org](http://www.district158.org)

**Date:** June 18, 2020  
**To:** Board of Education  
**From:** Dr. Rocio del Castillo, Assistant Superintendent for Special Services  
**Cc:** Dr. Scott Rowe, Superintendent  
**Subject:** Educational Equity, Strategic Plan Measure 2.3

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## **Executive Summary**

During the 2019-2020 school year, the District set a Strategic Plan measure in Goal 2 relating specifically to the creation of a comprehensive plan to enhance approaches to educational equity in Huntley 158. Strategic Plan Measure 2.3 states, "Utilize the results of the needs assessment completed during the 2019-20 school year to guide the work of a District Equity Steering Committee to draft a comprehensive plan to advance educational equity. Report will be presented to the Board by June 2020."

Previously, the 2018-19 school year was dedicated to completing an educational equity needs assessment. The needs assessment included a scan of current reality, identification of gaps, and recommendations for future action.

The 2019-20 school year was dedicated to creating a multi-year comprehensive action plan based on the needs assessment recommendations. *The Destination 158: An Equitable Approach to Education Framework* has been developed through the effort, ideas and expertise of more than 40 people representing diverse roles, races, experiences, backgrounds, and perspectives within our school district and greater community. The plan provides an action-oriented, results-driven approach for advancing equity practices in our district by providing five pillars of action: Opportunity and Access; Curriculum and Instruction; Professional Learning and Development; School, Family, and Community Relationships; and Recruitment, Hiring, and Retention. For each pillar, there are equity beliefs articulated, and a critical issue defined. Within each pillar, two goals address the critical issue in a meaningful way.

The purpose of the D158 Equitable Approach to Education Framework is to make explicit the ways in which our district will address the challenges of systemic inequities that impact the opportunities for our students. The plan includes a broad range of work both internally – and externally with district, school, and community partners.

The Board will receive a more detailed presentation of the multi-year plan when it is possible for administrators, staff, and community members to attend in person to share the important work proceeding in this area.

A summary of *The Destination 158: An Equitable Approach to Education Framework* is attached.

## **RECOMMENDATION**

This report is for informational purposes only.

## Destination 158: An Equitable Approach to Education 2020-2025

### Introduction to the Framework

The **Destination 158: An Equitable Approach to Education Framework** has been developed through the effort, ideas and expertise of more than 40 people representing diverse roles, races, experiences, backgrounds, and perspectives within our school district and greater community. Providing educational equity requires a conscious and consistent focus.

We strive to promote, develop and support equitable practices and policies for a safe and inclusive school community system. The purpose of the D158 Equitable Approach to Education Framework is to make explicit the ways in which our district will address the challenges of systemic inequities that impact the opportunities for our students. The plan outlines both manageable action steps to achieve tangible results in the short term, and a meaningful, integrated long-term strategy. It includes a broad range of work both internally – and externally with district, school, and community partners.

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The components of the plan create a comprehensive action plan, but they should not be seen as a linear, sequential plan. Rather, all elements can be pursued concurrently, with different work groups focusing their efforts on different parts of the plan at the same time.

### Organization of the Framework

This framework is organized into five key pillars:

- Opportunity and Access
- Curriculum and Instruction
- Professional Learning and Development
- School, Family, and Community Relationships
- Recruitment, Hiring, and Retention

For each pillar, there are equity beliefs articulated, and a critical issue defined. Within each pillar, two goals address the critical issue in a meaningful way.

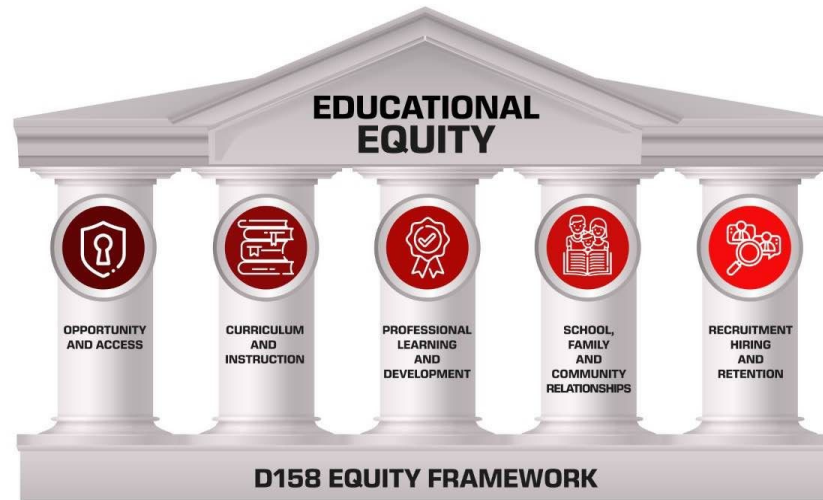
## FRAMEWORK



## VISION

Achieving educational equity requires a conscious and consistent focus. We are compelled to prioritize systemic equity and provide every student with access to the educational resources and rigor they need at the right moment in their education regardless of race, gender, ethnicity, language, disability, sexual orientation, family background, and/or socioeconomic status. Huntley Community School District 158 is committed to provide an environment that is culturally sensitive and free from bias and discrimination that protects students from physical and emotional harm.

We commit to ensuring that all stakeholders uphold educational equity as an essential principle of our school system that is integrated into all policies, practices, operations and processes in order to provide equitable educational outcomes for all students. We need to hold one another mutually accountable for examining our policies, practices, and programs for racial biases, and accountable for eliminating disparities in our district wherever they are found.



PILLAR I	EQUITY BELIEFS & CRITICAL ISSUE
<b>I. Opportunity and Access</b>	<ul style="list-style-type: none"> <li>→ All students can learn at the highest levels when all staff ensure equitable access and hold every student to high expectations.</li> <li>→ We must remove barriers for student groups, particularly students of diverse backgrounds, to ensure they have access to the most rigorous courses available.</li> <li>→ Examine the structures, policies, programs, and practices in our district to identify and take action to change those that may perpetuate inequities based on race.</li> </ul> <p><b>Critical Issue:</b> All students do not have access to programs and services such as AP courses and Honors and advanced level coursework.</p>
GOAL	ACTION PLAN & SUCCESS INDICATOR
<b>Goal 1: Increase participation of traditionally underrepresented students in advanced programs.</b>	<ul style="list-style-type: none"> <li>❑ Build upon systems and processes to increase the access and offerings of advanced programs for historically underrepresented students.</li> <li>❑ Use racially disaggregated data to inform all district decision-making and instruction and to identify</li> </ul>

	<p>the barriers that prevent students of color and students from low-income families from enrolling in advanced courses and take action</p> <ul style="list-style-type: none"> <li>❑ Evaluate the current process used for screening students for advanced level classes and implement changes if needed.</li> <li>❑ Examine representation in advanced coursework, including AP, dual enrollment, academies, gifted and talented programs, and eighth grade algebra.</li> <li>❑ Collect information to diagnose the various barriers that different groups of students face to accessing and succeeding in advanced coursework.</li> <li>❑ Allocate resources to ensure that extracurricular programs (e.g. arts, athletics, and activities) have equitable representation of students of color.</li> <li>❑ Initiate focus groups with students to find out what activities they would like to participate in, reasons they may not participate in activities that are available and what the school can do to get them more involved.</li> </ul> <p><b>Success Indicator:</b> Increase the percentage of underrepresented students participating in advanced programs and extracurricular activities.</p>
<b>GOAL</b>	<b>ACTION PLAN &amp; SUCCESS INDICATOR</b>
<p><b>Goal 2 : Design and implement support systems to respond to the diverse needs of students.</b></p>	<ul style="list-style-type: none"> <li>❑ Increase and improve social-emotional support for all students.</li> <li>❑ Administrators will examine individual student progress data through a lens of equity.</li> <li>❑ Provide resources and support for wellness, MTSS (Multi-Tiered Systems of Support) and Restorative Practices. Increase mental health and counseling support to better serve the social and emotional needs of underserved students.</li> <li>❑ Involve students in important initiatives and programs related to culture and climate.</li> <li>❑ Provide professional learning to staff to eliminate the deficit-thinking lens.</li> <li>❑ Increase foster youth, homeless, and student with disabilities supports.</li> <li>❑ Implement restorative practice strategies such as classroom meetings, community circles and other social justice strategies to eliminate disproportionality in discipline data.</li> <li>❑ Provide a variety of opportunities to develop culturally aware student leaders. Select participants for leadership opportunities that are visible to the entire student body and reflect the diversity make-up of the district as a whole.</li> </ul> <p><b>Success Indicator:</b> Increase the percentage of students reporting adequate social-emotional support.</p>

PILLAR II	EQUITY BELIEFS & CRITICAL ISSUE
<p><b>II. Curriculum and Instruction</b></p>	<ul style="list-style-type: none"> <li>→ All students regardless of disability, ethnicity, gender, gender expression, gender identity, immigration status, language, nationality, parental status, race, religion, sexual orientation, socioeconomic status or association with a person or group with one or more of these actual or perceived characteristics, have access to rigorous, and culturally responsive instruction,</li> <li>→ All teachers have access to continuous professional learning and development to effectively design and teach rigorous and culturally responsive curriculum.</li> <li>→ All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, life readiness and eliminate the achievement gap.</li> </ul> <p><b>Critical Issue:</b> All students do not see themselves reflected in the curriculum nor do they have access to rigorous instruction. Teachers need to embrace diversity and establish high expectations for all students.</p>
GOAL	ACTION PLAN & SUCCESS INDICATOR
<p><b>Goal 1. All curricular materials are reflective of our diverse student population.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Implement culturally relevant teaching practices that reflect the contributions and perspectives of all people.</li> <li><input type="checkbox"/> Provide Professional learning to teachers in effective and rigorous instructional strategies to support all students' standards mastery.</li> <li><input type="checkbox"/> Provide staff with resources/training to provide focus on developing a growth mindset.</li> <li><input type="checkbox"/> Enhancing access to the general education curriculum for students with disabilities.</li> <li><input type="checkbox"/> Conduct curriculum audit to determine evidence of bias and/or the lack of inclusion in the standards-aligned instructional materials and determine if the materials reflect the race, culture or ethnicity of our student groups.</li> </ul> <p><b>Success Indicator:</b> Increase the percentage of subjects/curricular materials that are reflective of race, culture or ethnicity of students.</p>

GOAL	ACTION PLAN & SUCCESS INDICATOR
<p><b>Goal 2 : Increase students' exposure to rigorous and culturally responsive curriculum and instruction.</b></p>	<ul style="list-style-type: none"> <li>❑ Provide equitable opportunity and access to eliminate disproportionate representation of students of color in specialized education programs.</li> <li>❑ Create engagement and opportunities for historically underrepresented students, individuals with special needs/disabilities, and economically disadvantaged students.</li> <li>❑ Improve teacher to student relationships in order to foster student interest in curricular and extracurricular activities</li> <li>❑ Increase resource materials for staff that emphasize equity, culturally responsive pedagogy, and multiculturalism.</li> </ul> <p><b>Success Indicator:</b> Increase the percentage of students participating in advanced programs and extracurricular activities. Increase the percentage of students reporting rigorous and culturally responsive curriculum, and percentage of teachers reporting rigorous and culturally responsive instruction.</p>
<p><b>PILLAR III</b></p>	<p><b>EQUITY BELIEFS &amp; CRITICAL ISSUE</b></p>
<p><b>III. Professional Learning and Development.</b></p>	<p style="text-align: right;">124</p> <ul style="list-style-type: none"> <li>→ Recognize and respect our diversity while increasing awareness.</li> <li>→ Participate in and utilize professional development strategies to support the needs of all students both academically, emotionally, and socially.</li> <li>→ Implement a strategic professional development on equity/inclusion/cultural competence, social emotional learning, inclusion and responsiveness education.</li> </ul> <p><b>Critical Issue:</b> All students and staff do not have access nor participate fully in culturally responsive teaching and learning.</p>
GOAL	ACTION PLAN & SUCCESS INDICATOR
<p><b>Goal 1: Provide differentiated Professional Learning to build capacity for cultural responsiveness.</b></p>	<ul style="list-style-type: none"> <li>❑ Facilitate ongoing and embedded professional development to help learn techniques for culturally responsive teaching that is designed to address underlying culture, and help staff use the curriculum and other resources to help students reach a deeper level of understanding specifically about race, inclusion, and diversity.</li> <li>❑ Prioritize equity-focused training for all staff that addresses implicit bias and privilege.</li> <li>❑ Implement and train all staff on the components of the D158 Equity Framework.</li> </ul>

	<ul style="list-style-type: none"> <li>❑ Incorporate the concept of Equity in all professional learning and development, and in the development of all initiatives to utilize the Equity lens and D158 Framework as the foundation of all district work.</li> </ul> <p><b>Success Indicator:</b> Increase the number of equity based professional growth opportunities.</p>
GOAL	ACTION PLAN & SUCCESS INDICATOR
<p><b>Goal 2: Increase culturally responsive leadership development among teachers, administrators and non-certified staff.</b></p>	<ul style="list-style-type: none"> <li>❑ Develop infrastructure and provide training for culturally responsive leadership development.</li> <li>❑ Provide professional development to building administrators to support retention of diverse teachers.</li> <li>❑ Develop a mentorship program for people of color to create a pipeline into leadership positions in D158.</li> <li>❑ Ensure that all board members and staff receive training that promotes an understanding of racial identity and cultural awareness, and addresses implicit and explicit biases.</li> <li>❑ Continue to recruit and hire diverse staff for leadership roles.</li> </ul> <p><b>Success Indicator:</b> Increase the percentage of staff participating in culturally responsive leadership development professional learning offerings.</p> <p style="text-align: right;">125</p>
PILLAR IV	EQUITY BELIEFS & CRITICAL ISSUE
<p><b>IV. School, Family and Community Relationships.</b></p>	<ul style="list-style-type: none"> <li>→ It is School District 158’s responsibility to adapt and respond appropriately to the intersectionality of all students in D158.</li> <li>→ Our district will be excellent only when ALL families are empowered as equal partners to influence, inform, and impact decisions throughout our district.</li> <li>→ All students will benefit from programs and services designed to inform and involve family and community partners.</li> <li>→ Our district will ensure a welcoming, safe, inclusive and equitable school community.</li> <li>→ We will welcome and engage families as essential partners in their student's education and district decision making.</li> </ul> <p><b>Critical Issue:</b> Minority students feel less connected to school and minority families report they have less opportunity for input.</p>

GOAL	ACTION PLAN & SUCCESS INDICATOR
<p><b>GOAL 1: Improve stakeholder communication, engagement, and relationships.</b></p>	<ul style="list-style-type: none"> <li>❑ Provide resources and communication links to support all families in accessing information and opportunities to be engaged at all buildings.</li> <li>❑ Engage in meaningful dialogue with school and community stakeholders to support positive school climate development and student wellness.</li> <li>❑ Host district and school events to hear the voice of families and the community.</li> <li>❑ Provide a resource list to all school administrators about various cultural and commemorative dates so they may acknowledge and celebrate these important cultural milestones.</li> <li>❑ Engage in honest conversation with staff, parents and community members about concerns and issues that impact our diverse population.</li> <li>❑ Continue to promote and encourage the use of our various print and electronic communication tools.</li> <li>❑ Social media, as well as submissions to local news media, will continue to feature news and photos about all students to show the diversity within our schools.</li> <li>❑ Establish a protocol for recruiting and sustaining representation of parents of color as members of the school board, and district committees.</li> </ul> <p style="text-align: right;">126</p> <p><b>Success Indicator:</b> Increase the percentage of families reporting favorable school connectedness and sense of belonging. Surveys for students/parents/staff regarding district climate.</p>
GOAL	ACTION PLAN & SUCCESS INDICATOR
<p><b>Goal 2: Increase family education opportunities and community partnerships.</b></p>	<ul style="list-style-type: none"> <li>❑ Create partnerships with community organizations focusing on providing resources to families.</li> <li>❑ Increase access and parent preparedness by providing translated documents and presentations regarding advanced courses.</li> <li>❑ Focus on family and community engagement by providing information and education to decrease disproportionality.</li> <li>❑ Provide resources to support home visits focusing on communicating specific educational opportunities for students and families.</li> <li>❑ Build a directory of resources, listing parents and community members who have the will and skill to volunteer as translators and/or interpreters for our schools.</li> </ul> <p><b>Success Indicator:</b> Increase the percentage of families reporting effective access to opportunities and connections for parents. Increase the number of community partnerships.</p>

PILLAR V	EQUITY BELIEFS & CRITICAL ISSUE
<b>V. Recruitment, Hiring, and Retention.</b>	<ul style="list-style-type: none"> <li>→ Recruit, hire and retain highly qualified diverse teachers, administrators and staff of color.</li> <li>→ Our district needs to recruit, hire and retain staff that reflects the racial and cultural diversity of our community and our student body.</li> </ul> <p><b>Critical Issue:</b> The racial and ethnic distribution of district school staff does not mirror the student population and community.</p>
GOAL	ACTION PLAN & SUCCESS INDICATOR
<b>GOAL 1: Improve support for professional growth among existing and newly hired staff.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create and support mentorship programs and networking groups for staff.</li> <li><input type="checkbox"/> Provide training, resources and supports to build cultural awareness, proficiency, and equity literacy in staff.</li> <li><input type="checkbox"/> Train all staff on cultural proficiency, and implicit bias. Host cultural proficiency events.</li> <li><input type="checkbox"/> Establish and implement a process to provide orientation to all new administrators on Equity and implicit bias.</li> <li><input type="checkbox"/> Develop an equity focused evaluation process of all administrators.</li> </ul> <p style="text-align: right;">127</p> <p><b>Success Indicator:</b> Increase the percentage of staff reporting favorable climate of support for professional growth. Human Resources data indicating increase in number of staff who are linguistically and racially representative of the District demographics. Revised system of evaluation for administrators.</p>
GOAL	ACTION PLAN & SUCCESS INDICATOR
<b>GOAL 2: Improve staff diversity to better represent that of the student population.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop new partnerships and maintain and strengthen current partnerships with culturally diverse institutions, including colleges, organizations and churches with a focus on conducting targeted recruiting and hiring initiatives for potential candidates that will diversify our staff.</li> <li><input type="checkbox"/> Identify and initiate alternative recruitment strategies to target diverse candidates</li> <li><input type="checkbox"/> Establish procedures for district-wide diversity orientation for all building leaders and interview committees. This includes developing a consistent process for screening and interviewing job candidates that includes questions and scenarios relating to diversity and equity.</li> <li><input type="checkbox"/> Encourage diversity in the membership of all district and building- level committees.</li> </ul> <p><b>Success Indicator:</b> Ensure a proportional ethnic composition of staff reflective of the student population.</p>



# Huntley Community School District 158

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Algonquin, Illinois 60102  
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**Date:** June 18, 2020  
**To:** Board of Education  
**From:** Dr. Rocio del Castillo, Assistant Superintendent for Special Services  
**Cc:** Dr. Scott Rowe, Superintendent  
**Subject:** Educational Equity, Strategic Plan Measure 2.3

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## **Executive Summary**

During the 2019-2020 school year, the District set a Strategic Plan measure in Goal 2 relating specifically to the creation of a comprehensive plan to enhance approaches to educational equity in Huntley 158. Strategic Plan Measure 2.3 states, "Utilize the results of the needs assessment completed during the 2019-20 school year to guide the work of a District Equity Steering Committee to draft a comprehensive plan to advance educational equity. Report will be presented to the Board by June 2020."

Previously, the 2018-19 school year was dedicated to completing an educational equity needs assessment. The needs assessment included a scan of current reality, identification of gaps, and recommendations for future action.

The 2019-20 school year was dedicated to creating a multi-year comprehensive action plan based on the needs assessment recommendations. *The Destination 158: An Equitable Approach to Education Framework* has been developed through the effort, ideas and expertise of more than 40 people representing diverse roles, races, experiences, backgrounds, and perspectives within our school district and greater community. The plan provides an action-oriented, results-driven approach for advancing equity practices in our district by providing five pillars of action: Opportunity and Access; Curriculum and Instruction; Professional Learning and Development; School, Family, and Community Relationships; and Recruitment, Hiring, and Retention. For each pillar, there are equity beliefs articulated, and a critical issue defined. Within each pillar, two goals address the critical issue in a meaningful way.

The purpose of the D158 Equitable Approach to Education Framework is to make explicit the ways in which our district will address the challenges of systemic inequities that impact the opportunities for our students. The plan includes a broad range of work both internally – and externally with district, school, and community partners.

The Board will receive a more detailed presentation of the multi-year plan when it is possible for administrators, staff, and community members to attend in person to share the important work proceeding in this area.

A summary of *The Destination 158: An Equitable Approach to Education Framework* is attached.

## **RECOMMENDATION**

District administration recommends the school board approve the 2020-2025 the equity plan as presented.

# Destination 158: An Equitable Approach to Education 2020-2025

## Introduction to the Framework

The **Destination 158: An Equitable Approach to Education Framework** has been developed through the effort, ideas and expertise of more than 40 people representing diverse roles, races, experiences, backgrounds, and perspectives within our school district and greater community. Providing educational equity requires a conscious and consistent focus.

We strive to promote, develop and support equitable practices and policies for a safe and inclusive school community system. The purpose of the D158 Equitable Approach to Education Framework is to make explicit the ways in which our district will address the challenges of systemic inequities that impact the opportunities for our students. The plan outlines both manageable action steps to achieve tangible results in the short term, and a meaningful, integrated long-term strategy. It includes a broad range of work both internally – and externally with district, school, and community partners.

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The components of the plan create a comprehensive action plan, but they should not be seen as a linear, sequential plan. Rather, all elements can be pursued concurrently, with different work groups focusing their efforts on different parts of the plan at the same time.

## Organization of the Framework

This framework is organized into five key pillars:

- Opportunity and Access
- Curriculum and Instruction
- Professional Learning and Development
- School, Family, and Community Relationships
- Recruitment, Hiring, and Retention

For each pillar, there are equity beliefs articulated, and a critical issue defined. Within each pillar, two goals address the critical issue in a meaningful way.

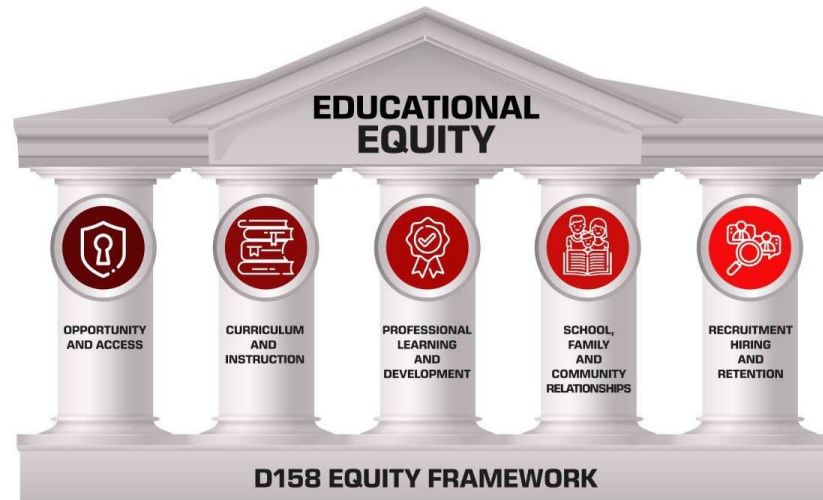
## FRAMEWORK



## VISION

Achieving educational equity requires a conscious and consistent focus. We are compelled to prioritize systemic equity and provide every student with access to the educational resources and rigor they need at the right moment in their education regardless of race, gender, ethnicity, language, disability, sexual orientation, family background, and/or socioeconomic status. Huntley Community School District 158 is committed to provide an environment that is culturally sensitive and free from bias and discrimination that protects students from physical and emotional harm.

We commit to ensuring that all stakeholders uphold educational equity as an essential principle of our school system that is integrated into all policies, practices, operations and processes in order to provide equitable educational outcomes for all students. We need to hold one another mutually accountable for examining our policies, practices, and programs for racial biases, and accountable for eliminating disparities in our district wherever they are found.



PILLAR I	EQUITY BELIEFS & CRITICAL ISSUE
<b>I. Opportunity and Access</b>	<ul style="list-style-type: none"> <li>→ All students can learn at the highest levels when all staff ensure equitable access and hold every student to high expectations.</li> <li>→ We must remove barriers for student groups, particularly students of diverse backgrounds, to ensure they have access to the most rigorous courses available.</li> <li>→ Examine the structures, policies, programs, and practices in our district to identify and take action to change those that may perpetuate inequities based on race.</li> </ul> <p><b>Critical Issue:</b> All students do not have access to programs and services such as AP courses and Honors and advanced level coursework.</p>
GOAL	ACTION PLAN & SUCCESS INDICATOR
<b>Goal 1: Increase participation of traditionally underrepresented students in advanced programs.</b>	<ul style="list-style-type: none"> <li>❑ Build upon systems and processes to increase the access and offerings of advanced programs for historically underrepresented students.</li> <li>❑ Use racially disaggregated data to inform all district decision-making and instruction and to identify</li> </ul>

	<p>the barriers that prevent students of color and students from low-income families from enrolling in advanced courses and take action</p> <ul style="list-style-type: none"> <li>❑ Evaluate the current process used for screening students for advanced level classes and implement changes if needed.</li> <li>❑ Examine representation in advanced coursework, including AP, dual enrollment, academies, gifted and talented programs, and eighth grade algebra.</li> <li>❑ Collect information to diagnose the various barriers that different groups of students face to accessing and succeeding in advanced coursework.</li> <li>❑ Allocate resources to ensure that extracurricular programs (e.g. arts, athletics, and activities) have equitable representation of students of color.</li> <li>❑ Initiate focus groups with students to find out what activities they would like to participate in, reasons they may not participate in activities that are available and what the school can do to get them more involved.</li> </ul> <p><b>Success Indicator:</b> Increase the percentage of underrepresented students participating in advanced programs and extracurricular activities.</p>
<b>GOAL</b>	<b>ACTION PLAN &amp; SUCCESS INDICATOR</b>
<p><b>Goal 2 : Design and implement support systems to respond to the diverse needs of students.</b></p>	<ul style="list-style-type: none"> <li>❑ Increase and improve social-emotional support for all students.</li> <li>❑ Administrators will examine individual student progress data through a lens of equity.</li> <li>❑ Provide resources and support for wellness, MTSS (Multi-Tiered Systems of Support) and Restorative Practices. Increase mental health and counseling support to better serve the social and emotional needs of underserved students.</li> <li>❑ Involve students in important initiatives and programs related to culture and climate.</li> <li>❑ Provide professional learning to staff to eliminate the deficit-thinking lens.</li> <li>❑ Increase foster youth, homeless, and student with disabilities supports.</li> <li>❑ Implement restorative practice strategies such as classroom meetings, community circles and other social justice strategies to eliminate disproportionality in discipline data.</li> <li>❑ Provide a variety of opportunities to develop culturally aware student leaders. Select participants for leadership opportunities that are visible to the entire student body and reflect the diversity make-up of the district as a whole.</li> </ul> <p><b>Success Indicator:</b> Increase the percentage of students reporting adequate social-emotional support.</p>

PILLAR II	EQUITY BELIEFS & CRITICAL ISSUE
<b>II. Curriculum and Instruction</b>	<ul style="list-style-type: none"> <li>→ All students regardless of disability, ethnicity, gender, gender expression, gender identity, immigration status, language, nationality, parental status, race, religion, sexual orientation, socioeconomic status or association with a person or group with one or more of these actual or perceived characteristics, have access to rigorous, and culturally responsive instruction,</li> <li>→ All teachers have access to continuous professional learning and development to effectively design and teach rigorous and culturally responsive curriculum.</li> <li>→ All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, life readiness and eliminate the achievement gap.</li> </ul> <p><b>Critical Issue:</b> All students do not see themselves reflected in the curriculum nor do they have access to rigorous instruction. Teachers need to embrace diversity and establish high expectations for all students.</p>
GOAL	ACTION PLAN & SUCCESS INDICATOR
<b>Goal 1. All curricular materials are reflective of our diverse student population.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Implement culturally relevant teaching practices that reflect the contributions and perspectives of all people.</li> <li><input type="checkbox"/> Provide Professional learning to teachers in effective and rigorous instructional strategies to support all students' standards mastery.</li> <li><input type="checkbox"/> Provide staff with resources/training to provide focus on developing a growth mindset.</li> <li><input type="checkbox"/> Enhancing access to the general education curriculum for students with disabilities.</li> <li><input type="checkbox"/> Conduct curriculum audit to determine evidence of bias and/or the lack of inclusion in the standards-aligned instructional materials and determine if the materials reflect the race, culture or ethnicity of our student groups.</li> </ul> <p><b>Success Indicator:</b> Increase the percentage of subjects/curricular materials that are reflective of race, culture or ethnicity of students.</p>

GOAL	ACTION PLAN & SUCCESS INDICATOR
<p><b>Goal 2 : Increase students' exposure to rigorous and culturally responsive curriculum and instruction.</b></p>	<ul style="list-style-type: none"> <li>❑ Provide equitable opportunity and access to eliminate disproportionate representation of students of color in specialized education programs.</li> <li>❑ Create engagement and opportunities for historically underrepresented students, individuals with special needs/disabilities, and economically disadvantaged students.</li> <li>❑ Improve teacher to student relationships in order to foster student interest in curricular and extracurricular activities</li> <li>❑ Increase resource materials for staff that emphasize equity, culturally responsive pedagogy, and multiculturalism.</li> </ul> <p><b>Success Indicator:</b> Increase the percentage of students participating in advanced programs and extracurricular activities. Increase the percentage of students reporting rigorous and culturally responsive curriculum, and percentage of teachers reporting rigorous and culturally responsive instruction.</p>
<p><b>PILLAR III</b></p>	<p><b>EQUITY BELIEFS &amp; CRITICAL ISSUE</b></p>
<p><b>III. Professional Learning and Development.</b></p>	<p style="text-align: right;">134</p> <ul style="list-style-type: none"> <li>→ Recognize and respect our diversity while increasing awareness.</li> <li>→ Participate in and utilize professional development strategies to support the needs of all students both academically, emotionally, and socially.</li> <li>→ Implement a strategic professional development on equity/inclusion/cultural competence, social emotional learning, inclusion and responsiveness education.</li> </ul> <p><b>Critical Issue:</b> All students and staff do not have access nor participate fully in culturally responsive teaching and learning.</p>
GOAL	ACTION PLAN & SUCCESS INDICATOR
<p><b>Goal 1: Provide differentiated Professional Learning to build capacity for cultural responsiveness.</b></p>	<ul style="list-style-type: none"> <li>❑ Facilitate ongoing and embedded professional development to help learn techniques for culturally responsive teaching that is designed to address underlying culture, and help staff use the curriculum and other resources to help students reach a deeper level of understanding specifically about race, inclusion, and diversity.</li> <li>❑ Prioritize equity-focused training for all staff that addresses implicit bias and privilege.</li> <li>❑ Implement and train all staff on the components of the D158 Equity Framework.</li> </ul>

	<ul style="list-style-type: none"> <li>❑ Incorporate the concept of Equity in all professional learning and development, and in the development of all initiatives to utilize the Equity lens and D158 Framework as the foundation of all district work.</li> </ul> <p><b>Success Indicator:</b> Increase the number of equity based professional growth opportunities.</p>
GOAL	ACTION PLAN & SUCCESS INDICATOR
<p><b>Goal 2: Increase culturally responsive leadership development among teachers, administrators and non-certified staff.</b></p>	<ul style="list-style-type: none"> <li>❑ Develop infrastructure and provide training for culturally responsive leadership development.</li> <li>❑ Provide professional development to building administrators to support retention of diverse teachers.</li> <li>❑ Develop a mentorship program for people of color to create a pipeline into leadership positions in D158.</li> <li>❑ Ensure that all board members and staff receive training that promotes an understanding of racial identity and cultural awareness, and addresses implicit and explicit biases.</li> <li>❑ Continue to recruit and hire diverse staff for leadership roles.</li> </ul> <p><b>Success Indicator:</b> Increase the percentage of staff participating in culturally responsive leadership development professional learning offerings.</p> <p style="text-align: right;">135</p>
PILLAR IV	EQUITY BELIEFS & CRITICAL ISSUE
<p><b>IV. School, Family and Community Relationships.</b></p>	<ul style="list-style-type: none"> <li>→ It is School District 158's responsibility to adapt and respond appropriately to the intersectionality of all students in D158.</li> <li>→ Our district will be excellent only when ALL families are empowered as equal partners to influence, inform, and impact decisions throughout our district.</li> <li>→ All students will benefit from programs and services designed to inform and involve family and community partners.</li> <li>→ Our district will ensure a welcoming, safe, inclusive and equitable school community.</li> <li>→ We will welcome and engage families as essential partners in their student's education and district decision making.</li> </ul> <p><b>Critical Issue:</b> Minority students feel less connected to school and minority families report they have less opportunity for input.</p>

GOAL	ACTION PLAN & SUCCESS INDICATOR
<p><b>GOAL 1: Improve stakeholder communication, engagement, and relationships.</b></p>	<ul style="list-style-type: none"> <li>❑ Provide resources and communication links to support all families in accessing information and opportunities to be engaged at all buildings.</li> <li>❑ Engage in meaningful dialogue with school and community stakeholders to support positive school climate development and student wellness.</li> <li>❑ Host district and school events to hear the voice of families and the community.</li> <li>❑ Provide a resource list to all school administrators about various cultural and commemorative dates so they may acknowledge and celebrate these important cultural milestones.</li> <li>❑ Engage in honest conversation with staff, parents and community members about concerns and issues that impact our diverse population.</li> <li>❑ Continue to promote and encourage the use of our various print and electronic communication tools.</li> <li>❑ Social media, as well as submissions to local news media, will continue to feature news and photos about all students to show the diversity within our schools.</li> <li>❑ Establish a protocol for recruiting and sustaining representation of parents of color as members of the school board, and district committees.</li> </ul> <p style="text-align: right;">136</p> <p><b>Success Indicator:</b> Increase the percentage of families reporting favorable school connectedness and sense of belonging. Surveys for students/parents/staff regarding district climate.</p>
GOAL	ACTION PLAN & SUCCESS INDICATOR
<p><b>Goal 2: Increase family education opportunities and community partnerships.</b></p>	<ul style="list-style-type: none"> <li>❑ Create partnerships with community organizations focusing on providing resources to families.</li> <li>❑ Increase access and parent preparedness by providing translated documents and presentations regarding advanced courses.</li> <li>❑ Focus on family and community engagement by providing information and education to decrease disproportionality.</li> <li>❑ Provide resources to support home visits focusing on communicating specific educational opportunities for students and families.</li> <li>❑ Build a directory of resources, listing parents and community members who have the will and skill to volunteer as translators and/or interpreters for our schools.</li> </ul> <p><b>Success Indicator:</b> Increase the percentage of families reporting effective access to opportunities and connections for parents. Increase the number of community partnerships.</p>

PILLAR V	EQUITY BELIEFS & CRITICAL ISSUE
<b>V. Recruitment, Hiring, and Retention.</b>	<ul style="list-style-type: none"> <li>→ Recruit, hire and retain highly qualified diverse teachers, administrators and staff of color.</li> <li>→ Our district needs to recruit, hire and retain staff that reflects the racial and cultural diversity of our community and our student body.</li> </ul> <p><b>Critical Issue:</b> The racial and ethnic distribution of district school staff does not mirror the student population and community.</p>
GOAL	ACTION PLAN & SUCCESS INDICATOR
<b>GOAL 1: Improve support for professional growth among existing and newly hired staff.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create and support mentorship programs and networking groups for staff.</li> <li><input type="checkbox"/> Provide training, resources and supports to build cultural awareness, proficiency, and equity literacy in staff.</li> <li><input type="checkbox"/> Train all staff on cultural proficiency, and implicit bias. Host cultural proficiency events.</li> <li><input type="checkbox"/> Establish and implement a process to provide orientation to all new administrators on Equity and implicit bias.</li> <li><input type="checkbox"/> Develop an equity focused evaluation process of all administrators.</li> </ul> <p style="text-align: right;">137</p> <p><b>Success Indicator:</b> Increase the percentage of staff reporting favorable climate of support for professional growth. Human Resources data indicating increase in number of staff who are linguistically and racially representative of the District demographics. Revised system of evaluation for administrators.</p>
GOAL	ACTION PLAN & SUCCESS INDICATOR
<b>GOAL 2: Improve staff diversity to better represent that of the student population.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop new partnerships and maintain and strengthen current partnerships with culturally diverse institutions, including colleges, organizations and churches with a focus on conducting targeted recruiting and hiring initiatives for potential candidates that will diversify our staff.</li> <li><input type="checkbox"/> Identify and initiate alternative recruitment strategies to target diverse candidates</li> <li><input type="checkbox"/> Establish procedures for district-wide diversity orientation for all building leaders and interview committees. This includes developing a consistent process for screening and interviewing job candidates that includes questions and scenarios relating to diversity and equity.</li> <li><input type="checkbox"/> Encourage diversity in the membership of all district and building- level committees.</li> </ul> <p><b>Success Indicator:</b> Ensure a proportional ethnic composition of staff reflective of the student population.</p>

Board of Education Update  
6/18/2020

## **Reopening Planning**

The NW Herald reported on Wednesday 6/17/2020 following the Illinois State Board of Education meeting that guidance was forthcoming. In the article, they highlighted some of Dr. Ayala's comments regarding the guidance ISBE and IDPH will be releasing to school districts. In those comments Dr. Ayala mentioned that the guidance will "strongly encourage" in person instruction in the fall and will require masks to be worn. This guidance has been long awaited from ISBE and we anticipate receiving it in the next few days. Our planning groups have progressed as far as they can without having it and we eagerly await the parameters we must live within. We are still tracking towards our comprehensive plan being ready to release to the public in mid-July. That being said, it is encouraging to hear that the state board of education appears to be heading in the direction of a return to school in the fall. We are happy to focus our efforts on ensuring that our learning environment is as safe as possible in order to see our students live and in person again. We will see what the official guidance says and continue our planning and report back next month.

## **Graduation/Promotion/End of the Year**

I wanted to take the opportunity with this public forum to acknowledge and publicly thank our teachers, staff, & principals for their hard work and dedication to the students of D158 this Spring. This was without question the most difficult experience any of us have been through and our educators did a phenomenal job meeting our students where they needed us and made some special moments out of a challenging time. From the zoom lunch parties to connect with friends, to the staff lip sync videos that circulated. Our teams of educators showed how much they care for our students. Our middle school administrative teams also deserve a recognition for their time and attention to detail for the fabulous promotion ceremonies they have put together. While the virtual components have not been released to the public yet, I have seen them and they are fantastic! I also witnessed both schools' in person photo opportunities and was really impressed with how things turned out. Each family had the opportunity to come to the school to receive their certificate, take a few pictures in front of the school with the principal, as a family, and with some photo props to make it memorable for them. It was really fantastic. Finally, I want to thank Dr. Belin and his admin team at HHS. The high school graduation parade was simply the best. What was easily the most difficult aspect of this crisis to overcome, graduation, he and his team turned it into a personalized ceremony in every graduate's driveway. I was able to participate in many of them throughout the week and they were really special. The families all celebrated in their own way, and every single student received their diploma along with a personal message and photo with Dr. Belin and the high school Assistant Principals.

Huntley Community School District 158  
 Board of Education  
 Regular Meeting - June 18, 2020  
 Freedom of Information Act Requests

Request #	Date Rec'd	Type	Requested by:	Request:	Status:	Date Completed:	Time Spent Preparing	Approx. Cost to D158	Notes
2020-42	5/21/20	Email	Rick Polster, Regal Business Machines	Electronic copies of: current copier contracts for both the lease and the maintenance, any recent maintenance invoices, any IT contracts, and contact for the person who makes the technology decisions.	Completed	6/1/20	0.5	\$18	Commercial Request
2020-43	5/27/20	Email	Jon Styf, Northwest Herald	The letter of resignation of Huntley 158 board president Michael Fleck and any electronic communications, not limited to email, related to the resignation of Huntley 158 board president Michael Fleck	Completed	5/29/20	2	\$70	
2020-44	05/29/20	Email	Jonathan Fagg, ABC 7 Chicago	Breakdown of attendance rates by school as well as details of how attendance is being tracked in this [remote learning] period.	Completed	06/09/20	1	\$35	



# Huntley Community School District 158

650 Academic Drive  
 Algonquin, Illinois 60102  
 (847) 659-6158 • [www.district158.org](http://www.district158.org)

DATE: June 18, 2020  
 TO: Board of Education and Administration  
 FROM: Doug Renkosik, Director of Operations & Maintenance  
 RE: O & M Updates(R)  
 Board of Education Meeting June 18, 2020

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## Work completed for May 2020

1. Lead the District towards development of Solar PV Installation Project with our partner; ForeFront Power, who will be installing a renewable energy system which could generate up to 80% of the School District's annually consumed power. Highlights of project status include:
  - Zoning reviews with the three Villages (;LITH, Algonquin, and Huntley) are completed.
  - All nine ComEd Interconnect Agreements are approved.
  - Forefront's applications for Renewable Energy Credits have been approved by the Illinois Power Agency, the Illinois Commerce Commission, and ComEd.
  - District 158 has transitioned to ComEd as their retail electricity provider effective meter read dates in July 2019.
  - Net Zero Metering tariff applications have been tentatively approved by ComEd contingent on the commercial operational start-up test.
  - Construction review with all three villages completed and acceptance letters in hand.
  - Building Permit Applications to be submitted to McHenry County Regional Office of Education pending peer review endorsement of ForeFront Power's electrical plan set.
  - Forefront's applications for Smart Inverter rebates from ComEd have not yet been submitted.
  - ForeFront Power's best estimate of Commercial operation at this time is revised to mid-March 2020.
  - Construction started at Reed Road on November 18, 2019.
  - Construction started on Square Barn Road Campus on November 25, 2019.
  - Construction started at Harmony Road Campus on December 20, 2019.
  - Commissioning of Reed Road Campus system is in progress
  - Final punchlist development for Square Barn and Reed Road sites scheduled for mid-June.
  
2. Coordinate construction administration of the following construction projects:
  - Huntley High School Fine Arts Addition with Wold Architects & Engineers and Lamp Inc.
  - Pavement Improvements at Conley and Mackeben.
  - RTU replacements (2) at Mackeben.
  - Preheat system installation at Conley.
  - Exterior window repairs at Marlowe.
  - Thru-wall flashing replacement at Martin and Heineman.
  - Asphalt crackfill, sealcoating and traffic paint at Leggee Huntley High, and Heineman.
  - Dry pendant fire sprinkler heads replacement at HHS, Leggee, Chesak and Martin

3. Coordinate administration of the proposal solicitation phase of the Guaranteed Energy Savings RFP 2020-32 project for LED lighting retrofits in Heineman, Leggee, and Martin Schools and kitchen hood controls installation at all eight D158 commercial kitchens.
4. Coordinate service contract reductions during the shelter-in-place ordered by the Governor. Included in efforts are:
  - Savings for partial staff furlough of ABM Custodial Services contract staff.
  - Savings for staff furlough with CT Veach Grounds Services contract.
  - Savings for reduction in Refuse and Recycle Hauling service contract.
  - Disinfecting all documented traffic areas in facilities on a nightly basis.
5. Coordinate staff access during the social distancing and shelter-in-place ordered by the Governor. Included in efforts are:
  - Scheduling staff in District on flexible hours schedule to preserve social distancing to perform essential services including essential preventative maintenance tasks, contractor access, and critical repairs.
  - Procurement and issuance of appropriate PPE.
  - Processing and distribution of all mail and package deliveries.
6. Continue Strategic Energy Management CoHort program participation by moving into the Alumni Group. The program is offered thru the support of NiCor and ComEd via their agent; CLEAResult.
7. Perform follow-up inspections for housekeeping summer clean at Marlowe and Heineman.
8. Lead the Facilities subcommittee of the Vision 2021 committee for return to school considerations for fall 2020.

### **Project Goals for June 2020**

1. Lead the District towards development of Solar PV Installation Project with our partner; ForeFront Power, who will be installing a renewable energy system which could generate up to 80% of the School District's annually consumed power. Highlights of project status include:
  - Zoning reviews with the three Villages (;LITH, Algonquin, and Huntley) are completed.
  - All nine ComEd Interconnect Agreements are approved.
  - Forefront's applications for Renewable Energy Credits have been approved by the Illinois Power Agency, the Illinois Commerce Commission, and ComEd.
  - District 158 has transitioned to ComEd as their retail electricity provider effective meter read dates in July 2019.
  - Net Zero Metering tariff applications have been tentatively approved by ComEd contingent on the commercial operational start-up test.
  - Construction review with all three villages completed and acceptance letters in hand.
  - Building Permit Applications to be submitted to McHenry County Regional Office of Education pending peer review endorsement of ForeFront Power's electrical plan set.
  - Forefront's applications for Smart Inverter rebates from ComEd have not yet been submitted.
  - ForeFront Power's best estimate of Commercial operation at this time is revised to mid-March 2020.
  - Construction started at Reed Road on November 18, 2019.
  - Construction started on Square Barn Road Campus on November 25, 2019.
  - Construction started at Harmony Road Campus on December 20, 2019.
  - Commissioning of Square Barn Road Campus system<sup>141</sup> expected during this month.
2. Coordinate construction administration of the following construction projects:

- Huntley High School Fine Arts Addition with Wold Architects & Engineers and Lamp Inc.
  - Pavement Improvements at Conley and Mackeben.
  - RTU replacements (2) at Mackeben.
  - Preheat system installation at Conley.
  - Exterior window repairs at Marlowe.
  - Thru-wall flashing replacement at Martin and Heineman.
  - Asphalt crackfill, sealcoating and traffic paint at Leggee Huntley High, and Heineman.
  - Dry pendant fire sprinkler heads replacement at HHS, Leggee, Chesak and Martin
3. Coordinate evaluation of proposals in response to the Guaranteed Energy Savings RFP 2020-32 issuance for LED lighting retrofits in Heineman, Leggee, and Martin Schools and kitchen hood controls installation at all eight D158 commercial kitchens.
  4. Coordinate service contract reductions during the shelter-in-place ordered by the Governor. Included in efforts are:
    - a. Savings for partial staff furlough of ABM Custodial Services contract staff.
    - b. Savings for staff furlough with CT Veach Grounds Services contract.
    - c. Savings for reduction in Refuse and Recycle Hauling service contract.
    - d. Disinfecting all documented traffic areas in facilities on a nightly basis.
  5. Coordinate O&M staff return to work in response to the phase 3 order by the Governor. In addition, provide assistance in certain leadership team members in consideration of certain school activities moving to phase 3.
  6. Assist Fiscal Office in development of FEMA Public Assistance Application for the CoVid 19 disaster declaration.
  7. Continue Strategic Energy Management CoHort program participation by moving into the Alumni Group. The program is offered thru the support of NiCor and ComEd via their agent; CLEAResult.
  8. Commence preparation for staff and student re-entry into the facilities under the direction of committee assignments organized by the Office of the Superintendent of Schools.
  9. Perform follow-up inspections for housekeeping summer clean at Huntley High School and the D158 Administration Transportation Center.
  10. Lead the Facilities subcommittee of the Vision 2021 committee for return to school considerations for fall 2020.

**Attachments:**

- A. Statement from Enel X for first quarter 2020 reimbursement for demand load response program participation.

DR/jw



# EARNINGS STATEMENT

HAVE A QUESTION ABOUT THIS STATEMENT?

Contact us at +1 888 363 7662  
or support.enelx@enel.com



Visit [apps.enelx.com](https://apps.enelx.com) for performance details

Doug Renkosik  
Huntley Community School District 158  
650 Academic Dr.  
Huntley IL 60102

Your Earnings this Period (USD):

**\$8,282.77**

**Payment Date:** 5/20/2020  
**Account ID:** 063210

## SUMMARY

**ENEL X DR:** \$8,282.77

## ENEL X DR STATEMENT DETAIL

**DR TOTAL:** \$8,282.77

Period	Product	Description	Amount
<b>Site: Huntley SD158 - Harmony Rd Campus - Huntley - IL (PJM0191805008)</b>			<b>Subtotal:</b> <b>\$3,679.84</b>
01/2020	PJM EMER	Capacity (295 kW @ \$5.67/kW, 75% Split)	\$1,253.57
02/2020	PJM EMER	Capacity (295 kW @ \$5.30/kW, 75% Split)	\$1,172.70
03/2020	PJM EMER	Capacity (295 kW @ \$5.67/kW, 75% Split)	\$1,253.57
<b>Site: Huntley SD158 - Reed Rd Campus - Lake in the Hills - IL (PJM5918032028)</b>			<b>Subtotal:</b> <b>\$711.03</b>
01/2020	PJM EMER	Capacity (57 kW @ \$5.67/kW, 75% Split)	\$242.22
02/2020	PJM EMER	Capacity (57 kW @ \$5.30/kW, 75% Split)	\$226.59
03/2020	PJM EMER	Capacity (57 kW @ \$5.67/kW, 75% Split)	\$242.22
<b>Site: Huntley SD158 - Square Barn Rd Campus - Algonquin - IL (PJM1213159017)</b>			<b>Subtotal:</b> <b>\$3,891.90</b>
01/2020	PJM EMER	Capacity (312 kW @ \$5.67/kW, 75% Split)	\$1,325.81
02/2020	PJM EMER	Capacity (312 kW @ \$5.30/kW, 75% Split)	\$1,240.28
03/2020	PJM EMER	Capacity (312 kW @ \$5.67/kW, 75% Split)	\$1,325.81



# Huntley Community School District 158

650 Academic Drive  
Algonquin, Illinois 60102  
(847) 659-6158 • [www.district158.org](http://www.district158.org)

DATE: June 18, 2020  
TO: Board of Education and Administration  
FROM: Doug Renkosik, Director of Operations & Maintenance  
RE: HHS Fine Arts Addition Construction Update(R)  
Board of Education Meeting, June 18, 2020

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## Background:

At the September 6, 2018 Committee of the Whole meeting of the Board of Education for Huntley Community School District 158, Superintendent Rowe presented the Board of Education with the outcome of the Huntley High School Fine Arts 3000 committee's needs assessment.

At the September 20, 2018 Regular Board Meeting, the Board of Education approved the proposed fee from Wold Architects and Engineers for the Schematic Design Phase of improvements to the Fine Arts wing of Huntley High School.

At the January 17, 2019 Regular Board meeting, Wold Architect's presented the Schematic Design of the proposed project with considered budgets for the final proposed developments.

At the February 7, 2019 Special Board Meeting, the Board of Education approved:

- Engagement of Wold Architects and Engineers for development of bid specifications and plans.
- Fee letter proposal from Lamp Inc. for Construction Manager as Adviser services for this project.

At the June 6, 2019 Committee of the Whole meeting, Wold and Lamp presented the updated design with a revised estimated total project budget.

On July 6, 2019, an advertisement for bids was published.

Bids were received and opened on July 23, 2019.

At the August 15, 2019 Regular Board meeting, the Board of Education approved the award of the bids for the Huntley High School Fine Arts Addition which included award of all trade package bids except the Stage Curtains and the Electrical work.

At the October 10, 2019 Special Board meeting, the Board of Education awarded the bid for the electrical trade package #26-1a for the Huntley High School Fine Arts Addition.

As of June 8, 2020 the following progress has been attained:

- All portions of the addition are weathertight enclosed and interior finishes are more than 50% completed
- The Band room addition and associated storage spaces are substantially completed.
- Sidewalks at perimeter are completed and drain tile asphalt paving is soon to follow.
- HVAC systems are being commissioned.

## Attachments

- A. Lamp Inc fiscal status report
- B. Wold fee Letter revised 5.19.20



16172 - D158 Huntley High School Fine Arts Addition

Contract Value Log  
June 10, 2020  
PCO's 000 through 031

PKG #	DESCRIPTION	TRADE CONTRACTOR	ALLOWANCES (\$115,000 beg bal)	ORIGINAL CONTRACT	CURRENT CHANGE ORDERS	CURRENT CONTRACT	PENDING CHANGE ORDERS	Potential Contract Value
03A-1	Building Concrete	JB Contractors	\$ 8,812	\$ 188,131	\$ -	\$ 188,131	\$ -	\$ 188,131
04A-1	Masonry	Joe's Masonry	\$ -	\$ 573,000	\$ 1,203	\$ 574,203	\$ -	\$ 574,203
05A-1	Structural Steel	Guardian Construction Products	\$ 5,783	\$ 205,000	\$ 3,628	\$ 208,628	\$ 3,778	\$ 212,406
06A-1	General Trades (incl. Demo, DW, Doors, OH Doors)	Hargrave Builders	\$ 186	\$ 365,220	\$ 7,995	\$ 373,215	\$ 3,318	\$ 376,533
07A-1	Roofing	Weatherguard Roofing	\$ 4,388	\$ 272,000	\$ 2,966	\$ 274,966	\$ 2,428	\$ 277,394
08B-1	Aluminum, Glass, and Glazing	Rock Valley Glass of Rockford	\$ 3,614	\$ 175,420	\$ -	\$ 175,420	\$ -	\$ 175,420
09B-1	Acoustical Ceilings	Heitkotter, Inc.	\$ 4,725	\$ 58,191	\$ -	\$ 58,191	\$ -	\$ 58,191
09F-1	Flooring	Pinnacle Flooring Company	\$ 5,000	\$ 44,800	\$ -	\$ 44,800	\$ -	\$ 44,800
09G-1	Painting	Oosterbaan & Sons	\$ 5,000	\$ 42,620	\$ -	\$ 42,620	\$ -	\$ 42,620
21A-1	Fire Protection	Absolute Fire Protection	\$ 2,911	\$ 44,300	\$ -	\$ 44,300	\$ -	\$ 44,300
22A-1	Plumbing	Joe Bero Plumbing	\$ 5,000	\$ 59,000	\$ -	\$ 59,000	\$ 1,708	\$ 60,708
23A-1	HVAC	Hartwig Plumbing & Heating	\$ 7,050	\$ 505,088	\$ (955)	\$ 504,133	\$ 12,782	\$ 516,915
26A-1	Electrical	Carey Electric Contracting	\$ 9,069	\$ 519,900	\$ (1,253)	\$ 518,647	\$ -	\$ 518,647
31A-1	Excavation (incl. Site Utilities & Landscaping)	DuPage Topsoil	\$ -	\$ 229,000	\$ 11,150	\$ 240,150	\$ -	\$ 240,150
32A-1	Asphalt Paving	Schroeder Asphalt Services	\$ 5,000	\$ 81,300	\$ -	\$ 81,300	\$ -	\$ 81,300
32C-1	Site Concrete	Chadwick Contracting Company	\$ 5,000	\$ 63,947	\$ -	\$ 63,947	\$ -	\$ 63,947
11A-1	Stage Curtain & Rigging	(*Reject and Rebid)	\$ -	*Inc. in FF&E	\$ -	\$ -	\$ -	\$ -
		<i>Remaining Allowance Subtotal</i>	\$ 71,538					
				\$ 3,426,917	\$ 24,734	\$ 3,451,651	\$ 24,014	\$ 3,475,665
701		Preconstruction	\$ 27,500	\$ -	\$ -	\$ 27,500	\$ -	\$ 27,500
702		General Conditions (Supervision)	\$ 284,610	\$ -	\$ -	\$ 284,610	\$ -	\$ 284,610
703		Project General Conditions	\$ 105,340	\$ -	\$ -	\$ 105,340	\$ -	\$ 105,340
704		Lamp Overhead & Fee (3.5%)	\$ 118,865	\$ -	\$ -	\$ 118,865	\$ -	\$ 118,865
705		Insurance	\$ 14,894	\$ -	\$ -	\$ 14,894	\$ -	\$ 14,894
		<b>SUBTOTAL</b>	\$ 3,978,126	\$ 24,734	\$ 4,002,860	\$ 24,014	\$ 4,026,874	
		Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		<b>SUBTOTAL</b>	\$ 3,978,126	\$ -	\$ 4,002,860	\$ 24,014	\$ 4,026,874	
		Architectural & Engineering Fees	\$ 199,535	\$ -	\$ -	\$ 199,535	\$ -	\$ 199,535
		Reimbursables	\$ 44,012	\$ -	\$ -	\$ 44,012	\$ -	\$ 44,012
		<b>SUBTOTAL</b>	\$ 243,547	\$ -	\$ 243,547	\$ -	\$ 243,547	
		Owner Direct Purchase RTUs	\$ 78,867	\$ -	\$ -	\$ 78,867	\$ -	\$ 78,867
		Owner Direct Costs	\$ 361,500	\$ 26,544	\$ 26,544	\$ 388,044	\$ -	\$ 388,044
		<b>SUBTOTAL</b>	\$ 440,367	\$ 26,544	\$ 466,911	\$ -	\$ 466,911	
		<b>TOTAL</b>	\$ 4,662,040	\$ 26,544	\$ 4,713,318	\$ -	\$ 4,737,332	
		APPROVED BUDGET			\$ 4,677,925		\$ 4,677,925	
		OVER/(UNDER) BUDGET			\$ 35,393		\$ 59,407	
		BALANCE OF ALLOWANCES REMAINING	\$ (71,538)				\$ (71,538)	
		PROJECTED COMPLETION COST			\$ 4,641,780		\$ 4,665,794	



**January 24, 2019**  
*Revised May 19, 2020*

**Doug Renkosik**  
**Director of Operations and Maintenance**  
Huntley Community School District #158  
650 Academic Drive  
Algonquin, Illinois 60102

Re: Huntley Community School District #158  
Huntley High School Fine Arts Additions  
Commission No. 193011

Dear Doug:

Wold Architects and Engineers appreciate this opportunity to continue to be an integral part of the Community School District #158 team. At your request, we are providing a fixed fee proposal to provide an all inclusive Architectural and Engineering services for the Fine Arts Additions Project. The scope of work is defined by the attached floor plan and budget sheet as created as part of the Huntley Fine Arts 3000 Group Schematic Design Presentation to the Board of Education on January 17, 2019. Our fixed fee is based on Article 11.1.C of our contract for Huntley High School dated March 21, 2013 and is therefore calculated as follows:

Fixed Architectural Fee = (Budgeted Construction Cost + ½ Contingency) x (A/E Fee 7.25%)  
Minus Previous Schematic Design Fee of \$30,780  
Minus Cost for PR#15 RTU-3 Curb Design Change Cost of \$16,754

Fixed Architectural Fee = (\$3,023,096 + \$151,155) x .0725 = \$230,133  
= \$230,133 - \$30,780 - \$16,754 = **\$182,599**

The above Construction and Contingency costs were derived from the estimate provided by Lamp Inc. on January 9, 2019.

We will start the Design Development Process immediately following Board approval at their February 7, 2019 special meeting of the Board. We anticipate the following schedule for this project.

Design Development	February – March 2019
Board Update	April 4, 2019 (c.o.w)
Construction Documents	April – July 2019
Board Update	June 20, 2019
Bidding	July 2019
Board Review Bids	August 2, 2019 (c.o.w)
Board Award Bids	August 16, 2019
Construction	August 2019-April 2020
Punchlist and Furniture	May 2020
Connections and Interior Renovations	May 2020-July 2020
Final Completion	August 1, 2020

**Wold Architects and Engineers**  
220 North Smith Street, Suite 310  
146 Palatine, IL 60067  
woldae.com | 847 241 6100

**PLANNERS  
ARCHITECTS  
ENGINEERS**

**Letter to Doug Renkosik**

*Page 2*



If you have any questions, please feel free to call.

Sincerely,

Wold Architects and Engineers

A handwritten signature in black ink, appearing to read "R. Schroepfer".

Roger Schroepfer | AIA, LEED AP BD+C, NENA  
Partner

cc: Dr. Scott Rowe, HCSD #158  
Mark Altmayer, HCSD #158  
Kirsta Ehmke, Wold  
Elisabeth Geib, Wold

Enclosures

KH/O:/SD\_Huntley/193011/crsp/may20

## Huntley High School

### Fine Arts Addition & Renovation

*Schematic Design Budget*



**Summary**

Wednesday, January 9, 2019

Pkg #	Trade Package	Budget
02A-1	Demolition	\$37,600
03A-1	Building & Site Concrete	\$255,490
04A-1	Masonry	\$503,050
05A-1	Structural Steel	\$240,900
06A-1	General Trades (incl. HM/Wd Doors & FH; OH Doors)	\$254,822
07A-1	Roofing	\$143,050
08B-1	Aluminum & Glass	\$196,500
09A-1	Metal Framing & Drywall	\$32,120
09B-1	Ceilings	\$48,600
09F-1	Flooring	\$83,710
09G-1	Painting	\$43,755
21A-1	Fire Protection	\$39,250
22A-1	Plumbing (interior roof drains)	\$25,000
23A-1	HVAC	\$230,260
26A-1	Electric	\$200,800
31A-1	Excavation & Landscape Restoration	\$137,050
33A-1	Site Utilities	\$40,933
	SITE/BUILDING CONSTRUCTION TOTAL	\$2,512,891
	Preconstruction	\$27,500
	Lamp Incorporated General Conditions	\$261,695
	Project General Conditions	\$106,640
	Lamp Overhead & Fee (3.5%)	\$101,805
	Liability Insurance	\$12,564
	SUBTOTAL	\$3,023,096
	Design Contingency (5%)	\$151,155
	Construction Contingency (5%)	\$151,155
	SUBTOTAL	\$302,310
	Architectural Fees (7.5%)	\$ 238,069
	Reimbursables	\$ 44,012
	SUBTOTAL	\$ 282,081
	Owner Costs/Testing/Commissioning/FFE/etc.	\$243,500
	TOTAL	\$3,850,986



**PCO #026**

Lamp Incorporated  
460 N. Grove Avenue  
Elgin, Illinois

**Project:** 16172 - D158 - HHS Fine Arts Addition  
13917 Harmony Road  
Huntley, Illinois 60142

**DRAFT**

**Potential Change Order #026: PR 15 RTU-3 curb design change**

<b>TO:</b> Huntley Community School District 158 650 Dr. John Burkey Drive Algonquin 60102		<b>FROM:</b>	
<b>PCO NUMBER/REVISION:</b> 026 / 0		<b>CONTRACT:</b> 1 - D158 - HHS Fine Arts Addition Prime Contract	
<b>REQUEST RECEIVED FROM:</b> Kirsta Ehmke (Wold Architects & Engineers)		<b>CREATED BY:</b> Jay Schaack (Lamp Incorporated)	
<b>STATUS:</b> Draft		<b>CREATED DATE:</b> 4/9 /2020	
<b>REFERENCE:</b>		<b>LOCATION:</b> Area B	

**CHANGE REASON:** Architect request

**POTENTIAL CHANGE ORDER DESCRIPTION:** *(The Contract Is Changed As Follows)*  
This CO is in regards to the necessary curb modifications and added support steel needed at RTU-3.

**ATTACHMENTS:**  
[HHS-Hartwig PR 15 pricing.pdf](#) [HHS-Wtherguard PR 15 pricing.pdf](#) [HHS-Guardian Steel PR 15 pricing.pdf](#)

#	Cost Code	Description	Type	Amount
1	05-05A-01 - Structural Steel	Guardian Steel-Additional support steel at RTU-3	Commitment	\$ 3,778.00
2	07-07A-01 - Roofing	Weatherguard Roofing-Additional expansion and curb flashing at RTU-3	Commitment	\$ 1,460.00
3	15-23A-01 - HVAC	Hartwig HVAC-Addidonal support curbs at RTU-3	Commitment	\$ 11,516.00
<b>Subtotal:</b>				\$16,754.00
<b>Grand Total:</b>				\$16,754.00

\_\_\_\_\_  
SIGNATURE DATE

\_\_\_\_\_  
SIGNATURE DATE

**Huntley Community School District 158 – Board of Education  
Personnel Report  
June 18, 2020**

**2019-2020 Staff Retirements**

Margaret Wesemann

- Cook/High School
- 11 Years of Service

Diane Bengtson

- Cook/Mackeben
- 19 Years of Service

**Administration**

<b>Change in Assignment, Salary, Status or Position</b>	<b>Location</b>	<b>Name</b>	<b>Salary</b>	<b>Effective Date</b>
Director of Special Ed	District Office	Sue Waughon	\$115,000.00	July 1, 2020
Director of Curriculum and Instruction	District Office	Amy MacCrimdle	\$100,000.00	July 1, 2020

<b>Resignations</b>	<b>Location</b>	<b>Name</b>	<b>Salary/Reason</b>	<b>Effective Date</b>
Dean of Students	High School	Daniel Farlik	\$77,471.99/Voluntary	June 30, 2020

**Certified**

<b>New Position</b>	<b>Location</b>	<b>Name</b>	<b>Salary</b>	<b>Effective Date</b>
Teacher/Special Ed	Leggee	Zoe Kell (N)	\$TBD	August 17, 2020

<b>Replacements</b>	<b>Location</b>	<b>Name</b>	<b>Salary</b>	<b>Effective Date</b>
Teacher/Literacy 6 <sup>th</sup> Grade	Marlowe	Jill Cross (R)	\$TBD	August 17, 2020
Teacher/Social Studies	High School	Daniel Farlik (T)	\$TBD	August 17, 2020
Teacher/Chemistry	High School	Alexander Hernandez (N)	\$TBD	August 17, 2020
Teacher/Special Ed	Mackeben	Kellina McQueeney (N)	\$TBD	August 17, 2020
Teacher/Spanish	High School	Araceli Campos (N)	\$TBD	August 17, 2020

<b>Change in Assignment, Salary, Status or Position</b>	<b>Location</b>	<b>Name</b>	<b>Salary</b>	<b>Effective Date</b>
Teacher/3 <sup>rd</sup> Grade (Correction)	Conley	Jennifer Sherden (T)	\$TBD	August 17, 2020
Teacher/PE	Chesak	Jacob Wagner (T)	\$TBD	August 17, 2020

**Huntley Community School District 158 – Board of Education  
Personnel Report  
June 18, 2020**

<b>Resignations</b>	<b>Location</b>	<b>Name</b>	<b>Salary/Reason</b>	<b>Effective Date</b>
Speech Language Pathologist	Chesak	Chloe Sherman	\$47,434.00/Voluntary	May 22, 2020
Teacher/Art	Martin	Allison Twarog	\$51,560.00/Voluntary	May 22, 2020
Teacher/Language Arts	Marlowe	Tracie Connor	\$52,812.00/Voluntary	May 22, 2020
Teacher/Science	Marlowe	Rachael Walters	\$58,309.00/Voluntary	May 22, 2020
Instructional Coach	High School	Erica Holton	\$66,285.00/Voluntary	May 22, 2020

**Educational Support**

<b>New Position</b>	<b>Location</b>	<b>Name</b>	<b>Salary</b>	<b>Effective Date</b>
1:1 Aide	Mackeben	Brandy Lorenzo (T)	\$13.27 per hour	August 17, 2020
1:1 Aide	Chesak	Kristen Ebner (N)	\$13.27 per hour	August 17, 2020
1:1 Aide	Leggee	Travis Awrey (T)	\$14.49 per hour	August 17, 2020
1:1 Aide	Mackeben	Elizabeth Wilhelm (T)	\$14.49 per hour	August 17, 2020
Program Aide	Mackeben	Laurie Laird (T)	\$13.27 per hour	August 17, 2020

<b>Replacements</b>	<b>Location</b>	<b>Name</b>	<b>Salary</b>	<b>Effective Date</b>
1:1 Aide	Leggee	Melisa Stanley (T)	\$14.49 per hour	August 17, 2020
1:1 Aide	Marlowe	Gwen Taylor (T)	\$18.55 per hour	August 17, 2020
1:1 Aide	Leggee	Luann Hanich (T)	\$13.87 per hour	August 17, 2020
1:1 Aide	Marlowe	Sherry Grigsby (T)	\$17.81 per hour	August 17, 2020
Program Aide	Marlowe	Pamela Baker (T)	\$16.50 per hour	August 17, 2020
RTI Aide	Leggee	Kimberlee Lindstrom (N)	\$14.00 per hour	August 17, 2020
1:1 Aide	Marlowe	Frank Vitucci (N)	\$13.27 per hour	August 17, 2020
Program Aide	Marlowe	Isabelle Alicea (T)	\$18.55 per hour	August 17, 2020
Program Aide	Heineman	Vicki Garcia (T)	\$18.55 per hour	August 17, 2020
Bus Aide	Transportation	Tracy Dziekanski (N)	\$12.19 per hour	August 17, 2020

**Huntley Community School District 158 – Board of Education  
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<b>Resignations</b>	<b>Location</b>	<b>Name</b>	<b>Salary/Reason</b>	<b>Effective Date</b>
Cook	High School	Margaret Wesemann	\$13.47 per hour/Retirement	May 22, 2020
Cook	Mackeben	Diane Bengtson	\$15.75 per hour/Retirement	May 22, 2020
RtI Aide	Leggee	Jessica Turner	\$12.70 per hour/Voluntary	May 22, 2020
1:1 Aide	Leggee	Elizabeth Konopka	\$12.70 per hour/Voluntary	May 22, 2020
Administrative Assistant	Martin	Lori Meyers	\$16.84 per hour/Voluntary	June 30, 2020

<b>Remove from the employment rolls of the District</b>	<b>Location</b>	<b>Name</b>	<b>Salary</b>	<b>Effective Date</b>
Bus Driver	Transportation	Laura Behnke	\$25.17 per hour	June 18, 2020

**Extra-Curricular**

<b>Sport/Activity</b>	<b>Location</b>	<b>Name</b>	<b>Amount</b>	<b>Effective</b>
Social Workers Team Leader	Elementary	Brugioni, Sara	\$3,000.00	2020-2021 SY
Child Find Team Leader	Elementary	Sunderlage, Jean	\$4,000.00	2020-2021 SY
6th Grade Team Leader 6-2	Marlowe	Baltzersen, Tricia	\$3,048.00	2020-2021 SY
6th Grade Team Leader 6-3	Marlowe	Danner, Chris	\$3,048.00	2020-2021 SY
P.E. Team Leader - .5FTE	Marlowe	Frederick, Ryan	\$1,524.00	2020-2021 SY
8th Grade Team Leader 8-3 - .5	Marlowe	Gosser, Jeralynn	\$1,524.00	2020-2021 SY
7th Grade Team Leader 7-3 - .5	Marlowe	Haney, Sarah	\$1,524.00	2020-2021 SY
P.E. Team Leader - .5FTE	Marlowe	Heward, Chris	\$1,524.00	2020-2021 SY
7th Grade Team Leader 7-1	Marlowe	Johnson, Stephanie	\$3,048.00	2020-2021 SY
Exploratory Team Leader .5FTE	Marlowe	Lorinczi, Elaine	\$1,524.00	2020-2021 SY
8th Grade Team Leader 8-1	Marlowe	Mahaffy, Dawn	\$3,048.00	2020-2021 SY
7th Grade Team Leader 7-3 - .5	Marlowe	Mowers, Ann	\$1,524.00	2020-2021 SY
Special Ed Team Leader	Marlowe	Pawelko, Erin	\$3,048.00	2020-2021 SY
6th Grade Team Leader 6-1	Marlowe	Ratkowski, Melissa	\$3,048.00	2020-2021 SY
8th Grade Team Leader 8-2	Marlowe	Ross, Sara	\$3,048.00	2020-2021 SY
Exploratory Team Leader .5FTE	Marlowe	Schmuhl, Jessica	\$1,524.00	2020-2021 SY
Guidance Team Leader	Marlowe	Schuring, Tamra	\$3,048.00	2020-2021 SY
8th Grade Team Leader 8-3 - .5	Marlowe	Smith, Shari	\$1,524.00	2020-2021 SY
7th Grade Team Leader 7-2	Marlowe	Starnes, Suzanne	\$3,048.00	2020-2021 SY

**Huntley Community School District 158 – Board of Education  
Personnel Report  
June 18, 2020**

**Summer Positions**

<b>Name</b>	<b>Position</b>	<b>Amount</b>	<b>Effective Dates</b>
Leslie Koch	Cook	\$12.32 per hour	May 26-June 30, 2020
Jeanine Schmidt	Cook	\$13.47 per hour	May 26-June 30, 2020
Anna Fonseca	Cook	\$11.75 per hour	May 26-June 30, 2020
Hope Quillin	Cook	\$13.60 per hour	May 26-June 30, 2020
Jennifer Persino	Cook	\$12.06 per hour	May 26-June 30, 2020
Silva Forsythe	Cook	\$12.81 per hour	May 26-June 30, 2020
Jennifer Pharis	Cook	\$11.75 per hour	May 26-June 30, 2020
Alma Tountas	Cook	\$11.75 per hour	May 26-June 30, 2020
Valorie Davis	Cook	\$15.75 per hour	May 26-June 30, 2020
Tara Wills	Teacher/English	\$2,500 / Session	June 8-26 & July 6-24, 2020
Erik Lachel	Teacher/US History	\$2,500 / Session	June 8-26 & July 6-24, 2020
Jenifer Lowell	Teacher/US History	\$2,500 / Session	June 8-26 & July 6-24, 2020
Jenna Gaudio	Teacher/Amer Gov	\$2,500 / Session	June 8-26, 2020
Amanda Easley	Teacher/Amer Gov	\$2,500 / Session	June 8-26 & July 6-24, 2020
Jaclynn Avner	Teacher/Consumer Ed	\$2,500 / Session	June 8-26, 2020
Lori Pyan	Teacher/Consumer Ed	\$2,500 / Session	June 8-26, 2020
Elyssa Cassier	Teacher/Consumer Ed	\$2,500 / Session	June 8-26, 2020
Gregory Kuhn	Teacher/Credit Recovery	\$2,500 / Session	June 8-26 & July 6-24, 2020
Michelle Zietlow	Teacher/Computer Prog.	\$2,500 / Session	July 6-24, 2020
Jessica Kapachinski	Teacher/Special Ed	\$2,500 / Session	July 6-24, 2020
Rachel Schwingen	Teacher/Special Ed	\$2,500 / Session	June 8-26, 2020
Nicholas Wilford	Teacher/Middle School-Math	\$2,500 / Session	June 8-26 & July 6-24, 2020
Mary Ruffolo	Teacher/Middle School-English	\$2,500 / Session	June 8-26 & July 6-24, 2020
Rosa Solis	Aide/Bilingual	\$15.79 per hour	July 6-July 31, 2020
Sharon Flight	Aide	\$15.79 per hour	July 6-July 31, 2020
Laura Mihaiu	Aide	\$15.18 per hour	July 6-July 31, 2020
Kathleen Michel	Aide	\$14.08 per hour	July 6-July 31, 2020
Jackie Jackson	Teacher/Elementary	\$2,500 / Session	July 6-July 31, 2020
Amy Goldberg	Teacher/Elementary	\$2,500 / Session	July 6-July 31, 2020
Brandi Wargo	Teacher/Elementary	\$2,500 / Session	July 6-July 31, 2020
Christina Bidinger	Teacher/Elementary	\$2,500 / Session	July 6-July 31, 2020
Gina Majewski	Teacher/Bilingual	\$2,500 / Session	July 6-July 31, 2020
Gina Sample	Teacher/Elementary	\$2,500 / Session	July 6-July 31, 2020
Jenni Browne	Teacher/Elementary	\$2,500 / Session	July 6-July 31, 2020
Jenny DeLosRios	Teacher/Bilingual	\$2,500 / Session	July 6-July 31, 2020
Jennifer Raines	Teacher/Elementary	\$2,500 / Session	July 6-July 31, 2020

**Huntley Community School District 158 – Board of Education  
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Kill, Kimberly	Teacher/Elementary	\$2,500 / Session	July 6-July 31, 2020
Lanham, Kimberly	Teacher/Elementary	\$2,500 / Session	July 6-July 31, 2020
Tammy VanHiel	Teacher/Elementary	\$2,500 / Session	July 6-July 31, 2020
Lisa Kampert	Teacher/Elementary	\$2,500 / Session	July 6-July 31, 2020
Maria Angelilli	Teacher/Elementary	\$2,500 / Session	July 6-July 31, 2020
Peggy Caldron	Teacher/Elementary	\$2,500 / Session	July 6-July 31, 2020
Ryan Schaefer	Teacher/Elementary	\$34.72 per hour	July 6-July 31, 2020
Camille Whiteside	Teacher/Summer Success	\$34.72 per hour	May 26-July 31, 2020
Ryan Schaefer	Teacher/Summer Success	\$34.72 per hour	May 26-July 31, 2020
Samantha Pennington	Teacher/Summer Success	\$34.72 per hour	May 26-July 31, 2020
Melanie Lyons	Teacher/Summer Success	\$34.72 per hour	May 26-July 31, 2020
Lindsie Teson	Telehealth RN	\$22.00 per hour	May 26-TBD, 2020
Jill Kelly	Hearing Itinerant	\$59.66 per hour	June 1- July 2, 2020
Mollie Rootham	Vision Itinerant	\$45.93 per hour	June 1- July 2, 2020
Kristy Latoria	SLP	\$34.72 per hour	June 8- July 2, 2020
Carly Smith	SLP	\$34.72 per hour	June 1- July 2, 2020
Andrea Swanson	Social Worker	\$34.72 per hour	June 1- July 2, 2020
Abbie Hernandez	Social Worker	\$34.72 per hour	June 1- July 2, 2020
Maureen Raclawski	OT	\$59.61 per hour	June 1- July 2, 2020
Loida Kozbiel	PT	\$50.23 per hour	June 1- July 2, 2020
Lita Kasper	Teacher/Self Contained	\$2,500 / Session	June 1- July 2, 2020
Sara Lindsay	Teacher/Self Contained	\$2,500 / Session	June 1- July 2, 2020
Kendra Chesney	Teacher/Self Contained	\$2,500 / Session	June 1- July 2, 2020
Kevin Ross	Teacher/Self Contained	\$2,500 / Session	June 1- July 2, 2020
Sam Riesen	Teacher/Self Contained	\$2,500 / Session	June 1- July 2, 2020
Sam Sarullo	Teacher/Self Contained	\$2,500 / Session	June 1- July 2, 2020
Amy Disabato	Teacher/Self Contained	\$2,500 / Session	June 1- July 2, 2020
Laura Trch	Teacher/Self Contained	\$2,500 / Session	June 1- July 2, 2020
Jennifer Slad	Teacher/Self Contained	\$2,500 / Session	June 1- July 2, 2020
Amy Tetre	Teacher/Self Contained	\$2,500 / Session	June 1- July 2, 2020
Linda Roesner	Teacher/Self Contained	\$2,500 / Session	June 1- July 2, 2020
Tom Milbratz	Teacher/Self Contained	\$2,500 / Session	June 1- July 2, 2020
Jim Garvalia	Teacher/Resource	\$2,500 / Session	June 1- July 2, 2020
Christina Uidl	Teacher/Resource	\$2,500 / Session	June 1- July 2, 2020
Madison Thennisch	Teacher/Resource	\$2,500 / Session	June 1- July 2, 2020
Amanda Minogue	Teacher/ Resource	\$2,500 / Session	June 1- July 2, 2020
Maggie Hoffman	Teacher/Resource	\$2,500 / Session	June 1- July 2, 2020
Francene Robb	Program Aide	\$17.75 per hour	June 1- July 2, 2020

**Huntley Community School District 158 – Board of Education  
Personnel Report  
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Laurie Laird	Program Aide	\$12.70 per hour	June 1- July 2, 2020
Maria Xanos	Program Aide	\$14.37 per hour	June 1- July 2, 2020
Sherry Grigsby	Program Aide	\$17.04 per hour	June 1- July 2, 2020
Dawn Kobrick	Program Aide	\$16.26 per hour	June 1- July 2, 2020
Lisa Larkin	Program Aide	\$13.50 per hour	June 1- July 2, 2020
Lisa Sesko	Program Aide	\$15.79 per hour	June 1- July 2, 2020
Andrea Goodnite	Program Aide	\$13.50 per hour	June 1- July 2, 2020
Lisa Ericson	Program Aide	\$13.60 per hour	June 1- July 2, 2020
Hillary Zurek	Program Aide	\$12.70 per hour	June 1- July 2, 2020
Brenda Cornett	Program Aide	\$15.18 per hour	June 1- July 2, 2020
Kimber Brown	Program Aide	\$16.54 per hour	June 1- July 2, 2020
Judee Humphrey	Program Aide	\$12.70 per hour	June 1- July 2, 2020
Natalie Biddle	Program Aide	\$13.00 per hour	June 1- July 2, 2020
Eileen Minick	Program Aide	\$15.49 per hour	June 1- July 2, 2020
Cynthia Murphy	Program Aide	\$13.27 per hour	June 1- July 2, 2020
Wendy Ottens	Program Aide	\$13.27 per hour	June 1- July 2, 2020
Diane Jewel	Program Aide	\$17.75 per hour	June 1- July 2, 2020
Margaret Vacula	Program Aide	\$14.72 per hour	June 1- July 2, 2020
Christine Newman	Program Aide	\$16.91 per hour	June 1- July 2, 2020
Brandy Lorenzo	Program Aide	\$12.70 per hour	June 1- July 2, 2020
Robin Jenchel	Program Aide	\$17.75 per hour	June 1- July 2, 2020
Darcy Langenfeld	Bilingual Aide	\$12.70 per hour	July 6-July 31, 2020
Stacia Zion	Program Aide	\$13.87 per hour	July 6-July 31, 2020
Jean Sunderlage	Summer Child Find Team Lead	\$75.95 per hour	June 1- July 2, 2020

Huntley Community School District #158  
Job Description –Associate Superintendent

**Job Title:** Associate Superintendent  
**Department:** District Administration  
**Reports to:** Superintendent  
**FLSA Status:** Exempt  
**Prepared by:** Human Resources/Superintendent  
**Prepared Date:** June, 2020  
**Approved by:** Board of Education  
**Approved Date:** June 18, 2020

**Summary:** To assist the Superintendent substantially and effectively in the task of providing leadership in developing, achieving, and maintaining the best possible educational programs and services.

**Essential Duties and Responsibilities** include the following; other duties may be assigned:

- Supervises and provides leadership for all building principals
- Conducts principal evaluations
- Oversees the transportation department
- Leads restorative practice efforts across the district
- Coordinates student discipline appeals for appropriate grade levels
- Prepares drafts of policies and administrative procedures for review by the Superintendent as they relate to assigned areas
- Oversees nurses
- District office liaison for questions and/or concerns in all assigned areas
- Works collaboratively with students, parents, school personnel, and the community to meet the diverse needs of all students
- Maintains staff and community relationships which promote the best interests of the district
- Is visible and develops relationships in given buildings
- Maintains a strong relationship with HESPA and HEA leadership
- Complaint officer for given areas; Primary Sexual Harassment Hearing Officer
- Processes and completes federal and state reports as they relate to supervisory area
- Performs evaluations of assigned administrative positions
- Remains informed of laws, regulations, rules, and policies of the District instructional programs
- Attends and/or presides over meetings and prepares reports as necessary

Huntley Community School District #158  
Job Description –Associate Superintendent

- Prepares and presents assigned agenda items at monthly Board of Education Meetings
- Must be highly organized with the ability to maintain records, possesses excellent team building skills and accepts delegated responsibilities willingly

**Supervisory Responsibilities:** Supervise assigned administrators and departments. This position carries out supervisory responsibilities in accordance with the district's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

**Qualifications:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Education and/or Experience:** Master's degree (M. A.) or equivalent; or four to ten years related experience and/or training; or equivalent combination of education and experience.

**Licenses/Endorsements:** Valid Illinois Driver's License. Appropriate and valid Professional Educator License.

**Language Skills:** Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write basic correspondence. Ability to effectively present information in one-on-one and small group situations to parents and employees of the district. Ability to speak effectively before groups of employees of organization.

**Mathematical Skills:** Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent. Ability to develop and interpret mathematical data in graphs or other visual displays.

**Reasoning Ability:** Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

**Computer Skills:** To perform this job successfully, an individual should have:

- Ability to access, organize, and manipulate information using standard office applications, especially Google products
- Strong written communication skills using word processing, email and other modern tools
- Comfortability in an online-oriented, highly connected work environment

**Physical Demands:** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision and color vision.

**Work Environment:** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable

Huntley Community School District #158  
Job Description –Associate Superintendent

accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

\_\_\_\_\_  
**Employee Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Hiring Supervisor Signature**

\_\_\_\_\_  
**Date**

**HUNTLEY HIGH SCHOOL PRINCIPAL  
PERFORMANCE-BASED EMPLOYMENT CONTRACT**

**THIS AGREEMENT** is made this 18th day of June, 2020, by and between the BOARD OF EDUCATION OF HUNTLEY COMMUNITY SCHOOL DISTRICT NO. 158, MCHENRY AND KANE COUNTIES, ILLINOIS (the "BOARD"), and **Dr. Marcus Belin** ("HUNTLEY HIGH SCHOOL PRINCIPAL").

**IT IS AGREED:**

1. **EMPLOYMENT** - The HUNTLEY HIGH SCHOOL PRINCIPAL is hereby hired and retained from July 1, 2020, through and including June 30, 2023, and, as it may be later agreed to by the parties, thereafter, as HUNTLEY HIGH SCHOOL PRINCIPAL of the School District.
2. **DUTIES** - The duties and responsibilities of the HUNTLEY HIGH SCHOOL PRINCIPAL shall be those incidental to the office of the HUNTLEY HIGH SCHOOL PRINCIPAL, those set forth in the job description (or, those duties contained in Board Policy, as adopted, and which may be amended from time to time), the attainment of the student performance and academic improvement goals set forth in this Agreement, those obligations imposed by the laws of the State of Illinois upon the HUNTLEY HIGH SCHOOL PRINCIPAL, and to perform other professional duties customarily performed by a HUNTLEY HIGH SCHOOL PRINCIPAL as from time to time may be assigned by the SUPERINTENDENT or the BOARD. The SUPERINTENDENT and BOARD reserve the right to reassign the HUNTLEY HIGH SCHOOL PRINCIPAL to different duties from time to time during the term of this Agreement, without a loss of pay.
3. **STUDENT PERFORMANCE AND ACADEMIC IMPROVEMENT** - This Agreement is a performance-based contract as required by Public Act 90-548. At minimum, the HUNTLEY HIGH SCHOOL PRINCIPAL shall, with the assistance of his administrative team, annually: (a) evaluate student performance, which shall include but not be limited to student performance on standardized tests, completion of the curriculum, attendance and dropout rates; (b) review the curriculum and instructional services of the District; and (c) report to the superintendent on his findings as to (i) student performance and (ii) recommendations, if any, for curriculum or instructional changes as a result of his evaluation of student performance.

In addition, the HUNTLEY HIGH SCHOOL PRINCIPAL shall meet, address and fulfill goals and indicators of student performance and academic improvement which shall be developed by the *SUPERINTENDENT in cooperation* with the HUNTLEY HIGH SCHOOL PRINCIPAL annually. These goals and indicators shall be mutually determined by the *SUPERINTENDENT and HUNTLEY HIGH SCHOOL PRINCIPAL* and appended to this Agreement and made a part hereof. The foregoing goals and indicators shall be used by the *SUPERINTENDENT to measure* the performance and effectiveness of the HUNTLEY HIGH SCHOOL PRINCIPAL, along with such other information as the *SUPERINTENDENT may determine*. The HUNTLEY HIGH SCHOOL PRINCIPAL's attainment of the goals shall be determined annually as part of the evaluation process provided in Paragraph 5, or as otherwise mutually agreed by the parties.

4. **COMPENSATION** - In consideration of a salary of *not less than One Hundred Thirty Seven Thousand Two Hundred Forty Seven Dollars and Fifty Cents (\$137,247.50)* for 2020-2021, and 2021-2022, and 2022-2023, the HUNTLEY HIGH SCHOOL PRINCIPAL agrees to devote such time, skill, labor and attention to her employment, during the term of this Agreement, in order to faithfully perform the duties of HUNTLEY HIGH SCHOOL PRINCIPAL. Compensation shall be paid in equal installments in accordance with the BOARD policy governing payment of salary to other certificated members of the professional staff, less such amounts as provided for in this Agreement, and other amounts required by law. The BOARD retains the right to adjust the annual compensation, salary, and/or fringe benefits of the HUNTLEY HIGH SCHOOL PRINCIPAL during the term of this Agreement, and thereafter, provided that any compensation, salary, and/or fringe benefits adjustment(s) shall not be lower than the latest annual compensation, salary, and fringe benefits paid by the BOARD as stated in this Agreement. Any re-adjustment in salary and fringe benefits made during the life of this Agreement shall be in the form of an amendment and shall become a part of this Agreement; provided, however, that it shall not be considered that the BOARD has entered into a new agreement with the HUNTLEY HIGH SCHOOL PRINCIPAL nor that the termination date of this Agreement has been in any way extended. The BOARD and the HUNTLEY HIGH SCHOOL PRINCIPAL, however, may enter into subsequent agreements or extensions of this Agreement for additional periods of time, if all of the student performance and academic improvement goals set forth in this Agreement have been met, both parties should agree, and said agreement is reduced to writing.

5. **EVALUATION** - At least annually of each school year, the *SUPERINTENDENT or designee shall*, during the term of this Agreement, review with the HUNTLEY HIGH SCHOOL PRINCIPAL, the HUNTLEY HIGH SCHOOL PRINCIPAL'S progress toward established goals, and working relationships among the HUNTLEY HIGH SCHOOL PRINCIPAL, the faculty, the staff and the community.

6. **LICENSE** - The HUNTLEY HIGH SCHOOL PRINCIPAL shall furnish to the BOARD, during the term of this Agreement, a valid, appropriate, and properly registered license to act as HUNTLEY HIGH SCHOOL PRINCIPAL, in accordance with the laws of the State of Illinois and as directed by the BOARD.

1. **TERMINATION OF AGREEMENT** - This Agreement may be terminated by:
  - A. Mutual agreement of the parties.
  - B. Retirement.
  - C. Death of the HUNTLEY HIGH SCHOOL PRINCIPAL.
  - D. Disability. The BOARD may terminate this Agreement at any time after the HUNTLEY HIGH SCHOOL PRINCIPAL has exhausted accumulated sick and vacation leave and has been absent from her employment for whatever cause for an additional continuous period of three (3) months by written notice to her. All obligations of the BOARD shall cease upon such termination. The BOARD reserves the right to require the HUNTLEY HIGH SCHOOL PRINCIPAL to submit to a medical examination, either

physical or mental, when the BOARD deems the HUNTLEY HIGH SCHOOL PRINCIPAL disabled. Such examination shall be performed by a doctor licensed to practice medicine. The doctor shall be chosen by the BOARD and the cost of such examination shall be borne by the BOARD.

- E. Resignation, provided, however, the HUNTLEY HIGH SCHOOL PRINCIPAL gives the BOARD at least 120 calendar days written notice of the proposed resignation.
- F. Discharge for cause. "For cause" shall mean any conduct, act, or failure to act by the HUNTLEY HIGH SCHOOL PRINCIPAL which is damaging to the operations of the School District. Reasons for discharge for cause shall be given in writing to the HUNTLEY HIGH SCHOOL PRINCIPAL who shall be entitled to notice and a hearing before the BOARD to discuss those causes. If the HUNTLEY HIGH SCHOOL PRINCIPAL chooses to be accompanied by legal counsel, he shall bear any costs therein involved. The BOARD hearing shall be conducted in closed session.
- G. Failure by the HUNTLEY HIGH SCHOOL PRINCIPAL to comply with the terms and conditions of this Agreement.
- H. Unilateral Termination By the Board. In the event of unilateral termination of the Board without cause, the HUNTLEY HIGH SCHOOL PRINCIPAL shall be entitled to the remaining salary due under this Contract.

After notice and pending an opportunity to respond, the BOARD may suspend the HUNTLEY HIGH SCHOOL PRINCIPAL without pay pending completion of the requirements of this section. After the effective date of dismissal the HUNTLEY HIGH SCHOOL PRINCIPAL shall not be entitled to further payments of compensation of any kind under this Agreement, except that the HUNTLEY HIGH SCHOOL PRINCIPAL shall be entitled to any vested benefits payable under the terms and provisions of the Illinois Teachers' Retirement System.

7. **VACATION** - The HUNTLEY HIGH SCHOOL PRINCIPAL shall be entitled to a paid vacation of twenty (20) working days annually, exclusive of legal holidays. Vacation shall be taken, subject to the approval of the Superintendent in the agreement year. Up to ten (10) vacation days may carry over to a subsequent contract year if the principal is re-employed.

8. **BENEFITS** - The HUNTLEY HIGH SCHOOL PRINCIPAL shall be allowed such other privileges, leaves and fringe benefits as the BOARD may decide and as are commonly extended to all other certified and/or administrative personnel. Dues for professional organizations shall be paid as approved by the Board.

a) The HUNTLEY HIGH SCHOOL PRINCIPAL shall be granted sick leave, as defined in Section 24-6 of the School Code, of fourteen (14) working days per year which may be accumulated up to 340 days. Unused sick leave or unreported sick leave to TRS will be reimbursed at \$15.00 per day upon retirement, up to 40 days.

b) The HUNTLEY HIGH SCHOOL PRINCIPAL shall be entitled to personal days of two (2) working days per year, exclusive of legal holidays, which if not used, will accumulate up to 4 days per year. Any unused personal days over four (4) will transfer to sick balance on July 1st of each year.

c) The HUNTLEY HIGH SCHOOL PRINCIPAL shall be entitled to two (2) bereavement leave days per school term without loss of pay. If more than two (2) days of bereavement leave are necessary, such days will be deducted from the HUNTLEY HIGH SCHOOL PRINCIPAL'S accumulated sick leave.

9. **HEALTH/DENTAL INSURANCE** – The BOARD shall pay the full cost of hospitalization/major medical and dental insurance (“*Insurance Coverage*”) for the HUNTLEY HIGH SCHOOL PRINCIPAL and the members of the HUNTLEY HIGH SCHOOL PRINCIPAL'S immediate family during the term of this Agreement in accordance with the basic insurance coverage provided by the School District. In the event that any health reform legislation or other law shall prohibit or otherwise restrict the Board from providing the insurance benefit herein described, the Board retains the right to limit participation of the HUNTLEY HIGH SCHOOL PRINCIPAL and her beneficiaries in the district Health Plans to the same terms and conditions provide to other certified employees. In such event, the monetary equivalent of the difference in premium cost for the HUNTLEY HIGH SCHOOL PRINCIPAL'S elected coverage shall be paid to the HUNTLEY HIGH SCHOOL PRINCIPAL as salary to the extent that any such additional payment does not result in a penalty or other cost to the Board from TRS.

10. **TERM LIFE INSURANCE** - The BOARD shall provide and pay the premiums for a term life insurance policy for the HUNTLEY HIGH SCHOOL PRINCIPAL during the term of this Agreement in the amount of \$100,000.00.

11. **WAIVER OF TENURE** - By accepting the terms of this Agreement, the HUNTLEY HIGH SCHOOL PRINCIPAL waives all rights of tenure granted under the *Illinois School Code* during the term of this Agreement.

12. **NOTICE** - Any notice or communication permitted or required under this Agreement shall be in writing and shall become effective on the day of mailing thereof by first class mail, registered, or certified mail, postage prepaid, addressed:

If to the BOARD, to:

Board of Education  
c/o President of the Board  
HUNTLEY COMMUNITY SCHOOL  
DISTRICT No. 158  
650 Academic Drive  
Algonquin, Illinois 60102

If to the HUNTLEY HIGH SCHOOL PRINCIPAL, to: Dr. Marcus Belin  
9154 Sawyer  
Huntley, IL 60142

(or at the last address of the HUNTLEY HIGH SCHOOL PRINCIPAL on file with the District Human Resources Department).

13. **EXPENSE REIMBURSEMENT** – The BOARD shall reimburse the HUNTLEY HIGH SCHOOL PRINCIPAL for reasonable expenses *incurred in the performance of his duties for the official business of the BOARD*, subject to the HUNTLEY HIGH SCHOOL PRINCIPAL’S substantiation via the appropriate reimbursement documentation and the BOARD’S approval of such expenses.

14. **TEACHERS’ RETIREMENT SYSTEM CONTRIBUTION** - In addition to the gross compensation paid to the HUNTLEY HIGH SCHOOL PRINCIPAL by the BOARD as expressed in Section 4, the BOARD shall pick up and pay on the HUNTLEY HIGH SCHOOL PRINCIPAL’S behalf, the HUNTLEY HIGH SCHOOL PRINCIPAL’S entire contribution to the Illinois Teachers’ Retirement System pursuant to the *Illinois Pension Code*.

It is the intention of the parties to qualify all such payments picked up and paid by the BOARD on the HUNTLEY HIGH SCHOOL PRINCIPAL’S behalf as employer payments pursuant to Section 414(h) of the *Internal Revenue Code of 1986*, as amended. The HUNTLEY HIGH SCHOOL PRINCIPAL shall have no right or claim to the funds so remitted, except as they may subsequently become available upon retirement or resignation from the Illinois Teachers’ Retirement System. The HUNTLEY HIGH SCHOOL PRINCIPAL does not have the option of choosing to receive the contributed amounts directly instead of having those contributions paid by the BOARD to the Illinois Teachers’ Retirement System. These contributions are made as a condition of the HUNTLEY HIGH SCHOOL PRINCIPAL’S employment for his future service, knowledge and experience.

15. **TEACHER’S HEALTH INSURANCE SECURITY FUND CONTRIBUTION.** The Board will pick up and pay on behalf of the HUNTLEY HIGH SCHOOL PRINCIPAL his entire contribution to the Teachers’ Health Insurance Security (“THIS”) fund. The Board will remit this contribution to the TRS as the fund’s collection agent. Payments made by the Board to TRS under this section will not be reportable to TRS as creditable earnings. The parties further agree that the payments will be excluded from the HUNTLEY HIGH SCHOOL PRINCIPAL’S taxable income.

The Board and the HUNTLEY HIGH SCHOOL PRINCIPAL make no commitment or guarantee that the Board’s payment of the contribution limit will continue to be excludable from the HUNTLEY HIGH SCHOOL PRINCIPAL’S gross income for federal or state income tax purposes, or that any other federal or state tax treatment will apply.

Because neither party can represent what position the IRS, or any other government entity, will take with respect to these payments and withholdings, it is mutually agreed that each party will be responsible for any miscalculations for which it is legally responsible *without* indemnification or any other recourse from the other party. That is, if it is subsequently determined that the HUNTLEY HIGH SCHOOL PRINCIPAL should have paid taxes in any portion of the contribution limit for which he did not pay taxes, the interest and penalties are the HUNTLEY HIGH SCHOOL PRINCIPAL’S responsibility alone. If the Board is penalized for failing to withhold enough taxes based on the payroll information in its possession at the time of payment of the contribution limit, those penalties are the Board’s responsibility alone. Both the Board and the HUNTLEY HIGH SCHOOL PRINCIPAL expressly waive the right to seek indemnification or reimbursement from the other as the result of any government decision on the taxability of these

amounts. In the event the IRS, or any other government entity, determines that the HUNTLEY HIGH SCHOOL PRINCIPAL owes more taxes, he has no right to see additional sums from the Board.

## 16. DOCTORATE INCENTIVE

The Board offers incentives to administrators to continue their education by earning their doctoral degree. Administrators enrolled in doctoral program from an accredited college/university are eligible for tuition reimbursement up to \$160 per credit hour. The maximum reimbursement will be twelve (12) credit hours per contract year.

a) The doctoral degree must directly apply to their assigned administrative responsibilities and be approved by the Superintendent or designee.

b) Successful completion of the course, a grade of “B” or better, is required.

c) An Assistant Principal must remain in the district for one year following doctoral course completion and reimbursement, or the district shall be due to the entire reimbursement.

d) Deadlines for application for reimbursement:

- First semester course: August 30
- Second semester course: January 21
- Summer course: May 1st

e) Administrators who earn their doctorate; degree through an approved and accredited university will receive a 10% increase on their base salary once the degree is conferred. In the event that the doctorate is earned within four (4) years of retirement, the amount of the increase will be calculated at the time the doctorate is earned and will be divided into an increase in base salary in two or more contract years. Beginning in the contract year in which the degree is earned, the salary annual shall be increased such that the Administrator’s creditable earnings does not exceed 106% of the prior year’s creditable earnings. The portion of the increase applied to any contract year shall be determined by subtracting the administrator’s salary after his or her annual increase from 106% of the prior year’s creditable earnings but not exceeding the remaining amount of the 10% increase left to be credited to the Administrator. The remainder of the increase shall be paid in successive contract years under the same limitations. If the administrator separates from employment for any reason prior to realizing the entire amount of the 10% increase in his or her annual salary, the remainder of the increase shall be paid in a lump sum after the last regular paycheck as non-creditable earnings under TRS regulations. Notwithstanding the above, the District shall retain the right to accelerate the application of the increase in any contract year where the District determines that TRS employer payments or penalties will likely not be imposed.

17. MISCELLANEOUS

- A. This Agreement has been executed in Illinois, and shall be governed in accordance with the laws of the State of Illinois in every respect.
- B. Section headings and numbers have been inserted for convenience of reference only, and if there shall be any conflict between such headings or numbers and the text of this Agreement, the text shall control.
- C. This Agreement may be executed in one or more counterparts, each of which shall be considered an original, and all of which taken together shall be considered one and the same instrument.
- D. This Agreement contains all the terms agreed upon by the parties with respect to the subject matter of this Agreement and supersedes all prior agreements, arrangements, and communications between the parties concerning such subject matter, whether oral or written.
- E. This Agreement shall be binding upon and inure to the benefit of the HUNTLEY HIGH SCHOOL PRINCIPAL, her successors, assigns, heirs, executors, and personal representatives, and shall be binding upon, and inure to the benefit of the BOARD, its successors and assigns.
- F. Both parties have had the opportunity to seek the advice of counsel.
- G. Except as may otherwise be provided, no subsequent alteration, amendment, change, or addition to this Agreement shall be binding upon the parties unless reduced to writing and duly authorized and signed by each of them.
- H. The BOARD retains the right to repeal, change or modify any policies or regulations which it has adopted or may hereafter adopt, subject however, to restrictions contained in the *Illinois School Code* and other applicable law.

If any section, provision, paragraph, phrase, clause or word contained herein is held to be void, invalid or contrary to law by a court of competent jurisdiction, it shall be deemed removed herefrom, and the remainder of this Agreement shall continue to have its intended full force and effect.

**IN WITNESS WHEREOF**, the parties have caused this Agreement to be executed in their respective names and, in the case of the BOARD, by its President and Secretary on the 18th day of June, 2020 and as first written above.

HUNTLEY HIGH SCHOOL PRINCIPAL:

\_\_\_\_\_  
Dr. Marcus Belin

BOARD OF EDUCATION,  
HUNTLEY COMMUNITY SCHOOL DISTRICT NO.  
158  
MCHENRY AND KANE COUNTIES, ILLINOIS

By: \_\_\_\_\_  
Michael Fleck, President

ATTEST:

\_\_\_\_\_  
Paul Troy, Secretary

**Huntley Community School District 158**  
Job Description: **CHIEF SAFETY AND SECURITY OFFICER**

**Job Title:** Chief Safety and Security Officer  
**Department:** Administration  
**Reports To:** Superintendent  
**FLSA Status:** Exempt  
**Prepared By:** Superintendent/H.R.  
**Prepared Date:** June, 2020  
**Approved By:** Board of Education  
**Approved Date:** June 18, 2020

**Summary:** The Chief Safety and Security Officer will coordinate district and school staff in the implementation of the “best practices” safety guidelines and procedures. Serve as the law enforcement liaison for the School District and all law enforcement agencies serving School District 158, and develop and implement district wide safety initiatives.

**Essential Duties and Responsibilities** include the following; other duties may be assigned:

- Plan and direct a staff development program for all assigned areas of school safety based on need assessment.
- Oversee systems in conjunction with safety & security, including, but not limited to; alarm, building keys, proxy card access, PA systems, & surveillance cameras.
- Assist school-based administrators in a safety staff development plan.
- Identify strengths and weaknesses of the various aspects of district and school safety guidelines and procedures, and prepare reports.
- Develop a comprehensive plan for district and school safety and work collaboratively with persons responsible for implementation of the plan.
- Communicate safety information and needs with schools and departments, and other governmental agencies. (Coordination with those agencies for the annual drills)
- Communicate school safety programs to parent groups.
- Communicate District policies and state laws to the public and individuals.
- Involve all levels of employees in the development of District and Schools’ Comprehensive Safety/Emergency Plans.
- Facilitate and coordinate district emergency response teams.
- Promote school safety programs within schools and departments.
- Assist in staff development programs at District and building level.
- Attend pertinent state and national conferences for informational purposes.
- Promote school safety through use of professional organization resources.
- Implement and monitor approved grants. Write and apply for appropriate competitive grants.

**Huntley Community School District 158**  
Job Description: **CHIEF SAFETY AND SECURITY OFFICER**

- Work with schools in hiring and development of campus security assistants.
- Perform other incidental tasks consistent with the goals and objectives of this position.

**Supervisory Responsibilities:**

Supervises the Campus Security Assistants. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws.

**Qualifications:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Education and/or Experience:**

High School diploma required. Degree in criminal justice or related field preferred. Previous professional experience in law enforcement required. Previous experience as a school liaison officer or working with school liaison officer preferred but not required. Comprehensive knowledge of current best practices in school safety.

**Language Skills:**

Excellent written and verbal communication skills.

**Mathematical Skills:**

Ability to calculate figures and amounts in relations to budget management.

**Reasoning Ability:**

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Excellent problem solving skills and the ability to "read" a situation.

**Computer Skills:**

Experience with/knowledge of basic computer applications and current computer programs.

**Physical Demands:**

The employee must have the ability to work in a very fast paced and at times stressful environment. The employee must have the ability to work daily for a period of 8 hours or longer as required by individual situations. The employee must occasionally lift and/or move up to 50 pounds. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Work Environment:**

The work environment is frequently described as fast pace with unscheduled interruptions. The employee may be required to leave main work site to attend meetings or functions as required, and work weekends and evenings as required. The employee may be required to respond to emergency crisis situations.

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**Employee Signature**

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**Date**

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**Huntley Community School District 158**

Job Description: **CHIEF SAFETY AND SECURITY OFFICER**

**Hiring Supervisor Signature**

**Date**

**Brad and Jill Hawk**  
**9790 Stonecastle Lane, Lakewood, Illinois 60014**  
**Phone: 815-985-3589    Email: jhawk9790@gmail.com**

**Letter of Agreement**

Huntley Community School District #158

It is hereby agreed between the Huntley Community School District #158 (District #158) and Drs. Brad and Jill Hawk (“Consultants”) that an Aspiring Leaders Academy will be conducted as follows:

1. The general purpose of the Aspiring Leaders Academy will be to identify leaders within the staff of District 158 and enhance their capacity to lead. Content will be similar to the previous Leadership Academy. Changes will be made at the request of the Superintendent or Associate Superintendent or by suggestions from the Consultants.
2. The Consultants will design, prepare, present and evaluate all sessions of the Aspiring Leaders Academy.
3. The Superintendent or his designee will determine the participants of the Aspiring Leaders Academy.
4. The Superintendent will support the attendance and participation of the participants.
5. Materials for the Academy sessions will be prepared by the Consultants with receipts being turned in to the Superintendent or designee for reimbursement, not to exceed \$700.00 for copying costs. No additional costs will occur without prior discussion and mutual consent between the District and the Consultants.
6. The fee for professional consulting services and provision of the Academy will be \$15,000.00. The Consulting Fee will be billed in two equal installments: The first upon signing this Letter of Agreement and the second upon completion of the Academy in May 2021. The fee will include seven sessions running from 8am to 2pm. If the Superintendent requests additional sessions or services, consultant fees will be negotiated at a related cost.
7. Dates will be established by mutual agreement between the Superintendent or designee and the Consultants. At this time, it is assumed sessions will occur on the third Thursday of the month in September, October, November, January, February, April and May.
8. The District will provide a designated location and appropriate training space and provide all refreshments for participants and Consultants including lunch. The District will make a projection device available to the Consultants for each training session, as well as other requisite equipment and materials. The District will communicate all dates and information to their participants in advance of each session.

9. The Consultants agree to be available upon request of the Superintendent for meetings and presentations related to the Academy as their schedule permits.
10. The Consultants agree to conduct a mid-year and final evaluation of the Academy with the participants. Feedback and information will be shared with the Superintendent and/or designee.

Approved:

\_\_\_\_\_  
Dr. Scott Rowe, Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dr. Brad Hawk.

\_\_\_\_\_  
Dr. Jill Hawk

\_\_\_\_\_  
Date



# Huntley Community School District 158

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650 Dr. John Burkey Drive  
Algonquin, Illinois 60102  
(847) 659-6158 • [www.district158.org](http://www.district158.org)

Date: June 18, 2020  
To: Board of Education  
Cc: Dr. Scott Rowe, Superintendent  
From: Jessica Lombard, Associate Superintendent  
Subject: Leadership Academy Consultant Agreement

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## Executive Summary

The District recently reviewed, reflected and refreshed the District 158 Grow Your Own, *Lead from Within* Leadership Academy. During the 2020-21 school year we will begin a new cohort of participants who will embark on a two (2) year long academy experience. The participants will be a blend of current district Assistant Principals and aspiring high potential future leaders. The Academy is structured to build on the knowledge, skills and awareness of both our current leaders and aspiring school leaders. During the 2017-18 school year, District 158 principals and cabinet leaders participated in a year long leadership training led by the Dr. Brad & Dr. Jill Hawk. Based on the experience, reflection, growth and learning that took place through these seminars, administration is recommending partnering and implanting these seminars in year one of the *Lead From Within* Leadership Academy. This updated and enhanced Leadership Academy also addresses concepts identified in the 2019-20 Strategic Plan. Enclosed is a copy of the Letter of Agreement, as well as the updated Leadership Academy brochure. Below is a breakdown of the two (2) year Academy experience.

## District 158 *Lead from Within* Leadership Academy

### What is the Leadership Academy?

- An opportunity to collaborate and unite peers and colleagues while exploring leadership concepts and opportunities
- A chance to build and develop individual leadership skills
- A guided and structured development program to develop “home grown” leaders within our district
- A way to learn from leasers and professionals from our district, as well as outside consultants
- A blend of current school leaders and high potential aspiring school leaders learning together
- High-quality seminars, book talks, projects, mentoring, interning and networking s a means to view and explore the world of leadership

### Year 1

Seven (7) Full day seminars led by Dr. Brad & Dr. Hill Hawk centered around various leadership topics.

- Qualities of a Leader
- Strengths Based Leadership
- Effective Teams
- Planning and Facilitating Effective Meetings
- Decision Making Methods
- Types of Stress
- Time Management
- Difficult/Crucial Conversations
- Leading Change



# Huntley Community School District 158

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## **Year 2**

Activities will be led by current D158 Leaders at both the district and school level

- Book talks
- Mentoring/Coaching through internships
- Project based/committee experiences
- Networking/reflection

## **Recommendation**

The Administration recommends that the Board of Education approve the letter of agreement with Dr. Brad and Jill Hawk for services, in the amount of \$15,000, in year one of the district's Leadership Academy.

**Huntley Community School District 158 – Board of Education**  
**Regular Meeting**  
**May 21, 2020 Minutes – draft**

**Meeting:** Regular Meeting with Closed Session as per OMA and 5ILCS120/2c

**Time:** 6:00 PM

**Location:** Virtual - In accordance with executive orders from the Governor of Illinois regarding the Open Meetings Act, the Huntley 158 Board of Education's May Regular Meeting (May 21) will be conducted remotely using live video conferencing (Zoom). The meeting will be conducted with the highest degree of transparency and public accessibility under the current circumstances. Full information about public viewing and participation in the meeting is available on the District website.

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**Mission Statement:** Our learning community will inspire, challenge and empower all students always.

**Board of Education Members:** President, Mr. Michael Fleck; Vice President, Mr. Anthony Quagliano; Secretary, Mr. Paul Troy; Mr. William Geheren; Mrs. Melissa Maiorino; Mrs. Lesli Melendy, Mr. Kevin Gentry.

## Minutes

### 1. Call to Order / Roll Call

Call to Order the Board of Education Regular Meeting of Thursday, May 21, 2020 at 6:00 p.m.

**Roll Call:** Ayes 7/ Absent 0 / **Motion Carried** A quorum must be met.

**Members:** Mr. Fleck, Mrs. Maiorino , Mr. Geheren, Mr. Gentry, Mr. Quagliano, Mrs. Melendy, Mr. Troy

### 2. Closed Session / Roll Call

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, (2) Collective Bargaining, (9) Student Disciplinary Cases, (11) Litigation, (21) Discussion of minutes of meetings lawfully closed under this Act, whether for purposes of approval by body of the minutes or semi-annual review of the minutes as mandated; and the verbatim record may be destroyed as indicated per law (5ILCS120/2.06 (c)).

**Roll Call:** Ayes 7 / Nays 0/ Absent 0 / **Motion Carried**

**Members:** Mr. Troy, Mr. Geheren, Mr. Fleck, Mr. Gentry, Mr. Quagliano, Mrs. Melendy, Mrs. Maiorino

#### 2. 1. Exit or Suspend Closed Session / Voice Call

Move to suspend Closed Session at 7:02 p.m. and return to Open Session.

**Voice Call:** Ayes 7 / Nays 0 / **Motion Carried**

### 3. Resume in Public Session / Roll Call (A) (Mr. Fleck) approx. 7:00 p.m.

Resume the Regular Meeting at 7:02 p.m.

**Roll Call:** Ayes 6/ Absent 1 – Mr. Quagliano/ **Motion Carried**

**Members:** Mrs. Melendy, Mr. Troy, Mr. Geheren, Mr. Gentry, Mr. Quagliano, Mr. Fleck, Mrs. Maiorino

#### 3. 1. Action as Required / Roll Call

Will come from the Board.

**Roll Call:** Ayes 6/ Nays 0 / **Motion Carried**

**Members:** Mr. Fleck, Mr. Geheren, Mr. Gentry, Mr. Quagliano, Mrs. Melendy, Mr. Troy, Mrs. Maiorino

### 4. Pledge of Allegiance

### 5. Public Comment - None

### 6. Revision and Adoption of the Agenda / Voice Call

Move to adopt the agenda as presented (or with changes). **Voice Call:** Ayes 7 / Nays 0 / **Motion Carried**

Remove items 7, 10,11,12,16

**Action:** Adoption of the Agenda.

### 7. Associate Superintendent's Report - None

### 8. Assistant Superintendent Learning and Innovation

Updates will be provided at this time.

**Recommendation:** For informational purposes only.

8. 1. **PLC District Improvement**

Dr. Schlichter presented a report on PLC District Improvement initiatives and outcomes. This report details achievement of Strategic Plan measure 3.3.

8. 2. **Remote Learning Update**

9. **Chief Financial Officer/Treasurer**

9. 1. **Fiscal Services Reports**

Mr. Altmayer provided the Monthly Fiscal Updates and Activity Fund Balance Report.

**Recommendation:** For informational purposes only.

9. 2. **Revenue and Expenditure Report**

The monthly report was provided in the packet for review and comment.

**Recommendation:** For informational purposes only.

9. 3. **FY21 Budget - Draft II - Summary Memorandum**

Mr. Altmayer presented the FY21 Budget Draft II summary memorandum.

**Recommendation:** For information purposes only.

10. **Assistant Superintendent of HR Report** -None

11. **Chief Technology Officer** -None

12. **Assistant Superintendent of Special Services** - None

13. **Communications & Community Engagement**

13. 1. **Freedom of Information Act Requests (FOIA)**

A report on monthly FOIA requests was provided and discussed.

**Recommendation:** For informational purposes only.

14. **Legislation Committee**

14. 1. **Legislation Updates**

Legislative updates were given.

**Recommendation:** For informational purposes only

15. **Superintendent's Report**

15. 1. **Special Education Opportunities Review**

Dr. Rowe provided a detail overview of the Special Education Review.

**Recommendation:** For informational purposes only.

16. **President's Report**

Mr. Fleck provided updates.

17. **Policy Committee**

17. 1. **Policy Updates**

The Board discussed the Policy Updates.

**Recommendation:** For information purposes.

18. **Building and Grounds (B&G) Committee**

18. 1. **O&M Updates**

Mr. Renkosik gave the O & M updates.

**Recommendation:** For informational purposes only.

18. 2. **HHS Construction Updates (R) (Mr. Renkosik)**

Mr. Renkosik presented the HHS Construction Updates.

**Recommendation:** For informational purpose only.

19. **Action Items / Roll Call**

(Action items may or may not have gone through committee and require separate action.)

**Members:** Mrs Maiorino, Mr. Fleck, Mr. Geheren, Mr. Gentry, Mrs. Melendy, Mr. Quagliano, Mr. Troy

19. 1. **Board of Education**

19. 1. 1. **Board of Education Minutes**

Seeking the approval of minutes from the following meeting Regular Meeting on April 16, 2020.

**Voice Call – Motion Passed**

**Mr. Fleck moved, Mrs. Melendy 2nd**

**Action: Approved as presented**

19. 2. **Human Resources Committee**

19. 2. 1. **HR Personnel Report)**

Mr. Zehr sought 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.

**Roll Call: Ayes 6/ Nays 0/ Motion Carried**

**Action: Approved as presented**

**Mr. Fleck moved, Mr. Gentry 2<sup>nd</sup>.**

19. 3. **Finance Committee**

19. 3. 1. **Payables**

Mr. Altmayer sought approval of the issued payables as presented: Purchase Orders issued at \$6,723,667.88; Imprest checks issued at \$93,625.06 Accounts Payable issued at \$12,038.37 and Disbursements issued at \$7,656,839.13.

**Roll Call: Ayes 6/ Nays 0 / Motion Carried**

**Action: Approved as presented**

**Mr. Fleck moved, Mr. Troy 2<sup>nd</sup>.**

19. 3. 2. **Propane Agreement**

Mr. Altmayer sought approval of the attached Propane Agreement as presented.

**Roll Call: Ayes 6 / Nays 0/ Motion Carried**

**Action: Approved as presented**

**Mr. Fleck moved, Mr. Geheren 2<sup>nd</sup>.**

19. 3. 3. **Restricting Funds Resolution**

Mr. Altmayer presented the resolution restricting funds associated with prior years' budgeted Reserve For Replacement.

**Roll Call: Ayes 6/ Nays 0/ Motion Carried**

**Action: Approved as presented**

**Mr. Fleck moved, Mr. Gentry 2<sup>nd</sup>.**

19. 3. 4. **Transfer of Funds Resolution**

Mr. Altmayer presented the resolution transferring restricted and budgeted funds associated with the Fine Arts construction project at the High School.

**Roll Call: Ayes 6/ Nays 0/ Motion Carried**

**Action: Approved as presented**

**Mr. Fleck moved, Mr. Gentry 2<sup>nd</sup>**

19. 4. **Building and Grounds (B&G) Committee**

19. 4. 1. **Dry Sprinkler Replacement Bid# 2020-37**

Mr. Renkosik presented the results of the District-Wide Dry Sprinkler Replacement Bid with a recommendation for award.

**Roll Call: Ayes 6/ Nays 0/ Motion Carried**

**Mr. Fleck moved, Mr. Geheren 2<sup>nd</sup>**

**Action: Approved as presented**

## 19. 5. Curriculum & Instruction (C&I) Committee

### 19. 5. 1. Science Review

The 6-12 Science Review was presented at the April 16, 2020 Regular Board meeting. Materials were on display for 30 days prior to approval.

**Roll Call: Ayes 6/ Nays 0/ Motion Carried**

**Action: Approved as presented**

**Mr. Fleck moved, Mr. Geheren 2<sup>nd</sup>.**

### 19. 5. 2. PE and Health Review

The PE and Health review was presented at the April 16, 2020 regular Board meeting. Materials were on display for 30 days prior to approval.

**Roll Call: Ayes 6/ Nays 0 / Motion Carried**

**Action: Approved as presented**

**Mr. Fleck moved, Mrs. Geheren 2<sup>nd</sup>.**

### 19. 5. 3. HHS New Materials

Dr. Schlichter presented the proposed materials for new HHS courses for the 2020-2021 school year. Materials will be on display for 30 days prior to approval.

**Recommendation: Seeking approval of the Board at the June 18, 2020 Regular Board meeting.**

### 19. 5. 4. Assessment Platform

Dr. Schlichter presented a proposal for adopting Star Assessments, by Renaissance Learning, as a universal screener for students PK-12 beginning in the 2020-21 school year.

**Roll Call: Ayes 6/ Nays 0/ Motion Carried**

**Action: Approved as presented**

**Mr. Fleck moved, Mrs. Melendy 2<sup>nd</sup>**

### 19. 5. 5. Education Elements Contract Extension

Dr. Schlichter presented a contract extension with Education Elements to continue improvement initiatives related to competency based learning in Vanguard Vision, as well as personalization of learning at the 6-12 level.

**Roll Call: Ayes 6/ Nays 0/ Motion Carried**

**Action: Approved as presented**

**Mr. Fleck moved, Mrs. Melendy 2<sup>nd</sup>.**

### 19. 5. 6. Student Handbooks

Administration is recommending approval of the 2020-2021 Student Handbooks for all of the elementary schools, both middle schools, and high school, as presented; including the Athletic Handbooks.

**Roll Call: Ayes 6 / Nays 0 / Motion Carried**

**Action: Approved as presented**

**Mr. Fleck moved, Mr. Geheren 2<sup>nd</sup>.**

### 19. 5. 7. Safe School Resolution Intergovernmental Agreement

Seeking approval from the Board on the Safe School Resolution Intergovernmental Agreement as presented.

**Roll Call: Ayes 6/ Nays 0 / Motion Carried**

**Action: Approved as presented**

**Mr. Fleck moved, Mr. Troy 2<sup>nd</sup>.**

## 19. 6. Policy Committee

### 19. 6. 1. Policy Updates

Graduation requirement waiver.

**Action: Approved as presented**

**Roll Call: Ayes 6/ Nays 0/ Motion Carried**

**Mr. Fleck moved, Mrs. Melendy 2<sup>nd</sup>.**

20. **Public Comment** - None

21. **Adjournment**

Motion to adjourn the meeting at \_\_ p.m. **Voice Call:** Ayes / Nays / **Motion** \_\_

Submitted by,  
Julie Stock, Board Operations  
Paul Troy, Board Secretary

These minutes are subject to approval.

\_\_\_\_\_  
President Date

\_\_\_\_\_  
Secretary Date



# Huntley Community School District 158

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

## Notice of Board Meetings

### 2020-2021 Board of Education Meeting Calendar

Huntley Community School District 158 of McHenry and Kane Counties, Illinois

**Location:** Square Barn Road Campus  
 Administrative Building – Boardroom – Door #2  
 650 Dr. John Burkey Drive  
 Algonquin, Illinois 60102

**Time:** The Committee of the Whole Meetings begin at 6:00 p.m. on the 1st Thursday of every month except as noted. Regular Meetings begin at 6:00 p.m. on the 3rd Thursday of every month except as noted. (Typically, the Closed Session portion of the Regular Meeting begins at approximately 6:05 p.m., resuming in Open Session at approximately 7:00 p.m.)

- \*4th Thursday – changed to allow time for attendance at the LUDA Conference
- \*\*2nd Thursday – changed to allow time for attendance at the IASA/IASB/IASBO Annual Conference
- \*\*\* 2nd Thursday- changed due to Spring Break falling over 1st Thursday of the Month

Regular Meeting	Committee of the Whole Meeting
July 16, 2020	No Meeting
August 20, 2020	August 6, 2020
September 17, 2020	September 3, 2020
October 22, 2020*	October 1, 2020
November 12, 2020**	November 5, 2020
December 17, 2020	December 3, 2019
January 21, 2021	No Meeting
February 18, 2021	February 4, 2021
March 18, 2021	March 4, 2021
April 15, 2021	April 8, 2021***
May 20, 2021	May 6, 2021
June 17, 2021	June 3, 2021

#### Policy 2:200 School Board – Types of School Board Meetings - Regular Meetings

Regular Meetings - The Board of Education 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 of Education 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.

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 of Education, shall be posted for 30 days.

LEGAL REF.: 5 ILCS 120/, Open Meeting 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 of Education Meeting); 2:220 (Board of Education Meeting Procedure); 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board); 6:235 (Access to Electronic Networks)



# Huntley Community School District 158

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Algonquin, Illinois 60102  
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ADOPTED: May 17, 2001 REVISED: September 15, 2016



**Date: Jun3, 18, 2020**

**To: Board of Education**

**From: Dr. Scott Rowe**

**Subject: 2020-2025 Strategic Plan**

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## **Executive Summary**

In July of 2019 the District engaged with members of the community to form a facilitation team, made up of 25 citizens to guide the construction of our strategic plan. Throughout the 2019/2020 school year, this team met 15 times to discuss all aspects of our school district and to prepare 6 community engagements sessions seeking feedback from the community. This team selected the topics the District would present and constructed the engagement topics to gather feedback from our community. The topics addressed were:

- Overview of process and current realities of District 158
- District Finances
- Academic Achievement
- Social Emotional Learning and Student Safety
- Preparing Students for an uncertain future
- Sun City Presentation (compilation of all topics)
- Share final results of the process

Throughout the course of these in person presentations, hundreds of community members participated and offered feedback, both in person, and through the thought exchange online platform, assisting in setting the direction the school district will take. Each session culminated in the various working groups sharing feedback on the topic, which supported construction of the plan you see before you today. The strategic plan presented here is a direct culmination of feedback from the community with direction from the facilitation team and district administration.

## **Recommendation**

District administration recommends the school board approve the 2020-2025 strategic plan as presented.

# Destination n



## Community Engagement Final Report

Presented June 2020

# Introduction

In August 2019, community members and Huntley District 158 staff embarked on the Destination 158 planning process in response to a charge from the Board of Education.

This 10-month community engagement effort brought residents, parents, staff members and students together to develop priorities for the District's new strategic plan.

At the beginning of the effort, participants made the decision to study these key topics during the process:

- Finance
- Academics, curriculum and student achievement
- Social and emotional well-being and student safety security
- Career and college readiness and skills for lifelong learning

The community engagement process involved six two-hour Destination 158 community engagement sessions at Huntley High School and one session at

Sun City Huntley by Del Webb. More than 275 individuals attended these community-wide engagement sessions.

Additionally, the community-led Facilitating Team met twice before the first community meeting and once between each community meeting. The information learned and documentation of the feedback gathered is available online at [www.Destination158.com](http://www.Destination158.com).

The community engagement process resulted in recommended goal statements, which are presented in response to the charge given to Destination 158 participants by the Board of Education.

The following overview breaks the Destination 158 program into four sections: purpose, participants, process and product.



# Purpose

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Huntley District 158's previous strategic plan was developed to last from 2015 through 2020. The Board of Education had a strong desire to involve the community in the development of its subsequent strategic plan, and provided the community and District leadership with the following charge:

## DESTINATION 158 CHARGE FROM THE BOARD OF EDUCATION

The time has come to update the District's Strategic Plan for the next five years. In making this decision, the Board of Education is heeding the "Vision" from the 2015-2020 plan when it specifies "with our community." The Board of Education strongly believes that the successful development and implementation of an updated five-year strategic plan requires extensive community input, involvement, and participation.

Therefore, the Board of Education hereby authorizes the formation of a broad-based coalition of community members and staff. The charge to this group is to make recommendations to Huntley Community School District 158 regarding long-term goals and priorities for improving the performance of the District. To accomplish this goal, the group should:

- Gather current and accurate information that reflects a broad base of community perceptions and priorities relating to District 158;
- Communicate to the District 158 community the accomplishments and challenges while instilling a deeper understanding of the role, objectives, and needs of the District;
- Build an ongoing process for strengthening communication and collaborative efforts with the community which will serve the District in the future;
- Familiarize community stakeholders with the current programs, services, resources, and facilities of the District;
- Consider programs and curricular initiatives needed to ensure a continued high level of student achievement and readiness for the future; and
- Consider the resources necessary to develop and sustain effective programs designed to accomplish these objectives in the intermediate and long term.

To implement this program, the Board of Education authorizes the Superintendent to form a Facilitating Team of community and staff members for the purposes of coordinating and planning this community engagement program.

**DISTRICT MISSION** *Our learning community will inspire, challenge and empower all students always.*

**DISTRICT VISION** *District 158, together with our community, leads by inspiring everyone to be:*

- *Lifelong, self-directed learners who are active participants in an ever-changing world with the confidence to take risks and "fail forward"*
- *21st-Century thinkers equipped with the skills of critical thinking, problem solving, creativity, communication, and collaboration*
- *Globally aware, ethical, empathetic, culturally responsible citizens*
- *Champions of personal growth and development*
- *Developers of today's learners into tomorrow's leaders*

The Board also authorizes the Superintendent to develop a process for taking the recommendations for long-term goals, once developed, and translating them into action steps through a strategic planning process.

The findings and recommendations developed through the community engagement process shall be delivered, in report form, to the Superintendent by the Facilitating Team and its leadership. Following delivery of this report, it is the responsibility of the Superintendent to develop a detailed strategic plan with action steps, timeline, and staffing responsibility based on the recommendations regarding long-term goals and priorities resulting from the engagement program. The Superintendent shall then be responsible for providing a report to the Board of Education. Final decisions regarding the strategic plan and direction will be made by the Board of Education drawing upon full access to the information shared by the Superintendent and gathered through the community engagement process.

The Superintendent shall report to the Board of Education at the June 2020 regular board meeting.



# Participants |

Participation in the Destination 158 process occurred in two separate areas — Facilitating Team (FT) and Destination 158 Community Engagement Sessions (CES).

## **FACILITATING TEAM (FT)**

As its name suggests, this team was responsible for facilitating the Destination 158 process. The 25-person team met eight times, twice before the first Destination 158 meeting and once between each Destination 158 meeting.

As is so important in engagement programs, community members provided the leadership for the FT and the entire Destination 158 process.

District administration, staff members and special advisors were also members of the FT and served as resources for the Community Chairs.

The primary role of the FT was to provide leadership and coordination for the entire process. The group helped with decisions regarding process strategy and communications.

## **Destination 158 COMMUNITY ENGAGEMENT SESSIONS (CES)**

Since the Destination 158 Community Engagement Sessions were the central component of the Destination 158 process, there was a tremendous effort prior to the first meeting to communicate the importance of the process to the entire community. Throughout the process, the goal was to use every means possible to reach out and invite all District stakeholders to participate in the process.

Attendance at the Destination 158 meetings varied, with the top attendance being more than 180 and the average attendance being around 75 participants. More than 275 individuals attended and participated in at least one Destination 158 Community Engagement Session, with more than 100 people attending multiple sessions. Of those individuals attending, nearly 200 were parents, close to 70 were staff members and there were two students who participated.



# Participants

## FACILITATING TEAM MEMBERS

### Parents and Community Residents

RaShawn Walker, Co-Chair  
Rita Patel, Co-Chair  
Shawn McCusker, Co-Chair  
Carly Haniszewski  
Dawn Roznowski  
Eric Ruth  
Jaqueline Grell  
Jennifer Schramm  
Jim Harper  
Kelly Gerst  
Larry Cornett  
Michael Kennedy  
Muhammad Rafi  
Renee Erling  
Rob Peavey  
Roy Mason  
Victoria Pollock

### Huntley 158 Staff and Leadership

Mike Fleck,  
Board of Education  
Paul Troy,  
Board of Education  
Dr. Scott Rowe,  
Superintendent  
Dr. Erika Schlichter,  
Assistant Superintendent  
Dan Armstrong,  
Director of Communications  
Brad Aney, Teacher  
Sandra Vitucci, Teacher  
Suzanne Starnes, Teacher

## COMMUNITY ENGAGEMENT PARTICIPANTS

The following individuals signed in at one more of the Destination 158 Community Engagement Sessions. Facilitation Team Members, District Leadership and Board of Education members were in attendance, but did not sign-in at a work group table.

Oluwakemi Adeniyi  
Michele Alms  
Greg Alms  
Kelly Angelilli  
Nancy Babicz  
Kelly Baitman  
Alison Baker Wabel  
Karrie Baughman  
Sarah Bawden  
Monique Belin  
Jaki Berggren  
Elizabeth Biatak  
Marilyn Biatak  
Chrstina Bidinger  
Mark Bidinger  
Lisa Birkhead  
Andy Bittmann  
Diane Bittmann  
Rich Bobby  
Megan Borchart  
Michelle Borzych  
Stephen Buchs  
Lourdes Buchs  
Mike Busky  
Michele Busky  
Jose Bustos  
Jessica Bustos  
Harmke Charlie  
Eashan Cherukuri  
Devi Chitra Lakshmanan  
Curtis Chong  
Tracie Chrzanowski  
Anna Coleman  
Anne Marie Collins  
Lauren Conway  
Brenda Cornett  
Sean Cratty  
Emmy Cratty  
Monica Dase  
Rich Dase  
Andrew Davis

Mari Davis  
Donna Davis  
Melissa deBruin  
Cristina DeMosterin  
Tracy Derbas  
Donna Desantis  
Liz Devereaux-Voss  
Joan Devereux  
Jeff Dingbaum  
Vicki Dingbaum  
Jill and Jeff Doles  
Snejana Doros  
Stacy Doughty  
Cristy Drwal  
John Dumanig  
Andrew Dykstra  
Michael Esposito  
Julie Fagan  
Andy Fekete  
Angela Felton  
Beckie Ferguson  
Erika Figueroa  
Sean Fleming  
Eliabeth Fleming  
Michael Foster  
Elizabeth Fouts  
Tad Furman  
Bob Gajewski  
Karen Gajewski  
Debbie Garrett  
Jennifer Garza  
Michelle George  
Denisa Gerlichova  
Chirsty Gibbs  
Marlen Glenn  
Kim Goglin  
Edie Gogny  
Ronda Goldman  
Valerie Gomogda  
Sarah Goodlow  
Todd Graba  
Emma Gribbens  
Julie Gribbens  
Stacy Gross  
Julie Grosse  
Jill Hajek  
Becky Hall  
McCoy Harris  
Erick Harris  
Stacey Hassels  
Chris Haydel  
Brian Hayes  
Kelly Hazenfield  
Bill Heiden  
Kate Hein  
Katie Heward  
Karen Higgin  
Cristina Hynnh

Cristina Hynnh  
Paul Hoban  
Melissa Hoeft  
Tim Hoeft  
Tim Hoeft  
Jen Hollatz  
Brad Hull  
Cristina Huynh  
Jodi Iddings  
Saima Islam  
Carl Isonhart  
Ina Izaguirre  
Kelly Izral  
Holly Jablonski  
Jacqueline (Jackie) Jackson  
Heather Jensen  
Dave Johnson  
Pam Jorgensen  
Westberg JR  
Jane Kantor  
Jessica Kapachinski  
Leslie Karas  
Tb Karouzos  
Darcy Karouzos  
Lita Kasper  
Kim Kill  
Jennifer Kimmel  
Michelle King  
Jennifer Kinney  
Andrea Kinzie  
Tatiane and Christian Klockner  
Jennifer Koralix  
Gina Kugia  
Lakshmi Kumar Manyam  
Eva Kuna  
Lisa Kunde  
Eileen Lackovic  
Christine Laird  
Mary Lamantia  
Rob/Olivia Laporta  
Jane Lawless  
Vouchleng Lee  
DeiWei Lee  
Crystal Lessner  
Geri Levine  
Steve Levine  
Dick Livengood  
Donna Lowe  
Joy Luperini  
Pete Maffia  
Beth Manzella  
Gerry Marchand  
Trisha Marchard  
Davis Mari  
Laura Martens  
Silvia Martinez

# Participants

## COMMUNITY ENGAGEMENT PARTICIPANTS (CONTINUED)

Jen McLean  
Kristen McVeen  
Matt Melendy  
Berenice Mendoza  
Kerry Miller  
Anne Moersfelder  
Thomas Moore  
Magda - Tony Morales  
Mindi Moran  
Melissa Moyer  
Ingrid Mullane  
Brent Mullane  
Jen Nagel  
Sean Nagel  
Rich Napier  
Donna Napier  
Taliah Nau  
Jennifer Nickels  
Steve Nickels  
Chris Noble  
Frank Novak  
Michelle Obrochta  
Ali Ofenloch  
Paul Opyd  
Carriann Overheidt  
Brian Overheidt  
Stephanie Padesky  
Jeffrey Padesky  
Thom Palmer  
Christine Palminteri  
Michael Pasanen  
Julie Pavone  
Jeff Peterson  
Robert Porter  
Anne Price  
Rajib Rahman  
Rohman Rajib  
Michelle Rankin  
Tiffany Raper  
Tod Ratcliffe  
Scott Ravagnie  
Deanna Reeves  
Daniel Regan  
Ashley Reilly

Tim Reincke  
Diana Reincke  
Michelle Rhodes  
Jackie Richardson  
Beth Richardson  
Amy Robles  
Linda Roesner  
Steve Rohman  
Yoneth Ruech  
Andrew Ruech  
Leann Runyanwood  
Anna Rutkowski  
Deb Salm  
Tammy Sander  
Cayetano Santiago  
Lindsay Sara  
Page Schaschwary  
Kristen Schmidt  
Tiffany Schmitt  
Laura Schofield  
Heather Schroeder  
Kelly Schuttler  
Scott Schwartz  
Christa Serpe  
Amanda Sevcik  
Kelly Sindelar  
Sandra Smith  
Sheila Soss  
Amy Soukup  
Teresa Sowa  
Amy Stech  
Terry Steffensen  
Rohman Steve  
Sheryl Subasinghe  
Cheryl Sula  
Jean Sunderlage  
Gayathri Swaminathan  
Alejandro Tevar  
Beth Thompson  
Peter Thompson  
Eric Thorstenson  
Leslie Thredgill-Smith  
Brenda Toporek  
Geraldyn Toth  
Kathleen Trautmann  
Kalpesh Trivedi  
Allison Tuleo  
Sarah Tunzi  
Shannon Vanek  
Tyson Vanek

Tiffany VanYzendoorn  
Andrew Vasis  
Tricia Vasis  
Reuben Velez  
Hue Vuong  
Lisa Watts  
Meg Weickert  
Laura Weil  
Mary Wenzel  
Denise Wiktor  
Jennifer Wiley  
Tom Wiley  
Dana Wiley  
Dan Wilson  
Keith Wold  
Urana Wold  
Michelle Zietlow

*\*Due to the timing of the COVID-19 pandemic, there was a lack of access to the paper sign-in sheets from the March 10 CES and the Sun City Del Webb session. Because of this, participants who only attended these sessions were not able to be included on this list.*

# Process

There were seven Destination 158 community engagement sessions from September 2019 to March 2020. The key study topics covered at each session were determined at the first meeting, when participants went through an exercise to identify the top issues, topics and questions to be addressed during the Destination 158 process.



## BOARD CHARGE

The process began when the Board made the decision to move forward with the planning initiative and adopted the charge. This set the direction and parameters for the planning effort.



## BUILDING THE TEAM

The next step was to build the Facilitating Team, which provided the leadership and guidance for the entire process. The first task in building this team was to identify and enlist key community members to serve as chairpersons for the effort.



## PROCESS IDENTITY

The process was given an official name — Destination 158 — and project logo. This logo was used on all communication and meeting items.



## INFORMING THE COMMUNITY

The next step in getting the process underway was building participation in the community-wide Destination 158 effort through an extensive communications program, which is detailed later in this report.



## THE SCHEDULE

After a thorough job of inviting the public to participate, it was time to begin the actual planning effort. A schedule was developed that would allow an appropriate amount of time between meetings to adequately prepare informational presentations. This time also allowed participants to process and digest the information and discussions.



### Community Engagement Sessions

The first Destination 158 Community Engagement Session was held on Sept. 24, 2019. The purpose of this meeting was to provide a thorough orientation to the process and an introduction to District 158, and to receive input and direction from participants regarding the major issues that would be studied during the process. Feedback from participants at that meeting was tabulated and summarized. This provided the basis for developing topical presentations for the remaining portion of the planning effort.

Each CES followed a specific, timed agenda. The session began with a brief recap of the preceding meeting and a review of the materials in the agenda packet. Following these explanations was an informational presentation on the designated topic for the evening. Professionals and experts in each topic area gave the presentations. A copy of each presentation is provided on the Destination 158 website. All presentations were rehearsed and critiqued by the Facilitating Team in advance. The Facilitating Team continuously evaluated the Destination 158 process.

The formal presentation at each meeting was followed by a specific work activity. Participants worked in small groups (four to seven individuals per table) to complete the activity. Participants were randomly assigned to a small group as they arrived for the session. The intent was to create an opportunity for participants to meet new people each time and hear different perspectives from a variety of individuals.

Each small group selected its own recorder and spokesperson. The recorder was instructed to complete the worksheet based on the consensus or general agreement of the group. Following the small group work, the spokesperson from each group was invited to share the main ideas from the group with all the participants at the session. The worksheet was then collected from each table for documentation. Each Destination 158 session concluded with a preview of the topic for the next session.

### Documentation

Transparency and documentation is a critical component of a successful community engagement effort. The Destination 158 process and the feedback received throughout were thoroughly recorded with the following documents, which were made available to the public following each community engagement session.

- Verbatim responses: A document of responses transcribed directly from the worksheets turned in by each small group at the community engagement session.
- Executive summary: A summary of the verbatim responses
- Consensus points: The points of general agreement of participants based on the executive summary
- Sign-in sheets: Each participant was asked to sign in at their table at each engagement session

All presentations and meeting documentation were available at the Community Engagement Sessions and online at [www.Destination158.com](http://www.Destination158.com).

### Destination 158 Community Engagement Sessions

Sept. 24	Welcome to Destination 158
Oct. 22	Finance 101
Nov. 19	More Than the Basics: Academics, Curriculum and Student Achievement
Jan. 21	The Power of Emotions: Social and Emotional Well-Being and Student Safety and Security
Feb. 18	Preparing Students For an Unknown Future: Career and College Readiness, Skills For Lifelong Learning
March 10	Destination 158 Presentation at Del Webb
	Review of Destination 158 Recommendations

# Destination 158

How do we continue to be a destination school district that prepares all students to succeed in an uncharted future?

How do we keep our schools moving in the right direction for every child?

**Your input on these questions and more is critically important as we plan the future success of our schools.**

Help develop a plan to guide our district into the next decade.  
**Destination 158  
Community Engagement Session #1  
TUESDAY, SEPT. 24  
7 - 9 p.m.**  
Huntley High School 1275 Harmony Rd., Huntley, IL 60142  
COMPLIMENTARY BABYSITTING AVAILABLE

RSVPs are appreciated to help us plan, but are not required.  
Call (847) 658-6103 or visit [bit.ly/destination158](http://bit.ly/destination158)

Destination 158 is a citizen-led community engagement program that will bring parents and District residents together to develop long-term goals and priorities for the ongoing improvement of the performance of Huntley Community School District 158.



## Destination 158

Help discover the destination for the future of our schools.



Destination 158 is a citizen-led community engagement program that will bring parents and District residents together to develop long-term goals and priorities for the ongoing improvement of the performance of Huntley Community School District 158.

Destination158.com

# Destination 158

Help create the path to Destination 158 for the future of our schools.

**MORE THAN THE BASICS: ACADEMICS, CURRICULUM AND STUDENT ACHIEVEMENT**

**TUESDAY, NOV. 19 • 7 - 9 P.M.**

Your input is critically important as we plan for the future of our schools.  
**Learn more [Destination158.com](http://Destination158.com)**

## Destination 158

There's more work to do!



Destination 158 is a citizen-led community engagement program that will bring parents and District residents together to develop long-term goals and priorities for the ongoing improvement of the performance of Huntley Community School District 158.

## Communications Tools

A number of strategic communications tools regarding Destination 158 were developed and implemented to create awareness and encourage participation from key audiences including parents, residents and community leaders.

Communications tools included:

### Postcards

- A postcard announcing the process and the first community engagement session was mailed to every District resident and placed at every District building.

### Email and Text Messages

- Emails and text messages were sent to parents and community members before each Community Engagement Session.

### Website

- A website was developed to share information and documentation and gather RSVPs throughout the process ([www.Destination158.com](http://www.Destination158.com)).

### Social Media

- Information about the process and Community Engagement Sessions were shared through Facebook posts and events and Twitter posts.

### Flyers

- Flyers were developed for each session and distributed to the schools and community.

### Media Outreach

- Press releases were sent to local media outlets in advance of all Community Engagement Sessions.

# Product

The final Destination 158 meeting was devoted to reviewing and reacting to a set of recommended goal statements based on the consensus points from each CES.

The FT then considered the suggestions from CES participants in developing a final version of the strategic plan.

This final version was evaluated by District leadership prior to approval by the FT and the presentation to the Board.



# Huntley Community School District 158

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650 Academic Drive  
Algonquin, Illinois 60102  
(847) 659-6158 • [www.district158.org](http://www.district158.org)

**Date:** June 18, 2020  
**To:** Board of Education  
**From:** Dr. Erika Schlichter, Assistant Superintendent for Learning and Innovation  
**Cc:** Dr. Scott Rowe, Superintendent  
**Subject:** **Materials Adoption for New HHS Courses**

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## **Executive Summary**

The following materials have been proposed for adoption and approval for the 2020-2021 school year. All materials are for the support and implementation of the 2020-2021 HHS new courses that the Board has previously approved.

Please see the attached list for information about each proposed material.

The materials were presented to the Board of Education on May 21, 2020 and have been on display for the public to view.

## **Recommendation**

The Administration requests that the Board of Education approve the proposal for materials for new HHS courses for approval as presented.

**HHS New Course Materials Recommendation 2020-21**

<b>Course</b>	<b>Title</b>	<b>Publisher</b>	<b>ISBN or Product Code</b>
Intermediate Algebra TM	<i>Beginning and Intermediate Algebra</i>	McGraw Hill	139780073384375
Fashion Basics Dual Credit	<i>Apparel: Concepts &amp; Practical Application Fairchild,</i>	Kemp-Gatterson	139781563674815
Lit for the Fine Arts	<i>Arcadia</i>	Michael Publishing	13978057369566
Lit for the Fine Arts	<i>Amadeus</i>	Samuel French	139780060935498
Lit for the Fine Arts	<i>Picasso at the Lapin Agile</i>	Harper Perennial	139780573695643



# Huntley Community School District 158

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

To: Board of Education and Administration  
 From: Mark Altmayer, Chief Financial Officer  
 Date: June 18, 2020  
 Subject: **Purchase Order Summary**  
 Board of Education Meeting, June 18, 2020  
 Finance Committee

The following is an executive summary of the attached report titled "Purchase Orders" which is a listing of purchase orders issued from May 14, 2020 to June 15, 2020 for which administration is requesting Board Approval to issue payment once invoices have been received. Invoices which exceed an approved Purchase Order by \$100 or 10% of the Purchase Order (whichever is lower) will not be issued without additional Board approval.

Education Fund	\$ 5,326,114.88
Operations & Maintenance Fund	725,826.57
Debt Service Fund	465,675.00
Transporation Fund	512,158.50
Municipal Retirement and Social Security Fund	0.00
Capital Projects Fund	24,785.37
Working Cash Fund	0.00
Fire Prevention and Safety Fund	0.00
Total	<u><u>\$ 7,054,560.32</u></u>

At this time there is no Supplemental Purchase Order Summary for which Board approval is needed. Therefore, one will be provided in the packet for the upcoming Regular Board meeting. It will consist of an executive summary and an attached report titled "Purchase Orders" which will contain a listing of purchase orders issued for which Administration will request Board Approval to issue payment once invoices have been received.

### RECOMMENDATION

Administration requests that the Finance Committee recommends the Board of Education approve the Purchase Order Report at the June 18, 2020 Regular Board of Education meeting.



# Huntley Community School District #158

## Purchase Orders Report

### From May 14, 2020 to June 15, 2020

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P.O.#	Vendor Name	A.S.N.	Description	Amount	P.O. Date	State Account Number
0020060677	1ST Ayd Corporation	40-2554-410-00-79	Fleet Supplies	500.00	6/1/2020	40-2554-410-00-79
			<b>Total</b>	<u>\$500.00</u>		
0020203218	A Parts Warehouse	40-2554-410-00-79	Fleet Supplies	617.48	6/2/2020	40-2554-410-00-79
			<b>Total</b>	<u>\$617.48</u>		
0020203250	A Parts Warehouse	40-2554-410-00-79	Fleet Supplies	593.70	6/4/2020	40-2554-410-00-79
			<b>Total</b>	<u>\$593.70</u>		
0020203239	AbleNet Inc	10-1200-410-92-79-600-14	IDEA Instructional Supplies	945.00	6/2/2020	10-1200-410-92-79-600-14
			<b>Total</b>	<u>\$945.00</u>		
0020060207	ABM Industry Groups LLC	20-2542-310-00-79	Custodial Contract Service	135,107.73	6/1/2020	20-2542-310-00-79
			<b>Total</b>	<u>\$135,107.73</u>		
0020060217	ABM Industry Groups LLC	20-2542-320-00-79-605-14	Contractual Overtime	2,200.00	6/1/2020	20-2542-320-00-79-605-14
			<b>Total</b>	<u>\$2,200.00</u>		
0020060227	ABM Industry Groups LLC	20-2542-319-00-79-605-14	Contractual Cust. Replacement	1,250.00	6/1/2020	20-2542-319-00-79-605-14
			<b>Total</b>	<u>\$1,250.00</u>		
0020203106	Absolute Fire Protection Inc	60-2530-531-00-71-300	HS Fine Arts Expansion Construction	650.00	5/15/2020	60-2530-531-00-71-300
			<b>Total</b>	<u>\$650.00</u>		
0020203240	Academic Therapy Publications	10-2150-410-92-79-605-14	IDEA Sp Path & Audiol Supplies	45.00	6/2/2020	10-2150-410-92-79-605-14
			<b>Total</b>	<u>\$45.00</u>		
0020060637	Accountable Healthcare Staffing Inc	10-2140-310-00-79-600-14	Psychological Services	10,000.00	6/1/2020	10-2140-310-00-79-600-14
			<b>Total</b>	<u>\$10,000.00</u>		
0020060337	ADP LLC	10-1100-220-00-79-600-14	Regular Programs Insurance	2,000.00	6/1/2020	10-1100-220-00-79-600-14
			<b>Total</b>	<u>\$2,000.00</u>		
0020060437	ADP LLC	10-2520-310-00-74-500-14	Prof & Tech Fiscal	18,700.00	6/1/2020	10-2520-310-00-74-500-14
		10-2520-310-00-74-500-14	Prof & Tech Fiscal	18,700.00	6/1/2020	10-2520-310-00-74-500-14
			<b>Total</b>	<u>\$37,400.00</u>		



# Huntley Community School District #158

## Purchase Orders Report

### From May 14, 2020 to June 15, 2020

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P.O.#	Vendor Name	A.S.N.	Description	Amount	P.O. Date	State Account Number
0020060717	Advance Auto Parts	40-2554-410-00-79	Fleet Supplies	2,000.00	6/1/2020	40-2554-410-00-79
			<b>Total</b>	<u>\$2,000.00</u>		
0020203316	Advantage Behavioral Health	10-2510-220-00-79-600-14	Direction of Business Serv Ins	2,955.00	6/11/2020	10-2510-220-00-79-600-14
			<b>Total</b>	<u>\$2,955.00</u>		
0020210024	Advantage Behavioral Health	10-2510-220-00-79-600-14	Direction of Business Serv Ins	2,955.00	6/11/2020	10-2510-220-00-79-600-14
			<b>Total</b>	<u>\$2,955.00</u>		
0020060027	Advantage Mechanical Inc	20-2542-323-00-79	Repairs & Maint Buildings	2,500.00	6/1/2020	20-2542-323-00-79
			<b>Total</b>	<u>\$2,500.00</u>		
0020060317	Advantage Mechanical Inc	20-2542-390-00-79	Other Purchased Service	4,632.41	6/1/2020	20-2542-390-00-79
			<b>Total</b>	<u>\$4,632.41</u>		
0020203111	Advantage Mechanical Inc	20-2542-323-00-79	Repairs & Maint Buildings	12,820.20	5/18/2020	20-2542-323-00-79
			<b>Total</b>	<u>\$12,820.20</u>		
0020203181	Advantage Mechanical Inc	20-2542-323-00-79	Repairs & Maint Buildings	8,901.80	5/27/2020	20-2542-323-00-79
			<b>Total</b>	<u>\$8,901.80</u>		
0020060427	AFLAC Group	10-2310-220-00-79-600-14	Support Serv-Gen Adm Insurance	4,500.00	6/1/2020	10-2310-220-00-79-600-14
			<b>Total</b>	<u>\$4,500.00</u>		
0020060237	Airgas USA LLC	20-2542-410-00-79	Supplies B & G	500.00	6/1/2020	20-2542-410-00-79
			<b>Total</b>	<u>\$500.00</u>		
0020203116	Albom & Associates LLC	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc	136.96	5/18/2020	10-2212-310-00-79-505-14
			<b>Total</b>	<u>\$136.96</u>		
0020203164	Alden Hebron School Dist#19	10-1311	Regular Tuition	4,039.00	5/27/2020	10-1311
			<b>Total</b>	<u>\$4,039.00</u>		
0020061617	Alexander Leigh Center for Autism	10-4220-670-00-79-600-14	Sp Ed Private Tuition	35,200.00	6/1/2020	10-4220-670-00-79-600-14
			<b>Total</b>	<u>\$35,200.00</u>		



# Huntley Community School District #158

## Purchase Orders Report

### From May 14, 2020 to June 15, 2020

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P.O.#	Vendor Name	A.S.N.	Description	Amount	P.O. Date	State Account Number
0020061077	Alpha Baking Company Inc	10-2560-415-00-71-100-13	Cafe Food Leggee	650.00	6/1/2020	10-2560-415-00-71-100-13
			<b>Total</b>	<u>\$650.00</u>		
0020061087	Alpha Baking Company Inc	10-2560-415-00-71-300-13	Cafe Food HS	1,500.00	6/1/2020	10-2560-415-00-71-300-13
			<b>Total</b>	<u>\$1,500.00</u>		
0020061097	Alpha Baking Company Inc	10-2560-415-00-72-110-13	Cafe Food Chesak	700.00	6/1/2020	10-2560-415-00-72-110-13
			<b>Total</b>	<u>\$700.00</u>		
0020061107	Alpha Baking Company Inc	10-2560-415-00-72-120-13	Cafe Food Martin	1,000.00	6/1/2020	10-2560-415-00-72-120-13
			<b>Total</b>	<u>\$1,000.00</u>		
0020061117	Alpha Baking Company Inc	10-2560-415-00-72-220-13	Cafe Food Marlowe	1,000.00	6/1/2020	10-2560-415-00-72-220-13
			<b>Total</b>	<u>\$1,000.00</u>		
0020061127	Alpha Baking Company Inc	10-2560-415-00-74-140-13	Cafe Food Mackeben	600.00	6/1/2020	10-2560-415-00-74-140-13
			<b>Total</b>	<u>\$600.00</u>		
0020061137	Alpha Baking Company Inc	10-2560-415-00-74-150-13	Cafe Food Conley	600.00	6/1/2020	10-2560-415-00-74-150-13
			<b>Total</b>	<u>\$600.00</u>		
0020061147	Alpha Baking Company Inc	10-2560-415-00-74-210-13	Cafe Food Heineman	800.00	6/1/2020	10-2560-415-00-74-210-13
			<b>Total</b>	<u>\$800.00</u>		
0020203182	American Backflow & Fire Prevention	20-2542-323-00-79	Repairs & Maint Buildings	315.95	5/27/2020	20-2542-323-00-79
			<b>Total</b>	<u>\$315.95</u>		
0020203160	Amplify Education Inc	10-1100-423-00-74-500-14	New Adoption	245,842.40	5/26/2020	10-1100-423-00-74-500-14
			<b>Total</b>	<u>\$245,842.40</u>		
0020060087	Anderson Lock Co Inc	20-2542-410-00-79	Supplies B & G	1,000.00	6/1/2020	20-2542-410-00-79
			<b>Total</b>	<u>\$1,000.00</u>		
0020060037	Anderson Pest Solutions	20-2542-321-00-79	Sanitation/Exterminating	554.47	6/1/2020	20-2542-321-00-79
			<b>Total</b>	<u>\$554.47</u>		



# Huntley Community School District #158

## Purchase Orders Report

### From May 14, 2020 to June 15, 2020

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P.O.#	Vendor Name	A.S.N.	Description	Amount	P.O. Date	State Account Number
0020060667	AnthroMed LLC	10-2150-310-00-79-600-14	Sp Path & Audiology Serv	12,000.00	6/1/2020	10-2150-310-00-79-600-14
			<b>Total</b>	<u>\$12,000.00</u>		
0020203201	Apple Inc	10-1100-423-00-74-500-14	New Adoption	1,794.00	5/29/2020	10-1100-423-00-74-500-14
			<b>Total</b>	<u>\$1,794.00</u>		
0020060807	Applied Maintenance	40-2554-410-00-79	Fleet Supplies	350.00	6/1/2020	40-2554-410-00-79
			<b>Total</b>	<u>\$350.00</u>		
0020203213	Arrow Road Construction	20-2543-530-00-79	Improvements not Buildings	35,868.30	6/2/2020	20-2543-530-00-79
			<b>Total</b>	<u>\$35,868.30</u>		
0020210025	ASCD Membership	10-2323-640-00-74-500-14	Dues & Fees Curr & Inst	239.00	6/12/2020	10-2323-640-00-74-500-14
			<b>Total</b>	<u>\$239.00</u>		
0020060057	Associated Electrical Contractors	20-2542-323-00-79	Repairs & Maint Buildings	1,000.00	6/1/2020	20-2542-323-00-79
			<b>Total</b>	<u>\$1,000.00</u>		
0020203122	Associated Technical Services LTD	20-2543-323-00-79	Repairs-Grounds	1,554.00	5/19/2020	20-2543-323-00-79
		20-2543-323-00-79	Repairs-Grounds	1,554.00	5/19/2020	20-2543-323-00-79
			<b>Total</b>	<u>\$3,108.00</u>		
0020060327	AT&T	20-2540-340-00-79	Telephone - Districtwide	10,000.00	6/1/2020	20-2540-340-00-79
			<b>Total</b>	<u>\$10,000.00</u>		
0020060367	AT&T Long Distance	20-2540-340-00-79	Telephone - Districtwide	3,000.00	6/1/2020	20-2540-340-00-79
			<b>Total</b>	<u>\$3,000.00</u>		
0020203251	Auto Glass Service	40-2554-410-00-79	Fleet Supplies	285.00	6/4/2020	40-2554-410-00-79
			<b>Total</b>	<u>\$285.00</u>		
0020203291	Badger Sporting Goods	10-1500-410-00-71-300-13	Training/Athletic Supplies HS	2,850.00	6/8/2020	10-1500-410-00-71-300-13
			<b>Total</b>	<u>\$2,850.00</u>		
0020203183	Barr Mechanical Sales Inc	20-2542-410-00-79	Supplies B & G	182.46	5/27/2020	20-2542-410-00-79
			<b>Total</b>	<u>\$182.46</u>		



# Huntley Community School District #158

## Purchase Orders Report

### From May 14, 2020 to June 15, 2020

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P.O.#	Vendor Name	A.S.N.	Description	Amount	P.O. Date	State Account Number
0020060257	Batteries Plus LLC	20-2542-410-00-79	Supplies B & G	250.00	6/1/2020	20-2542-410-00-79
			<b>Total</b>	<u>\$250.00</u>		
0020203258	Behavioral Perspective Inc	10-2210-312-97-79-600-14	All Children Prof Dev	7,735.00	6/4/2020	10-2210-312-97-79-600-14
			<b>Total</b>	<u>\$7,735.00</u>		
0020203165	Bellmore, Steve	10-1500-319-00-71-300-13	Sports Officials HS	416.00	5/27/2020	10-1500-319-00-71-300-13
			<b>Total</b>	<u>\$416.00</u>		
0020203119	Benchmark Education Company	10-1800-410-82-79-605-14	TBE/TPI Instructional Supplies	30,500.00	5/18/2020	10-1800-410-82-79-605-14
		10-1800-410-84-79-605-14	Title III LIPLEPS Supplies	1,312.50	5/18/2020	10-1800-410-84-79-605-14
		10-2210-390-82-79-605-14	T Bilingual Impr Inst Services	1,000.00	5/18/2020	10-2210-390-82-79-605-14
			<b>Total</b>	<u>\$32,812.50</u>		
0020060197	Benefitfocus.com Inc	10-2310-220-00-79-600-14	Support Serv-Gen Adm Insurance	1,700.00	6/1/2020	10-2310-220-00-79-600-14
			<b>Total</b>	<u>\$1,700.00</u>		
0020203259	Bilingual Educational Specialists Inc	10-2520-310-00-74-500-14	Prof & Tech Fiscal	1,200.00	6/4/2020	10-2520-310-00-74-500-14
			<b>Total</b>	<u>\$1,200.00</u>		
0020060827	Blu Petroleum	40-2552-464-00-79	Diesel/Gasoline	40,000.00	6/1/2020	40-2552-464-00-79
			<b>Total</b>	<u>\$40,000.00</u>		
0020061647	Blu Petroleum	40-2552-464-00-79	Diesel/Gasoline	2,000.00	6/1/2020	40-2552-464-00-79
			<b>Total</b>	<u>\$2,000.00</u>		
0020060417	Blue Cross Blue Shield	10-1100-220-00-79-600-14	Regular Programs Insurance	850,000.00	6/1/2020	10-1100-220-00-79-600-14
			<b>Total</b>	<u>\$850,000.00</u>		
0020203123	BMO Mastercard	10-2114-390-00-74-500-14	Purch Serv Registration	400.20	5/21/2020	10-2114-390-00-74-500-14
		10-2660-332-00-79-600-14	Travel Technology	32.71	5/21/2020	10-2660-332-00-79-600-14
		10-2660-332-00-79-600-14	Travel Technology	30.20	5/21/2020	10-2660-332-00-79-600-14
		10-2660-332-00-79-600-14	Travel Technology	47.05	5/21/2020	10-2660-332-00-79-600-14
		10-2660-410-00-79-600-14	Supplies Tech	38.99	5/21/2020	10-2660-410-00-79-600-14
		10-2660-410-00-79-600-14	Supplies Tech	135.90	5/21/2020	10-2660-410-00-79-600-14
		10-2660-410-00-79-600-14	Supplies Tech	52.99	5/21/2020	10-2660-410-00-79-600-14
			<b>Total</b>	<u>\$738.04</u>		



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0020203124	BMO Mastercard	10-1100-421-00-74-500-14	Materials K-12	27.27	5/21/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	56.30	5/21/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	45.27	5/21/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	67.83	5/21/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	53.04	5/21/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	76.43	5/21/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	78.33	5/21/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	23.93	5/21/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	102.60	5/21/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	14.74	5/21/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	104.70	5/21/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	105.23	5/21/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	96.44	5/21/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	10.86	5/21/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	18.18	5/21/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	22.74	5/21/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	4.99	5/21/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	7.54	5/21/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	11.59	5/21/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	12.78	5/21/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	13.00	5/21/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	13.38	5/21/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	14.48	5/21/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	16.20	5/21/2020	10-1100-421-00-74-500-14
10-1100-421-00-74-500-14	Materials K-12	18.89	5/21/2020	10-1100-421-00-74-500-14		
10-1100-421-00-74-500-14	Materials K-12	6.39	5/21/2020	10-1100-421-00-74-500-14		
<b>Total</b>				<u>\$1,023.13</u>		
0020203125	BMO Mastercard	10-2321-410-00-74-500-14	Supplies Supt	172.76	5/21/2020	10-2321-410-00-74-500-14
		10-2321-410-00-74-500-14	Supplies Supt	79.98	5/21/2020	10-2321-410-00-74-500-14
		<b>Total</b>				<u>\$252.74</u>
0020203126	BMO Mastercard	10-158	Activity Funds	9.39	5/21/2020	10-158
		<b>Total</b>				<u>\$9.39</u>
0020203127	BMO Mastercard	10-2120-410-00-71-300-13	Supplies Counseling HS	12.99	5/21/2020	10-2120-410-00-71-300-13
		10-2120-410-00-71-300-13	Supplies Counseling HS	129.00	5/21/2020	10-2120-410-00-71-300-13
		10-2310-230-00-74-500-14	Tuition Reimbursement	-130.00	5/21/2020	10-2310-230-00-74-500-14
		<b>Total</b>				<u>\$11.99</u>



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0020203128	BMO Mastercard	10-1110-410-12-72-100-13	Music Supplies Leggee	20.00	5/21/2020	10-1110-410-12-72-100-13
			<b>Total</b>	<u>\$20.00</u>		
0020203129	BMO Mastercard	10-158	Activity Funds	-28.89	5/21/2020	10-158
			<b>Total</b>	<u>(\$28.89)</u>		
0020203130	BMO Mastercard	10-2220-430-00-74-210-13	Media Center Heineman	12.39	5/21/2020	10-2220-430-00-74-210-13
			<b>Total</b>	<u>\$12.39</u>		
0020203131	BMO Mastercard	10-2212-410-00-74-500-14	Associate Supt Supplies	86.01	5/21/2020	10-2212-410-00-74-500-14
			<b>Total</b>	<u>\$86.01</u>		
0020203132	BMO Mastercard	10-158	Activity Funds	30.00	5/21/2020	10-158
			<b>Total</b>	<u>\$30.00</u>		
0020203133	BMO Mastercard	10-1125-410-90-79-600-14 10-158	Supplies Parent-Tot Activity Funds	-210.00 30.00	5/21/2020 5/21/2020	10-1125-410-90-79-600-14 10-158
			<b>Total</b>	<u>(\$180.00)</u>		
0020203134	BMO Mastercard	20-2540-410-00-79 20-2540-410-00-79 20-2542-390-00-79 20-2542-390-00-79 20-2542-410-00-79 20-2542-410-00-79	Office Supplies B & G Office Supplies B & G Other Purchased Service Other Purchased Service Supplies B & G Supplies B & G	30.68 46.98 179.82 5,700.00 275.00 49.95	5/21/2020 5/21/2020 5/21/2020 5/21/2020 5/21/2020 5/21/2020	20-2540-410-00-79 20-2540-410-00-79 20-2542-390-00-79 20-2542-390-00-79 20-2542-410-00-79 20-2542-410-00-79
			<b>Total</b>	<u>\$6,282.43</u>		
0020203135	BMO Mastercard	20-2540-465-00-79	Natural Gas	32,457.62	5/21/2020	20-2540-465-00-79
			<b>Total</b>	<u>\$32,457.62</u>		
0020203136	BMO Mastercard	10-2410-491-00-72-220-13 10-2410-491-00-72-220-13	Rebate Supplies Marlowe Rebate Supplies Marlowe	-20.00 369.84	5/21/2020 5/21/2020	10-2410-491-00-72-220-13 10-2410-491-00-72-220-13
			<b>Total</b>	<u>\$349.84</u>		
0020203137	BMO Mastercard	10-158 10-158	Activity Funds Activity Funds	52.98 99.96	5/21/2020 5/21/2020	10-158 10-158
			<b>Total</b>	<u>\$152.94</u>		



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P.O.#	Vendor Name	A.S.N.	Description	Amount	P.O. Date	State Account Number
0020203138	BMO Mastercard	10-2642-350-00-74-500-14	Advertising Human Res	813.00	5/21/2020	10-2642-350-00-74-500-14
		10-2642-640-00-74-500-14	Dues & Fees Human Res	69.95	5/21/2020	10-2642-640-00-74-500-14
		<b>Total</b>			<u>\$882.95</u>	
0020203139	BMO Mastercard	10-2660-319-61-79-600-14	Software Maintenance	319.98	5/21/2020	10-2660-319-61-79-600-14
		10-2660-319-61-79-600-14	Software Maintenance	936.80	5/21/2020	10-2660-319-61-79-600-14
		10-2660-319-61-79-600-14	Software Maintenance	118.85	5/21/2020	10-2660-319-61-79-600-14
		10-2660-332-00-79-600-14	Travel Technology	37.97	5/21/2020	10-2660-332-00-79-600-14
		10-2660-332-00-79-600-14	Travel Technology	44.86	5/21/2020	10-2660-332-00-79-600-14
		10-2660-332-00-79-600-14	Travel Technology	39.15	5/21/2020	10-2660-332-00-79-600-14
		10-2660-410-00-79-600-14	Supplies Tech	116.97	5/21/2020	10-2660-410-00-79-600-14
		10-2660-410-00-79-600-14	Supplies Tech	531.00	5/21/2020	10-2660-410-00-79-600-14
		10-2660-410-00-79-600-14	Supplies Tech	159.96	5/21/2020	10-2660-410-00-79-600-14
<b>Total</b>			<u>\$2,305.54</u>			
0020203140	BMO Mastercard	10-1100-421-00-74-500-14	Materials K-12	115.87	5/21/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	21.95	5/21/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	34.95	5/21/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	100.31	5/21/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	6.99	5/21/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	13.49	5/21/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	14.20	5/21/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	13.77	5/21/2020	10-1100-421-00-74-500-14
		10-2212-310-00-79-505-14	Curriculum Gen Pur Svc	480.00	5/21/2020	10-2212-310-00-79-505-14
<b>Total</b>			<u>\$801.53</u>			
0020203141	BMO Mastercard	10192	Prepaid Expenses	298.50	5/21/2020	10192
		10-2520-410-00-74-500-14	Supplies Fiscal	65.44	5/21/2020	10-2520-410-00-74-500-14
		10-2660-332-00-79-600-14	Travel Technology	22.40	5/21/2020	10-2660-332-00-79-600-14
<b>Total</b>			<u>\$386.34</u>			
0020203142	BMO Mastercard	10-2321-390-00-74-500-14	Purchased Service Supt	12.99	5/21/2020	10-2321-390-00-74-500-14
<b>Total</b>			<u>\$12.99</u>			
0020203143	BMO Mastercard	10-158	Activity Funds	26.88	5/21/2020	10-158
<b>Total</b>			<u>\$26.88</u>			
0020203144	BMO Mastercard	10-1110-410-00-72-120-13	Inst Supplies Martin	38.24	5/21/2020	10-1110-410-00-72-120-13
<b>Total</b>			<u>\$38.24</u>			



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0020203145	BMO Mastercard	10-2190-410-00-71-300-12	Graduation Supplies HHS	41.20	5/21/2020	10-2190-410-00-71-300-12
			<b>Total</b>	<u>\$41.20</u>		
0020203146	BMO Mastercard	10-158	Activity Funds	173.60	5/21/2020	10-158
			<b>Total</b>	<u>\$173.60</u>		
0020203147	BMO Mastercard	10-1110-410-00-71-100-13	Inst Supplies Leggee	114.92	5/21/2020	10-1110-410-00-71-100-13
		10-1110-410-00-71-100-13	Inst Supplies Leggee	123.45	5/21/2020	10-1110-410-00-71-100-13
		10-1110-410-00-71-100-13	Inst Supplies Leggee	189.80	5/21/2020	10-1110-410-00-71-100-13
			<b>Total</b>	<u>\$428.17</u>		
0020203148	BMO Mastercard	10-158	Activity Funds	100.00	5/21/2020	10-158
		10-158	Activity Funds	2,221.70	5/21/2020	10-158
		10-158	Activity Funds	822.00	5/21/2020	10-158
		10-158	Activity Funds	1,880.00	5/21/2020	10-158
			<b>Total</b>	<u>\$5,023.70</u>		
0020203149	BMO Mastercard	10-1120-410-00-74-210-13	Inst Supplies Heineman	12.54	5/21/2020	10-1120-410-00-74-210-13
		10-1120-410-00-74-210-13	Inst Supplies Heineman	38.89	5/21/2020	10-1120-410-00-74-210-13
		10-1120-410-00-74-210-13	Inst Supplies Heineman	159.96	5/21/2020	10-1120-410-00-74-210-13
		10-1120-410-00-74-210-13	Inst Supplies Heineman	410.00	5/21/2020	10-1120-410-00-74-210-13
		10-1120-410-00-74-210-13	Inst Supplies Heineman	440.00	5/21/2020	10-1120-410-00-74-210-13
			<b>Total</b>	<u>\$1,061.39</u>		
0020203150	BMO Mastercard	10-158	Activity Funds	40.00	5/21/2020	10-158
		10-158	Activity Funds	40.00	5/21/2020	10-158
		10-2220-490-00-74-150-13	Media Center AV Conley	192.50	5/21/2020	10-2220-490-00-74-150-13
			<b>Total</b>	<u>\$272.50</u>		
0020203151	BMO Mastercard	10-1120-490-00-72-220-13	Instruc Coach/1:1 Supplies MMS	77.12	5/21/2020	10-1120-490-00-72-220-13
		10-1120-490-00-72-220-13	Instruc Coach/1:1 Supplies MMS	10.00	5/21/2020	10-1120-490-00-72-220-13
		10-2410-491-00-72-220-13	Rebate Supplies Marlowe	-411.54	5/21/2020	10-2410-491-00-72-220-13
			<b>Total</b>	<u>(\$324.42)</u>		
0020203152	BMO Mastercard	10-158	Activity Funds	90.00	5/21/2020	10-158
			<b>Total</b>	<u>\$90.00</u>		



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0020203153	BMO Mastercard	10-158	Activity Funds	100.00	5/21/2020	10-158
		10-158	Activity Funds	95.04	5/21/2020	10-158
		<b>Total</b>			<u>\$195.04</u>	
0020203197	BMO Mastercard	10-1800-390-82-79-605-14	TBE/TPI Instr Pur Svc	35.01	5/28/2020	10-1800-390-82-79-605-14
		10-1800-390-82-79-605-14	TBE/TPI Instr Pur Svc	286.30	5/28/2020	10-1800-390-82-79-605-14
		10-2210-430-82-71-300-14	ESL Prof Library	11.25	5/28/2020	10-2210-430-82-71-300-14
		10-2210-430-82-71-300-14	ESL Prof Library	114.52	5/28/2020	10-2210-430-82-71-300-14
		10-2210-430-82-71-300-14	ESL Prof Library	114.52	5/28/2020	10-2210-430-82-71-300-14
		<b>Total</b>			<u>\$561.60</u>	
0020203198	BMO Mastercard	20-2542-390-00-79	Other Purchased Service	7,299.00	5/28/2020	20-2542-390-00-79
		20-2542-410-00-79	Supplies B & G	312.00	5/28/2020	20-2542-410-00-79
		20-2542-410-00-79	Supplies B & G	85.99	5/28/2020	20-2542-410-00-79
		<b>Total</b>			<u>\$7,696.99</u>	
0020203275	BMO Mastercard	10-2660-319-61-79-600-14	Software Maintenance	188.07	6/8/2020	10-2660-319-61-79-600-14
		10-2660-319-61-79-600-14	Software Maintenance	1,068.00	6/8/2020	10-2660-319-61-79-600-14
		10-2660-332-00-79-600-14	Travel Technology	145.60	6/8/2020	10-2660-332-00-79-600-14
		10-2660-332-00-79-600-14	Travel Technology	92.30	6/8/2020	10-2660-332-00-79-600-14
		10-2660-410-00-79-600-14	Supplies Tech	116.37	6/8/2020	10-2660-410-00-79-600-14
		10-2660-410-00-79-600-14	Supplies Tech	15.75	6/8/2020	10-2660-410-00-79-600-14
		<b>Total</b>			<u>\$1,626.09</u>	
0020203276	BMO Mastercard	10-158	Activity Funds	36.95	6/8/2020	10-158
		10-158	Activity Funds	100.00	6/8/2020	10-158
		<b>Total</b>			<u>\$136.95</u>	



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0020203277	BMO Mastercard					
		10-1100-421-00-74-500-14	Materials K-12	10.92	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	13.74	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	25.78	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	11.93	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	25.21	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	21.99	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	20.98	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	19.74	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	16.94	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	16.50	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	31.60	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	14.83	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	28.93	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	12.95	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	12.77	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	10.99	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	19.98	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	7.89	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	7.66	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	5.99	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	4.87	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	-15.90	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	15.75	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	75.92	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	261.15	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	245.73	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	163.89	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	161.64	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	160.86	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	146.61	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	25.45	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	102.86	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	33.98	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	65.32	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	52.78	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	42.96	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	117.91	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	45.23	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	55.31	6/8/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	55.16	6/8/2020	10-1100-421-00-74-500-14
<b>Total</b>				<u>\$2,154.80</u>		



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0020203278	BMO Mastercard	10-2520-410-00-74-500-14	Supplies Fiscal	1,014.14	6/8/2020	10-2520-410-00-74-500-14
				<b>Total</b>		
				<u>\$1,014.14</u>		
0020203279	BMO Mastercard	10-2321-410-00-74-500-14	Supplies Supt	48.02	6/8/2020	10-2321-410-00-74-500-14
		10-2546-490-00-79-600-14	Security Officer Supplies	744.72	6/8/2020	10-2546-490-00-79-600-14
		10-2546-490-00-79-600-14	Security Officer Supplies	191.25	6/8/2020	10-2546-490-00-79-600-14
		10-2546-490-00-79-600-14	Security Officer Supplies	287.82	6/8/2020	10-2546-490-00-79-600-14
		10-2546-490-00-79-600-14	Security Officer Supplies	98.89	6/8/2020	10-2546-490-00-79-600-14
		10-2546-490-00-79-600-14	Security Officer Supplies	2,247.93	6/8/2020	10-2546-490-00-79-600-14
		10-2630-332-00-74-500-14	Communications Travel	125.00	6/8/2020	10-2630-332-00-74-500-14
		10-2633-360-00-74-500-14	Newsletter Printing	260.00	6/8/2020	10-2633-360-00-74-500-14
				<b>Total</b>		
				<u>\$4,003.63</u>		
0020203280	BMO Mastercard	10-1110-410-00-72-120-13	Inst Supplies Martin	16.36	6/8/2020	10-1110-410-00-72-120-13
				<b>Total</b>		
				<u>\$16.36</u>		
0020203281	BMO Mastercard	10192	Prepaid Expenses	75.00	6/8/2020	10192
		10-2410-490-00-71-300-13	HS Staff Recognition	47.32	6/8/2020	10-2410-490-00-71-300-13
		10-2410-490-00-71-300-13	HS Staff Recognition	150.00	6/8/2020	10-2410-490-00-71-300-13
				<b>Total</b>		
				<u>\$272.32</u>		
0020203282	BMO Mastercard	10-158	Activity Funds	399.49	6/8/2020	10-158
				<b>Total</b>		
				<u>\$399.49</u>		
0020203283	BMO Mastercard	10-158	Activity Funds	95.00	6/8/2020	10-158
		10-158	Activity Funds	70.00	6/8/2020	10-158
				<b>Total</b>		
				<u>\$165.00</u>		
0020203284	BMO Mastercard	20-2540-640-00-79	Dues & Fees	75.00	6/8/2020	20-2540-640-00-79
		20-2542-410-00-79	Supplies B & G	67.25	6/8/2020	20-2542-410-00-79
				<b>Total</b>		
				<u>\$142.25</u>		
0020203285	BMO Mastercard	10-2321-415-00-74-500-14	Community Supplies	81.55	6/8/2020	10-2321-415-00-74-500-14
		10-2321-415-00-74-500-14	Community Supplies	41.43	6/8/2020	10-2321-415-00-74-500-14
				<b>Total</b>		
				<u>\$122.98</u>		



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0020203286	BMO Mastercard	10-158	Activity Funds	260.00	6/8/2020	10-158
		10-158	Activity Funds	423.40	6/8/2020	10-158
		<b>Total</b>			<u>\$683.40</u>	
0020203287	BMO Mastercard	10-158	Activity Funds	100.00	6/8/2020	10-158
		<b>Total</b>			<u>\$100.00</u>	
0020203288	BMO Mastercard	10-2642-640-00-74-500-14	Dues & Fees Human Res	69.95	6/8/2020	10-2642-640-00-74-500-14
		<b>Total</b>			<u>\$69.95</u>	
0020203289	BMO Mastercard	10-2220-430-00-72-120-13	Media Center Martin	-2.91	6/8/2020	10-2220-430-00-72-120-13
		<b>Total</b>			<u>(\$2.91)</u>	
0020210027	BrainPOP LLC	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc	14,750.00	6/12/2020	10-2212-310-00-79-505-14
		10-2212-310-00-79-505-14	Curriculum Gen Pur Svc	-663.75	6/12/2020	10-2212-310-00-79-505-14
		10-2212-310-00-79-505-14	Curriculum Gen Pur Svc	-1,475.00	6/12/2020	10-2212-310-00-79-505-14
		<b>Total</b>			<u>\$12,611.25</u>	
0020203211	Brenthaven	10-2660-410-00-79-600-14	Supplies Tech	1,204.00	6/1/2020	10-2660-410-00-79-600-14
		10-2660-410-00-79-600-14	Supplies Tech	16,835.00	6/1/2020	10-2660-410-00-79-600-14
		<b>Total</b>			<u>\$18,039.00</u>	
0020203267	Bretns Mailing Equipment	10-2321-390-00-74-500-14	Purchased Service Supt	1,600.00	6/4/2020	10-2321-390-00-74-500-14
		<b>Total</b>			<u>\$1,600.00</u>	
0020060297	Brucker Company	20-2542-410-00-79	Supplies B & G	600.00	6/1/2020	20-2542-410-00-79
		<b>Total</b>			<u>\$600.00</u>	
0020203271	Brucker Company	20-2542-410-00-79	Supplies B & G	1,340.00	6/4/2020	20-2542-410-00-79
		<b>Total</b>			<u>\$1,340.00</u>	
0020061907	BryMax Enterprises Inc	10-2560-415-00-71-300-13	Cafe Food HS	1,000.00	6/1/2020	10-2560-415-00-71-300-13
		<b>Total</b>			<u>\$1,000.00</u>	
0020061917	BryMax Enterprises Inc	10-2560-415-00-72-220-13	Cafe Food Marlowe	1,000.00	6/1/2020	10-2560-415-00-72-220-13
		<b>Total</b>			<u>\$1,000.00</u>	



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0020061927	BryMax Enterprises Inc	10-2560-415-00-74-210-13	Cafe Food Heineman	1,000.00	6/1/2020	10-2560-415-00-74-210-13
			<b>Total</b>	<u>\$1,000.00</u>		
0020203219	Building Technology Consultants PC	20-2540-310-00-79	Professional & Technical	12,580.00	6/2/2020	20-2540-310-00-79
		60-2530-319-00-71-300	HS Fine Arts Expansion Prof/Tech	3,934.00	6/2/2020	60-2530-319-00-71-300
			<b>Total</b>	<u>\$16,514.00</u>		
0020060517	Camelot Schools LLC	10-4220-670-00-79-600-14	Sp Ed Private Tuition	34,999.99	6/1/2020	10-4220-670-00-79-600-14
		10-4220-670-00-79-600-14	Sp Ed Private Tuition	34,999.99	6/1/2020	10-4220-670-00-79-600-14
			<b>Total</b>	<u>\$69,999.98</u>		
0020210005	Capstone Publishing	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc	6,837.15	6/10/2020	10-2212-310-00-79-505-14
			<b>Total</b>	<u>\$6,837.15</u>		
0020203203	CDW Government	10-2660-390-00-79-600-14	Purchased Service Technology	32,538.00	5/29/2020	10-2660-390-00-79-600-14
			<b>Total</b>	<u>\$32,538.00</u>		
0020203204	CDW Government	10-2660-319-00-79-600-14	Hardware Maintenance Renewal	48,995.00	5/29/2020	10-2660-319-00-79-600-14
		10-2660-490-00-79-600-14	Inventoriable Equipment Tech	458,815.20	5/29/2020	10-2660-490-00-79-600-14
			<b>Total</b>	<u>\$507,810.20</u>		
0020203205	CDW Government	10-2660-319-61-79-600-14	Software Maintenance	17,064.00	5/29/2020	10-2660-319-61-79-600-14
		10-2660-490-00-79-600-14	Inventoriable Equipment Tech	186,900.00	5/29/2020	10-2660-490-00-79-600-14
			<b>Total</b>	<u>\$203,964.00</u>		
0020203206	CDW Government	10-2660-319-61-79-600-14	Software Maintenance	54,920.80	5/29/2020	10-2660-319-61-79-600-14
		10-2660-490-00-79-600-14	Inventoriable Equipment Tech	353,406.00	5/29/2020	10-2660-490-00-79-600-14
			<b>Total</b>	<u>\$408,326.80</u>		
0020203207	CDW Government	10-2660-390-00-79-600-14	Purchased Service Technology	7,624.50	5/29/2020	10-2660-390-00-79-600-14
			<b>Total</b>	<u>\$7,624.50</u>		
0020203238	CDW Government	10-1110-410-00-71-100-13	Inst Supplies Leggee	1,060.56	6/2/2020	10-1110-410-00-71-100-13
		10-1110-410-00-71-100-13	Inst Supplies Leggee	1,060.56	6/2/2020	10-1110-410-00-71-100-13
			<b>Total</b>	<u>\$2,121.12</u>		



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0020203292	CDW Government	10-2660-410-00-79-600-14	Supplies Tech	14,908.34	6/8/2020	10-2660-410-00-79-600-14
			<b>Total</b>	<u>\$14,908.34</u>		
0020203314	CDW Government	10-2660-490-00-79-600-14	Inventoriable Equipment Tech	54,750.00	6/10/2020	10-2660-490-00-79-600-14
			<b>Total</b>	<u>\$54,750.00</u>		
0020203315	CDW Government	10-2660-490-00-79-600-14	Inventoriable Equipment Tech	391,716.00	6/10/2020	10-2660-490-00-79-600-14
		10-2660-490-00-79-600-14	Inventoriable Equipment Tech	391,716.00	6/10/2020	10-2660-490-00-79-600-14
			<b>Total</b>	<u>\$783,432.00</u>		
0020203317	CDW Government	10-2660-490-00-79-600-14	Inventoriable Equipment Tech	10.56	6/11/2020	10-2660-490-00-79-600-14
		10-2660-490-00-79-600-14	Inventoriable Equipment Tech	13,778.85	6/11/2020	10-2660-490-00-79-600-14
			<b>Total</b>	<u>\$13,789.41</u>		
0020203320	CDW Government	10-2660-410-00-79-600-14	Supplies Tech	49,735.00	6/12/2020	10-2660-410-00-79-600-14
			<b>Total</b>	<u>\$49,735.00</u>		
0020210028	Cengage Gale	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc	2,433.35	6/12/2020	10-2212-310-00-79-505-14
		10-2212-310-00-79-505-14	Curriculum Gen Pur Svc	1,990.57	6/12/2020	10-2212-310-00-79-505-14
		10-2212-310-00-79-505-14	Curriculum Gen Pur Svc	2,431.49	6/12/2020	10-2212-310-00-79-505-14
			<b>Total</b>	<u>\$6,855.41</u>		
0020203117	Center for Teaching for Biliteracy	10-2210-312-89-79-605-14	Title I Professional Developmnt	22,500.00	5/18/2020	10-2210-312-89-79-605-14
			<b>Total</b>	<u>\$22,500.00</u>		
0020203118	Center for Teaching for Biliteracy	10-2210-310-84-79-605-14	Title III LIPLEPS Pur Svcs	2,500.00	5/18/2020	10-2210-310-84-79-605-14
		10-2210-312-89-79-605-14	Title I Professional Developmnt	10,500.00	5/18/2020	10-2210-312-89-79-605-14
		10-2212-314-83-79-505-14	Title II Prof Development	5,000.00	5/18/2020	10-2212-314-83-79-505-14
			<b>Total</b>	<u>\$18,000.00</u>		
0020203192	Center for Teaching for Biliteracy	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc	2,400.00	5/27/2020	10-2212-310-00-79-505-14
			<b>Total</b>	<u>\$2,400.00</u>		
0020060727	Central States Bus Sales Inc	40-2554-410-00-79	Fleet Supplies	2,500.00	6/1/2020	40-2554-410-00-79
			<b>Total</b>	<u>\$2,500.00</u>		



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0020203293	Century Springs	10-2410-490-00-71-300-13	HS Staff Recognition	81.00	6/8/2020	10-2410-490-00-71-300-13
			<b>Total</b>	<u>\$81.00</u>		
0020060757	CINTAS Corporation	40-2550-325-00-79	Rental Trans	600.00	6/1/2020	40-2550-325-00-79
			<b>Total</b>	<u>\$600.00</u>		
0020060587	Classroom Connection Day School	10-4220-670-00-79-600-14	Sp Ed Private Tuition	8,500.00	6/1/2020	10-4220-670-00-79-600-14
			<b>Total</b>	<u>\$8,500.00</u>		
0020210001	CLIC	10-1100-382-00-79-600-14	Regular Education W/C Ins	205,065.00	6/10/2020	10-1100-382-00-79-600-14
		10-2310-381-00-74-500-14	CLIC Liability Insurance	320,415.00	6/10/2020	10-2310-381-00-74-500-14
		10-2310-381-00-74-500-14	CLIC Liability Insurance	2,050.00	6/10/2020	10-2310-381-00-74-500-14
		20-2540-381-00-79-500-14	Property Insurance	120,155.00	6/10/2020	20-2540-381-00-79-500-14
		20-2540-382-00-79-600-14	Support Serv-O&M W/C Ins	53,964.00	6/10/2020	20-2540-382-00-79-600-14
		40-2550-380-00-79	Vehicle Insurance	60,078.00	6/10/2020	40-2550-380-00-79
		40-2550-382-00-79-600-14	Support Serv-Trans W/C Ins	280,615.00	6/10/2020	40-2550-382-00-79-600-14
			<b>Total</b>	<u>\$1,042,342.00</u>		
0020203154	ClientFirst Technology Consulting	10-2660-390-00-79-600-14	Purchased Service Technology	5,700.00	5/22/2020	10-2660-390-00-79-600-14
			<b>Total</b>	<u>\$5,700.00</u>		
0020061962	Clinical Connections	10-4220-670-00-79-600-14	Sp Ed Private Tuition	1,000.00	6/1/2020	10-4220-670-00-79-600-14
			<b>Total</b>	<u>\$1,000.00</u>		
0020061627	Comcast	20-2540-340-00-79	Telephone - Districtwide	24,000.00	6/1/2020	20-2540-340-00-79
			<b>Total</b>	<u>\$24,000.00</u>		
0020203200	Complete Northern Illinois Fence Inc	20-2543-530-00-79	Improvements not Buildings	3,265.00	5/28/2020	20-2543-530-00-79
			<b>Total</b>	<u>\$3,265.00</u>		
0020060537	Connections Day School	10-4220-670-00-79-600-14	Sp Ed Private Tuition	25,000.00	6/1/2020	10-4220-670-00-79-600-14
			<b>Total</b>	<u>\$25,000.00</u>		
0020060277	CPC Inc. / Facility Tree	20-2542-390-00-79	Other Purchased Service	748.80	6/1/2020	20-2542-390-00-79
			<b>Total</b>	<u>\$748.80</u>		



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0020210021	CPI (Crisis Prevention Institute, Inc.)	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	150.00	6/10/2020	10-2210-314-92-79-605-14
			<b>Total</b>	<u>\$150.00</u>		
0020060047	Crescent Electric Supply Co	20-2542-410-00-79	Supplies B & G	1,000.00	6/1/2020	20-2542-410-00-79
			<b>Total</b>	<u>\$1,000.00</u>		
0020203266	Crescent Electric Supply Co	20-2542-410-00-79	Supplies B & G	1,987.00	6/4/2020	20-2542-410-00-79
			<b>Total</b>	<u>\$1,987.00</u>		
0020203170	Crown Trophy	10-1120-410-00-74-210-13	Inst Supplies Heineman	484.02	5/27/2020	10-1120-410-00-74-210-13
			<b>Total</b>	<u>\$484.02</u>		
0020203328	Crown Trophy	10-1120-410-00-72-220-13	Inst Supplies Marlowe	232.80	6/12/2020	10-1120-410-00-72-220-13
			<b>Total</b>	<u>\$232.80</u>		
0020203329	Crystal Lake School District 47	10-4120-310-92-79-600-14	IDEA Payments to Other Districts	187.50	6/12/2020	10-4120-310-92-79-600-14
			<b>Total</b>	<u>\$187.50</u>		
0020060157	CT Veach Inc	20-2543-320-00-79-600-14	Grounds Contract	17,588.86	6/1/2020	20-2543-320-00-79-600-14
			<b>Total</b>	<u>\$17,588.86</u>		
0020060397	Datamation Imaging Services Corp	10-2660-390-00-79-600-14	Purchased Service Technology	200.00	6/1/2020	10-2660-390-00-79-600-14
			<b>Total</b>	<u>\$200.00</u>		
0020061597	De Lage Landen Public Finance	10-2900-325-00-79-600-14	Copier Leases	710.00	6/1/2020	10-2900-325-00-79-600-14
			<b>Total</b>	<u>\$710.00</u>		
0020210023	Discovery Education	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc	5,500.00	6/11/2020	10-2212-310-00-79-505-14
			<b>Total</b>	<u>\$5,500.00</u>		
0020203166	DuPage Federation on Human Services	10-2150-310-92-79-600-14	IDEA Sp Path & Audiology Serv	99.00	5/27/2020	10-2150-310-92-79-600-14
			<b>Total</b>	<u>\$99.00</u>		
0020061557	Easterseals	10-4220-670-00-79-600-14	Sp Ed Private Tuition	13,000.00	6/1/2020	10-4220-670-00-79-600-14
			<b>Total</b>	<u>\$13,000.00</u>		



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0020203107	EDpuzzle Inc	10-1120-490-00-72-220-13	Instruc Coach/1:1 Supplies MMS	1,200.00	5/15/2020	10-1120-490-00-72-220-13
			<b>Total</b>	<u>\$1,200.00</u>		
0020210006	EDpuzzle Inc	10-1130-410-00-71-300-13	Inst Supplies HS	1,230.00	6/10/2020	10-1130-410-00-71-300-13
			<b>Total</b>	<u>\$1,230.00</u>		
0020060707	Eds Automotive	40-2550-310-00-79	Prof & Tech Service Trans	850.00	6/1/2020	40-2550-310-00-79
			<b>Total</b>	<u>\$850.00</u>		
0020203220	Education Elements Inc	10-2212-314-83-79-505-14	Title II Prof Development	31,000.00	6/2/2020	10-2212-314-83-79-505-14
			<b>Total</b>	<u>\$31,000.00</u>		
0020203214	ERC Midwest LLC	20-2542-321-00-79	Sanitation/Exterminating	3,795.00	6/2/2020	20-2542-321-00-79
			<b>Total</b>	<u>\$3,795.00</u>		
0020203112	ESSCOE LLC	20-2542-323-00-79	Repairs & Maint Buildings	350.00	5/18/2020	20-2542-323-00-79
			<b>Total</b>	<u>\$350.00</u>		
0020203171	Fairway Golf Cars Inc	10-1120-323-00-74-210-13	Repairs & Maintenance HMS	210.00	5/27/2020	10-1120-323-00-74-210-13
			<b>Total</b>	<u>\$210.00</u>		
0020210002	Forecast 5 Analytics Inc	10-2520-390-00-74-500-14	Purch Serv Fiscal	16,230.50	6/10/2020	10-2520-390-00-74-500-14
			<b>Total</b>	<u>\$16,230.50</u>		
0020060097	Fox Valley Fire Safety	20-2542-323-00-79	Repairs & Maint Buildings	1,000.00	6/1/2020	20-2542-323-00-79
			<b>Total</b>	<u>\$1,000.00</u>		
0020060817	Fox Valley Fire Safety	20-2542-390-00-79	Other Purchased Service	801.00	6/1/2020	20-2542-390-00-79
			<b>Total</b>	<u>\$801.00</u>		
0020203252	Fox Valley Fire Safety	40-2554-410-00-79	Fleet Supplies	884.94	6/4/2020	40-2554-410-00-79
			<b>Total</b>	<u>\$884.94</u>		
0020203294	Fox Valley Fire Safety	20-2542-390-00-79	Other Purchased Service	2,027.93	6/8/2020	20-2542-390-00-79
			<b>Total</b>	<u>\$2,027.93</u>		



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0020203331	Fox Valley Fire Safety	20-2542-390-00-79	Other Purchased Service	343.14	6/12/2020	20-2542-390-00-79
		20-2542-390-00-79	Other Purchased Service	550.83	6/12/2020	20-2542-390-00-79
		20-2542-390-00-79	Other Purchased Service	472.51	6/12/2020	20-2542-390-00-79
		20-2542-390-00-79	Other Purchased Service	866.88	6/12/2020	20-2542-390-00-79
		20-2542-390-00-79	Other Purchased Service	313.50	6/12/2020	20-2542-390-00-79
		20-2542-390-00-79	Other Purchased Service	2,064.09	6/12/2020	20-2542-390-00-79
		20-2542-390-00-79	Other Purchased Service	289.00	6/12/2020	20-2542-390-00-79
		<b>Total</b>				<u>\$4,899.95</u>
0020210022	Frontline Technologies Group LLC	10-2643-316-00-79-605-14	Sub Calling Software	11,145.10	6/10/2020	10-2643-316-00-79-605-14
		<b>Total</b>				<u>\$11,145.10</u>
0020061657	General Parts LLC	10-2560-323-00-71-100-13	Cafe Repairs Leggee	1,250.00	6/1/2020	10-2560-323-00-71-100-13
		<b>Total</b>				<u>\$1,250.00</u>
0020061667	General Parts LLC	10-2560-323-00-71-300-13	Cafe Repairs HS	2,100.00	6/1/2020	10-2560-323-00-71-300-13
		<b>Total</b>				<u>\$2,100.00</u>
0020061677	General Parts LLC	10-2560-323-00-72-110-13	Cafe Repairs Chesak	1,250.00	6/1/2020	10-2560-323-00-72-110-13
		<b>Total</b>				<u>\$1,250.00</u>
0020061687	General Parts LLC	10-2560-323-00-72-120-13	Cafe Repairs Martin	1,250.00	6/1/2020	10-2560-323-00-72-120-13
		<b>Total</b>				<u>\$1,250.00</u>
0020061697	General Parts LLC	10-2560-323-00-72-220-13	Cafe Repairs Marlowe	1,250.00	6/1/2020	10-2560-323-00-72-220-13
		<b>Total</b>				<u>\$1,250.00</u>
0020061707	General Parts LLC	10-2560-323-00-74-140-13	Cafe Repairs Mackeben	1,250.00	6/1/2020	10-2560-323-00-74-140-13
		<b>Total</b>				<u>\$1,250.00</u>
0020061717	General Parts LLC	10-2560-323-00-74-150-13	Cafe Repairs Conley	1,250.00	6/1/2020	10-2560-323-00-74-150-13
		<b>Total</b>				<u>\$1,250.00</u>
0020061727	General Parts LLC	10-2560-323-00-74-210-13	Cafe Repairs Heineman	1,250.00	6/1/2020	10-2560-323-00-74-210-13
		<b>Total</b>				<u>\$1,250.00</u>



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0020203172	General Parts LLC	10-2560-323-00-74-150-13	Cafe Repairs Conley	7,423.59	5/27/2020	10-2560-323-00-74-150-13
			<b>Total</b>	<u>\$7,423.59</u>		
0020061827	Get Fresh Produce Inc	10-2560-415-00-71-100-13	Cafe Food Leggee	1,000.00	6/1/2020	10-2560-415-00-71-100-13
			<b>Total</b>	<u>\$1,000.00</u>		
0020061837	Get Fresh Produce Inc	10-2560-415-00-71-300-13	Cafe Food HS	1,500.00	6/1/2020	10-2560-415-00-71-300-13
			<b>Total</b>	<u>\$1,500.00</u>		
0020061847	Get Fresh Produce Inc	10-2560-415-00-72-110-13	Cafe Food Chesak	1,000.00	6/1/2020	10-2560-415-00-72-110-13
			<b>Total</b>	<u>\$1,000.00</u>		
0020061857	Get Fresh Produce Inc	10-2560-415-00-72-120-13	Cafe Food Martin	1,000.00	6/1/2020	10-2560-415-00-72-120-13
			<b>Total</b>	<u>\$1,000.00</u>		
0020061867	Get Fresh Produce Inc	10-2560-415-00-72-220-13	Cafe Food Marlowe	1,500.00	6/1/2020	10-2560-415-00-72-220-13
			<b>Total</b>	<u>\$1,500.00</u>		
0020061877	Get Fresh Produce Inc	10-2560-415-00-74-140-13	Cafe Food Mackeben	1,000.00	6/1/2020	10-2560-415-00-74-140-13
			<b>Total</b>	<u>\$1,000.00</u>		
0020061887	Get Fresh Produce Inc	10-2560-415-00-74-150-13	Cafe Food Conley	1,000.00	6/1/2020	10-2560-415-00-74-150-13
			<b>Total</b>	<u>\$1,000.00</u>		
0020061897	Get Fresh Produce Inc	10-2560-415-00-74-210-13	Cafe Food Heineman	1,500.00	6/1/2020	10-2560-415-00-74-210-13
			<b>Total</b>	<u>\$1,500.00</u>		
0020060617	GFC Leasing WI	10-2900-325-00-79-600-14	Copier Leases	5,806.84	6/1/2020	10-2900-325-00-79-600-14
			<b>Total</b>	<u>\$5,806.84</u>		
0020203307	GlenOaks Therapeutic Day School	10-4220-670-00-79-600-14	Sp Ed Private Tuition	3,073.65	6/10/2020	10-4220-670-00-79-600-14
			<b>Total</b>	<u>\$3,073.65</u>		
0020203272	Global Water Technology Inc	20-2542-410-00-79	Supplies B & G	178.93	6/4/2020	20-2542-410-00-79
			<b>Total</b>	<u>\$178.93</u>		



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0020203221	Gordon Flesch Co Inc	10-2900-390-00-79-600-14	Copier Maintenance	1,566.38	6/2/2020	10-2900-390-00-79-600-14
			<b>Total</b>	<u>\$1,566.38</u>		
0020061157	Gordon Food Service	10-2560-410-00-71-100-13	Cafe Supplies Leggee	1,200.00	6/1/2020	10-2560-410-00-71-100-13
			<b>Total</b>	<u>\$1,200.00</u>		
0020061167	Gordon Food Service	10-2560-410-00-71-300-13	Cafe Supplies HS	6,000.00	6/1/2020	10-2560-410-00-71-300-13
			<b>Total</b>	<u>\$6,000.00</u>		
0020061177	Gordon Food Service	10-2560-410-00-72-110-13	Cafe Supplies Chesak	900.00	6/1/2020	10-2560-410-00-72-110-13
			<b>Total</b>	<u>\$900.00</u>		
0020061187	Gordon Food Service	10-2560-410-00-72-120-13	Cafe Supplies Martin	1,200.00	6/1/2020	10-2560-410-00-72-120-13
			<b>Total</b>	<u>\$1,200.00</u>		
0020061197	Gordon Food Service	10-2560-410-00-72-220-13	Cafe Supplies Marlowe	2,200.00	6/1/2020	10-2560-410-00-72-220-13
			<b>Total</b>	<u>\$2,200.00</u>		
0020061207	Gordon Food Service	10-2560-410-00-74-140-13	Cafe Supplies Mackeben	800.00	6/1/2020	10-2560-410-00-74-140-13
			<b>Total</b>	<u>\$800.00</u>		
0020061217	Gordon Food Service	10-2560-410-00-74-150-13	Cafe Supplies Conley	900.00	6/1/2020	10-2560-410-00-74-150-13
			<b>Total</b>	<u>\$900.00</u>		
0020061227	Gordon Food Service	10-2560-410-00-74-210-13	Cafe Supplies Heineman	1,600.00	6/1/2020	10-2560-410-00-74-210-13
			<b>Total</b>	<u>\$1,600.00</u>		
0020061237	Gordon Food Service	10-2560-415-00-71-100-13	Cafe Food Leggee	12,000.00	6/1/2020	10-2560-415-00-71-100-13
			<b>Total</b>	<u>\$12,000.00</u>		
0020061247	Gordon Food Service	10-2560-415-00-71-300-13	Cafe Food HS	50,000.00	6/1/2020	10-2560-415-00-71-300-13
			<b>Total</b>	<u>\$50,000.00</u>		
0020061257	Gordon Food Service	10-2560-415-00-72-110-13	Cafe Food Chesak	10,000.00	6/1/2020	10-2560-415-00-72-110-13
			<b>Total</b>	<u>\$10,000.00</u>		



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P.O.#	Vendor Name	A.S.N.	Description	Amount	P.O. Date	State Account Number
0020061267	Gordon Food Service	10-2560-415-00-72-120-13	Cafe Food Martin	13,000.00	6/1/2020	10-2560-415-00-72-120-13
			<b>Total</b>	<u>\$13,000.00</u>		
0020061277	Gordon Food Service	10-2560-415-00-72-220-13	Cafe Food Marlowe	20,000.00	6/1/2020	10-2560-415-00-72-220-13
			<b>Total</b>	<u>\$20,000.00</u>		
0020061287	Gordon Food Service	10-2560-415-00-74-140-13	Cafe Food Mackeben	7,000.00	6/1/2020	10-2560-415-00-74-140-13
			<b>Total</b>	<u>\$7,000.00</u>		
0020061297	Gordon Food Service	10-2560-415-00-74-150-13	Cafe Food Conley	7,000.00	6/1/2020	10-2560-415-00-74-150-13
			<b>Total</b>	<u>\$7,000.00</u>		
0020061307	Gordon Food Service	10-2560-415-00-74-210-13	Cafe Food Heineman	17,000.00	6/1/2020	10-2560-415-00-74-210-13
			<b>Total</b>	<u>\$17,000.00</u>		
0020203295	Gordon Food Service	10-1400-410-09-71-300-13	Home Economics Supplies	909.55	6/8/2020	10-1400-410-09-71-300-13
			<b>Total</b>	<u>\$909.55</u>		
0020203313	Gordon Food Service	10-2560-415-97-79-600-14	All Children Snacks	3,609.00	6/10/2020	10-2560-415-97-79-600-14
			<b>Total</b>	<u>\$3,609.00</u>		
0020060107	Grainger	20-2542-410-00-79	Supplies B & G	500.00	6/1/2020	20-2542-410-00-79
			<b>Total</b>	<u>\$500.00</u>		
0020203108	Grammaropolis LLC	10-1120-490-00-72-220-13	Instruc Coach/1:1 Supplies MMS	1,418.00	5/15/2020	10-1120-490-00-72-220-13
			<b>Total</b>	<u>\$1,418.00</u>		
0020203222	Grand Stage Lighting	60-2530-531-00-71-300	HS Fine Arts Expansion Construction	7,000.00	6/2/2020	60-2530-531-00-71-300
			<b>Total</b>	<u>\$7,000.00</u>		
0020203223	Haile Consulting Co	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc	2,000.00	6/2/2020	10-2212-310-00-79-505-14
			<b>Total</b>	<u>\$2,000.00</u>		
0020203321	Halloran & Yauch Inc	20-2543-323-00-79	Repairs-Grounds	1,025.00	6/12/2020	20-2543-323-00-79
			<b>Total</b>	<u>\$1,025.00</u>		



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P.O.#	Vendor Name	A.S.N.	Description	Amount	P.O. Date	State Account Number
0020061797	Hershey Creamery Company	10-2560-415-00-71-300-13	Cafe Food HS	2,000.00	6/1/2020	10-2560-415-00-71-300-13
			<b>Total</b>	<u>\$2,000.00</u>		
0020061807	Hershey Creamery Company	10-2560-415-00-72-220-13	Cafe Food Marlowe	2,000.00	6/1/2020	10-2560-415-00-72-220-13
			<b>Total</b>	<u>\$2,000.00</u>		
0020061817	Hershey Creamery Company	10-2560-415-00-74-210-13	Cafe Food Heineman	2,000.00	6/1/2020	10-2560-415-00-74-210-13
			<b>Total</b>	<u>\$2,000.00</u>		
0020060067	Home Depot Credit Services	20-2542-410-00-79	Supplies B & G	1,500.00	6/1/2020	20-2542-410-00-79
			<b>Total</b>	<u>\$1,500.00</u>		
0020203224	Home Depot Credit Services	60-2530-531-00-71-300	HS Fine Arts Expansion Construction	399.87	6/2/2020	60-2530-531-00-71-300
			<b>Total</b>	<u>\$399.87</u>		
0020061767	Home Juice Corp	10-2560-415-00-71-300-13	Cafe Food HS	500.00	6/1/2020	10-2560-415-00-71-300-13
			<b>Total</b>	<u>\$500.00</u>		
0020061777	Home Juice Corp	10-2560-415-00-72-220-13	Cafe Food Marlowe	500.00	6/1/2020	10-2560-415-00-72-220-13
			<b>Total</b>	<u>\$500.00</u>		
0020061787	Home Juice Corp	10-2560-415-00-74-210-13	Cafe Food Heineman	500.00	6/1/2020	10-2560-415-00-74-210-13
			<b>Total</b>	<u>\$500.00</u>		
0020203208	Honeywell International Inc	10-2546-323-00-79-600-14	Security Officer Repairs	286.41	5/29/2020	10-2546-323-00-79-600-14
			<b>Total</b>	<u>\$286.41</u>		
0020203161	Houghton Mifflin Harcourt	10-1100-423-00-74-500-14	New Adoption	175,865.17	5/26/2020	10-1100-423-00-74-500-14
			<b>Total</b>	<u>\$175,865.17</u>		
0020203215	Hufcor Inc	20-2542-323-00-79	Repairs & Maint Buildings	1,669.00	6/2/2020	20-2542-323-00-79
		20-2542-323-00-79	Repairs & Maint Buildings	1,669.00	6/2/2020	20-2542-323-00-79
			<b>Total</b>	<u>\$3,338.00</u>		
0020203173	Huntley Collision Center	40-2554-410-00-79	Fleet Supplies	413.40	5/27/2020	40-2554-410-00-79
			<b>Total</b>	<u>\$413.40</u>		



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0020203225	Huntley Collision Center	40-2554-410-00-79	Fleet Supplies	733.20	6/2/2020	40-2554-410-00-79
			<b>Total</b>	<u>\$733.20</u>		
0020203174	IASB	10-2310-390-00-74-500-14	Purchased Service Board	2,980.00	5/27/2020	10-2310-390-00-74-500-14
			<b>Total</b>	<u>\$2,980.00</u>		
0020203260	IASBO	10-2520-332-00-74-500-14	Travel Fiscal	850.00	6/4/2020	10-2520-332-00-74-500-14
			<b>Total</b>	<u>\$850.00</u>		
0020203113	IESA	10192	Prepaid Expenses	75.00	5/18/2020	10192
			<b>Total</b>	<u>\$75.00</u>		
0020203114	IESA	10192	Prepaid Expenses	40.00	5/18/2020	10192
			<b>Total</b>	<u>\$40.00</u>		
0020203115	IESA	10192	Prepaid Expenses	750.00	5/18/2020	10192
			<b>Total</b>	<u>\$750.00</u>		
0020203175	IESA	10192	Prepaid Expenses	750.00	5/27/2020	10192
			<b>Total</b>	<u>\$750.00</u>		
0020203290	Illini Power Products	20-2542-390-00-79	Other Purchased Service	2,466.00	6/5/2020	20-2542-390-00-79
			<b>Total</b>	<u>\$2,466.00</u>		
0020203190	Illinois Architectural Glass	20-2542-520-00-79	Building projects	225.00	5/27/2020	20-2542-520-00-79
		20-2542-520-00-79	Building projects	2,050.40	5/27/2020	20-2542-520-00-79
		20-2542-520-00-79	Building projects	7,363.20	5/27/2020	20-2542-520-00-79
		20-2542-520-00-79	Building projects	146.00	5/27/2020	20-2542-520-00-79
			<b>Total</b>	<u>\$9,784.60</u>		
0020203191	Illinois Architectural Glass	20-2542-520-00-79	Building projects	6,011.05	5/27/2020	20-2542-520-00-79
		20-2542-520-00-79	Building projects	18,714.00	5/27/2020	20-2542-520-00-79
			<b>Total</b>	<u>\$24,725.05</u>		
0020203199	Illinois Architectural Glass	20-2542-323-00-79	Repairs & Maint Buildings	5,526.30	5/28/2020	20-2542-323-00-79
		20-2542-323-00-79	Repairs & Maint Buildings	4,908.80	5/28/2020	20-2542-323-00-79
			<b>Total</b>	<u>\$10,435.10</u>		



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0020203318	Illinois Principals Association	10-2410-640-00-71-300-13	Office Dues & Fees HS	150.00	6/11/2020	10-2410-640-00-71-300-13
			<b>Total</b>	<u>\$150.00</u>		
0020210026	Illinois State University	10-2323-640-00-74-500-14	Dues & Fees Curr & Inst	49.00	6/12/2020	10-2323-640-00-74-500-14
			<b>Total</b>	<u>\$49.00</u>		
0020203253	Illinois Tollway	40-2552-640-00-79	Dues & Fees	3,772.35	6/4/2020	40-2552-640-00-79
			<b>Total</b>	<u>\$3,772.35</u>		
0020203109	Industrial Door Company	20-2542-390-00-79	Other Purchased Service	2,699.00	5/15/2020	20-2542-390-00-79
			<b>Total</b>	<u>\$2,699.00</u>		
0020203216	Industrial Door Company	60-2530-531-00-71-300	HS Fine Arts Expansion Construction	299.00	6/2/2020	60-2530-531-00-71-300
		60-2530-531-00-71-300	HS Fine Arts Expansion Construction	2,699.00	6/2/2020	60-2530-531-00-71-300
			<b>Total</b>	<u>\$2,998.00</u>		
0020203195	Interactive Health Technologies	10-1100-423-00-74-500-14	New Adoption	108,725.00	5/27/2020	10-1100-423-00-74-500-14
			<b>Total</b>	<u>\$108,725.00</u>		
0020060077	Interstate Battery Center	20-2542-410-00-79	Supplies B & G	200.00	6/1/2020	20-2542-410-00-79
			<b>Total</b>	<u>\$200.00</u>		
0020203322	Interstate Battery Center	20-2542-410-00-79	Supplies B & G	247.00	6/12/2020	20-2542-410-00-79
			<b>Total</b>	<u>\$247.00</u>		
0020203304	IPO/DBA Cardinal Office Supply	10-2546-490-00-79-600-14	Security Officer Supplies	999.50	6/8/2020	10-2546-490-00-79-600-14
			<b>Total</b>	<u>\$999.50</u>		
0020210010	IPO/DBA Cardinal Office Supply	10-2130-410-00-79-600-14	Supplies Health	1,000.00	6/10/2020	10-2130-410-00-79-600-14
			<b>Total</b>	<u>\$1,000.00</u>		
0020203184	Jensens Plumbing & Heating Inc	20-2542-323-00-79	Repairs & Maint Buildings	1,927.52	5/27/2020	20-2542-323-00-79
			<b>Total</b>	<u>\$1,927.52</u>		
0020203323	Jensens Plumbing & Heating Inc	20-2542-323-00-79	Repairs & Maint Buildings	3,155.33	6/12/2020	20-2542-323-00-79
			<b>Total</b>	<u>\$3,155.33</u>		



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0020203212	Johnson Controls	20-2542-323-00-79	Repairs & Maint Buildings	2,500.00	6/1/2020	20-2542-323-00-79
			<b>Total</b>	<u>\$2,500.00</u>		
0020203188	Johnson Floor Co	20-2542-329-00-79	Buildings - Small Projects	1,105.00	5/27/2020	20-2542-329-00-79
			<b>Total</b>	<u>\$1,105.00</u>		
0020203156	Jostens	10-1120-410-00-72-220-13	Inst Supplies Marlowe	2,733.46	5/26/2020	10-1120-410-00-72-220-13
			<b>Total</b>	<u>\$2,733.46</u>		
0020203226	Jostens	10-2190-410-00-71-300-12	Graduation Supplies HHS	813.75	6/2/2020	10-2190-410-00-71-300-12
			<b>Total</b>	<u>\$813.75</u>		
0020203269	JPMorgan Chase Bank NA	30192	Prepaid Expense	18,337.50	6/4/2020	30192
			<b>Total</b>	<u>\$18,337.50</u>		
0020203311	Kelso Burnett Co	10-2546-323-00-79-600-14	Security Officer Repairs	390.00	6/10/2020	10-2546-323-00-79-600-14
			<b>Total</b>	<u>\$390.00</u>		
0020061537	Klein Thorpe & Jenkins Ltd	10-2310-318-00-74-500-14	Legal Board	7,000.00	6/1/2020	10-2310-318-00-74-500-14
			<b>Total</b>	<u>\$7,000.00</u>		
0020060787	Leach Enterprises Inc	40-2554-410-00-79	Fleet Supplies	2,500.00	6/1/2020	40-2554-410-00-79
			<b>Total</b>	<u>\$2,500.00</u>		
0020203227	Leach Enterprises Inc	40-2554-410-00-79	Fleet Supplies	1,899.99	6/2/2020	40-2554-410-00-79
			<b>Total</b>	<u>\$1,899.99</u>		
0020203159	Learning A-Z	10-1100-423-00-74-500-14	New Adoption	36,950.00	5/26/2020	10-1100-423-00-74-500-14
			<b>Total</b>	<u>\$36,950.00</u>		
0020060447	Lincoln National Life	10-2310-220-00-79-600-14	Support Serv-Gen Adm Insurance	90,000.00	6/1/2020	10-2310-220-00-79-600-14
			<b>Total</b>	<u>\$90,000.00</u>		
0020060497	Little City Foundation	10-4220-670-00-79-600-14	Sp Ed Private Tuition	18,000.00	6/1/2020	10-4220-670-00-79-600-14
			<b>Total</b>	<u>\$18,000.00</u>		



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0020203194	LMC	20-2549-323-00-74-600	Insurance Claim Repair	838.00	5/27/2020	20-2549-323-00-74-600
			<b>Total</b>	<u>\$838.00</u>		
0020210011	MacGill & Co	10-2130-410-00-79-600-14	Supplies Health	1,000.00	6/10/2020	10-2130-410-00-79-600-14
			<b>Total</b>	<u>\$1,000.00</u>		
0020203303	Mainstage Theatrical Supply	20-2542-410-00-79	Supplies B & G	900.00	6/8/2020	20-2542-410-00-79
			<b>Total</b>	<u>\$900.00</u>		
0020203333	Mainstage Theatrical Supply	10-2223-323-00-79-600-14	PAC Repairs	4,183.54	6/15/2020	10-2223-323-00-79-600-14
		10-2223-490-00-79-600-14	PAC Invent Supplies	2,816.46	6/15/2020	10-2223-490-00-79-600-14
			<b>Total</b>	<u>\$7,000.00</u>		
0020061959	Manthey, Denise N	10-2130-310-00-79-600-14	Health Services	4,000.00	6/1/2020	10-2130-310-00-79-600-14
			<b>Total</b>	<u>\$4,000.00</u>		
0020060507	Marklund Children's Home	10-4220-670-00-79-600-14	Sp Ed Private Tuition	24,000.00	6/1/2020	10-4220-670-00-79-600-14
			<b>Total</b>	<u>\$24,000.00</u>		
0020203228	McHenry County Collector	10-2310-318-00-74-500-14	Legal Board	4,421.96	6/2/2020	10-2310-318-00-74-500-14
			<b>Total</b>	<u>\$4,421.96</u>		
0020203229	McHenry County College	10-1400-310-00-74-305-13	Voc Ed Tuition	9,903.00	6/2/2020	10-1400-310-00-74-305-13
			<b>Total</b>	<u>\$9,903.00</u>		
0020203176	McHenry Specialties	10-1500-411-00-71-300-13	Awards HS	48.00	5/27/2020	10-1500-411-00-71-300-13
			<b>Total</b>	<u>\$48.00</u>		
0020203261	McHenry Specialties	10-1500-411-00-71-300-13	Awards HS	266.00	6/4/2020	10-1500-411-00-71-300-13
			<b>Total</b>	<u>\$266.00</u>		
0020203296	McHenry Specialties	10-1130-410-00-71-300-13	Inst Supplies HS	85.00	6/8/2020	10-1130-410-00-71-300-13
			<b>Total</b>	<u>\$85.00</u>		
0020203297	McHenry Specialties	10-1130-410-33-71-305-13	Academies Supplies	1,035.00	6/8/2020	10-1130-410-33-71-305-13
			<b>Total</b>	<u>\$1,035.00</u>		



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0020060287	McMaster Carr Supply Co	20-2542-410-00-79	Supplies B & G	700.00	6/1/2020	20-2542-410-00-79
			<b>Total</b>	<u>\$700.00</u>		
0020060117	MDC Environmental Serv	20-2542-321-00-79	Sanitation/Exterminating	2,300.00	6/1/2020	20-2542-321-00-79
			<b>Total</b>	<u>\$2,300.00</u>		
0020203324	MDC Environmental Serv	20-2542-321-00-79	Sanitation/Exterminating	590.00	6/12/2020	20-2542-321-00-79
			<b>Total</b>	<u>\$590.00</u>		
0020203274	Medco Sports Medicine	10-1500-410-00-71-300-13	Training/Athletic Supplies HS	7.95	6/5/2020	10-1500-410-00-71-300-13
		10-1500-410-00-71-300-13	Training/Athletic Supplies HS	390.00	6/5/2020	10-1500-410-00-71-300-13
			<b>Total</b>	<u>\$397.95</u>		
0020203334	Medco Sports Medicine	10-1500-410-00-71-300-13	Training/Athletic Supplies HS	260.00	6/15/2020	10-1500-410-00-71-300-13
		10-1500-410-00-71-300-13	Training/Athletic Supplies HS	5.99	6/15/2020	10-1500-410-00-71-300-13
			<b>Total</b>	<u>\$265.99</u>		
0020060127	Menards Inc	20-2542-410-00-79	Supplies B & G	1,000.00	6/1/2020	20-2542-410-00-79
			<b>Total</b>	<u>\$1,000.00</u>		
0020203167	Metro Prep	10-4220-670-00-79-600-14	Sp Ed Private Tuition	4,408.57	5/27/2020	10-4220-670-00-79-600-14
			<b>Total</b>	<u>\$4,408.57</u>		
0020061527	Miller Hall & Triggs	10-2310-318-00-74-500-14	Legal Board	8,000.00	6/1/2020	10-2310-318-00-74-500-14
			<b>Total</b>	<u>\$8,000.00</u>		
0020203230	NCS Pearson Inc.	10-2230-312-00-79-600-14	Testing/Assessment	3,614.00	6/2/2020	10-2230-312-00-79-600-14
			<b>Total</b>	<u>\$3,614.00</u>		
0020203155	Nelson Fire Protection	20-2542-520-00-79	Building projects	49,175.00	5/22/2020	20-2542-520-00-79
			<b>Total</b>	<u>\$49,175.00</u>		
0020060147	Neuco	20-2542-410-00-79	Supplies B & G	1,000.00	6/1/2020	20-2542-410-00-79
			<b>Total</b>	<u>\$1,000.00</u>		
0020060607	New Connections Academy	10-4220-670-00-79-600-14	Sp Ed Private Tuition	12,000.00	6/1/2020	10-4220-670-00-79-600-14
			<b>Total</b>	<u>\$12,000.00</u>		



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0020060547	New Hope Academy	10-4220-670-00-79-600-14	Sp Ed Private Tuition	5,000.00	6/1/2020	10-4220-670-00-79-600-14
			<b>Total</b>	<u>\$5,000.00</u>		
0020060017	North American Corporation	20-2542-410-00-79	Supplies B & G	8,959.60	6/1/2020	20-2542-410-00-79
			<b>Total</b>	<u>\$8,959.60</u>		
0020203231	North Shore Transit Inc	40-2552-331-00-79	Contracted Transportation	338.76	6/2/2020	40-2552-331-00-79
			<b>Total</b>	<u>\$338.76</u>		
0020203330	North Shore Transit Inc	40-2552-331-00-79	Contracted Transportation	1,080.15	6/12/2020	40-2552-331-00-79
			<b>Total</b>	<u>\$1,080.15</u>		
0020061547	Northwestern Medicine	10-2130-220-00-79-600-14	Health Services Insurance	500.00	6/1/2020	10-2130-220-00-79-600-14
		10-2642-390-00-74-500-14	Purchased Service Human Res	250.00	6/1/2020	10-2642-390-00-74-500-14
			<b>Total</b>	<u>\$750.00</u>		
0020203168	Northwestern Medicine Occupational H	10-1500-390-00-71-300-13	Student Drug Testing	1,985.00	5/27/2020	10-1500-390-00-71-300-13
			<b>Total</b>	<u>\$1,985.00</u>		
0020203232	Northwestern Medicine Occupational H	40-2550-310-00-79	Prof & Tech Service Trans	475.00	6/2/2020	40-2550-310-00-79
			<b>Total</b>	<u>\$475.00</u>		
0020203254	Northwestern Medicine Occupational H	40-2550-310-00-79	Prof & Tech Service Trans	1,425.00	6/4/2020	40-2550-310-00-79
			<b>Total</b>	<u>\$1,425.00</u>		
0020203233	Nutri-Link Technologies Inc	10-2560-310-00-71-100-13	Cafe Prof & Tech Leggee	243.75	6/2/2020	10-2560-310-00-71-100-13
		10-2560-310-00-71-300-13	Cafe Prof & Tech HS	243.75	6/2/2020	10-2560-310-00-71-300-13
		10-2560-310-00-72-110-13	Cafe Prof & Tech Chesak	243.75	6/2/2020	10-2560-310-00-72-110-13
		10-2560-310-00-72-120-13	Cafe Prof & Tech Martin	243.75	6/2/2020	10-2560-310-00-72-120-13
		10-2560-310-00-72-220-13	Cafe Prof & Tech Marlowe	243.75	6/2/2020	10-2560-310-00-72-220-13
		10-2560-310-00-74-140-13	Cafe Prof & Tech Mackeben	243.75	6/2/2020	10-2560-310-00-74-140-13
		10-2560-310-00-74-150-13	Cafe Prof & Tech Conley	243.75	6/2/2020	10-2560-310-00-74-150-13
		10-2560-310-00-74-210-13	Cafe Prof & Tech Heineman	243.75	6/2/2020	10-2560-310-00-74-210-13
			<b>Total</b>	<u>\$1,950.00</u>		



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0020203202	Office Depot	10-1100-421-00-74-500-14	Materials K-12	62.37	5/29/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	272.58	5/29/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	314.79	5/29/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	205.97	5/29/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	59.97	5/29/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	131.94	5/29/2020	10-1100-421-00-74-500-14
					<b>Total</b>	<u>\$1,047.62</u>
0020203121	Ombudsman	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc	3,198.00	5/19/2020	10-2212-310-00-79-505-14
					<b>Total</b>	<u>\$3,198.00</u>
0020203306	Ombudsman	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc	2,832.00	6/9/2020	10-2212-310-00-79-505-14
					<b>Total</b>	<u>\$2,832.00</u>
0020060177	Omni Commercial Lighting Service	20-2542-323-00-79	Repairs & Maint Buildings	1,000.00	6/1/2020	20-2542-323-00-79
					<b>Total</b>	<u>\$1,000.00</u>
0020203185	Otis Elevator Company	20-2542-323-00-79	Repairs & Maint Buildings	245.00	5/27/2020	20-2542-323-00-79
					<b>Total</b>	<u>\$245.00</u>
0020060797	Ottosen DiNolfo	10-2310-318-00-74-500-14	Legal Board	3,000.00	6/1/2020	10-2310-318-00-74-500-14
					<b>Total</b>	<u>\$3,000.00</u>
0020203268	Paddock Publications Inc	10-2633-360-00-74-500-14	Newsletter Printing	47.15	6/4/2020	10-2633-360-00-74-500-14
					<b>Total</b>	<u>\$47.15</u>
0020203298	Partnering for Prevention LLC	10-1130-390-00-71-300-13	Consulting HS	2,690.00	6/8/2020	10-1130-390-00-71-300-13
					<b>Total</b>	<u>\$2,690.00</u>
0020203237	Patlin Inc	40-2554-410-00-79	Fleet Supplies	20.55	6/2/2020	40-2554-410-00-79
					<b>Total</b>	<u>\$20.55</u>
0020203241	Pearson Clinical Assessments	10-2150-410-92-79-605-14	IDEA Sp Path & Audiol Supplies	736.31	6/2/2020	10-2150-410-92-79-605-14
					<b>Total</b>	<u>\$736.31</u>
0020061487	Pepsi-Cola Gen Bot Inc	10-2560-415-00-71-300-13	Cafe Food HS	7,500.00	6/1/2020	10-2560-415-00-71-300-13
					<b>Total</b>	<u>\$7,500.00</u>



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0020203255	Pomps Tire Service Inc	40-2554-410-00-79	Fleet Supplies	3,571.20	6/4/2020	40-2554-410-00-79
			<b>Total</b>	<u>\$3,571.20</u>		
0020203308	Porter Pipe & Supply	20-2542-410-00-79	Supplies B & G	447.31	6/10/2020	20-2542-410-00-79
			<b>Total</b>	<u>\$447.31</u>		
0020060557	Pro Com Systems Inc	10-2660-390-00-79-600-14	Purchased Service Technology	2,000.00	6/1/2020	10-2660-390-00-79-600-14
			<b>Total</b>	<u>\$2,000.00</u>		
0020203264	Pro Com Systems Inc	10-2546-323-00-79-600-14	Security Officer Repairs	4,389.00	6/4/2020	10-2546-323-00-79-600-14
			<b>Total</b>	<u>\$4,389.00</u>		
0020203312	Pro Com Systems Inc	10-2546-490-00-79-600-14	Security Officer Supplies	19,395.00	6/10/2020	10-2546-490-00-79-600-14
			<b>Total</b>	<u>\$19,395.00</u>		
0020203242	Pro Ed Inc	10-2150-410-92-79-605-14	IDEA Sp Path & Audiol Supplies	2,075.70	6/2/2020	10-2150-410-92-79-605-14
			<b>Total</b>	<u>\$2,075.70</u>		
0020203299	Project Lead the Way	10-1130-390-67-71-300-13	PLTW Pur Svc	2,400.00	6/8/2020	10-1130-390-67-71-300-13
			<b>Total</b>	<u>\$2,400.00</u>		
0020203196	Quadient Inc	10-2630-341-00-74-500-14 10-2630-341-00-74-500-14	Postage Central Office Postage Central Office	44.99 194.91	5/28/2020 5/28/2020	10-2630-341-00-74-500-14 10-2630-341-00-74-500-14
			<b>Total</b>	<u>\$239.90</u>		
0020203262	R & G Consultants Inc	10-2520-310-00-74-500-14	Prof & Tech Fiscal	9,337.02	6/4/2020	10-2520-310-00-74-500-14
			<b>Total</b>	<u>\$9,337.02</u>		
0020210029	Read Naturally	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc	3,040.00	6/12/2020	10-2212-310-00-79-505-14
			<b>Total</b>	<u>\$3,040.00</u>		
0020210007	Renaissance	10-2212-310-00-79-505-14 10-2212-310-00-79-505-14	Curriculum Gen Pur Svc Curriculum Gen Pur Svc	-3,260.95 32,609.50	6/10/2020 6/10/2020	10-2212-310-00-79-505-14 10-2212-310-00-79-505-14
			<b>Total</b>	<u>\$29,348.55</u>		
0020060487	Revtrak, Inc.	10-2523-319-00-79-600-14	Banking Fees	10,000.00	6/1/2020	10-2523-319-00-79-600-14
			<b>Total</b>	<u>\$10,000.00</u>		



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0020203305	Royal Pipe & Supply inc	20-2542-410-00-79	Supplies B & G	4,575.60	6/9/2020	20-2542-410-00-79
			<b>Total</b>	<u>\$4,575.60</u>		
0020060737	Rush Truck Center Huntley	40-2550-323-00-79	Repairs and Maintenance	2,000.00	6/1/2020	40-2550-323-00-79
			<b>Total</b>	<u>\$2,000.00</u>		
0020060747	Rush Truck Center Huntley	40-2554-410-00-79	Fleet Supplies	3,000.00	6/1/2020	40-2554-410-00-79
			<b>Total</b>	<u>\$3,000.00</u>		
0020203177	Rush Truck Center Huntley	40-2550-323-00-79	Repairs and Maintenance	1,588.22	5/27/2020	40-2550-323-00-79
		40-2554-410-00-79	Fleet Supplies	13,288.14	5/27/2020	40-2554-410-00-79
			<b>Total</b>	<u>\$14,876.36</u>		
0020203234	Rush Truck Center Huntley	40-2554-410-00-79	Fleet Supplies	1,328.70	6/2/2020	40-2554-410-00-79
			<b>Total</b>	<u>\$1,328.70</u>		
0020203256	Rush Truck Center Huntley	40-2554-410-00-79	Fleet Supplies	11,180.52	6/4/2020	40-2554-410-00-79
			<b>Total</b>	<u>\$11,180.52</u>		
0020061637	Russo Power Equipment	20-2543-410-00-79	Grounds Supplies	1,500.00	6/1/2020	20-2543-410-00-79
			<b>Total</b>	<u>\$1,500.00</u>		
0020203163	Sadlier-Oxford	10-1100-410-56-79-605-14	Rtl Materials	143.88	5/26/2020	10-1100-410-56-79-605-14
		10-1100-410-56-79-605-14	Rtl Materials	599.88	5/26/2020	10-1100-410-56-79-605-14
		10-1100-410-56-79-605-14	Rtl Materials	379.85	5/26/2020	10-1100-410-56-79-605-14
		10-1100-410-56-79-605-14	Rtl Materials	2,218.15	5/26/2020	10-1100-410-56-79-605-14
		10-1100-410-56-79-605-14	Rtl Materials	4,843.96	5/26/2020	10-1100-410-56-79-605-14
		10-1100-410-56-79-605-14	Rtl Materials	4,855.95	5/26/2020	10-1100-410-56-79-605-14
			<b>Total</b>	<u>\$13,041.67</u>		
0020061067	Safety Kleen	40-2550-310-00-79	Prof & Tech Service Trans	200.00	6/1/2020	40-2550-310-00-79
			<b>Total</b>	<u>\$200.00</u>		
0020210003	Sandner Group Alt. Risk Soltns	10-2313-640-00-79-605-14	Treasurers Bond	23,995.00	6/10/2020	10-2313-640-00-79-605-14
			<b>Total</b>	<u>\$23,995.00</u>		



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0020061960	Saxe, David	10-2140-310-92-79-600-14	IDEA Psychological Services	10,000.00	6/1/2020	10-2140-310-92-79-600-14
			<b>Total</b>	<u>\$10,000.00</u>		
0020210030	Scholastic Magazines	10-1100-421-00-74-500-14	Materials K-12	179.82	6/12/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	1,798.20	6/12/2020	10-1100-421-00-74-500-14
			<b>Total</b>	<u>\$1,978.02</u>		
0020210031	Scholastic Magazines	10-1100-421-00-74-500-14	Materials K-12	599.40	6/12/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	59.94	6/12/2020	10-1100-421-00-74-500-14
			<b>Total</b>	<u>\$659.34</u>		
0020210032	Scholastic Magazines	10-1100-421-00-74-500-14	Materials K-12	3,596.40	6/12/2020	10-1100-421-00-74-500-14
		10-1100-421-00-74-500-14	Materials K-12	359.64	6/12/2020	10-1100-421-00-74-500-14
			<b>Total</b>	<u>\$3,956.04</u>		
0020203110	School Health Corporation	10-2130-410-00-79-600-14	Supplies Health	363.13	5/15/2020	10-2130-410-00-79-600-14
			<b>Total</b>	<u>\$363.13</u>		
0020210012	School Health Corporation	10-2130-410-00-79-600-14	Supplies Health	1,000.00	6/10/2020	10-2130-410-00-79-600-14
			<b>Total</b>	<u>\$1,000.00</u>		
0020210013	School Health Corporation	10-2130-410-00-79-600-14	Supplies Health	1,000.00	6/10/2020	10-2130-410-00-79-600-14
			<b>Total</b>	<u>\$1,000.00</u>		
0020210014	School Health Corporation	10-2130-410-00-79-600-14	Supplies Health	750.00	6/10/2020	10-2130-410-00-79-600-14
			<b>Total</b>	<u>\$750.00</u>		
0020210015	School Health Corporation	10-2130-410-00-79-600-14	Supplies Health	1,000.00	6/10/2020	10-2130-410-00-79-600-14
			<b>Total</b>	<u>\$1,000.00</u>		
0020210016	School Health Corporation	10-2130-410-00-79-600-14	Supplies Health	1,000.00	6/10/2020	10-2130-410-00-79-600-14
			<b>Total</b>	<u>\$1,000.00</u>		
0020210017	School Health Corporation	10-2130-410-00-79-600-14	Supplies Health	1,000.00	6/10/2020	10-2130-410-00-79-600-14
			<b>Total</b>	<u>\$1,000.00</u>		



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0020210018	School Health Corporation	10-2130-410-00-79-600-14	Supplies Health	1,000.00	6/10/2020	10-2130-410-00-79-600-14
			<b>Total</b>	<u>\$1,000.00</u>		
0020210019	School Health Corporation	10-2130-410-00-79-600-14	Supplies Health	1,000.00	6/10/2020	10-2130-410-00-79-600-14
			<b>Total</b>	<u>\$1,000.00</u>		
0020210020	School Health Corporation	10-2130-410-00-79-600-14	Supplies Health	1,000.00	6/10/2020	10-2130-410-00-79-600-14
			<b>Total</b>	<u>\$1,000.00</u>		
0020061317	Schuring & Schuring	10-2560-415-00-71-100-13	Cafe Food Leggee	6,000.00	6/1/2020	10-2560-415-00-71-100-13
			<b>Total</b>	<u>\$6,000.00</u>		
0020061327	Schuring & Schuring	10-2560-415-00-71-300-13	Cafe Food HS	7,000.00	6/1/2020	10-2560-415-00-71-300-13
			<b>Total</b>	<u>\$7,000.00</u>		
0020061367	Schuring & Schuring	10-2560-415-00-74-140-13	Cafe Food Mackeben	5,000.00	6/1/2020	10-2560-415-00-74-140-13
			<b>Total</b>	<u>\$5,000.00</u>		
0020061373	Schuring & Schuring	10-2560-415-00-72-110-13	Cafe Food Chesak	8,000.00	6/1/2020	10-2560-415-00-72-110-13
			<b>Total</b>	<u>\$8,000.00</u>		
0020061374	Schuring & Schuring	10-2560-415-00-72-120-13	Cafe Food Martin	8,000.00	6/1/2020	10-2560-415-00-72-120-13
			<b>Total</b>	<u>\$8,000.00</u>		
0020061375	Schuring & Schuring	10-2560-415-00-72-220-13	Cafe Food Marlowe	4,000.00	6/1/2020	10-2560-415-00-72-220-13
			<b>Total</b>	<u>\$4,000.00</u>		
0020061377	Schuring & Schuring	10-2560-415-00-74-150-13	Cafe Food Conley	5,000.00	6/1/2020	10-2560-415-00-74-150-13
			<b>Total</b>	<u>\$5,000.00</u>		
0020061387	Schuring & Schuring	10-2560-415-00-74-210-13	Cafe Food Heineman	4,000.00	6/1/2020	10-2560-415-00-74-210-13
			<b>Total</b>	<u>\$4,000.00</u>		
0020203309	Seal of Illinois	10-4220-670-00-79-600-14	Sp Ed Private Tuition	5,938.66	6/10/2020	10-4220-670-00-79-600-14
			<b>Total</b>	<u>\$5,938.66</u>		



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0020060957	Secretary of State 12	40-2550-310-00-79	Prof & Tech Service Trans	4.00	6/1/2020	40-2550-310-00-79
			<b>Total</b>	<u>\$4.00</u>		
0020060947	Secretary of State 11	40-2550-310-00-79	Prof & Tech Service Trans	4.00	6/1/2020	40-2550-310-00-79
			<b>Total</b>	<u>\$4.00</u>		
0020060967	Secretary of State 13	40-2550-310-00-79	Prof & Tech Service Trans	4.00	6/1/2020	40-2550-310-00-79
			<b>Total</b>	<u>\$4.00</u>		
0020060977	Secretary of State 14	40-2550-310-00-79	Prof & Tech Service Trans	4.00	6/1/2020	40-2550-310-00-79
			<b>Total</b>	<u>\$4.00</u>		
0020060987	Secretary of State 15	40-2550-310-00-79	Prof & Tech Service Trans	4.00	6/1/2020	40-2550-310-00-79
			<b>Total</b>	<u>\$4.00</u>		
0020060997	Secretary of State 16	40-2550-310-00-79	Prof & Tech Service Trans	4.00	6/1/2020	40-2550-310-00-79
			<b>Total</b>	<u>\$4.00</u>		
0020061007	Secretary of State 17	40-2550-310-00-79	Prof & Tech Service Trans	4.00	6/1/2020	40-2550-310-00-79
			<b>Total</b>	<u>\$4.00</u>		
0020061017	Secretary of State 18	40-2550-310-00-79	Prof & Tech Service Trans	4.00	6/1/2020	40-2550-310-00-79
			<b>Total</b>	<u>\$4.00</u>		
0020061027	Secretary of State 19	40-2550-310-00-79	Prof & Tech Service Trans	4.00	6/1/2020	40-2550-310-00-79
			<b>Total</b>	<u>\$4.00</u>		
0020061037	Secretary of State 20	40-2550-310-00-79	Prof & Tech Service Trans	4.00	6/1/2020	40-2550-310-00-79
			<b>Total</b>	<u>\$4.00</u>		
0020060847	Secretary of State1	40-2550-310-00-79	Prof & Tech Service Trans	4.00	6/1/2020	40-2550-310-00-79
			<b>Total</b>	<u>\$4.00</u>		
0020060937	Secretary of State10	40-2550-310-00-79	Prof & Tech Service Trans	4.00	6/1/2020	40-2550-310-00-79
			<b>Total</b>	<u>\$4.00</u>		



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0020060857	Secretary of State2	40-2550-310-00-79	Prof & Tech Service Trans	4.00	6/1/2020	40-2550-310-00-79
			<b>Total</b>	\$4.00		
0020060867	Secretary of State3	40-2550-310-00-79	Prof & Tech Service Trans	4.00	6/1/2020	40-2550-310-00-79
			<b>Total</b>	\$4.00		
0020060877	Secretary of State4	40-2550-310-00-79	Prof & Tech Service Trans	4.00	6/1/2020	40-2550-310-00-79
			<b>Total</b>	\$4.00		
0020060887	Secretary of State5	40-2550-310-00-79	Prof & Tech Service Trans	4.00	6/1/2020	40-2550-310-00-79
			<b>Total</b>	\$4.00		
0020060897	Secretary of State6	40-2550-310-00-79	Prof & Tech Service Trans	4.00	6/1/2020	40-2550-310-00-79
			<b>Total</b>	\$4.00		
0020060907	Secretary of State7	40-2550-310-00-79	Prof & Tech Service Trans	4.00	6/1/2020	40-2550-310-00-79
			<b>Total</b>	\$4.00		
0020060917	Secretary of State8	40-2550-310-00-79	Prof & Tech Service Trans	4.00	6/1/2020	40-2550-310-00-79
			<b>Total</b>	\$4.00		
0020060927	Secretary of State9	40-2550-310-00-79	Prof & Tech Service Trans	4.00	6/1/2020	40-2550-310-00-79
			<b>Total</b>	\$4.00		
0020210008	Seesaw	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc	-900.00	6/10/2020	10-2212-310-00-79-505-14
		10-2212-310-00-79-505-14	Curriculum Gen Pur Svc	-675.00	6/10/2020	10-2212-310-00-79-505-14
		10-2212-310-00-79-505-14	Curriculum Gen Pur Svc	15,750.00	6/10/2020	10-2212-310-00-79-505-14
			<b>Total</b>	\$14,175.00		
0020203120	Seidlitz Education	10-1800-390-82-79-605-14	TBE/TPI Instr Pur Svc	2,100.00	5/19/2020	10-1800-390-82-79-605-14
			<b>Total</b>	\$2,100.00		
0020203186	Sherwin Williams Co	20-2542-410-00-79	Supplies B & G	90.91	5/27/2020	20-2542-410-00-79
			<b>Total</b>	\$90.91		
0020203263	Sherwin Williams Co	20-2542-410-00-79	Supplies B & G	1,752.13	6/4/2020	20-2542-410-00-79
			<b>Total</b>	\$1,752.13		
<b>231</b>				<b>Total</b>		



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0020203325	Sherwin Williams Co	20-2542-410-00-79	Supplies B & G	1,005.00	6/12/2020	20-2542-410-00-79
		20-2542-410-00-79	Supplies B & G	278.94	6/12/2020	20-2542-410-00-79
		20-2542-410-00-79	Supplies B & G	123.16	6/12/2020	20-2542-410-00-79
		<b>Total</b>	<b>\$1,407.10</b>			
0020203217	Shiffler Equipment Sales Inc	20-2542-410-00-79	Supplies B & G	619.20	6/2/2020	20-2542-410-00-79
		<b>Total</b>	<b>\$619.20</b>			
0020203326	SiteOne Landscape Supply	20-2543-410-00-79	Grounds Supplies	527.84	6/12/2020	20-2543-410-00-79
		<b>Total</b>	<b>\$527.84</b>			
0020203243	Social Thinking	10-2110-410-92-79-605-14	IDEA Social Work Supplies	175.56	6/2/2020	10-2110-410-92-79-605-14
		<b>Total</b>	<b>\$175.56</b>			
0020203244	Social Thinking	10-2110-410-92-79-605-14	IDEA Social Work Supplies	226.31	6/2/2020	10-2110-410-92-79-605-14
		<b>Total</b>	<b>\$226.31</b>			
0020203162	Soliant Health Inc	10-2130-310-92-79-600-14	IDEA Health Services	425.00	5/26/2020	10-2130-310-92-79-600-14
		<b>Total</b>	<b>\$425.00</b>			
0020203169	Soliant Health Inc	10-2130-310-92-79-600-14	IDEA Health Services	425.00	5/27/2020	10-2130-310-92-79-600-14
		<b>Total</b>	<b>\$425.00</b>			
0020203189	Specialty Floors Inc.	20-2542-390-00-79	Other Purchased Service	10,036.00	5/27/2020	20-2542-390-00-79
		20-2542-390-00-79	Other Purchased Service	10,036.00	5/27/2020	20-2542-390-00-79
		<b>Total</b>	<b>\$20,072.00</b>			
0020203187	Stark & Son Trenching Inc	20-2543-323-00-79	Repairs-Grounds	3,665.50	5/27/2020	20-2543-323-00-79
		<b>Total</b>	<b>\$3,665.50</b>			
0020203332	Sweetwater Sound	10-1130-490-02-71-300-13	High School Fine Arts/PAC Supplies	7,822.00	6/15/2020	10-1130-490-02-71-300-13
		<b>Total</b>	<b>\$7,822.00</b>			
0020060377	Talerico Martin Corp	10-2560-415-00-74-210-13	Cafe Food Heineman	1,000.00	6/1/2020	10-2560-415-00-74-210-13
		<b>Total</b>	<b>\$1,000.00</b>			



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0020060378	Talerico Martin Corp	10-2560-415-00-71-300-13	Cafe Food HS	2,000.00	6/1/2020	10-2560-415-00-71-300-13
				<b>Total</b>		
				<u>\$2,000.00</u>		
0020060387	Talerico Martin Corp	10-2560-415-00-72-220-13	Cafe Food Marlowe	1,000.00	6/1/2020	10-2560-415-00-72-220-13
				<b>Total</b>		
				<u>\$1,000.00</u>		
0020203273	TCI	10-1100-423-00-74-500-14	New Adoption	-158.00	6/5/2020	10-1100-423-00-74-500-14
		10-1100-423-00-74-500-14	New Adoption	158.00	6/5/2020	10-1100-423-00-74-500-14
		10-1100-423-00-74-500-14	New Adoption	2,470.00	6/5/2020	10-1100-423-00-74-500-14
				<b>Total</b>		
				<u>\$2,470.00</u>		
0020203235	Team Reil Inc	20-2543-323-00-79	Repairs-Grounds	240.00	6/2/2020	20-2543-323-00-79
				<b>Total</b>		
				<u>\$240.00</u>		
0020203300	Team Reil Inc	20-2543-323-00-79	Repairs-Grounds	240.00	6/8/2020	20-2543-323-00-79
				<b>Total</b>		
				<u>\$240.00</u>		
0020210004	The Bank of New York Mellon Trust Co	20-5260-620	Bond Interest	3,293.75	6/10/2020	20-5260-620
		60-5140-620	Interest on Bonds	7,187.50	6/10/2020	60-5140-620
				<b>Total</b>		
				<u>\$10,481.25</u>		
0020203245	Therapy Shoppe Inc	10-2110-410-92-79-605-14	IDEA Social Work Supplies	227.69	6/2/2020	10-2110-410-92-79-605-14
				<b>Total</b>		
				<u>\$227.69</u>		
0020203246	Therapy Shoppe Inc	10-2110-410-92-79-605-14	IDEA Social Work Supplies	90.04	6/2/2020	10-2110-410-92-79-605-14
				<b>Total</b>		
				<u>\$90.04</u>		
0020203105	Thermosystems Building System	60-2530-531-00-71-300	HS Fine Arts Expansion Construction	2,616.00	5/15/2020	60-2530-531-00-71-300
				<b>Total</b>		
				<u>\$2,616.00</u>		
0020203327	Thompson Elevator Inspection Service I	20-2542-390-00-79	Other Purchased Service	100.00	6/12/2020	20-2542-390-00-79
				<b>Total</b>		
				<u>\$100.00</u>		
0020203302	Thomson Reuters	10-2660-470-00-79-600-14	Software Technology	967.00	6/8/2020	10-2660-470-00-79-600-14
				<b>Total</b>		
				<u>\$967.00</u>		



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0020203265	Top Shelf Technology	10-1110-323-00-72-120-13	Repairs Martin	129.00	6/4/2020	10-1110-323-00-72-120-13
		10-1110-323-00-72-120-13	Repairs Martin	250.00	6/4/2020	10-1110-323-00-72-120-13
		10-1110-323-00-72-120-13	Repairs Martin	4,500.00	6/4/2020	10-1110-323-00-72-120-13
		10-2410-710-00-72-120-13	Non-Cap Eqpt Martin	1,200.00	6/4/2020	10-2410-710-00-72-120-13
		10-2410-710-00-72-120-13	Non-Cap Eqpt Martin	1,000.00	6/4/2020	10-2410-710-00-72-120-13
		<b>Total</b>			<b>\$7,079.00</b>	
0020203301	TPI Tyler Press Inc	10-2190-410-00-71-300-12	Graduation Supplies HHS	1,975.35	6/8/2020	10-2190-410-00-71-300-12
		<b>Total</b>			<b>\$1,975.35</b>	
0020203209	Trane	20-2542-323-00-79	Repairs & Maint Buildings	2,892.00	6/1/2020	20-2542-323-00-79
		<b>Total</b>			<b>\$2,892.00</b>	
0020203210	Trane	20-2542-323-00-79	Repairs & Maint Buildings	5,658.00	6/1/2020	20-2542-323-00-79
		<b>Total</b>			<b>\$5,658.00</b>	
0020203310	Trane	20-2542-410-00-79	Supplies B & G	374.91	6/10/2020	20-2542-410-00-79
		<b>Total</b>			<b>\$374.91</b>	
0020060837	Tredroc Tire Services	40-2554-410-00-79	Fleet Supplies	3,400.00	6/1/2020	40-2554-410-00-79
		<b>Total</b>			<b>\$3,400.00</b>	
0020203236	Tremco/Weatherproofing Tech Inc	20-2542-323-00-79	Repairs & Maint Buildings	1,328.75	6/2/2020	20-2542-323-00-79
		<b>Total</b>			<b>\$1,328.75</b>	
0020210033	Turnitin LLC	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc	2,085.00	6/12/2020	10-2212-310-00-79-505-14
		10-2212-310-00-79-505-14	Curriculum Gen Pur Svc	18,371.25	6/12/2020	10-2212-310-00-79-505-14
		<b>Total</b>			<b>\$20,456.25</b>	
0020203178	Tyler Technologies Inc	40-2550-310-00-79	Prof & Tech Service Trans	60,463.25	5/27/2020	40-2550-310-00-79
		<b>Total</b>			<b>\$60,463.25</b>	
0020203257	Tyler Technologies Inc	40-2550-310-00-79	Prof & Tech Service Trans	7,125.95	6/4/2020	40-2550-310-00-79
		<b>Total</b>			<b>\$7,125.95</b>	



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0020203270	UMB Bank NA					
		30192	Prepaid Expense	141,600.00	6/4/2020	30192
		30192	Prepaid Expense	122,600.00	6/4/2020	30192
		30192	Prepaid Expense	183,137.50	6/4/2020	30192
				<b>Total</b>		<b>\$447,337.50</b>
0020203179	Unicom Arc					
		10-2321-390-00-74-500-14	Purchased Service Supt	4,633.52	5/27/2020	10-2321-390-00-74-500-14
				<b>Total</b>		<b>\$4,633.52</b>
0020061607	Verizon Wireless					
		20-2540-340-00-79	Telephone - Districtwide	4,000.00	6/1/2020	20-2540-340-00-79
				<b>Total</b>		<b>\$4,000.00</b>
0020060137	Village of Algonquin					
		20-2546-310-00-71-305	Resource Officer HS	9,444.09	6/1/2020	20-2546-310-00-71-305
				<b>Total</b>		<b>\$9,444.09</b>
0020061517	Village of Huntley					
		20-2546-310-00-71-305	Resource Officer HS	5,360.20	6/1/2020	20-2546-310-00-71-305
				<b>Total</b>		<b>\$5,360.20</b>
0020203157	Village of Huntley					
		20-2546-310-00-71-305	Resource Officer HS	162.50	5/26/2020	20-2546-310-00-71-305
				<b>Total</b>		<b>\$162.50</b>
0020203158	Village of Huntley					
		20-2546-310-00-71-305	Resource Officer HS	162.50	5/26/2020	20-2546-310-00-71-305
				<b>Total</b>		<b>\$162.50</b>
0020060687	Village of Lake in the Hills					
		20-2546-310-00-71-305	Resource Officer HS	5,245.00	6/1/2020	20-2546-310-00-71-305
				<b>Total</b>		<b>\$5,245.00</b>
0020061757	Virtual Connections Academy					
		10-4220-670-00-79-600-14	Sp Ed Private Tuition	5,000.00	6/1/2020	10-4220-670-00-79-600-14
				<b>Total</b>		<b>\$5,000.00</b>
0020203180	Vito Jr, John					
		10-1500-319-00-74-210-13	Sports Officials Heineman	435.50	5/27/2020	10-1500-319-00-74-210-13
				<b>Total</b>		<b>\$435.50</b>
0020060457	VSP of Illinois NFP					
		10-2310-220-00-79-600-14	Support Serv-Gen Adm Insurance	8,000.00	6/1/2020	10-2310-220-00-79-600-14
				<b>Total</b>		<b>\$8,000.00</b>



# Huntley Community School District #158

## Purchase Orders Report

### From May 14, 2020 to June 15, 2020

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P.O.#	Vendor Name	A.S.N.	Description	Amount	P.O. Date	State Account Number
0020203193	Wenger Corporation	10-1100-423-00-74-500-14	New Adoption	4,096.00	5/27/2020	10-1100-423-00-74-500-14
		10-1100-423-00-74-500-14	New Adoption	1,267.00	5/27/2020	10-1100-423-00-74-500-14
		10-1100-423-00-74-500-14	New Adoption	7,164.00	5/27/2020	10-1100-423-00-74-500-14
		<b>Total</b>	<b>\$12,527.00</b>			
0020210009	WeVideo Inc	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc	11,889.80	6/10/2020	10-2212-310-00-79-505-14
		<b>Total</b>	<b>\$11,889.80</b>			
0020060767	WEX BANK	40-2552-464-00-79	Diesel/Gasoline	300.00	6/1/2020	40-2552-464-00-79
		<b>Total</b>	<b>\$300.00</b>			
0020060777	WEX BANK	10-1700-464-21-71-300-13	Driver Education Gasoline	30.00	6/1/2020	10-1700-464-21-71-300-13
		10-1700-464-21-71-300-13	Driver Education Gasoline	2,000.00	6/1/2020	10-1700-464-21-71-300-13
		<b>Total</b>	<b>\$2,030.00</b>			
0020061747	Winston Knolls Education Group	10-4220-670-00-79-600-14	Sp Ed Private Tuition	6,500.00	6/1/2020	10-4220-670-00-79-600-14
		<b>Total</b>	<b>\$6,500.00</b>			
0020060657	Woodstock Community Unit School Dist	10-4220-670-00-79-600-14	Sp Ed Private Tuition	30,000.00	6/1/2020	10-4220-670-00-79-600-14
		<b>Total</b>	<b>\$30,000.00</b>			
0020203319	Workspace Interiors by Office Depot	10-1130-410-00-71-300-13	Inst Supplies HS	34,482.31	6/11/2020	10-1130-410-00-71-300-13
		<b>Total</b>	<b>\$34,482.31</b>			
0020203247	WPS	10-2140-310-92-79-600-14	IDEA Psychological Services	2,395.00	6/2/2020	10-2140-310-92-79-600-14
		<b>Total</b>	<b>\$2,395.00</b>			
0020203248	WPS	10-2150-410-92-79-605-14	IDEA Sp Path & Audiol Supplies	260.70	6/2/2020	10-2150-410-92-79-605-14
		<b>Total</b>	<b>\$260.70</b>			
0020203249	WPS	10-2140-410-92-79-605-14	IDEA Psychological Supplies	1,830.00	6/2/2020	10-2140-410-92-79-605-14
		<b>Total</b>	<b>\$1,830.00</b>			
0020060477	Zero Card	10-1100-220-00-79-600-14	Regular Programs Insurance	2,500.00	6/1/2020	10-1100-220-00-79-600-14
		<b>Total</b>	<b>\$2,500.00</b>			



# Huntley Community School District #158 Purchase Orders Report From May 14, 2020 to June 15, 2020

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<i>P.O.#</i>	<i>Vendor Name</i>	<i>A.S.N.</i>	<i>Description</i>	<i>Amount</i>	<i>P.O. Date</i>	<i>State Account Number</i>
0020060267	Zieglers Ace Hardware	20-2542-410-00-79	Supplies B & G	300.00	6/1/2020	20-2542-410-00-79
			<b>Total</b>	<u>\$300.00</u>		
0020061047	Zieglers Ace Hardware	40-2554-410-00-79	Fleet Supplies	100.00	6/1/2020	40-2554-410-00-79
			<b>Total</b>	<u>\$100.00</u>		
			<b>Total</b>	<u><u>\$7,054,560.32</u></u>		



# Huntley Community School District 158

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

To: Board of Education and Administration

From: Mark Altmayer, Chief Financial Officer

Date: June 18, 2020

Subject: **Accounts Payable Report**  
 Board of Education Meeting, June 18, 2020  
 Finance Committee

The following is an executive summary of the attached report titled “Accounts Payable” which is a listing of open accounts payable for which the Board has not approved purchase orders (i.e. employee reimbursements, refunds for fees, etc.) and therefore Administration is requesting Board Approval to issue payment:

Education Fund	\$	12,916.32
Operations & Maintenance Fund		162.50
Debt Service Fund		0.00
Transporation Fund		144.47
Municipal Retirement and Social Security Fund		0.00
Capital Projects Fund		0.00
Working Cash Fund		0.00
Fire Prevention and Safety Fund		0.00
Total	\$	<u>13,223.29</u>

At this time there is no Supplemental Accounts Payable Report for which Board approval is needed. Therefore, one will be provided in the packet for the upcoming Regular Board meeting. It will consist of an executive summary and an attached report titled “Accounts Payable” which will include an additional listing of open accounts payable for which the Board has not approved purchase orders (i.e. employee reimbursements, refunds for fees, etc.) and therefore Administration will request Board Approval to issue payment.

**RECOMMENDATION**

The Finance Committee recommend the Board of Education approve the Accounts Payable Report at the June 18, 2020 Regular Board meeting.



# Huntley Community School District #158 Accounts Payable Report

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Vendor Name	A.S.N.	Description	Amount	State Account Number
Allen, Jackelyn	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	353.50	10-2210-314-92-79-605-14
		<b>Total</b>	<u>\$353.50</u>	
Altmayer, Mark	10-2520-640-00-74-500-14	Dues & Fees Fiscal	180.00	10-2520-640-00-74-500-14
		<b>Total</b>	<u>\$180.00</u>	
Barnes, Theresa	10-2310-230-00-74-500-14	Tuition Reimbursement	390.00	10-2310-230-00-74-500-14
		<b>Total</b>	<u>\$390.00</u>	
Berg, Magen	10-2310-230-00-74-500-14	Tuition Reimbursement	390.00	10-2310-230-00-74-500-14
		<b>Total</b>	<u>\$390.00</u>	
Browne, Jenni	10-2310-230-00-74-500-14	Tuition Reimbursement	750.00	10-2310-230-00-74-500-14
		<b>Total</b>	<u>\$750.00</u>	
Buchweitz, Bruce R	10-2310-230-00-74-500-14	Tuition Reimbursement	375.00	10-2310-230-00-74-500-14
		<b>Total</b>	<u>\$375.00</u>	
Carlson, Dean	20-2540-332-00-79	Travel	33.81	20-2540-332-00-79
		<b>Total</b>	<u>\$33.81</u>	
Cherwin, Stacy	10-2310-230-00-74-500-14	Tuition Reimbursement	1,125.00	10-2310-230-00-74-500-14
		<b>Total</b>	<u>\$1,125.00</u>	
Crowe, Britt	10-2310-230-00-74-500-14	Tuition Reimbursement	390.00	10-2310-230-00-74-500-14
		<b>Total</b>	<u>\$390.00</u>	
Delahanty, Eileen	10-2630-410-00-74-500-14	Communications Supplies	42.70	10-2630-410-00-74-500-14
		<b>Total</b>	<u>\$42.70</u>	
DiCianni, Megan	10-2310-230-00-74-500-14	Tuition Reimbursement	390.00	10-2310-230-00-74-500-14
		<b>Total</b>	<u>\$390.00</u>	



# Huntley Community School District #158

## Accounts Payable Report

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Vendor Name	A.S.N.	Description	Amount	State Account Number
Fish, Christopher J	10-2310-230-00-74-500-14	Tuition Reimbursement	260.00	10-2310-230-00-74-500-14
		<b>Total</b>	<u>\$260.00</u>	
Follmann, Joseph	10-2660-332-00-79-600-14	Travel Technology	18.57	10-2660-332-00-79-600-14
		<b>Total</b>	<u>\$18.57</u>	
Glowaty, Nicholas	10-2310-230-00-74-500-14	Tuition Reimbursement	1,040.00	10-2310-230-00-74-500-14
		<b>Total</b>	<u>\$1,040.00</u>	
Hernandez, Carrie	10-2210-430-82-71-300-14	ESL Prof Library	25.94	10-2210-430-82-71-300-14
		<b>Total</b>	<u>\$25.94</u>	
Hooper, Laura	40-2550-410-00-79	Office Supplies	144.47	40-2550-410-00-79
		<b>Total</b>	<u>\$144.47</u>	
Kambitsis, Caryn	10-2310-230-00-74-500-14	Tuition Reimbursement	117.00	10-2310-230-00-74-500-14
		<b>Total</b>	<u>\$117.00</u>	
Kefauver, Michael	10-2660-332-00-79-600-14	Travel Technology	248.40	10-2660-332-00-79-600-14
		<b>Total</b>	<u>\$248.40</u>	
Kelly, Jill	10-1200-310-92-79-600-14	IDEA General Purchased Service	61.99	10-1200-310-92-79-600-14
		<b>Total</b>	<u>\$61.99</u>	
Kossaris, Angela	10-2660-332-00-79-600-14	Travel Technology	10.32	10-2660-332-00-79-600-14
		<b>Total</b>	<u>\$10.32</u>	
Letheby, Corey	20-2540-332-00-79	Travel	26.80	20-2540-332-00-79
		<b>Total</b>	<u>\$26.80</u>	
Lombard, Jessica	10-2323-332-00-74-500-14	Associate Supt Travel	72.34	10-2323-332-00-74-500-14
		<b>Total</b>	<u>\$72.34</u>	



# Huntley Community School District #158 Accounts Payable Report

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Vendor Name	A.S.N.	Description	Amount	State Account Number
Lowell, Jennifer	10-2310-230-00-74-500-14	Tuition Reimbursement	390.00	10-2310-230-00-74-500-14
		<b>Total</b>	<u>\$390.00</u>	
Mikolas, Christine	10-1200-310-66-71-300-13	STEP Purchased Services	47.28	10-1200-310-66-71-300-13
		<b>Total</b>	<u>\$47.28</u>	
Nardi, Angelo	20-2540-332-00-79	Travel	39.33	20-2540-332-00-79
		<b>Total</b>	<u>\$39.33</u>	
Oliver, Christopher D	20-2540-332-00-79	Travel	18.86	20-2540-332-00-79
		<b>Total</b>	<u>\$18.86</u>	
Pauwels, Sheryl	10-2310-230-00-74-500-14	Tuition Reimbursement	800.00	10-2310-230-00-74-500-14
		<b>Total</b>	<u>\$800.00</u>	
Pennington, Samantha	10-2310-230-00-74-500-14	Tuition Reimbursement	390.00	10-2310-230-00-74-500-14
		<b>Total</b>	<u>\$390.00</u>	
Reed, Adam M	10-2310-230-00-74-500-14	Tuition Reimbursement	750.00	10-2310-230-00-74-500-14
		<b>Total</b>	<u>\$750.00</u>	
Reed, Richard	10-2561-410-00-79-605-14	Dir Food Service Supplies	219.54	10-2561-410-00-79-605-14
		<b>Total</b>	<u>\$219.54</u>	
Renkosik, Doug	20-2540-332-00-79	Travel	43.70	20-2540-332-00-79
		<b>Total</b>	<u>\$43.70</u>	
Riebock, Benjamin	10-2310-230-00-74-500-14	Tuition Reimbursement	390.00	10-2310-230-00-74-500-14
		<b>Total</b>	<u>\$390.00</u>	
Ross, Kevin	10-2310-230-00-74-500-14	Tuition Reimbursement	260.00	10-2310-230-00-74-500-14
		<b>Total</b>	<u>\$260.00</u>	



# Huntley Community School District #158 Accounts Payable Report

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Vendor Name	A.S.N.	Description	Amount	State Account Number
Sample, Gina	10-2310-230-00-74-500-14	Tuition Reimbursement	390.00	10-2310-230-00-74-500-14
		<b>Total</b>	<u>\$390.00</u>	
Schwantje, Suzanne	10-2310-230-00-74-500-14	Tuition Reimbursement	375.00	10-2310-230-00-74-500-14
		<b>Total</b>	<u>\$375.00</u>	
Schwerzler, Therese	10-2410-332-00-71-300-13	Prin Travel HS	21.79	10-2410-332-00-71-300-13
		<b>Total</b>	<u>\$21.79</u>	
Swanson, Kelli	10-2310-230-00-74-500-14	Tuition Reimbursement	390.00	10-2310-230-00-74-500-14
		<b>Total</b>	<u>\$390.00</u>	
Vaught, Kathy	10-2210-430-82-71-300-14	ESL Prof Library	26.95	10-2210-430-82-71-300-14
		<b>Total</b>	<u>\$26.95</u>	
Wargo, Brandi	10-2310-230-00-74-500-14	Tuition Reimbursement	780.00	10-2310-230-00-74-500-14
		<b>Total</b>	<u>\$780.00</u>	
Wilford, Nicholas	10-2310-230-00-74-500-14	Tuition Reimbursement	1,125.00	10-2310-230-00-74-500-14
		<b>Total</b>	<u>\$1,125.00</u>	
Zehr, Adam	10-2310-230-00-74-500-14	Tuition Reimbursement	320.00	10-2310-230-00-74-500-14
		<b>Total</b>	<u>\$320.00</u>	
		<b>Total</b>	<u><u>\$13,223.29</u></u>	



# Huntley Community School District 158

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

To: Board of Education and Administration

From: Mark Altmayer, Chief Financial Officer

Date: June 18, 2020

Subject: **Imprest Checks Issue**  
Board of Education Meeting, June 18, 2020  
Finance Committee

The following is an executive summary of the attached report titled “Imprest Checks Issued” which is a listing of payments made as of June 15, 2020 for which the Board had not previously approved purchase orders. Therefore Administration is requesting Board Approval acknowledging the issuance of payment:

Education Fund	\$	9,727.23
Operations & Maintenance Fund		39,165.64
Debt Service Fund		0.00
Transporation Fund		1,264.87
Municipal Retirement and Social Security Fund		16.00
Capital Projects Fund		0.00
Working Cash Fund		0.00
Fire Prevention and Safety Fund		0.00
Total	\$	<u>50,173.74</u>

## RECOMMENDATION

The Finance Committee recommend the Board of Education approve the Imprest Checks Issued Report at the June 18, 2020 Regular Board meeting.



# Huntley Community School District 158

## Imprest Checks Issued

As of: 06/15/2020

Printed: 06/15/2020

Page 1 of 2

Vendor Name		Amount	State Account Number
P.O. Number	Description		
<b>1ST Ayd Corporation</b>			
	Fleet Supplies	1,209.87	40-2554-410-00-79
		<u>\$1,209.87</u>	
<b>Belvidere High School</b>			
	Conference Travel HS	225.00	10-1500-335-00-71-300-13
		<u>\$225.00</u>	
<b>Boylan Catholic H.S.</b>			
	Conference Travel HS	420.00	10-1500-335-00-71-300-13
		<u>\$420.00</u>	
<b>ComEd</b>			
	Electric	9,526.40	20-2540-466-00-79
	Electric	12,352.92	20-2540-466-00-79
	Electric	16,275.12	20-2540-466-00-79
		<u>\$38,154.44</u>	
<b>Dundee Crown HS</b>			
	Conference Travel HS	306.00	10-1500-335-00-71-300-13
	Conference Travel HS	400.00	10-1500-335-00-71-300-13
	Conference Travel HS	950.00	10-1500-335-00-71-300-13
		<u>\$1,656.00</u>	
<b>Freeport High School</b>			
	Conference Travel HS	250.00	10-1500-335-00-71-300-13
		<u>\$250.00</u>	
<b>Henderson, Christy</b>			
	Student Food Svc - Mackeben	36.00	10-1611-145
		<u>\$36.00</u>	
<b>HESPA</b>			
	HESPA Dues	5,448.65	10-462
		<u>\$5,448.65</u>	
<b>Homewood-Flossmoor High School</b>			
	Conference Travel HS	100.00	10-1500-335-00-71-300-13
		<u>\$100.00</u>	
<b>IC Catholic Prep</b>			
	Conference Travel HS	230.00	10-1500-335-00-71-300-13
		<u>\$230.00</u>	
<b>Lakes Community HS</b>			
	Extra-Curricular HS	40.00	10-1500-410-70-71-300-13
		<u>\$40.00</u>	
<b>NCPERS Group Life Ins</b>			
	IMRF & SS (Board)	16.00	50-481
		<u>\$16.00</u>	
<b>Plainfield North HS c/o Athletics</b>			
	Conference Travel HS	300.00	10-1500-335-00-71-300-13
		<u>\$300.00</u>	
<b>Raucci, Laura</b>			
	Student Food Svc - Marlowe	71.00	10-1611-225
	Student Food Svc - Martin	51.95	10-1611-125
		<u>\$122.95</u>	
<b>Rockford Auburn HS</b>			



# Huntley Community School District 158

## Imprest Checks Issued

As of: 06/15/2020

Printed: 06/15/2020

Page 2 of 2

Vendor Name		Amount	State Account Number
P.O. Number	Description		
	Conference Travel HS	225.00	10-1500-335-00-71-300-13
	Conference Travel HS	225.00	10-1500-335-00-71-300-13
		<u>\$450.00</u>	
<b>Shah, Neha</b>			
	Student Food Svc - Martin	21.20	10-1611-125
		<u>\$21.20</u>	
<b>Singer, Joshua</b>			
	Student Food Svc - Mackeben	30.00	10-1611-145
	Student Food Svc - Conley	34.00	10-1611-155
		<u>\$64.00</u>	
<b>Sycamore HS c/o Athletics</b>			
	Conference Travel HS	225.00	10-1500-335-00-71-300-13
	Conference Travel HS	125.00	10-1500-335-00-71-300-13
		<u>\$350.00</u>	
<b>United Way of McHenry Co</b>			
	United Way Payable	13.43	10-498
		<u>\$13.43</u>	
<b>Urbanczyk, Joseph</b>			
	Summer Transportation	55.00	40-1421
		<u>\$55.00</u>	
<b>Village of Algonquin</b>			
	Water/Sewer	156.85	20-2540-370-00-79
	Water/Sewer	677.50	20-2540-370-00-79
	Water/Sewer	76.75	20-2540-370-00-79
	Water/Sewer	90.10	20-2540-370-00-79
	Water/Sewer	10.00	20-2540-370-00-79
		<u>\$1,011.20</u>	
	<b>Report Total</b>	<u>\$50,173.74</u>	



# Huntley Community School District 158

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

To: Board of Education and Administration  
From: Mark Altmayer, Chief Financial Officer  
Date: June 18, 2020  
Subject: **Disbursements Issued**  
Board of Education Meeting, June 18, 2020  
Finance Committee

The following is an executive summary of the attached report titled “Disbursements Issued” which is a listing of disbursements issued from May 14, 2020 to June 15, 2020.

Education Fund	\$ 4,795,662.63
Operations & Maintenance Fund	716,412.89
Debt Service Fund	0.00
Transporation Fund	36,681.56
Municipal Retirement and Social Security Fund	174,988.42
Capital Projects Fund	974,712.40
Working Cash Fund	0.00
Fire Prevention and Safety Fund	0.00
Total	<u>\$ 6,698,457.90</u>

## RECOMMENDATION

Administration requests that the Finance Committee recommend the Board of Education approve the Disbursements Issued Report at the June 18, 2020 Regular Board meeting.



# Huntley Community School District #158

## Disbursements Issued

### From May 14, 2020 to June 15, 2020

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Vendor Name	Check #	Check Date	A.S.N.	Description	Amount	PO #	State Account Number
1ST Ayd Corporation							
	52967	5/22/2020	40-2554-410-00-79	Fleet Supplies	1,097.58	0020203042	40-2554-410-00-79
	52967	5/22/2020	40-2554-410-00-79	Fleet Supplies	1,209.87		40-2554-410-00-79
	53144	6/5/2020	40-2554-410-00-79	Fleet Supplies	818.70	0020040677	40-2554-410-00-79
				<b>Total</b>	<u>\$3,126.15</u>		
ABM Industry Groups LLC							
	52968	5/22/2020	20-2542-310-00-79	Custodial Contract Service	82,971.00	0020050207	20-2542-310-00-79
	52968	5/22/2020	20-2542-320-00-79-605-14	Contractual Overtime	6,739.98	0020203043	20-2542-320-00-79-605-14
	53089	5/29/2020	40-2550-321-00-79	Bus Sanitation	2,374.20	0020030187	40-2550-321-00-79
				<b>Total</b>	<u>\$92,085.18</u>		
Accountable Healthcare Staffing Inc							
	52948	5/15/2020	10-2140-310-92-79-600-14	IDEA Psychological Services	580.00	0020040637	10-2140-310-92-79-600-14
	52969	5/22/2020	10-2140-310-00-79-600-14	Psychological Services	706.40	0020050637	10-2140-310-00-79-600-14
	53090	5/29/2020	10-2140-310-00-79-600-14	Psychological Services	160.00	0020050637	10-2140-310-00-79-600-14
	53145	6/5/2020	10-2140-310-00-79-600-14	Psychological Services	480.00	0020060637	10-2140-310-00-79-600-14
				<b>Total</b>	<u>\$1,926.40</u>		
ADP LLC							
	52949	5/15/2020	10-2520-310-00-74-500-14	Prof & Tech Fiscal	4,057.56	0020030437	10-2520-310-00-74-500-14
	52949	5/15/2020	10-2520-310-00-74-500-14	Prof & Tech Fiscal	10,936.25	0020050437	10-2520-310-00-74-500-14
	53091	5/29/2020	10-2520-310-00-74-500-14	Prof & Tech Fiscal	6,900.77	0020040437	10-2520-310-00-74-500-14
	53146	6/5/2020	10-2520-310-00-74-500-14	Prof & Tech Fiscal	10,904.84	0020040437	10-2520-310-00-74-500-14
	53146	6/5/2020	10-2520-310-00-74-500-14	Prof & Tech Fiscal	8,115.12	0020050437	10-2520-310-00-74-500-14
				<b>Total</b>	<u>\$40,914.54</u>		
ADP Net Pay Wires							
	2020052601	5/25/2020	10103	Payroll Education Fund	1,931,911.70		10103
				<b>Total</b>	<u>\$1,931,911.70</u>		



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Vendor Name	Check #	Check Date	A.S.N.	Description	Amount	PO #	State Account Number
ADP Tax Wires							
	202052501	5/25/2020	10-2523-319-00-79-600-14	Banking Fees	-0.21		10-2523-319-00-79-600-14
	202052501	5/25/2020	10403	Garnish	563.22		10403
	202052501	5/25/2020	10452	FED W/H Taxes Payable	221,129.71		10452
	202052501	5/25/2020	10453	State W/H Taxes Payable	113,084.57		10453
	202052501	5/25/2020	10458	Family Services	1,532.58		10458
	202052501	5/25/2020	10464	Medicare	37,714.68		10464
	202052501	5/25/2020	10470	Social Security - ER Payable	36,478.80		10470
	202052501	5/25/2020	10471	Medicare - EE Payable	37,714.38		10471
	202052501	5/25/2020	10472	Social Security - EE	36,478.78		10472
	202052501	5/25/2020	10473	State Withholding - WI	1,909.87		10473
	202052501	5/25/2020	10478	HSA Payable	1,609.64		10478
<b>Total</b>					<b>\$488,216.02</b>		
Advantage Mechanical Inc							
	52970	5/22/2020	20-2542-390-00-79	Other Purchased Service	4,629.32	0020050317	20-2542-390-00-79
	53147	6/5/2020	20-2542-323-00-79	Repairs & Maint Buildings	2,084.00	0020040027	20-2542-323-00-79
<b>Total</b>					<b>\$6,713.32</b>		
Airgas USA LLC							
	53148	6/5/2020	20-2542-410-00-79	Supplies B & G	261.55	0020050237	20-2542-410-00-79
	53148	6/5/2020	20-2542-410-00-79	Supplies B & G	326.76	0020040237	20-2542-410-00-79
<b>Total</b>					<b>\$588.31</b>		
Alexander Leigh Center for Autism							
	53092	5/29/2020	10-4220-670-00-79-600-14	Sp Ed Private Tuition	25,517.80	0020051617	10-4220-670-00-79-600-14
<b>Total</b>					<b>\$25,517.80</b>		
Amplified IT							
	52971	5/22/2020	10-2660-390-00-79-600-14	Purchased Service Technology	5,613.30	0020203025	10-2660-390-00-79-600-14
	52971	5/22/2020	10-2660-390-00-79-600-14	Purchased Service Technology	1,000.00	0020203065	10-2660-390-00-79-600-14
	52971	5/22/2020	10-2660-640-00-79-600-14	Dues & Fees Technology	2,450.00	0020202993	10-2660-640-00-79-600-14
<b>Total</b>					<b>\$9,063.30</b>		
Anderson Lock Co Inc							
	52972	5/22/2020	20-2542-329-00-79	Buildings - Small Projects	545.00	0020203077	20-2542-329-00-79
	52972	5/22/2020	20-2542-410-00-79	Supplies B & G	773.53	0020040087	20-2542-410-00-79
<b>Total</b>					<b>\$1,318.53</b>		
Apple Inc							
	52973	5/22/2020	10-2130-410-00-79-600-14	Supplies Health	299.00	0020202734	10-2130-410-00-79-600-14
<b>Total</b>					<b>\$299.00</b>		



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Vendor Name	Check #	Check Date	A.S.N.	Description	Amount	PO #	State Account Number
Arrow Road Construction	53149	6/5/2020	20-2543-530-00-79	Improvements not Buildings	186,214.05	0020202967	20-2543-530-00-79
				<b>Total</b>	<b>\$186,214.05</b>		
Associated Electrical Contractors	53093	5/29/2020	20-2543-530-00-79	Improvements not Buildings	4,997.50	0020193772	20-2543-530-00-79
				<b>Total</b>	<b>\$4,997.50</b>		
AT&T	53150	6/5/2020	20-2540-340-00-79	Telephone - Districtwide	1,553.35	0020050327	20-2540-340-00-79
				<b>Total</b>	<b>\$1,553.35</b>		
Auto Tech Centers Inc	52974	5/22/2020	20-2545-323-00-79-600-14	Vehicle Repairs & Maintenance	10.00	0020203033	20-2545-323-00-79-600-14
				<b>Total</b>	<b>\$10.00</b>		
Aveanna Healthcare	52950	5/15/2020	10-2130-310-92-79-600-14	IDEA Health Services	336.00	0020203062	10-2130-310-92-79-600-14
				<b>Total</b>	<b>\$336.00</b>		
Baltzersen, Tricia	52975	5/22/2020	10-2310-230-00-74-500-14	Tuition Reimbursement	390.00		10-2310-230-00-74-500-14
				<b>Total</b>	<b>\$390.00</b>		
Barcode Logics	52976	5/22/2020	10-2660-410-00-79-600-14	Supplies Tech	1,403.63	0020203041	10-2660-410-00-79-600-14
				<b>Total</b>	<b>\$1,403.63</b>		
Bellmore, Steve	53094	5/29/2020	10-1500-319-00-71-300-13	Sports Officials HS	208.00	0020203165	10-1500-319-00-71-300-13
				<b>Total</b>	<b>\$208.00</b>		
Belvidere High School	53095	5/29/2020	10-1500-335-00-71-300-13	Conference Travel HS	225.00		10-1500-335-00-71-300-13
				<b>Total</b>	<b>\$225.00</b>		
Benefitfocus.com Inc	2020052904	5/31/2020	10477	Flex Plan	15,543.18		10477
				<b>Total</b>	<b>\$15,543.18</b>		
Blue Cross Blue Shield	2020052907	5/29/2020	10-1100-220-00-79-600-14	Regular Programs Insurance	191,896.53	0020050417	10-1100-220-00-79-600-14
				<b>Total</b>	<b>\$191,896.53</b>		



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Vendor Name	Check #	Check Date	A.S.N.	Description	Amount	PO #	State Account Number
BMO Mastercard							
	2020051010	5/22/2020	10-1100-410-56-79-605-14	Rtl Materials	228.90	0020203001	10-1100-410-56-79-605-14
	2020051010	5/22/2020	10-1120-332-00-72-220-13	Teacher Travel Marlowe	-555.00	0020202945	10-1120-332-00-72-220-13
	2020051010	5/22/2020	10-1120-332-00-74-210-13	Teacher Travel Heineman	-329.88	0020202943	10-1120-332-00-74-210-13
	2020051010	5/22/2020	10-1120-410-00-74-210-13	Inst Supplies Heineman	-75.00	0020203018	10-1120-410-00-74-210-13
	2020051010	5/22/2020	10-1120-490-00-72-220-13	Instruc Coach/1:1 Supplies MMS	10.00	0020202981	10-1120-490-00-72-220-13
	2020051010	5/22/2020	10-1130-323-00-71-300-13	Repairs HS	278.00	0020202975	10-1130-323-00-71-300-13
	2020051010	5/22/2020	10-1130-332-00-71-300-13	Teacher Travel HS	299.00	0020203017	10-1130-332-00-71-300-13
	2020051010	5/22/2020	10-1130-332-00-71-300-13	Teacher Travel HS	150.00	0020202975	10-1130-332-00-71-300-13
	2020051010	5/22/2020	10-1130-410-00-71-300-13	Inst Supplies HS	119.00	0020202975	10-1130-410-00-71-300-13
	2020051010	5/22/2020	10-1130-410-12-71-300-13	Music Supplies HS	47.93	0020202940	10-1130-410-12-71-300-13
	2020051010	5/22/2020	10-1130-410-13-71-300-13	Science Supplies HS	613.10	0020202975	10-1130-410-13-71-300-13
	2020051010	5/22/2020	10-1130-490-00-71-300-13	Instructional Coaching Supplies HS	-60.00	0020202975	10-1130-490-00-71-300-13
	2020051010	5/22/2020	10-1538-410-00-71-305-13	TV Production Supplies	95.00	0020202975	10-1538-410-00-71-305-13
	2020051010	5/22/2020	10-158	Activity Funds	18.99	0020202941	10-158
	2020051010	5/22/2020	10-158	Activity Funds	-92.37	0020202942	10-158
	2020051010	5/22/2020	10-158	Activity Funds	60.00	0020202944	10-158
	2020051010	5/22/2020	10-158	Activity Funds	-399.53	0020202946	10-158
	2020051010	5/22/2020	10-158	Activity Funds	36.42	0020202974	10-158
	2020051010	5/22/2020	10-158	Activity Funds	-28.89	0020202977	10-158
	2020051010	5/22/2020	10-158	Activity Funds	27.11	0020202939	10-158
	2020051010	5/22/2020	10-1800-410-82-79-605-14	TBE/TPI Instructional Supplies	37.40	0020202937	10-1800-410-82-79-605-14
	2020051010	5/22/2020	10-1800-410-84-79-605-14	Title III LIPLEPS Supplies	85.89	0020203026	10-1800-410-84-79-605-14
	2020051010	5/22/2020	10-1800-410-84-79-605-14	Title III LIPLEPS Supplies	118.91	0020203028	10-1800-410-84-79-605-14
	2020051010	5/22/2020	10-2120-410-00-71-300-13	Supplies Counseling HS	50.00	0020203017	10-2120-410-00-71-300-13
	2020051010	5/22/2020	10-2120-410-00-71-300-13	Supplies Counseling HS	-30.00	0020202940	10-2120-410-00-71-300-13
	2020051010	5/22/2020	10-2190-410-00-71-300-12	Graduation Supplies HHS	60.99	0020202975	10-2190-410-00-71-300-12
	2020051010	5/22/2020	10-2210-490-00-74-500-14	Supplies Curr & Inst	6.99	0020203016	10-2210-490-00-74-500-14
	2020051010	5/22/2020	10-2210-490-00-74-500-14	Supplies Curr & Inst	144.96	0020203001	10-2210-490-00-74-500-14
	2020051010	5/22/2020	10-2212-332-00-74-500-14	Travel & Conference Curr	-2,025.00	0020203001	10-2212-332-00-74-500-14
	2020051010	5/22/2020	10-2310-410-00-74-500-14	Supplies Board	12.99	0020203027	10-2310-410-00-74-500-14
	2020051010	5/22/2020	10-2410-332-00-71-300-13	Prin Travel HS	-405.00	0020202940	10-2410-332-00-71-300-13
	2020051010	5/22/2020	10-2410-410-00-71-300-13	Office Supplies HS	-119.88	0020202975	10-2410-410-00-71-300-13
	2020051010	5/22/2020	10-2410-410-00-74-150-14	Copier Paper & Toner Conley	134.12	0020202978	10-2410-410-00-74-150-14
	2020051010	5/22/2020	10-2410-491-00-72-220-13	Rebate Supplies Marlowe	793.47	0020203019	10-2410-491-00-72-220-13
	2020051010	5/22/2020	10-2520-332-00-74-500-14	Travel Fiscal	56.10	0020202938	10-2520-332-00-74-500-14
	2020051010	5/22/2020	10-2520-332-00-74-500-14	Travel Fiscal	41.69	0020202973	10-2520-332-00-74-500-14
	2020051010	5/22/2020	10-2546-490-00-79-600-14	Security Officer Supplies	280.00	0020202976	10-2546-490-00-79-600-14
	2020051010	5/22/2020	10-2560-410-00-71-300-13	Cafe Supplies HS	152.50	0020203035	10-2560-410-00-71-300-13
	2020051010	5/22/2020	10-2642-350-00-74-500-14	Advertising Human Res	1,211.00	0020202947	10-2642-350-00-74-500-14
	2020051010	5/22/2020	10-2642-411-00-74-500-14	HR Employee Recognition	8,252.75	0020203036	10-2642-411-00-74-500-14



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	2020051010	5/22/2020	10-2660-319-61-79-600-14	Software Maintenance	311.74	0020202982	10-2660-319-61-79-600-14
	2020051010	5/22/2020	10-2660-332-00-79-600-14	Travel Technology	65.91	0020202982	10-2660-332-00-79-600-14
	2020051010	5/22/2020	10-2660-332-00-79-600-14	Travel Technology	96.74	0020202936	10-2660-332-00-79-600-14
	2020051010	5/22/2020	10-2660-332-00-79-600-14	Travel Technology	44.61	0020203015	10-2660-332-00-79-600-14
	2020051010	5/22/2020	10-2660-410-00-79-600-14	Supplies Tech	178.55	0020203015	10-2660-410-00-79-600-14
	2020051010	5/22/2020	10-2660-640-00-79-600-14	Dues & Fees Technology	340.00	0020202936	10-2660-640-00-79-600-14
	2020051010	5/22/2020	20-2540-465-00-79	Natural Gas	36,273.64	0020202980	20-2540-465-00-79
	2020051010	5/22/2020	20-2540-640-00-79	Dues & Fees	198.00	0020202950	20-2540-640-00-79
	2020051010	5/22/2020	20-2542-410-00-79	Supplies B & G	210.95	0020202979	20-2542-410-00-79
				<b>Total</b>	<b>\$47,022.80</b>		
Boylan Catholic H.S.	53096	5/29/2020	10-1500-335-00-71-300-13	Conference Travel HS	420.00		10-1500-335-00-71-300-13
				<b>Total</b>	<b>\$420.00</b>		
Brehm Preparatory School	52977	5/22/2020	10-4120-670-00-79-605-14	Sp Ed Room & Board	3,731.40	0020203095	10-4120-670-00-79-605-14
	52977	5/22/2020	10-4120-670-00-79-605-14	Sp Ed Room & Board	2,611.98	0020203094	10-4120-670-00-79-605-14
	52977	5/22/2020	10-4220-670-00-79-600-14	Sp Ed Private Tuition	5,815.74	0020203095	10-4220-670-00-79-600-14
	52977	5/22/2020	10-4220-670-00-79-600-14	Sp Ed Private Tuition	4,431.04	0020203094	10-4220-670-00-79-600-14
				<b>Total</b>	<b>\$16,590.16</b>		
Brents Mailing Equipment	52978	5/22/2020	10-2321-390-00-74-500-14	Purchased Service Supt	1,600.00	0020203044	10-2321-390-00-74-500-14
				<b>Total</b>	<b>\$1,600.00</b>		
Bright Solutions for Dyslexia Inc	52979	5/22/2020	10-1100-410-56-79-605-14	Rtl Materials	549.60	0020200081	10-1100-410-56-79-605-14
				<b>Total</b>	<b>\$549.60</b>		
Brucker Company	53097	5/29/2020	20-2542-410-00-79	Supplies B & G	6,135.00	0020202250	20-2542-410-00-79
				<b>Total</b>	<b>\$6,135.00</b>		
BSN Sports	52980	5/22/2020	10-1500-412-00-72-220-13	Uniforms Marlowe	2,204.22	0020203079	10-1500-412-00-72-220-13
				<b>Total</b>	<b>\$2,204.22</b>		
Buck Bros Inc	52981	5/22/2020	20-2543-410-00-79	Grounds Supplies	96.94	0020203032	20-2543-410-00-79
				<b>Total</b>	<b>\$96.94</b>		
Building Technology Consultants PC	52982	5/22/2020	60-2530-319-00-71-300	HS Fine Arts Expansion Prof/Tech	4,681.20	0020202912	60-2530-319-00-71-300
				<b>Total</b>	<b>\$4,681.20</b>		



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Burns, Anne M	52983	5/22/2020	10-2310-230-00-74-500-14	Tuition Reimbursement	375.00		10-2310-230-00-74-500-14
<b>Total</b>					<u>\$375.00</u>		
Camelot Education	52984	5/22/2020	10-4220-670-00-79-600-14	Sp Ed Private Tuition	35,984.34	0020040517	10-4220-670-00-79-600-14
	53151	6/5/2020	10-4220-670-00-79-600-14	Sp Ed Private Tuition	34,270.80	0020050517	10-4220-670-00-79-600-14
<b>Total</b>					<u>\$70,255.14</u>		
CDW Government	52951	5/15/2020	10-2546-490-00-79-600-14	Security Officer Supplies	419.00	0020202951	10-2546-490-00-79-600-14
	52985	5/22/2020	10-2660-390-00-79-600-14	Purchased Service Technology	548.75	0020202934	10-2660-390-00-79-600-14
	52985	5/22/2020	10-2660-410-00-79-600-14	Supplies Tech	419.00	0020202604	10-2660-410-00-79-600-14
	52985	5/22/2020	10-2660-490-00-79-600-14	Inventoriable Equipment Tech	282.56	0020203059	10-2660-490-00-79-600-14
	52985	5/22/2020	10-2660-490-00-79-600-14	Inventoriable Equipment Tech	527.24	0020202816	10-2660-490-00-79-600-14
	52985	5/22/2020	10-2660-490-00-79-600-14	Inventoriable Equipment Tech	5,975.00	0020202604	10-2660-490-00-79-600-14
	52985	5/22/2020	60-2530-319-00-71-300	HS Fine Arts Expansion Prof/Tech	17,263.70	0020202631	60-2530-319-00-71-300
	53098	5/29/2020	20-2540-410-00-79	Office Supplies B & G	207.87	0020202695	20-2540-410-00-79
	53152	6/5/2020	10-2660-390-00-79-600-14	Purchased Service Technology	7,624.50	0020203207	10-2660-390-00-79-600-14
	53152	6/5/2020	10-2660-490-00-79-600-14	Inventoriable Equipment Tech	778,734.00	0020202902	10-2660-490-00-79-600-14
	53152	6/5/2020	20-2540-410-00-79	Office Supplies B & G	209.56	0020202696	20-2540-410-00-79
<b>Total</b>					<u>\$812,211.18</u>		
Center for Teaching for Biliteracy	53099	5/29/2020	10-2210-310-84-79-605-14	Title III LIPLEPS Pur Svcs	2,500.00	0020203118	10-2210-310-84-79-605-14
	53099	5/29/2020	10-2210-312-89-79-605-14	Title I Professional Developmt	22,500.00	0020203117	10-2210-312-89-79-605-14
	53099	5/29/2020	10-2210-312-89-79-605-14	Title I Professional Developmt	10,500.00	0020203118	10-2210-312-89-79-605-14
	53099	5/29/2020	10-2212-314-83-79-505-14	Title II Prof Development	5,000.00	0020203118	10-2212-314-83-79-505-14
<b>Total</b>					<u>\$40,500.00</u>		
Century Springs	52986	5/22/2020	10-2410-490-00-71-300-13	HS Staff Recognition	81.00	0020203038	10-2410-490-00-71-300-13
<b>Total</b>					<u>\$81.00</u>		
Champion Paving Corp	53153	6/5/2020	20-2543-323-00-79	Repairs-Grounds	4,000.00	0020202893	20-2543-323-00-79
<b>Total</b>					<u>\$4,000.00</u>		
CINTAS Corporation	52987	5/22/2020	40-2550-325-00-79	Rental Trans	336.98	0020040757	40-2550-325-00-79
	53154	6/5/2020	40-2550-325-00-79	Rental Trans	168.49	0020050757	40-2550-325-00-79
<b>Total</b>					<u>\$505.47</u>		



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Vendor Name	Check #	Check Date	A.S.N.	Description	Amount	PO #	State Account Number
Clarity Assessments LLC	52988	5/22/2020	10-2140-310-92-79-600-14	IDEA Psychological Services	2,257.50	0020202955	10-2140-310-92-79-600-14
					<b>Total</b>		
					<u>\$2,257.50</u>		
ClientFirst Technology Consulting	53100	5/29/2020	10-2660-390-00-79-600-14	Purchased Service Technology	5,700.00	0020203154	10-2660-390-00-79-600-14
					<b>Total</b>		
					<u>\$5,700.00</u>		
Clinical Connections	53155	6/5/2020	10-4220-670-00-79-600-14	Sp Ed Private Tuition	165.00	0020041962	10-4220-670-00-79-600-14
					<b>Total</b>		
					<u>\$165.00</u>		
ComEd	52952	5/15/2020	20-2540-466-00-79	Electric	77,042.34		20-2540-466-00-79
	52989	5/22/2020	20-2540-466-00-79	Electric	21,879.32		20-2540-466-00-79
	53101	5/29/2020	20-2540-466-00-79	Electric	16,275.12		20-2540-466-00-79
					<b>Total</b>		
					<u>\$115,196.78</u>		
Connections Day School	52990	5/22/2020	10-4220-670-00-79-600-14	Sp Ed Private Tuition	11,936.85	0020202724	10-4220-670-00-79-600-14
	53102	5/29/2020	10-4220-670-00-79-600-14	Sp Ed Private Tuition	19,716.11	0020050537	10-4220-670-00-79-600-14
					<b>Total</b>		
					<u>\$31,652.96</u>		
CPC Inc. / Facility Tree	53156	6/5/2020	20-2542-390-00-79	Other Purchased Service	748.80	0020060277	20-2542-390-00-79
					<b>Total</b>		
					<u>\$748.80</u>		
Crescent Electric Supply Co	52991	5/22/2020	20-2542-410-00-79	Supplies B & G	4,763.88	0020202924	20-2542-410-00-79
					<b>Total</b>		
					<u>\$4,763.88</u>		
CT Veach Inc	52992	5/22/2020	20-2543-320-00-79-600-14	Grounds Contract	17,588.86	0020050157	20-2543-320-00-79-600-14
					<b>Total</b>		
					<u>\$17,588.86</u>		
D158 Activity	202051312	5/31/2020	10-158	Activity Funds	378.27		10-158
	202052912	5/31/2020	10-158	Activity Funds	3,578.88		10-158
					<b>Total</b>		
					<u>\$3,957.15</u>		
Datamation Imaging Services Corp	53157	6/5/2020	10-2660-390-00-79-600-14	Purchased Service Technology	125.00	0020050397	10-2660-390-00-79-600-14
					<b>Total</b>		
					<u>\$125.00</u>		



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Demco Inc	52993	5/22/2020	10-2660-410-00-79-600-14	Supplies Tech	852.60	0020203029	10-2660-410-00-79-600-14
					<b>Total</b>		
					<u>\$852.60</u>		
DiCianni, Megan	52994	5/22/2020	10-2310-230-00-74-500-14	Tuition Reimbursement	390.00		10-2310-230-00-74-500-14
					<b>Total</b>		
					<u>\$390.00</u>		
Dundee Crown HS	53103	5/29/2020	10-1500-335-00-71-300-13	Conference Travel HS	1,656.00		10-1500-335-00-71-300-13
					<b>Total</b>		
					<u>\$1,656.00</u>		
Easterseals	52502	6/3/2020	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	-36,229.97	0020200485	10-2210-314-92-79-605-14
	52502	6/3/2020	10-4220-670-00-79-600-14	Sp Ed Private Tuition	-15,262.20	0020021557	10-4220-670-00-79-600-14
	52995	5/22/2020	10-4220-670-00-79-600-14	Sp Ed Private Tuition	14,970.10	0020051557	10-4220-670-00-79-600-14
	53158	6/5/2020	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	36,229.97		10-2210-314-92-79-605-14
					<b>Total</b>		
					<u>(\$292.10)</u>		
Eds Automotive	52996	5/22/2020	40-2550-310-00-79	Prof & Tech Service Trans	650.00	0020040707	40-2550-310-00-79
					<b>Total</b>		
					<u>\$650.00</u>		
Electric Conduit Construction	52997	5/22/2020	20-2543-323-00-79	Repairs-Grounds	4,175.62	0020202599	20-2543-323-00-79
					<b>Total</b>		
					<u>\$4,175.62</u>		
Enabling Devices Inc	52998	5/22/2020	10-1200-410-92-79-600-14	IDEA Instructional Supplies	149.95	0020202658	10-1200-410-92-79-600-14
					<b>Total</b>		
					<u>\$149.95</u>		
ESSCOE LLC	53104	5/29/2020	20-2542-323-00-79	Repairs & Maint Buildings	350.00	0020203112	20-2542-323-00-79
					<b>Total</b>		
					<u>\$350.00</u>		
Fairway Golf Cars Inc	53105	5/29/2020	10-1120-323-00-74-210-13	Repairs & Maintenance HMS	210.00	0020203171	10-1120-323-00-74-210-13
					<b>Total</b>		
					<u>\$210.00</u>		
Fish, Christopher J	52999	5/22/2020	10-2310-230-00-74-500-14	Tuition Reimbursement	750.00		10-2310-230-00-74-500-14
					<b>Total</b>		
					<u>\$750.00</u>		
Follett School Solutions Inc	53159	6/5/2020	10-1100-421-00-74-500-14	Materials K-12	640.50	0020202659	10-1100-421-00-74-500-14
					<b>Total</b>		
					<u>\$640.50</u>		



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Follmann, Joseph	53000	5/22/2020	10-2660-332-00-79-600-14	Travel Technology	149.45		10-2660-332-00-79-600-14
					<b>Total</b>		
					<u>\$149.45</u>		
Fox Valley Fire Safety	53001	5/22/2020	10-2546-323-00-79-600-14	Security Officer Repairs	703.00	0020202915	10-2546-323-00-79-600-14
	53001	5/22/2020	20-2542-323-00-79	Repairs & Maint Buildings	1,092.73	0020202932	20-2542-323-00-79
	53001	5/22/2020	20-2542-390-00-79	Other Purchased Service	801.00	0020050817	20-2542-390-00-79
	53160	6/5/2020	20-2542-323-00-79	Repairs & Maint Buildings	408.19	0020040097	20-2542-323-00-79
					<b>Total</b>		
					<u>\$3,004.92</u>		
Fraser, William	53002	5/22/2020	10-2310-230-00-74-500-14	Tuition Reimbursement	355.00		10-2310-230-00-74-500-14
					<b>Total</b>		
					<u>\$355.00</u>		
Freeport High School	53106	5/29/2020	10-1500-335-00-71-300-13	Conference Travel HS	250.00		10-1500-335-00-71-300-13
					<b>Total</b>		
					<u>\$250.00</u>		
Gelasi, Paul	53003	5/22/2020	20-2540-332-00-79	Travel	17.14		20-2540-332-00-79
					<b>Total</b>		
					<u>\$17.14</u>		
General Parts LLC	53004	5/22/2020	10-2560-323-00-72-110-13	Cafe Repairs Chesak	66.75	0020041677	10-2560-323-00-72-110-13
	53004	5/22/2020	10-2560-323-00-74-140-13	Cafe Repairs Mackeben	653.78	0020041707	10-2560-323-00-74-140-13
	53004	5/22/2020	10-2560-323-00-74-150-13	Cafe Repairs Conley	505.25	0020041717	10-2560-323-00-74-150-13
	53107	5/29/2020	10-2560-323-00-74-150-13	Cafe Repairs Conley	7,423.59	0020203172	10-2560-323-00-74-150-13
	53161	6/5/2020	10-2560-323-00-72-120-13	Cafe Repairs Martin	66.75	0020051687	10-2560-323-00-72-120-13
	53161	6/5/2020	10-2560-323-00-72-220-13	Cafe Repairs Marlowe	834.69	0020031697	10-2560-323-00-72-220-13
	53161	6/5/2020	10-2560-323-00-72-220-13	Cafe Repairs Marlowe	1,345.64	0020051697	10-2560-323-00-72-220-13
	53161	6/5/2020	10-2560-323-00-74-140-13	Cafe Repairs Mackeben	44.50	0020051707	10-2560-323-00-74-140-13
					<b>Total</b>		
					<u>\$10,940.95</u>		
Generation Genius Inc	53005	5/22/2020	10-1100-423-00-74-500-14	New Adoption	3,577.50	0020203091	10-1100-423-00-74-500-14
					<b>Total</b>		
					<u>\$3,577.50</u>		
Gerke, Paula	53006	5/22/2020	10-2310-230-00-74-500-14	Tuition Reimbursement	337.00		10-2310-230-00-74-500-14
					<b>Total</b>		
					<u>\$337.00</u>		
GFC Leasing WI	53007	5/22/2020	10-2900-325-00-79-600-14	Copier Leases	5,806.84	0020050617	10-2900-325-00-79-600-14
					<b>Total</b>		
					<u>\$5,806.84</u>		



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GlenOaks Therapeutic Day School	53008	5/22/2020	10-4220-670-00-79-600-14	Sp Ed Private Tuition	3,688.38	0020203097	10-4220-670-00-79-600-14
					<b>Total</b>		
					<u>\$3,688.38</u>		
Golovin, Jennifer	53009	5/22/2020	10-2520-332-00-74-500-14	Travel Fiscal	223.21		10-2520-332-00-74-500-14
					<b>Total</b>		
					<u>\$223.21</u>		
Gordon Flesch Co Inc	53010	5/22/2020	10-2900-390-00-79-600-14	Copier Maintenance	9,169.86	0020202997	10-2900-390-00-79-600-14
	53010	5/22/2020	10-2900-390-00-79-600-14	Copier Maintenance	2,695.71	0020203021	10-2900-390-00-79-600-14
					<b>Total</b>		
					<u>\$11,865.57</u>		
Gordon Food Service	53011	5/22/2020	10-1400-410-09-71-300-13	Home Economics Supplies	154.73	0020203061	10-1400-410-09-71-300-13
	53011	5/22/2020	10-2560-410-00-72-220-13	Cafe Supplies Marlowe	1,373.20	0020041197	10-2560-410-00-72-220-13
	53011	5/22/2020	10-2560-415-00-72-220-13	Cafe Food Marlowe	18,059.43	0020041277	10-2560-415-00-72-220-13
	53162	6/5/2020	10-2560-410-00-72-220-13	Cafe Supplies Marlowe	1,928.67	0020051197	10-2560-410-00-72-220-13
	53162	6/5/2020	10-2560-415-00-72-220-13	Cafe Food Marlowe	15,652.21	0020051277	10-2560-415-00-72-220-13
					<b>Total</b>		
					<u>\$37,168.24</u>		
Gotsch, Courtney	53012	5/22/2020	10-2310-230-00-74-500-14	Tuition Reimbursement	337.00		10-2310-230-00-74-500-14
					<b>Total</b>		
					<u>\$337.00</u>		
Grainger	53108	5/29/2020	20-2542-410-00-79	Supplies B & G	468.00	0020050107	20-2542-410-00-79
	53163	6/5/2020	20-2542-410-00-79	Supplies B & G	340.00	0020040107	20-2542-410-00-79
					<b>Total</b>		
					<u>\$808.00</u>		
Grand Stage Lighting	53109	5/29/2020	60-2530-531-00-71-300	HS Fine Arts Expansion Construction	68,130.00	0020202607	60-2530-531-00-71-300
					<b>Total</b>		
					<u>\$68,130.00</u>		
Gross, Stacy R.	53013	5/22/2020	10-2310-230-00-74-500-14	Tuition Reimbursement	337.00		10-2310-230-00-74-500-14
					<b>Total</b>		
					<u>\$337.00</u>		
Hacker, Valerie	53014	5/22/2020	10-2310-230-00-74-500-14	Tuition Reimbursement	390.00		10-2310-230-00-74-500-14
					<b>Total</b>		
					<u>\$390.00</u>		
Harris Bank N.A.	202052208	5/31/2020	10-2523-319-00-79-600-14	Banking Fees	1,272.33		10-2523-319-00-79-600-14
					<b>Total</b>		
					<u>\$1,272.33</u>		



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Henderson, Christy	53110	5/29/2020	10-1611-145	Student Food Svc - Mackeben	36.00		10-1611-145
					<b>Total</b>		
					<u>\$36.00</u>		
HESPA	53111	5/29/2020	10462	HESPA Dues	5,448.65		10462
					<b>Total</b>		
					<u>\$5,448.65</u>		
Hewitt, Emily	53015	5/22/2020	10-2310-230-00-74-500-14	Tuition Reimbursement	337.00		10-2310-230-00-74-500-14
					<b>Total</b>		
					<u>\$337.00</u>		
Home Depot Credit Services	53164	6/5/2020	20-2542-410-00-79	Supplies B & G	2,188.42	0020050067	20-2542-410-00-79
					<b>Total</b>		
					<u>\$2,188.42</u>		
Homewood-Flossmoor High School	53112	5/29/2020	10-1500-335-00-71-300-13	Conference Travel HS	100.00		10-1500-335-00-71-300-13
					<b>Total</b>		
					<u>\$100.00</u>		
Honeywell International Inc	53165	6/5/2020	10-2546-323-00-79-600-14	Security Officer Repairs	286.41	0020203208	10-2546-323-00-79-600-14
					<b>Total</b>		
					<u>\$286.41</u>		
HR Green	52953	5/15/2020	20-2540-310-00-79	Professional & Technical	178.33	0020200062	20-2540-310-00-79
					<b>Total</b>		
					<u>\$178.33</u>		
Huntley Chamber of Commerce	53016	5/22/2020	10-2321-640-00-74-500-14	Dues & Fees Supt	80.00	0020202916	10-2321-640-00-74-500-14
					<b>Total</b>		
					<u>\$80.00</u>		
Huntley Collision Center	53113	5/29/2020	40-2554-410-00-79	Fleet Supplies	413.40	0020203173	40-2554-410-00-79
	53166	6/5/2020	40-2554-410-00-79	Fleet Supplies	733.20	0020203225	40-2554-410-00-79
					<b>Total</b>		
					<u>\$1,146.60</u>		
IC Catholic Prep	53114	5/29/2020	10-1500-335-00-71-300-13	Conference Travel HS	230.00		10-1500-335-00-71-300-13
					<b>Total</b>		
					<u>\$230.00</u>		



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IESA	53167	6/5/2020	10192	Prepaid Expenses	750.00	0020203115	10192
	53167	6/5/2020	10192	Prepaid Expenses	750.00	0020203175	10192
	53167	6/5/2020	10192	Prepaid Expenses	75.00	0020203113	10192
	53167	6/5/2020	10192	Prepaid Expenses	40.00	0020203114	10192
				<b>Total</b>	<b>\$1,615.00</b>		
Illinois Architectural Glass	53168	6/5/2020	20-2542-520-00-79	Building projects	85,797.00	0020202905	20-2542-520-00-79
				<b>Total</b>	<b>\$85,797.00</b>		
IMRF	20205806	5/31/2020	50454	IMRF & SS (Board)	174,972.42		50454
				<b>Total</b>	<b>\$174,972.42</b>		
Interstate Battery Center	53017	5/22/2020	20-2542-410-00-79	Supplies B & G	866.92	0020202962	20-2542-410-00-79
	53169	6/5/2020	20-2542-410-00-79	Supplies B & G	200.00	0020040077	20-2542-410-00-79
	53169	6/5/2020	20-2542-410-00-79	Supplies B & G	47.00	0020050077	20-2542-410-00-79
				<b>Total</b>	<b>\$1,113.92</b>		
IPO/DBA Cardunal Office Supply	53018	5/22/2020	10-2130-410-00-79-600-14	Supplies Health	29.16	0020200046	10-2130-410-00-79-600-14
	53018	5/22/2020	10-2642-411-00-74-500-14	HR Employee Recognition	521.04	0020203040	10-2642-411-00-74-500-14
				<b>Total</b>	<b>\$550.20</b>		
J.W. Pepper & Son Inc	53019	5/22/2020	10-1110-410-12-74-140-13	Mackeben Music Supplies	29.99	0020202166	10-1110-410-12-74-140-13
				<b>Total</b>	<b>\$29.99</b>		
Jensens Plumbing & Heating Inc	53020	5/22/2020	20-2542-323-00-79	Repairs & Maint Buildings	5,095.00	0020202994	20-2542-323-00-79
				<b>Total</b>	<b>\$5,095.00</b>		
Johnson Floor Co	53021	5/22/2020	20-2542-323-00-79	Repairs & Maint Buildings	203.00	0020202948	20-2542-323-00-79
				<b>Total</b>	<b>\$203.00</b>		
Jostens	53115	5/29/2020	10-1120-410-00-72-220-13	Inst Supplies Marlowe	1,366.73	0020203156	10-1120-410-00-72-220-13
	53170	6/5/2020	10-2190-410-00-71-300-12	Graduation Supplies HHS	813.75	0020203226	10-2190-410-00-71-300-12
	53170	6/5/2020	10-2410-410-00-74-210-13	Office Supplies Heineman	16.04		10-2410-410-00-74-210-13
				<b>Total</b>	<b>\$2,196.52</b>		



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Kefauver, Michael	53022	5/22/2020	10-2660-332-00-79-600-14	Travel Technology	480.70		10-2660-332-00-79-600-14
				<b>Total</b>	<u>\$480.70</u>		
Kelso Burnett Co	52954	5/15/2020	10-2546-490-00-79-600-14	Security Officer Supplies	20,781.00	0020202738	10-2546-490-00-79-600-14
				<b>Total</b>	<u>\$20,781.00</u>		
Kilar, Carolyn	53023	5/22/2020	10-2310-230-00-74-500-14	Tuition Reimbursement	375.00		10-2310-230-00-74-500-14
				<b>Total</b>	<u>\$375.00</u>		
Kimley-Horn and Associates Inc	53024	5/22/2020	20-2540-310-00-79	Professional & Technical	698.57	0020201056	20-2540-310-00-79
				<b>Total</b>	<u>\$698.57</u>		
Klein Thorpe & Jenkins Ltd	53171	6/5/2020	10-2310-318-00-74-500-14	Legal Board	51.00	0020041537	10-2310-318-00-74-500-14
				<b>Total</b>	<u>\$51.00</u>		
K-Log Inc	53025	5/22/2020	10-1120-410-00-72-220-13	Inst Supplies Marlowe	11,954.32	0020203002	10-1120-410-00-72-220-13
				<b>Total</b>	<u>\$11,954.32</u>		
Kossaris, Angela	53026	5/22/2020	10-2660-332-00-79-600-14	Travel Technology	156.09		10-2660-332-00-79-600-14
				<b>Total</b>	<u>\$156.09</u>		
Lakes Community HS	53116	5/29/2020	10-1500-410-70-71-300-13	Extra-Curricular HS	40.00		10-1500-410-70-71-300-13
				<b>Total</b>	<u>\$40.00</u>		
Lamp Incorporated	53027	5/22/2020	60-2530-531-00-71-300	HS Fine Arts Expansion Construction	348,142.00	0020201355	60-2530-531-00-71-300
	53172	6/5/2020	60-2530-531-00-71-300	HS Fine Arts Expansion Construction	501,994.00	0020201355	60-2530-531-00-71-300
				<b>Total</b>	<u>\$850,136.00</u>		
Leach Enterprises Inc	53028	5/22/2020	40-2554-410-00-79	Fleet Supplies	2,397.50	0020020787	40-2554-410-00-79
	53028	5/22/2020	40-2554-410-00-79	Fleet Supplies	1,631.80	0020030787	40-2554-410-00-79
				<b>Total</b>	<u>\$4,029.30</u>		
Letheby, Corey	53029	5/22/2020	20-2540-332-00-79	Travel	10.69		20-2540-332-00-79
				<b>Total</b>	<u>\$10.69</u>		



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Vendor Name	Check #	Check Date	A.S.N.	Description	Amount	PO #	State Account Number
Lincoln National Life	53173	6/5/2020	10-2310-220-00-79-600-14	Support Serv-Gen Adm Insurance	74,614.99	0020060447	10-2310-220-00-79-600-14
					<b>Total</b>	<b>\$74,614.99</b>	
Little City Foundation	53117	5/29/2020	10-4220-670-00-79-600-14	Sp Ed Private Tuition	14,549.20	0020040497	10-4220-670-00-79-600-14
					<b>Total</b>	<b>\$14,549.20</b>	
LMC	52955	5/15/2020	20-2542-490-00-79	Invent Supplies B & G	49,532.00	0020202210	20-2542-490-00-79
					<b>Total</b>	<b>\$49,532.00</b>	
Love, Kathryn	53030	5/22/2020	10-2212-332-00-74-500-14	Travel & Conference Curr	41.69		10-2212-332-00-74-500-14
					<b>Total</b>	<b>\$41.69</b>	
Mainstage Theatrical Supply	53174	6/5/2020	60-2530-531-00-71-300	HS Fine Arts Expansion Construction	22,000.00	0020202560	60-2530-531-00-71-300
					<b>Total</b>	<b>\$22,000.00</b>	
Marklund Children's Home	52956	5/15/2020	10-4220-670-00-79-600-14	Sp Ed Private Tuition	26,638.80	0020040507	10-4220-670-00-79-600-14
					<b>Total</b>	<b>\$26,638.80</b>	
McCrystal, Kathleen H.	53031	5/22/2020	10-2310-230-00-74-500-14	Tuition Reimbursement	750.00		10-2310-230-00-74-500-14
					<b>Total</b>	<b>\$750.00</b>	
McHenry Specialties	53118	5/29/2020	10-1500-411-00-71-300-13	Awards HS	48.00	0020203176	10-1500-411-00-71-300-13
					<b>Total</b>	<b>\$48.00</b>	
McMaster Carr Supply Co	53119	5/29/2020	20-2542-410-00-79	Supplies B & G	41.23	0020050287	20-2542-410-00-79
					<b>Total</b>	<b>\$41.23</b>	
MDC Environmental Serv	53032	5/22/2020	20-2542-321-00-79	Sanitation/Exterminating	1,598.50	0020050117	20-2542-321-00-79
					<b>Total</b>	<b>\$1,598.50</b>	
Medco Sports Medicine	52957	5/15/2020	10-1500-410-00-71-300-13	Training/Athletic Supplies HS	82.68		10-1500-410-00-71-300-13
	53033	5/22/2020	10-1500-410-00-71-300-13	Training/Athletic Supplies HS	293.58	0020202787	10-1500-410-00-71-300-13
					<b>Total</b>	<b>\$376.26</b>	



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Vendor Name	Check #	Check Date	A.S.N.	Description	Amount	PO #	State Account Number
Menards Inc	52958	5/15/2020	20-2542-410-00-79	Supplies B & G	42.98	0020020127	20-2542-410-00-79
	53034	5/22/2020	10-1120-410-00-72-220-13	Inst Supplies Marlowe	3,188.96	0020202882	10-1120-410-00-72-220-13
	53120	5/29/2020	20-2542-410-00-79	Supplies B & G	39.59	0020050127	20-2542-410-00-79
	53175	6/5/2020	20-2542-410-00-79	Supplies B & G	177.47	0020050127	20-2542-410-00-79
				<b>Total</b>	<b>\$3,449.00</b>		
Metro Prep	53121	5/29/2020	10-4220-670-00-79-600-14	Sp Ed Private Tuition	4,408.57	0020203167	10-4220-670-00-79-600-14
				<b>Total</b>	<b>\$4,408.57</b>		
Midland Standard Engineering & Testing	53035	5/22/2020	20-2540-310-00-79	Professional & Technical	1,448.00	0020203084	20-2540-310-00-79
	53035	5/22/2020	20-2540-310-00-79	Professional & Technical	1,601.00	0020201560	20-2540-310-00-79
	53035	5/22/2020	60-2530-319-00-71-300	HS Fine Arts Expansion Prof/Tech	821.50	0020202996	60-2530-319-00-71-300
				<b>Total</b>	<b>\$3,870.50</b>		
Midwest Glass Tinters	53122	5/29/2020	20-2542-323-00-79	Repairs & Maint Buildings	350.00	0020203013	20-2542-323-00-79
				<b>Total</b>	<b>\$350.00</b>		
Midwest Transit Equip Kankakee	53036	5/22/2020	40-2550-323-00-79	Repairs and Maintenance	336.83	0020203045	40-2550-323-00-79
				<b>Total</b>	<b>\$336.83</b>		
Miller Hall & Triggs	53037	5/22/2020	10-2310-318-00-74-500-14	Legal Board	2,517.40	0020203046	10-2310-318-00-74-500-14
				<b>Total</b>	<b>\$2,517.40</b>		
Mulch Center, The	52959	5/15/2020	20-2543-410-00-79	Grounds Supplies	1,380.00	0020202828	20-2543-410-00-79
				<b>Total</b>	<b>\$1,380.00</b>		
Nardi, Angelo	53038	5/22/2020	20-2540-332-00-79	Travel	23.23		20-2540-332-00-79
				<b>Total</b>	<b>\$23.23</b>		
National Lift Truck Inc	53039	5/22/2020	60-2530-531-00-71-300	HS Fine Arts Expansion Construction	7,450.00	0020203012	60-2530-531-00-71-300
				<b>Total</b>	<b>\$7,450.00</b>		
NCPERS Group Life Ins	53123	5/29/2020	50454	IMRF & SS (Board)	16.00		50454
				<b>Total</b>	<b>\$16.00</b>		



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Vendor Name	Check #	Check Date	A.S.N.	Description	Amount	PO #	State Account Number
NCS Pearson Inc.	53176	6/5/2020	10-2230-312-00-79-600-14	Testing/Assessment	3,614.00	0020203230	10-2230-312-00-79-600-14
					<b>Total</b>		
					<u>\$3,614.00</u>		
Neuco	52960	5/15/2020	20-2542-410-00-79	Supplies B & G	109.74	0020020147	20-2542-410-00-79
	53040	5/22/2020	20-2542-410-00-79	Supplies B & G	185.74	0020050147	20-2542-410-00-79
					<b>Total</b>		
					<u>\$295.48</u>		
New Connections Academy	53124	5/29/2020	10-4220-670-00-79-600-14	Sp Ed Private Tuition	8,535.90	0020050607	10-4220-670-00-79-600-14
					<b>Total</b>		
					<u>\$8,535.90</u>		
New Hope Academy	53125	5/29/2020	10-4220-670-00-79-600-14	Sp Ed Private Tuition	6,053.32	0020050547	10-4220-670-00-79-600-14
					<b>Total</b>		
					<u>\$6,053.32</u>		
North American Corporation	53041	5/22/2020	20-2542-323-00-79	Repairs & Maint Buildings	186.00	0020203047	20-2542-323-00-79
	53041	5/22/2020	20-2542-410-00-79	Supplies B & G	897.20	0020202931	20-2542-410-00-79
	53041	5/22/2020	20-2542-410-00-79	Supplies B & G	49.88	0020202968	20-2542-410-00-79
	53041	5/22/2020	20-2542-410-00-79	Supplies B & G	1,479.00	0020203014	20-2542-410-00-79
	53041	5/22/2020	20-2542-410-00-79	Supplies B & G	379.80	0020202904	20-2542-410-00-79
	53041	5/22/2020	20-2542-410-00-79	Supplies B & G	121.00	0020050017	20-2542-410-00-79
					<b>Total</b>		
					<u>\$3,112.88</u>		
North Shore Transit Inc	53177	6/5/2020	40-2552-331-00-79	Contracted Transportation	338.76	0020203231	40-2552-331-00-79
					<b>Total</b>		
					<u>\$338.76</u>		
Northwestern Illinois Association	52961	5/15/2020	10-4220-670-00-79-600-14	Sp Ed Private Tuition	100.28		10-4220-670-00-79-600-14
					<b>Total</b>		
					<u>\$100.28</u>		
Northwestern Medicine	53178	6/5/2020	10-2130-220-00-79-600-14	Health Services Insurance	150.00	0020021547	10-2130-220-00-79-600-14
					<b>Total</b>		
					<u>\$150.00</u>		
Northwestern Medicine Occupational Health	53126	5/29/2020	10-1500-390-00-71-300-13	Student Drug Testing	1,985.00	0020203168	10-1500-390-00-71-300-13
	53179	6/5/2020	40-2550-310-00-79	Prof & Tech Service Trans	475.00	0020203232	40-2550-310-00-79
					<b>Total</b>		
					<u>\$2,460.00</u>		
Northwestern Memorial HealthCare	53042	5/22/2020	10-1500-410-00-71-300-13	Training/Athletic Supplies HS	16,000.00	0020203080	10-1500-410-00-71-300-13
					<b>Total</b>		
					<u>\$16,000.00</u>		



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Nutri-Link Technologies Inc							
	53180	6/5/2020	10-2560-310-00-71-100-13	Cafe Prof & Tech Leggee	243.75	0020203233	10-2560-310-00-71-100-13
	53180	6/5/2020	10-2560-310-00-71-300-13	Cafe Prof & Tech HS	243.75	0020203233	10-2560-310-00-71-300-13
	53180	6/5/2020	10-2560-310-00-72-110-13	Cafe Prof & Tech Chesak	243.75	0020203233	10-2560-310-00-72-110-13
	53180	6/5/2020	10-2560-310-00-72-120-13	Cafe Prof & Tech Martin	243.75	0020203233	10-2560-310-00-72-120-13
	53180	6/5/2020	10-2560-310-00-72-220-13	Cafe Prof & Tech Marlowe	243.75	0020203233	10-2560-310-00-72-220-13
	53180	6/5/2020	10-2560-310-00-74-140-13	Cafe Prof & Tech Mackeben	243.75	0020203233	10-2560-310-00-74-140-13
	53180	6/5/2020	10-2560-310-00-74-150-13	Cafe Prof & Tech Conley	243.75	0020203233	10-2560-310-00-74-150-13
	53180	6/5/2020	10-2560-310-00-74-210-13	Cafe Prof & Tech Heineman	243.75	0020203233	10-2560-310-00-74-210-13
<b>Total</b>					<u>\$1,950.00</u>		
Ombudsman							
	53043	5/22/2020	10-1100-310-89-79-605-14	Title I Instruc Pur Svc	2,012.00	0020203092	10-1100-310-89-79-605-14
	53043	5/22/2020	10-1130-314-06-71-305-13	Alternative School	200.00	0020203092	10-1130-314-06-71-305-13
	53043	5/22/2020	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc	797.00	0020203092	10-2212-310-00-79-505-14
	53127	5/29/2020	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc	3,198.00	0020203121	10-2212-310-00-79-505-14
<b>Total</b>					<u>\$6,207.00</u>		
Otis Elevator Company							
	53044	5/22/2020	20-2542-323-00-79	Repairs & Maint Buildings	245.00		20-2542-323-00-79
<b>Total</b>					<u>\$245.00</u>		
P & M Distributors Inc							
	53045	5/22/2020	10-2560-415-00-71-300-13	Cafe Food HS	615.39	0020202969	10-2560-415-00-71-300-13
<b>Total</b>					<u>\$615.39</u>		
Partnering for Prevention LLC							
	53046	5/22/2020	10-1130-390-00-71-300-13	Consulting HS	7,795.00	0020202925	10-1130-390-00-71-300-13
<b>Total</b>					<u>\$7,795.00</u>		
Patlin Inc							
	53181	6/5/2020	40-2554-410-00-79	Fleet Supplies	20.55	0020203237	40-2554-410-00-79
<b>Total</b>					<u>\$20.55</u>		
Pengiel, Nicholas							
	53047	5/22/2020	10-2660-332-00-79-600-14	Travel Technology	299.58		10-2660-332-00-79-600-14
<b>Total</b>					<u>\$299.58</u>		
Pioneer Manufacturing - Athletics							
	53048	5/22/2020	20-2543-410-00-79	Grounds Supplies	342.90	0020202970	20-2543-410-00-79
<b>Total</b>					<u>\$342.90</u>		
Plainfield North HS c/o Athletics							
	53128	5/29/2020	10-1500-335-00-71-300-13	Conference Travel HS	300.00		10-1500-335-00-71-300-13
<b>Total</b>					<u>\$300.00</u>		



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Vendor Name	Check #	Check Date	A.S.N.	Description	Amount	PO #	State Account Number
Poltex Inc	53129	5/29/2020	10-2546-490-00-79-600-14	Security Officer Supplies	2,940.00	0020203085	10-2546-490-00-79-600-14
					<b>Total</b>		
					<u>\$2,940.00</u>		
Quaddient Leasing USA	53049	5/22/2020	10-2310-390-00-74-500-14	Purchased Service Board	1,968.00	0020202920	10-2310-390-00-74-500-14
					<b>Total</b>		
					<u>\$1,968.00</u>		
Quinlan & Fabish Music Co	53050	5/22/2020	10-1120-323-02-72-220-13	Instrument Repair Marlowe	8,485.92	0020202899	10-1120-323-02-72-220-13
					<b>Total</b>		
					<u>\$8,485.92</u>		
Raucci, Laura	53051	5/22/2020	10-1611-125	Student Food Svc - Martin	51.95		10-1611-125
	53051	5/22/2020	10-1611-225	Student Food Svc - Marlowe	71.00		10-1611-225
					<b>Total</b>		
					<u>\$122.95</u>		
Reed, Richard	53052	5/22/2020	10-2561-332-00-79-605-14	Dir Food Service Travel	31.05		10-2561-332-00-79-605-14
	53052	5/22/2020	10-2561-410-00-79-605-14	Dir Food Service Supplies	396.38		10-2561-410-00-79-605-14
					<b>Total</b>		
					<u>\$427.43</u>		
Remkes Garage LLC	53053	5/22/2020	40-2554-410-00-79	Fleet Supplies	3,485.00	0020203051	40-2554-410-00-79
					<b>Total</b>		
					<u>\$3,485.00</u>		
Renkosik, Doug	53054	5/22/2020	20-2540-332-00-79	Travel	160.19		20-2540-332-00-79
					<b>Total</b>		
					<u>\$160.19</u>		
Revtrak, Inc.	20205808	5/31/2020	10-2523-319-00-79-600-14	Banking Fees	764.46	460	10-2523-319-00-79-600-14
					<b>Total</b>		
					<u>\$764.46</u>		
Rick, Cynthia	53055	5/22/2020	10-2310-230-00-74-500-14	Tuition Reimbursement	381.65		10-2310-230-00-74-500-14
					<b>Total</b>		
					<u>\$381.65</u>		
Ricker, Krysta	53056	5/22/2020	10-2310-230-00-74-500-14	Tuition Reimbursement	381.65		10-2310-230-00-74-500-14
					<b>Total</b>		
					<u>\$381.65</u>		
Rockford Auburn HS	53130	5/29/2020	10-1500-335-00-71-300-13	Conference Travel HS	450.00		10-1500-335-00-71-300-13
					<b>Total</b>		
					<u>\$450.00</u>		



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Royal Pipe & Supply inc	53057	5/22/2020	20-2542-410-00-79	Supplies B & G	11,152.96	0020202792	20-2542-410-00-79
<b>Total</b>					<u>\$11,152.96</u>		
Rush Truck Center Huntley	53058	5/22/2020	40-2550-323-00-79	Repairs and Maintenance	2,887.41	0020030737	40-2550-323-00-79
	53058	5/22/2020	40-2550-323-00-79	Repairs and Maintenance	1,588.22	0020020737	40-2550-323-00-79
	53058	5/22/2020	40-2554-410-00-79	Fleet Supplies	454.41	0020203054	40-2554-410-00-79
	53131	5/29/2020	40-2550-323-00-79	Repairs and Maintenance	1,588.22	0020203177	40-2550-323-00-79
	53131	5/29/2020	40-2554-410-00-79	Fleet Supplies	13,288.14	0020203177	40-2554-410-00-79
<b>Total</b>					<u>\$19,806.40</u>		
Russo Power Equipment	53059	5/22/2020	20-2543-410-00-79	Grounds Supplies	436.00	0020021637	20-2543-410-00-79
<b>Total</b>					<u>\$436.00</u>		
RVT Productions	53060	5/22/2020	10-1120-490-02-72-220-13	Marlowe Fine Arts Supplies	2,050.00	0020203081	10-1120-490-02-72-220-13
<b>Total</b>					<u>\$2,050.00</u>		
Safety Kleen	53061	5/22/2020	40-2550-310-00-79	Prof & Tech Service Trans	218.36	0020041067	40-2550-310-00-79
<b>Total</b>					<u>\$218.36</u>		
Safeway Tuckpointing Co	53062	5/22/2020	20-2542-323-00-79	Repairs & Maint Buildings	785.00	0020202971	20-2542-323-00-79
<b>Total</b>					<u>\$785.00</u>		
Salerno, Lauren	53063	5/22/2020	10-2310-230-00-74-500-14	Tuition Reimbursement	375.00		10-2310-230-00-74-500-14
<b>Total</b>					<u>\$375.00</u>		
Sanchez, Kirsten	53064	5/22/2020	10-2310-230-00-74-500-14	Tuition Reimbursement	375.00		10-2310-230-00-74-500-14
<b>Total</b>					<u>\$375.00</u>		
Saxe, David	52962	5/15/2020	10-2140-310-92-79-600-14	IDEA Psychological Services	1,599.00	0020041960	10-2140-310-92-79-600-14
	53065	5/22/2020	10-2140-310-92-79-600-14	IDEA Psychological Services	3,198.00	0020051960	10-2140-310-92-79-600-14
<b>Total</b>					<u>\$4,797.00</u>		
Scholastic Magazines	53066	5/22/2020	10-1110-410-00-74-150-13	Inst Supplies Conley	1,636.25	0020203067	10-1110-410-00-74-150-13
<b>Total</b>					<u>\$1,636.25</u>		



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School Health Corporation	52963	5/15/2020	10-1500-410-00-71-300-13	Training/Athletic Supplies HS	694.26	0020202788	10-1500-410-00-71-300-13
	52963	5/15/2020	10-2130-410-00-79-600-14	Supplies Health	210.70		10-2130-410-00-79-600-14
	52963	5/15/2020	10-2546-490-00-79-600-14	Security Officer Supplies	231.42	0020202742	10-2546-490-00-79-600-14
	52963	5/15/2020	10-2546-490-00-79-600-14	Security Officer Supplies	355.83	0020202741	10-2546-490-00-79-600-14
				<b>Total</b>	<u>\$1,492.21</u>		
Schuring & Schuring	53067	5/22/2020	10-2560-415-00-72-220-13	Cafe Food Marlowe	5,699.95	0020041375	10-2560-415-00-72-220-13
				<b>Total</b>	<u>\$5,699.95</u>		
Schwerzler, Therese	53068	5/22/2020	10-2410-332-00-71-300-13	Prin Travel HS	18.92		10-2410-332-00-71-300-13
				<b>Total</b>	<u>\$18.92</u>		
Secretary of State 12	53182	5/29/2020	40-2550-310-00-79	Prof & Tech Service Trans	4.00	0020050957	40-2550-310-00-79
				<b>Total</b>	<u>\$4.00</u>		
Secretary of State 11	53183	5/29/2020	40-2550-310-00-79	Prof & Tech Service Trans	4.00	0020050947	40-2550-310-00-79
				<b>Total</b>	<u>\$4.00</u>		
Secretary of State 13	53184	5/29/2020	40-2550-310-00-79	Prof & Tech Service Trans	4.00	0020050967	40-2550-310-00-79
				<b>Total</b>	<u>\$4.00</u>		
Secretary of State 14	53185	5/29/2020	40-2550-310-00-79	Prof & Tech Service Trans	4.00	0020050977	40-2550-310-00-79
				<b>Total</b>	<u>\$4.00</u>		
Secretary of State 15	53186	5/29/2020	40-2550-310-00-79	Prof & Tech Service Trans	4.00	0020050987	40-2550-310-00-79
				<b>Total</b>	<u>\$4.00</u>		
Secretary of State 16	53187	5/29/2020	40-2550-310-00-79	Prof & Tech Service Trans	4.00	0020050997	40-2550-310-00-79
				<b>Total</b>	<u>\$4.00</u>		
Secretary of State 17	53188	5/29/2020	40-2550-310-00-79	Prof & Tech Service Trans	4.00	0020051007	40-2550-310-00-79
				<b>Total</b>	<u>\$4.00</u>		
Secretary of State 18	53189	5/29/2020	40-2550-310-00-79	Prof & Tech Service Trans	4.00	0020051017	40-2550-310-00-79
				<b>Total</b>	<u>\$4.00</u>		



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## Disbursements Issued

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Vendor Name	Check #	Check Date	A.S.N.	Description	Amount	PO #	State Account Number
Secretary of State 19	53190	5/29/2020	40-2550-310-00-79	Prof & Tech Service Trans	4.00	0020051027	40-2550-310-00-79
					<b>Total</b>		
					<u>\$4.00</u>		
Secretary of State 20	53191	5/29/2020	40-2550-310-00-79	Prof & Tech Service Trans	4.00	0020051037	40-2550-310-00-79
					<b>Total</b>		
					<u>\$4.00</u>		
Secretary of State1	53192	5/29/2020	40-2550-310-00-79	Prof & Tech Service Trans	4.00	0020050847	40-2550-310-00-79
					<b>Total</b>		
					<u>\$4.00</u>		
Secretary of State10	53193	5/29/2020	40-2550-310-00-79	Prof & Tech Service Trans	4.00	0020050937	40-2550-310-00-79
					<b>Total</b>		
					<u>\$4.00</u>		
Secretary of State2	53194	5/29/2020	40-2550-310-00-79	Prof & Tech Service Trans	4.00	0020050857	40-2550-310-00-79
					<b>Total</b>		
					<u>\$4.00</u>		
Secretary of State3	53195	5/29/2020	40-2550-310-00-79	Prof & Tech Service Trans	4.00	0020050867	40-2550-310-00-79
					<b>Total</b>		
					<u>\$4.00</u>		
Secretary of State4	53196	5/29/2020	40-2550-310-00-79	Prof & Tech Service Trans	4.00	0020050877	40-2550-310-00-79
					<b>Total</b>		
					<u>\$4.00</u>		
Secretary of State5	53197	5/29/2020	40-2550-310-00-79	Prof & Tech Service Trans	4.00	0020050887	40-2550-310-00-79
					<b>Total</b>		
					<u>\$4.00</u>		
Secretary of State6	53198	5/29/2020	40-2550-310-00-79	Prof & Tech Service Trans	4.00	0020050897	40-2550-310-00-79
					<b>Total</b>		
					<u>\$4.00</u>		
Secretary of State7	53199	5/29/2020	40-2550-310-00-79	Prof & Tech Service Trans	4.00	0020050907	40-2550-310-00-79
					<b>Total</b>		
					<u>\$4.00</u>		
Secretary of State8	53200	5/29/2020	40-2550-310-00-79	Prof & Tech Service Trans	4.00	0020050917	40-2550-310-00-79
					<b>Total</b>		
					<u>\$4.00</u>		
Secretary of State9	53201	5/29/2020	40-2550-310-00-79	Prof & Tech Service Trans	4.00	0020050927	40-2550-310-00-79
					<b>Total</b>		
					<u>\$4.00</u>		
<b>267</b>					<b>Total</b>		
					<u>\$4.00</u>		



# Huntley Community School District #158

## Disbursements Issued

### From May 14, 2020 to June 15, 2020

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Vendor Name	Check #	Check Date	A.S.N.	Description	Amount	PO #	State Account Number
Shah, Neha	53202	6/5/2020	10-1611-125	Student Food Svc - Martin	21.20		10-1611-125
					<b>Total</b>		
					<u>\$21.20</u>		
Shiffler Equipment Sales Inc	52964	5/15/2020	10-1120-323-00-72-220-13	Repairs Marlowe	98.20	0020202079	10-1120-323-00-72-220-13
					<b>Total</b>		
					<u>\$98.20</u>		
Singer, Joshua	53132	5/29/2020	10-1611-145	Student Food Svc - Mackeben	30.00		10-1611-145
	53132	5/29/2020	10-1611-155	Student Food Svc - Conley	34.00		10-1611-155
					<b>Total</b>		
					<u>\$64.00</u>		
Smith Seckman Reid	53069	5/22/2020	20-2540-310-00-79	Professional & Technical	6,648.00	0020200565	20-2540-310-00-79
					<b>Total</b>		
					<u>\$6,648.00</u>		
Soliant Health Inc	53070	5/22/2020	10-2130-310-92-79-600-14	IDEA Health Services	850.00	0020203064	10-2130-310-92-79-600-14
	53070	5/22/2020	10-2130-310-92-79-600-14	IDEA Health Services	425.00	0020202959	10-2130-310-92-79-600-14
	53070	5/22/2020	10-2130-310-92-79-600-14	IDEA Health Services	425.00	0020203099	10-2130-310-92-79-600-14
	53070	5/22/2020	10-2130-310-92-79-600-14	IDEA Health Services	425.00	0020203011	10-2130-310-92-79-600-14
					<b>Total</b>		
					<u>\$2,125.00</u>		
Southpaw Enterprises	53071	5/22/2020	10-2130-410-92-79-605-14	IDEA Health OTPT & Nurse Sup	91.20	0020202627	10-2130-410-92-79-605-14
					<b>Total</b>		
					<u>\$91.20</u>		
Stark & Son Trenching Inc	53072	5/22/2020	20-2543-323-00-79	Repairs-Grounds	5,931.00	0020202922	20-2543-323-00-79
	53072	5/22/2020	60-2530-531-00-71-300	HS Fine Arts Expansion Construction	4,230.00	0020203104	60-2530-531-00-71-300
	53133	5/29/2020	20-2543-323-00-79	Repairs-Grounds	3,665.50	0020203187	20-2543-323-00-79
					<b>Total</b>		
					<u>\$13,826.50</u>		
Supporting Success for Children with	53073	5/22/2020	10-2150-410-92-79-605-14	IDEA Sp Path & Audiol Supplies	240.10	0020201874	10-2150-410-92-79-605-14
	53134	5/29/2020	10-2150-410-92-79-605-14	IDEA Sp Path & Audiol Supplies	8.00		10-2150-410-92-79-605-14
					<b>Total</b>		
					<u>\$248.10</u>		
Sycamore HS c/o Athletics	53135	5/29/2020	10-1500-335-00-71-300-13	Conference Travel HS	350.00		10-1500-335-00-71-300-13
					<b>Total</b>		
					<u>\$350.00</u>		



# Huntley Community School District #158

## Disbursements Issued

### From May 14, 2020 to June 15, 2020

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Vendor Name	Check #	Check Date	A.S.N.	Description	Amount	PO #	State Account Number
Teachers Retirement System							
	202052205	5/31/2020	10451	TRS Payable	214,477.72		10451
	202052205	5/31/2020	10468	TRS Health Ins	48,391.36		10468
	20205805	5/31/2020	10451	TRS Payable	213,358.96		10451
	20205805	5/31/2020	10468	TRS Health Ins	47,107.87		10468
<b>Total</b>					<b>\$523,335.91</b>		
The Huntley Education Association							
	202051412	5/31/2020	10460	IEA Dues Payable	26,108.32		10460
	202052712	5/31/2020	10460	IEA Dues Payable	26,108.32		10460
<b>Total</b>					<b>\$52,216.64</b>		
Thompson, Angela							
	53074	5/22/2020	10-2310-230-00-74-500-14	Tuition Reimbursement	1,040.00		10-2310-230-00-74-500-14
<b>Total</b>					<b>\$1,040.00</b>		
Thomson Reuters							
	53075	5/22/2020	10-2660-470-00-79-600-14	Software Technology	967.00	0020203070	10-2660-470-00-79-600-14
	53075	5/22/2020	10-2660-470-00-79-600-14	Software Technology	31.19	0020203101	10-2660-470-00-79-600-14
<b>Total</b>					<b>\$998.19</b>		
Tovar Snow Professional							
	53076	5/22/2020	20-2542-322-00-79-605-14	Snow Removal	220.00	0020203072	20-2542-322-00-79-605-14
<b>Total</b>					<b>\$220.00</b>		
Trane							
	53077	5/22/2020	20-2542-390-00-79	Other Purchased Service	2,228.75	0020202930	20-2542-390-00-79
	53077	5/22/2020	20-2542-410-00-79	Supplies B & G	2,673.00	0020203078	20-2542-410-00-79
<b>Total</b>					<b>\$4,901.75</b>		
Translation Today Network Inc							
	53078	5/22/2020	10-2150-310-92-79-600-14	IDEA Sp Path & Audiology Serv	421.60	0020202960	10-2150-310-92-79-600-14
<b>Total</b>					<b>\$421.60</b>		
Tremco/Weatherproofing Tech Inc							
	53203	6/5/2020	20-2542-323-00-79	Repairs & Maint Buildings	1,328.75	0020203236	20-2542-323-00-79
<b>Total</b>					<b>\$1,328.75</b>		
TSA Consulting Group Inc							
	202051403	5/31/2020	10455	Annuities Payable	68,162.13		10455
	202052703	5/31/2020	10455	Annuities Payable	67,987.13		10455
<b>Total</b>					<b>\$136,149.26</b>		
Turk, Dana							
	53079	5/22/2020	10-2310-230-00-74-500-14	Tuition Reimbursement	375.00		10-2310-230-00-74-500-14
<b>Total</b>					<b>\$375.00</b>		



# Huntley Community School District #158

## Disbursements Issued

### From May 14, 2020 to June 15, 2020

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Vendor Name	Check #	Check Date	A.S.N.	Description	Amount	PO #	State Account Number
Uline	53136	5/29/2020	20-2542-410-00-79	Supplies B & G	3,106.05	0020203089	20-2542-410-00-79
					<b>Total</b>		
					<u>\$3,106.05</u>		
United Way of McHenry Co	53137	5/29/2020	10461	United Way Payable	13.43		10461
					<b>Total</b>		
					<u>\$13.43</u>		
Urbanczyk, Joseph	53080	5/22/2020	40-1421	Summer Transportation	55.00		40-1421
					<b>Total</b>		
					<u>\$55.00</u>		
Van Ness, Meghan	53081	5/22/2020	10-2310-230-00-74-500-14	Tuition Reimbursement	390.00		10-2310-230-00-74-500-14
					<b>Total</b>		
					<u>\$390.00</u>		
Verizon Wireless	52965	5/15/2020	20-2540-340-00-79	Telephone - Districtwide	126.44	0020041607	20-2540-340-00-79
	53204	6/5/2020	20-2540-340-00-79	Telephone - Districtwide	3,108.39	0020041607	20-2540-340-00-79
					<b>Total</b>		
					<u>\$3,234.83</u>		
Village of Algonquin	53082	5/22/2020	20-2546-310-00-71-305	Resource Officer HS	9,444.09	0020050137	20-2546-310-00-71-305
	53205	6/5/2020	20-2540-370-00-79	Water/Sewer	1,011.20		20-2540-370-00-79
	53205	6/5/2020	20-2546-310-00-71-305	Resource Officer HS	9,444.09	0020060137	20-2546-310-00-71-305
					<b>Total</b>		
					<u>\$19,899.38</u>		
Village of Huntley	52966	5/15/2020	20-2546-310-00-71-305	Resource Officer HS	5,727.72	0020041517	20-2546-310-00-71-305
	53138	5/29/2020	20-2546-310-00-71-305	Resource Officer HS	162.50	0020203157	20-2546-310-00-71-305
	53138	5/29/2020	20-2546-310-00-71-305	Resource Officer HS	162.50	0020203158	20-2546-310-00-71-305
	53206	6/5/2020	20-2546-310-00-71-305	Resource Officer HS	5,727.72	0020051517	20-2546-310-00-71-305
					<b>Total</b>		
					<u>\$11,780.44</u>		
Virtual Connections Academy	53139	5/29/2020	10-4220-670-00-79-600-14	Sp Ed Private Tuition	4,224.90	0020051757	10-4220-670-00-79-600-14
					<b>Total</b>		
					<u>\$4,224.90</u>		
VSP of Illinois NFP	53083	5/22/2020	10-2310-220-00-79-600-14	Support Serv-Gen Adm Insurance	7,264.38	0020050457	10-2310-220-00-79-600-14
					<b>Total</b>		
					<u>\$7,264.38</u>		
Wallingford Sales Company	53084	5/22/2020	20-2542-410-00-79	Supplies B & G	1,071.84	0020202643	20-2542-410-00-79
	53140	5/29/2020	20-2542-410-00-79	Supplies B & G	1,868.55	0020203069	20-2542-410-00-79
					<b>Total</b>		
					<u>\$2,940.39</u>		
270					<b>Total</b>		
					<u>\$2,940.39</u>		



# Huntley Community School District #158

## Disbursements Issued

### From May 14, 2020 to June 15, 2020

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Vendor Name	Check #	Check Date	A.S.N.	Description	Amount	PO #	State Account Number
WEX BANK	53141	5/29/2020	10-1700-464-21-71-300-13	Driver Education Gasoline	30.00	0020050777	10-1700-464-21-71-300-13
					<b>Total</b>		
					<u>\$30.00</u>		
Winston Knolls Education Group	53207	6/5/2020	10-4220-670-00-79-600-14	Sp Ed Private Tuition	4,577.76	0020051747	10-4220-670-00-79-600-14
					<b>Total</b>		
					<u>\$4,577.76</u>		
Wise, Colline	53085	5/22/2020	10-2310-230-00-74-500-14	Tuition Reimbursement	1,560.00		10-2310-230-00-74-500-14
					<b>Total</b>		
					<u>\$1,560.00</u>		
Wold Architects and Engineers	53208	6/5/2020	20-2540-310-00-79	Professional & Technical	140.73	0020202320	20-2540-310-00-79
	53208	6/5/2020	20-2540-310-00-79	Professional & Technical	115.30	0020201097	20-2540-310-00-79
					<b>Total</b>		
					<u>\$256.03</u>		
Woodstock Community Unit School Dist 200	53142	5/29/2020	10-4220-670-00-79-600-14	Sp Ed Private Tuition	19,283.72	0020050657	10-4220-670-00-79-600-14
					<b>Total</b>		
					<u>\$19,283.72</u>		
WPS	53086	5/22/2020	10-2130-410-92-79-605-14	IDEA Health OTPT & Nurse Sup	1,543.30	0020202694	10-2130-410-92-79-605-14
					<b>Total</b>		
					<u>\$1,543.30</u>		
Zero Card	2020051604	5/31/2020	10-1100-220-00-79-600-14	Regular Programs Insurance	7,935.00		10-1100-220-00-79-600-14
	202051104	5/31/2020	10-1100-220-00-79-600-14	Regular Programs Insurance	560.42		10-1100-220-00-79-600-14
	202052604	5/31/2020	10-1100-220-00-79-600-14	Regular Programs Insurance	553.03		10-1100-220-00-79-600-14
	20205404	5/31/2020	10-1100-220-00-79-600-14	Regular Programs Insurance	1,397.52		10-1100-220-00-79-600-14
					<b>Total</b>		
					<u>\$10,445.97</u>		
Zhang, Guangping	53087	5/22/2020	10-2520-332-00-74-500-14	Travel Fiscal	28.75		10-2520-332-00-74-500-14
					<b>Total</b>		
					<u>\$28.75</u>		
Zieglers Ace Hardware	53088	5/22/2020	40-2554-410-00-79	Fleet Supplies	33.94	0020051047	40-2554-410-00-79
	53143	5/29/2020	20-2542-410-00-79	Supplies B & G	27.76	0020010267	20-2542-410-00-79
	53209	6/5/2020	20-2542-410-00-79	Supplies B & G	34.67	0020010267	20-2542-410-00-79
					<b>Total</b>		
					<u>\$96.37</u>		
					<b>Total</b>		
					<u>\$6,698,457.90</u>		



# Huntley Community School District 158

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650 Dr. John Burkey Drive  
Algonquin, Illinois 60102  
(847) 659-6158 • [www.district158.org](http://www.district158.org)

To: Board of Education and Administration

From: Mark Altmayer, Chief Financial Officer/Treasurer

Date: June 18, 2020

Subject: **Signatories for Bank/Financial Accounts**  
Board of Education Meeting, June 18, 2020

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Harris Bank requests two signatories on all accounts with Huntley Community School District 158.

## **RECOMMENDATION**

The Finance Committee recommends that Mark Altmayer, CFO/Treasurer and Scott Rowe, Superintendent be approved as signatories for all bank/financial accounts at the June 18, 2020 Regular Board Meeting.



# Huntley Community School District 158

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650 Dr. John Burkey Drive  
Algonquin, Illinois 60102  
(847) 659-6158 • [www.district158.org](http://www.district158.org)

To: Board of Education and Administration

From: Mark Altmayer, Chief Financial Officer

Date: June 18, 2020

Subject: **Appointment of Treasurer / Treasurer's Bond**  
Board of Education Meeting, June 18, 2020  
Finance Committee

---

## RECOMMENDATION

Administration requests that the Finance Committee recommends the Board of Education approve Mr. Mark Altmayer as Treasurer for FY21 at the June 18, 2020 Regular Board meeting.

Date: June 18, 2020

To: Regional Superintendent of Schools of McHenry County

**NOTICE OF APPOINTMENT OF SCHOOL TREASURER**

Please be advised that the Board of Education of Huntley Community School District 158 of McHenry and Kane Counties, Illinois has this day in compliance with the provisions of 105 ILCS 5/8.1 of the School Code of Illinois appointed Mark Altmayer whose address is \_\_\_\_\_, Illinois, as our School Treasurer for a term of twelve (12) months beginning July 1, 2020 and extending through June 30, 2021 and renewable annually thereafter.

Complying with the provisions of 105 ILCS 5/8.2 of the above mentioned Statutes, we have fixed the amount of bond for the treasurer in the amount of \$40,026,723 which said bond, Underwriters at Lloyd's, London being a surety bond, we have duly approved and one copy of said bond is herewith transmitted to you for your approval and files. Second copy to be approved and returned to school district.

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary

School District No. 158, McHenry County, Illinois  
Name of firm or persons acting as Surety on Bond: Lloyds of London  
Term of bond: From July 01, 2020 to June 30, 2021

Name and address to which checks are to be mailed:

Mr. Mark Altmayer, Treasurer  
Huntley Community School District 158  
650 Dr. John Burkey Drive  
Algonquin, Illinois 60102



# Huntley Community School District 158

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650 Dr. John Burkey Drive  
Algonquin, Illinois 60102  
(847) 659-6158 • [www.district158.org](http://www.district158.org)

To: Board of Education

From: Mark Altmayer, Chief Financial Officer / Treasurer

Date: June 18, 2020

Subject: **Designation of Depositories**  
Board of Education Meeting, June 18, 2020  
Finance Committee

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For the Committee's review, in accordance with Section 8-7 of the School Code 105ILCS 5/8-7, below is a listing of depositories for funds of the School District. The naming of the official depositories follows our policy of periodic review and approval for the overall cash management and treasury procedures. A resolution is attached that authorizes the school Treasurer to take all necessary actions to assume and exercise the functions of school Treasurer as well authorize depositories of School District Funds. The depositories are as follows:

Harris Bank N.A.  
Illinois School District Liquid Asset Fund Plus  
JP Morgan Chase  
The Bank of New York Mellon Trust Co N.A.  
U.S. Bank  
UMB Bank

## **RECOMMENDATION**

The Finance Committee recommend the Board of Education approve the attached resolution, listing the abovementioned financial institutions as the official depositories for funds of the School District, as well as authorize the school Treasurer to take all necessary actions to assume and exercise the functions of school Treasurer at the June 18, 2020 Regular Board Meeting.

**RESOLUTION OF THE BOARD OF EDUCATION OF  
HUNTLEY COMMUNITY SCHOOL DISTRICT 158  
DESIGNATING DEPOSITORIES FOR SCHOOL DISTRICT FUNDS**

**WHEREAS,** Huntley Community School District 158, McHenry and Kane Counties, Illinois (the "School District") has appointed the School Treasurer in accordance with Section 8-7 of the School Code, 105ILCS 5/8-7.

**NOW, THEREFORE,** be it hereby resolved by the Board of Education of Huntley Community School District 158, McHenry and Kane Counties, Illinois, as follows:

- 1) The foregoing recitals are hereby found to be full, true and correct and are incorporated into this Resolution by reference as if set forth fully herein.
- 2) The School Treasurer is hereby authorized and directed to take all other necessary actions to assume and exercise the functions of school Treasurer, including without limitation the following:
- 3) To inspect, as necessary, all cashbooks, loan books, district account books and journals to copy or reproduce such portions thereof as the School Treasurer deems necessary for the performance of his duties.
- 4) The depositories on Exhibit A hereto are hereby designated as authorized depositories of School District Funds.

This Resolution shall take effect immediately upon its passage.

Adopted this 18<sup>th</sup> day of June 2020.

AYES: \_\_\_\_\_

NAYES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

\_\_\_\_\_  
President, Board of Education

Attest:

\_\_\_\_\_  
Secretary, Board of Education

**Exhibit A**

Harris Bank N.A.  
Illinois School District Liquid Asset Fund Plus  
JP Morgan Chase  
The Bank of New York Mellon Trust Co N.A.  
U.S. Bank  
UMB Bank

# Policy Committee

650 Dr. John Burkey Drive · Algonquin, IL 60102 · (847) 659-6158 · Fax (847) 659-6125

TO: Board of Education and Cabinet Members  
FROM: Dr. Scott Rowe, Superintendent  
Mrs. Lorie Woods  
DATE: June 18, 2020  
RE: Policy Updates – Second Reading

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The following policies are being submitted as a second reading as requested by the Board during the Regular meeting on May 21, 2020.

This is the second reading of the following policies:

- 2:125 Board Member Compensation; Expenses
- 2:160 Board Attorney
- 4:60 Purchases and Contracts
- 5:35 Compliance with the Fair Labor Standards Act
- 5:60 Expenses
- 5:150 Personnel Records
- 5:280 Duties and Qualifications
- 6:135 Accelerated Placement Program
- 6:280 Grading and Promotion
- 7:70 Attendance and Truancy
- 7:90 Release During School Hours
- 8:10 Connection with the Community
- 8:30 Visitors to and Conduct on School Property
- 8:110 Public Suggestions and Concerns

## **Recommendation**

Administration requests that the Policy Committee recommend the above policies be approved as a second reading by the Board.

Please feel free to contact me or Mrs. Woods with any questions and/or concerns.

LRW  
Attachments

## Board of Education

### Board Member Compensation; Expenses

#### Board Member Compensation Prohibited

Board members provide volunteer service to the community and may not receive compensation for services, except that a Board member serving as the Board Secretary may be paid an amount up to the statutory limit if the Board so provides.

#### Roll Call Vote

All Board member expense requests for travel, meals, and/or lodging must be approved by roll call vote at an open meeting of the Board.

#### Regulation of School District Expense

The Board regulates the reimbursement of all travel, meal, and lodging expenses in the District by resolution. No later than approval of the annual budget and when necessary, the Superintendent will recommend a maximum allowable reimbursement amount for expenses to be included in the resolution. The recommended amount should be based upon the District's budget and other financial considerations.

Money shall not be advanced or reimbursed, or purchase orders issued for: (1) the expenses of any person except the Board member, (2) anyone's personal expenses, or (3) entertainment expenses. Entertainment includes, but is not limited to, shows, amusements, theaters, circuses, sporting events, or any other place of public or private entertainment or amusement, unless the entertainment is ancillary to the purpose of the program or event.

#### Exceeding the Maximum Allowable Reimbursement Amount(s)

All requests for expense advancements, reimbursements, and/or purchase orders that exceed the maximum allowable reimbursement amount set by the Board may only be approved when:

1. The Board's resolution to regulate expenses allows for such approval;
2. An emergency or other extraordinary circumstance exists; and
3. The request is approved by a roll call vote at an open Board meeting.

#### Advancements

The Board may advance to its members actual and necessary expenses to be incurred while attending:

1. Meetings sponsored by the Illinois State Board of Education or by the Regional Superintendent of Schools;
2. County or regional meetings and the annual meeting sponsored by any school board association complying with Article 23 of the School Code; and
3. Meetings sponsored by a national organization in the field of public school education.

Expense advancement requests must be submitted to the Superintendent or designee on the Board's standardized estimated expense approval form. After spending expense advancements, Board members must use the Board's standardized expense reimbursement form and submit to the Superintendent: (a) the itemized, signed advancement voucher that was issued, and (b) the amount of actual expenses by attaching receipts. A Board member must return to the District any portion of an expense advancement not used. If an expense advancement is not requested, expense reimbursements may be issued by the Board to its members for the activities listed in numbers one through three, above, along with registration fees or tuition for a course(s) that allowed compliance with the

mandatory trainings described in policy 2:120, *Board Member Development* and other professional development opportunities that are encouraged by the School Code (see the **Reimbursements and Purchase Orders** subhead, below). Expense advancements and vouchers shall be presented to the Board in its regular bill process.

#### Reimbursements and Purchase Orders

Expense reimbursement is not guaranteed and, when possible, Board members should seek pre-approval of expenses by providing an estimation of expenses on the Board's standardized estimated expense approval form, except in situations when the expense is diminutive. When pre-approval is not sought, Board members must seek reimbursement on the Board's standardized expense reimbursement form. Expense reimbursements and purchase orders shall be presented to the Board in its regular bill process.

#### Credit and Procurement Cards

Credit and procurement cards shall not be issued to Board members.

#### Standardized Expense Form(s) Required

All requests for expense advancement, reimbursement, and/or purchase orders in the District must be submitted on the appropriate itemized, signed standardized form(s). The form(s) must show the following information:

1. The amount of the estimated or actual expense, with attached receipts for actual incurred expenses.
2. The name and office of the Board member who is requesting the expense advancement or reimbursement. Receipts from group functions must include the names, offices, and job titles of all participants.
3. The date(s) of the official business on which the expense advancement or reimbursement will be or was expended.
4. The nature of the official business conducted when the expense advancement or reimbursement will be or was expended.

#### Types of Official Business for Expense Advancements, Reimbursements, and Purchase Orders

1. Registration. When possible, registration fees will be paid by the District in advance.
2. Travel. The least expensive method of travel will be used, providing that no hardship will be caused to the Board member. Board members will be reimbursed for:
  - a. Air travel at the coach or economy class commercial airline rate. First class or business class air travel will be reimbursed only if emergency circumstances warrant. The emergency circumstances must be explained on the expense form and Board approval of the additional expense is required. Fees for the first checked bag will be reimbursed. Copies of airline tickets and baggage receipts must be attached to the expense form.
  - b. Rail or bus travel at actual cost. Rail or bus travel costs may not exceed the cost of coach airfare. Copies of tickets must be attached to the expense form to substantiate amounts.
  - c. Use of personal automobiles at the standard mileage rate approved by the Internal Revenue Service for income tax purposes. The reimbursement may not exceed the cost of coach airfare. Mileage for use of personal automobiles in trips to and from transportation terminals will also be reimbursed. Toll charges and parking costs will be reimbursed.
  - d. Automobile rental costs when the vehicle's use is warranted. The circumstances for such must be explained on the expense form.

- e. Taxis, airport limousines, ride sharing, or other local transportation costs.
- 3. Meals. Meals charged to the School District should represent mid-fare selections for the hotel/meeting facility or general area, consistent with the maximum allowable reimbursement amount set by the Board. Tips are included with meal charges. Expense forms must explain the meal charges incurred. Alcoholic beverages will not be reimbursed.
- 4. Lodging. Board members should request conference rate or mid-fare room accommodations. A single room rate will be reimbursed. Board members should pay personal expenses at checkout. If that is impossible, deductions for the charges should be made on the expense form.
- 5. Miscellaneous Expenses. Board members may seek reimbursement for other expenses incurred while attending a meeting sponsored by organizations described herein by fully describing the expenses on the expense form, attaching receipts.

Additional Requirements for Travel Expenses Charged to Federal and State Grants

All Board member expenses for travel charged to a federal grant or State grant governed by the Grant Accountability and Transparency Act (30 ILCS 708/) must comply with Board policy 5:60, *Expenses*, and its implementing procedures. Travel expenses include costs for transportation, lodging, meals, and related items.

LEGAL REF.: 105 ILCS 5/10-20 and 5/10-22.32.  
 30 ILCS 708/, Government Accountability and Transparency Act.  
 50 ILCS 150/, Local Government Travel Expense Control Act.

CROSS REF.: 2:100 (Board Member Conflict of Interest), 2:120 (Board Member Development), 2:240 (Board Policy Development), 4:50 (Payment Procedures), 4:55 (Use of Credit and Procurement Cards), 5:60 (Expenses)

ADOPTED: May 17, 2001

REVISED: January 19, 2017

## **Board of Education**

### **Board Attorney**

The Board may retain legal services with one or more attorneys or law firms to be the Board Attorney(s). The Board Attorney represents the Board of Education in its capacity as the governing body for the School District. The Board Attorney serves on a retainer or other fee arrangement as determined in advance. The Board Attorney will provide services as described in the agreement for legal services or as memorialized by an engagement letter. The District will only pay for legal services that are provided in accordance with the agreement for legal services, as memorialized by an engagement letter, or that are otherwise authorized by this policy or a majority of the Board.

The Superintendent, his or her designee, and Board President, are each authorized to confer with and/or seek the legal advice of the Board Attorney. The Board may also authorize a specific Board member to confer with the Board Attorney on its behalf.

The Superintendent may authorize the Board Attorney to represent the District in any legal matter until the Board has an opportunity to be informed of and/or consider the matter.

The Board Attorney will:

1. Serve as the Board Attorney to the Board at all regular meetings and at special meetings when requested by the Superintendent or Board President;
2. Represent the District in any legal matter as requested by the Board;
3. Provide written opinions on legal questions as requested by the Superintendent or Board President;
4. Approve, prepare, or supervise the preparation of legal documents and instruments and perform such other legal duties as the Board may request;
5. Be available for telephone consultation; and
6. Represent the District in any legal matter as authorized by the Superintendent, until the Board has an opportunity to consider the matter.

The Superintendent may authorize the Board Attorney to represent the District in any legal matter until the Board has an opportunity to be informed of and/or consider the matter.

The Board retains the right to consult with or employ other attorneys and to terminate the service of any attorney.

LEGAL REF.: Rule 1.7 (Conflict of Interest: Current Clients) and Rule 1.13 (Organization as Client) of the Ill. Rules of Professional Conduct adopted by the Ill. Supreme Court.

CROSS REF.: 4:60 (Purchases and Contracts)

ADOPTED: May 17, 2001

REVISED: November 12, 2015

## **Operational Services**

### **Purchases and Contracts**

The Superintendent shall manage the District's purchases and contracts in accordance with State law, the standards set forth in this policy, and other applicable Board policies.

#### **Standards for Purchasing and Contracting**

All purchases and contracts shall be entered into in accordance with State law. The Board Attorney shall be consulted as needed regarding the legal requirements for purchases or contracts. All contracts shall be approved or authorized by the Board of Education.

Before soliciting bids or awarding a contract for supplies, materials, equipment, or services, a certified education purchasing contract that is already available through a State education purchasing entity (as defined in the Education Purchasing Program, Article 28A of the School Code), an existing Federal purchasing contract, or national cooperative purchasing network, may be considered as a bid.

All purchases and contracts should support a recognized District function or purpose as well as provide for good quality products and services at the lowest cost, with consideration for service, reliability, and delivery promptness, and in compliance with State law. No purchase or contract shall be made or entered into as a result of favoritism, extravagance, fraud, or corruption.

Adoption of the annual budget authorizes the Superintendent or designee to purchase budgeted supplies, equipment, and services, provided that State law is followed. Purchases of items outside budget parameters require prior Board approval, except in an emergency.

When presenting a contract or purchase for Board approval, the Superintendent or designee shall ensure that it complies with applicable State law, including but not limited to, those specified below:

1. Supplies, materials, or work involving an expenditure in excess of \$25,000 must comply with the State law bidding procedure, 105 ILCS 5/10-20.21, unless specifically exempted.
2. Repair, maintenance, remodeling, renovation, or construction, or a single project involving an expenditure not to exceed \$50,000 and not involving a change or increase in the size, type, or extent of an existing facility, 105 ILCS 5/10-20.21(xi).
3. Construction, lease, or purchase of school buildings must comply with State law and Board policy 4:150, *Facility Management and Building Programs*.
4. Guaranteed energy savings must comply with 105 ILCS 5/19b-1 et seq.
5. Third party non-instructional services must comply with 105 ILCS 5/10-22.34c.
6. Goods and services that are intended to generate revenue and other remunerations for the District in excess of \$1,000, including without limitation vending machine contracts, sports and other attire, class rings, and photographic services, must comply with 105 ILCS 5/10-20.21(b-5). The Superintendent or designee shall keep a record of: (1) each vendor, product, or service provided, (2) the actual net revenue and non-monetary remuneration from each contract or agreement, and (3) how the revenue was used and to whom the non-monetary remuneration was distributed. The Superintendent or designee shall report this information to the Board by completing the necessary forms that must be attached to the District's annual budget.
7. Any contract to purchase food with a bidder or offeror must comply with 105 ILCS 5/10-20.21(b-10).

8. The purchase of paper and paper products must comply with 105 ILCS 5/10-20.19c and board policy 4:70, *Resource Conservation*.
9. Each contractor with the District is bound by each of the following:
  - a. In accordance with 105 ILCS 5/10-21.9(f): (1) prohibit any of its employees who is or was found guilty of a criminal offense listed in 105 ILCS 5/10-21.9(c) and 5/21b-80(c) to have direct, daily contact at a District school or school-related activity with one more student(s); (2) prohibits any of the contractor’s employees from having direct daily contact with one or more students if the employee was found guilty of any offense in 5/21B-80(b) (certain drug offenses) until seven years following the end of the employee’s sentence for the criminal offense; and (3) require each of its employees who will have direct, daily contact with student(s) to cooperate during the District’s fingerprint-based criminal history records check on him or her.
  - b. In accordance with 105 ILCS 5/24-5: (1) concerning each new employee of a contractor that provides services to students or in schools provide the District with evidence of physical fitness to perform the duties assigned and freedom from communicable disease if the employee will have direct, daily contact with one or more student(s); and (2) require any new or existing employee who has and will have direct, daily contact with one or more student(s) to complete additional health examinations as required by the District and be subject to additional health examinations, including tuberculosis screening, as required by the Ill. Department of Public Health rules or order of a local health official.

The Superintendent or designee shall: (1) execute the reporting and website posting mandates in State law concerning District contracts, and (2) monitor the discharge of contracts, contractors’ performances, and the quality and value of services or products being provided.

LEGAL REF.: 105 ILCS 5/10-20.19c, 5/10-20, 5/10-20.21(xi), 5/10-21.9, 5/10-22.34c, 5/19b-1 et seq., and 5/24-5.  
820 ILCS 130/.

CROSS REF.: 2:100 (Board Member Conflict of Interest), 4:70 (Resource Conservation), 4:150 (Facility Management and Expansion Programs), 4:175 (Convicted Child Sex Offender; Screening; Notifications)

ADOPTED: May 17, 2001

REVISED: March 19, 2020

## **General Personnel**

### **Compliance with the Fair Labor Standards Act**

#### **Job Classifications**

The Superintendent will ensure that all job positions are identified as either “exempt” or “non-exempt” according to State law and the Fair Labor Standards Act (FLSA) and that employees are informed whether they are “exempt” or non-exempt.” “Exempt” and “non-exempt” employee categories may include certificated and non-certificated job positions. All non-exempt employees, whether paid on a salary or hourly basis, are covered by minimum wage and overtime provisions.

#### **Workweek and Compensation**

The workweek for District employees will be 12:00 a.m. Monday until 11:59 p.m. Sunday. Non-exempt employees will be compensated for all hours worked in a workweek including overtime. For non-exempt employees paid a salary, the salary is paid for a 40-hour workweek even if an employee is scheduled for less than 40 hours. “Overtime” is time worked in excess of 40 hours in a single workweek.

#### **Overtime**

A non-exempt employee shall not work overtime without his or her supervisor’s express approval. All supervisors of non-exempt employees shall (1) monitor overtime use on a weekly basis and report such use to the business office, (2) seek the Superintendent or designee’s written pre-approval for any long term or repeated use of overtime that can be reasonably anticipated, (3) ensure that overtime provisions of this policy and the FLSA are followed, and (4) ensure that employees are compensated for any overtime worked. Accurate and complete time sheets of actual hours worked during the workweek shall be signed by each employee and submitted to the business office. The business office will review work records of employees on a regular basis, make an assessment of overtime use, and provide the assessment to the Superintendent. In lieu of overtime compensation, non-exempt employees may receive compensatory time-off, according to Board policy 5:310, *Compensatory Time Off*.

#### **Suspension Without Pay**

No exempt employee shall have his or her salary docked, such as by an unpaid suspension, if the deduction would cause a loss of the exempt status. Certificated employees may be suspended without pay in accordance with Board Policy 5:240 *Suspension*. Non-certificated employees may be suspended without pay in accordance with Board Policy 5:290, *Employment Termination and Suspensions*.

#### **Implementation**

The Superintendent or designee shall implement the policy in accordance with the FLSA, including its required notices to employees. In the event of a conflict between the policy and State or federal law, the latter shall control.

LEGAL REF.: 820 ILCS 105/4a.  
Fair Labor Standards Act, 29 U.S.C. §201 et seq., 29 C.F.R. Parts 516, 541,  
548, 553, 778, and 785.

CROSS REF.: 5:240 (Suspension); 5:290 (Employment Termination and Suspensions); 5:310  
(Compensatory Time-Off).

ADOPTED: December 16, 2004

REVISED: May 15, 2014

FINAL

## **General Personnel**

### **Expenses**

The Board regulates the reimbursement of all travel, meal, and lodging expenses by resolution. Money shall not be advanced or reimbursed, or purchase orders issued for: (1) the expenses of any person except the employee, (2) anyone's personal expenses, or (3) entertainment expenses. Entertainment includes, but is not limited to, shows, amusements, theaters, circuses, sporting events, or any other place of public or private entertainment or amusement, unless the entertainment is ancillary to the purpose of the program or event. The District is not responsible for losses due to an employee's own negligence, losses due to normal wear, or losses due to theft, unless the theft was a result of the District's negligence. Employees must submit the appropriate itemized, signed, standardized form(s) to support any requests for expense advancements, reimbursements, or purchase orders that show the following:

1. The amount of the estimated or actual expense, with attached receipts for actual incurred expenses.
2. The name and title of the employee who is requesting the expense advancement or reimbursement. Receipts from group functions must include the names, offices, and job titles of all participants.
3. The date(s) of the official business on which the expense advancement, reimbursement, or purchase order will be or was expended.
4. The nature of the official business conducted when the expense advancement, reimbursement, or purchase order will be or was expended.

### **Advancements**

The Superintendent may advance expenses to teachers and other licensed employees for the anticipated actual and necessary expenses to be incurred while attending meetings that are related to their duties and will contribute to their professional development, provided they fall below the maximum allowed in the Board's expense regulations.

Expense advancement requests must be submitted to the Superintendent or designee on the District's standardized estimated expense approval form for employees. After spending expense advancements, employees must use the District's standardized expense reimbursement form and submit to the Superintendent: (a) the itemized, signed advancement voucher that was issued, and (b) the amount of actual expenses by attaching receipts. Any portion of an expense advancement not used must be returned to the District. Expense advancements and vouchers shall be presented to the Board in its regular bill process.

### **Reimbursements and Purchase Orders**

Expense reimbursements and purchase orders may be issued by the Superintendent or designee to employees, along with other expenses necessary for the performance of their duties, provided the expenses fall below the maximum allowed in the Board's expense regulations.

Expense reimbursements and purchase order approvals are not guaranteed and, when possible, employees should seek pre-approval of expenses by providing an estimation of expenses on the District's standardized estimated expense approval form for employees, except in situations when the expense is diminutive. When pre-approval is not sought, employees must seek reimbursement on the District's standardized expense reimbursement form for employees. Expense reimbursements and purchase orders shall be presented to the Board in its regular bill process.

### Use of Credit and Procurement Cards

Credit and procurement card usage is governed by policy 4:55, *Use of Credit and Procurement Cards*.

### Exceeding the Maximum Allowable Expense Amount(s)

All requests for expense advancements, reimbursements, and purchase orders exceeding the maximum allowed in the Board's expense regulations may only be approved when:

1. The Board's resolution to regulate expenses allows for such approval;
2. An emergency or other extraordinary circumstance exists; and
3. The request is approved by a roll call vote at an open Board meeting.

### Registration

When possible, registration fees will be paid by the District in advance.

### Travel

The least expensive method of travel will be used, provided that no hardship will be caused to the employee. Employees will be reimbursed for:

1. Air travel at the coach or economy class commercial airline rate. First class or business class air travel will be reimbursed only if emergency circumstances warrant. The emergency circumstances must be explained on the expense form and Board approval of the additional expense is required. Fees for the first checked bag will be reimbursed. Copies of airline tickets and baggage receipts must be attached to the expense form.
2. Rail or bus travel at actual cost. Rail or bus travel costs may not exceed the cost of coach airfare. Copies of tickets must be attached to the expense form to substantiate amounts.
3. Use of personal automobiles at the standard mileage rate approved by the Internal Revenue Service for income tax purposes. The reimbursement may not exceed the cost of coach airfare. Mileage for use of personal automobiles in trips to and from transportation terminals will also be reimbursed. Toll charges and parking costs will be reimbursed.
4. Automobile rental costs when the vehicle's use is warranted. The circumstances for such use must be explained on the expense form.
5. Taxis, airport limousines, ride sharing services, or other local transportation costs.

### Meals

Meals charged to the District should represent mid-fare selections for the hotel/meeting facility or general area.<sup>19</sup> Tips are included with meal charges. Expense forms must explain the meal charges incurred. Alcoholic beverages will not be reimbursed.

### Lodging

Employees should request conference rate or mid-fare room accommodations. A single room rate will be reimbursed. Employees should pay personal expenses at checkout. If that is impossible, deductions for the charges should be made on the expense form.

### Miscellaneous Expenses

Employees may seek reimbursement for other expenses incurred while attending a meeting sponsored by organizations described herein by fully describing the expenses on the expense form, attaching receipts.

### Additional Requirements for Travel Expenses Charged to Federal and State Grants

All grant-related travel expenses must be pre-approved by the Superintendent or designee.

Expenses for travel, including expenses for transportation, lodging, meals, and related items incurred by employees and charged to a federal grant or State grant governed by the Grant Accountability and Transparency Act (30 ILCS 708/) must also meet the following requirements:

1. The participation of the employee is necessary to the award, and the costs are specifically related to the award.
2. Expense must be permissible under the terms and conditions of the award.
3. Expenses must be reasonable and consistent with this policy.
4. The Board does not reimburse actual expenses or pay a per diem allowance unless the employee is on official *travel status* for more than 12 hours. However, employees remain eligible for mileage reimbursement (minus regular commuting mileage/costs) and other transportation expenses if on travel status less than 12 hours.
5. Expenses may be charged based on an actual cost basis or on a per diem basis in lieu of actual costs incurred; however, only one method may be applied per trip.
6. Commercial airfare costs in excess of the least expensive coach or economy class are prohibited except when such accommodations would: (1) require circuitous routing; (2) require travel during unreasonable hours; (3) excessively prolong travel; (4) result in additional costs that would offset transportation savings; or (5) offer accommodations not reasonable adequate for the traveler's medical needs. Qualifying circumstances must be explained on the expense form, and Board approval of the additional expense is required.
7. Per diem rates and actual reimbursement amounts for mileage meals, and lodging may not exceed the rates established by the Governor's Travel Control Board or federal travel regulations, whichever is less. These limit do not apply when (1) an employee stays in the lowest-priced room available at or near a hotel where a conference or seminar is located or in accommodations arranged by the conference/seminar organization, or (2) lodging at or below the established rate is unavailable. In those cases, the employee will be reimbursed for actual lodging expense with prior approval, but in no case will the reimbursement exceed 300% of the applicable maximum per diem rate. If a conference fee includes a meal, the meal or per diem allowance will be reduced by the actual value of the meal or the applicable meal allowance, whichever is less.
8. Employees must use the least expensive compact car available when using a rental car for travel, unless an exception is approved. The Board does not reimburse employees for collision damage waiver or theft insurance.
9. The Board will reimburse travel expenses not chargeable to an award from other District funds consistent with this policy.

LEGAL REF.: 2 C.F.R. §200.474.  
30 ILCS 708/130, Grant Accountability and Transparency Act.  
50 ILCS 150/, Local Government Travel Expense Control Act.  
105 ILCS 5/10-22.32.  
820 ILCS 115/9.5, Ill. Wage Payment and Collection Act.

CROSS REF.: 2:125 (Board Member Compensation; Expenses), 2:240 (Board Policy Development), 4:50 (Payment Procedures), 4:55 (Use of Credit and Procurement Cards)

ADOPTED: January 19, 2017

REVISED: March 21, 2019

## General Personnel

### Personnel Records

Please refer to the current “Agreement between Huntley Education Association (HEA) and the Board of Education (BOE) of Huntley Community School District 158” and “Agreement between Huntley Education Support Personnel Association (HESPA), IEA-NEA and the Board of Education Huntley Community School District 158.”

#### **For employees not covered by these Agreements:**

The District maintains a complete personnel record for every current employee and former employee. The employees' personnel records shall be maintained under the Superintendent's direct supervision. An employee will be given access to his or her personnel records according to guidelines developed by the Superintendent.

Access to personnel records is available as follows:

1. An employee will be given access to his or her personnel records according to State law and guidelines developed by the Superintendent.
2. An employee's supervisor or other management employee who has an employment or business-related reason to inspect the record is authorized to have access.
3. Anyone having the respective employee's written consent may have access.
4. Access will be granted to anyone authorized by State or federal law to have access.
5. All other requests for access to personnel information are governed by Board policy 2:250, *Access to District Public Records*.

The Superintendent or designee shall manage a process for responding to inquiries by a prospective employer concerning a current or former employee's job performance. The Superintendent shall execute the requirements in the Abused and Neglected Child Reporting Act whenever another school district asks for a reference concerning an applicant who is or was a District employee and was the subject of a report made by a District employee to DCFS.

When requested for information about an employee by an entity other than a prospective employer, the District will only confirm position and employment dates unless the employee has submitted a written request to the Superintendent or designee.

LEGAL REF.: 325 ILCS 5/4, Abused and Neglected Child Reporting Act  
745 ILCS 46/10, Employment Record Disclosure Act.  
820 ILCS 40/, Personnel Record Review Act.  
23 Ill. Admin. Code § 1.660.

CROSS REF.: 2:250 (Access to District Public Records), 7:340 (Student Records)

ADOPTED: May 17, 2001

REVISED: September 15, 2016

## **Educational Support Personnel**

### **Duties and Qualifications**

All support staff: (1) must meet qualifications specified in job descriptions, (2) must be able to perform the essential tasks listed and/or assigned, and (3) are subject to Board policies as they may be changed from time to time at the Board's sole discretion.

### **Paraprofessionals**

Paraprofessionals provide supervised instructional support. Service as a paraprofessional requires an educator license with stipulations endorsed for a paraprofessional educator unless a specific exemption is authorized by the Illinois State Board of Education (ISBE).

Individuals with only non-instructional duties (e.g., providing technical support for computers, providing personal care services, or performing clerical duties) are not paraprofessionals and the requirements in this section do not apply. In addition, individuals completing their clinical experiences and/or student teacher do not need to comply with this section, provided their service otherwise complies with ISBE rules.

### **Noncertificated and Unlicensed Personnel Working with Students and Performing Non-Instructional Duties**

Noncertificated and unlicensed personnel performing non-instructional duties may be used:

1. For supervising study halls, long-distance teaching reception areas used incident to instructional programs transmitted by electronic media (e.g., computers, video, and audio), detention and discipline areas, and school-sponsored extracurricular activities;
2. As supervisors, chaperones, or sponsors for non-academic school activities; or
3. For non-teaching duties not requiring instructional judgment or student evaluation.

Nothing in this policy prevents a noncertificated person from serving as a guest lecturer or resource person under a certificated teacher's direction and with the administration's approval.

### **Coaches and Athletic Trainers**

Athletic coaches shall have the qualifications required by any association in which the School District maintains a membership. Regardless of whether the athletic activity is governed by an association, the Superintendent or designee shall ensure that each athletic coach: (1) is knowledgeable regarding coaching principles, (2) has first aid training, and (3) is a trained Automatic External Defibrillator user according to rules adopted by the Illinois Department of Public Health. Anyone performing athletic training services shall be licensed under the Illinois Athletic Trainers Practice Act, be an athletic trainer aide performing care activities under the on-site supervision of a licensed athletic trainer, or otherwise be qualified to perform athletic trainer activities under State law.

### **Bus Drivers**

All school bus drivers must have a valid school bus driver permit. The Superintendent or designee shall inform the Illinois Secretary of State, within 30 days of being informed by a school bus driver, that the bus driver permit holder has been called to active duty. New bus drivers and bus drivers who are returning from a lapse in their employment are subject to the requirements contained in Board policy 5:30, *Hiring Process and Criteria* and Board policy 5:285, *Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers*.

LEGAL REF.: 34 C.F.R. §200.58.  
105 ILCS 5/10-22.34, 5/10-22.34a, and 5/10-22.34b.  
625 ILCS 5/6-104 and 5/6-106.1.  
23 Ill. Admin. Code §§1.280, 1.630 and 25.510.

CROSS REF.: 4:110 (Transportation), 4:170 (Safety), 5:30 (Hiring Process and Criteria), 5:35 (Compliance with the Fair Labor Standards Act), 5:285 (Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers), 6:250 (Community Resource Persons and Volunteers)

ADOPTED: May 17, 2001

REVISED: January 19, 2017

FINAL

## Instruction

### Accelerated Placement Program

The District provides an Accelerated Placement Program (APP). The APP advances the District’s goal of providing educational programs with opportunities for each student to develop to his or her maximum potential. The APP provides an educational setting with curriculum options usually reserved for students who are older or in higher grades than the student participating in the APP. APP options include, but may not be limited to: (a) accelerating a student in a single subject; (b) other grade-level acceleration; and (c) early entrance to kindergarten or first grade. Participation in the APP is open to all students who demonstrate high ability and who may benefit from accelerated placement. It is not limited to students who have been identified as gifted and talented. Eligibility to participate in the District’s APP shall not be conditioned upon the protected classifications identified in School Board policy 7:10, *Equal Educational Opportunities*, or any factor other than the student’s identification as an accelerated learner.

The Superintendent or designee shall implement an APP that includes:

1. Decision-making processes that are fair, equitable, and involve multiple individuals, e.g. District administrators, teachers, and school support personnel, and a student’s parent(s)/guardian(s);
2. Notification processes that notify a student’s parent(s)/guardian(s) of a decision affecting a student’s participation in the APP; and
3. Assessment processes that include multiple valid, reliable indicators.

The Superintendent or designee shall annually notify the community, parent(s)/guardian(s), students, and school personnel about the APP, the process for referring a student for possible evaluation for accelerated placement, and the methods used to determine whether a student is eligible for accelerated placement. Notification may: (a) include varied communication methods, such as student handbooks and District or school websites; and (b) be provided in multiple languages, as appropriate.

LEGAL REF.: 105 ILCS 5/14A.  
23 Ill. Admin. Code Part 227, Gifted Education.

CROSS REF.: 6:10 (Educational Philosophy and Objectives), 6:130 (Program for the Gifted),  
7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student  
Transfers To and From Non-District Schools)

ADOPTED: July 19, 2018

## **Instruction**

### **Grading and Promotion**

The Superintendent or designee shall establish a system of grading and reporting academic achievement to students and their parents/guardians. The system shall also determine when promotion and graduation requirements are met. The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, and performance on the standardized tests required by the Ill. State Board of Education (ISBE) and/or other assessments. A student shall not be promoted based upon age or any other social reason not related to academic performance. The administration shall determine remedial assistance for a student who is not promoted.

Every teacher shall maintain an evaluation record for each student in the teacher's classroom. A District administrator cannot change the final grade assigned by the teacher without notifying the teacher. Reasons for changing a student's final grade include:

- A miscalculation of test scores;
- A technical error in assigning a particular grade or score;
- The teacher agrees to allow the student to do extra work that may impact the grade;
- An inappropriate or inconsistent grading system used to determine the grade;
- An inappropriate or inconsistent grade based on an appropriate grading system; or
- A grade based on expectations not communicated to students in advance.

Should a grade change be made, the administrator making the change must sign the changed record.

LEGAL REF.: 105 ILCS 5/2-3.64a-5, 5/10-20.9a, 5/10-21.8, and 5/27-27.

CROSS REF.: 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:300 (Graduation Requirements), 6:340 (Student Testing and Assessment Program), 7:50 (School Admissions and Student Transfers To and From Non-District Schools)

ADOPTED: May 17, 2001

REVISED: December 14, 2017

## Students

### Attendance and Truancy

#### Compulsory School Attendance

This policy applies to individuals who have custody or control of a child (a) between the ages of six (on or before September 1) and 17 years (unless the child has graduated from high school) or (b) who is enrolled in any of grades kindergarten through 12 in the public school regardless of age.

Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because his or her religion forbids secular activity on a particular day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness, observance of a religious holiday, death in the immediate family, family emergency, other situations beyond the control of the student as determined by the Board, voting pursuant to policy 7:90, *Release During School Hours* (10 ILCS 5/7-42 and 5/17-15), other circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical ~~safety~~ or health or safety, or other reason as approved by the Superintendent or designee.

#### Absenteeism and Truancy Program

The Superintendent or designee shall manage an absenteeism and truancy program in accordance with the School Code and Board policy. The program shall include, but not be limited to:

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.
2. A protocol for excusing a student in grades 6 through 12 from attendance to sound *Taps* at a military honors funeral held in Illinois for a deceased veteran.
3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when his/her parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.
4. A process to telephone, within two hours after the first class, the parents/guardians of students in grade 8 or below who are absent without prior parent/guardian notification.
5. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in 105 ILCS 5/26-2a.
6. A description of diagnostic procedures for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student's attendance problem.
7. The identification of supportive services that may be offered to truant, chronically truant, or chronically absent students, including parent-teacher conferences, student and/or family counseling, or information about community agency services. See Board policy 6:110,

*Programs for Students at Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program.*

8. Reasonable efforts to provide ongoing professional development to teachers, administrators, Board members, school resource officers, and staff on the appropriate and available supportive services for the promotion of student attendance and engagement.
9. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Regional Office of Education, if truancy continues after supportive services have been offered.
10. A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, *Student Records*, as well as State and federal law concerning school student records.
11. An acknowledgment that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a truant minor for his or her truancy unless available supportive services and other school resources have been provided to the student.
12. The criteria to determine whether a student’s non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.
13. A process for a 17-year-old resident to participate in the District’s various programs and resources for truant. The student must provide documentation of his/her dropout status for the previous six months. A request from an individual 19 years of age or older to re-enroll after having dropped out of school is handled according to provisions in 7:50, *School Admissions and Student Transfers To and From Non-District Schools*.
14. A process for the temporary exclusion of a student 17 years of age or older for failing to meet minimum attendance standards according to provisions in State law. A parent/guardian has the right to appeal a decision to exclude a student.

LEGAL REF.: 105 ILCS 5/26-1 through 16.  
705 ILCS 405/3-33.5, Juvenile Court Act of 1987.  
23 Ill.Admin.Code §§1.242 and 1.290.

CROSS REF.: 5:100 (Staff Development Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:150 (Home and Hospital Instruction), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:80 (Release Time for Religious Instruction/Observance), 7:90 (Release During School Hours), 7:190 (Student Behavior), 7:340 (Student Records)

ADOPTED: May 17, 2001

REVISED: March 21, 2019

## Students

### Release During School Hours

For safety and security reasons, a prior written or oral consent of a student's custodial parent/guardian is required before a student is released during school hours: (1) at any time before the regular dismissal time or at any time before school is otherwise officially closed, and/or (2) to any person other than a custodial parent/guardian.

### Early Dismissal Announcement

The Superintendent or designee shall make reasonable efforts to issue an announcement whenever it is necessary to close school early due to inclement weather or other reason.

### Voting

The Superintendent or designee shall specify the hours during which students who are entitled to vote at a primary, general, or special election, or any election at which propositions are submitted to a popular vote in Illinois, may be absent from school for a period of two hours to vote. Students are entitled to be absent from school to vote beginning the 15<sup>th</sup> day before the primary, general, or special election, or any election at which propositions are submitted to a popular vote in Illinois, or on the day of such election.

LEGAL REF.: 10 ILCS 5/7-42(b) and 5/17-15(b), Election Code.

CROSS REF.: 4:170 (Safety)

ADOPTED: May 17, 2001

REVISED: September 16, 2010

## **Community Relations**

### **Connection with the Community**

#### **Public Relations**

The Board President is the official spokesperson for the Board. The Superintendent is the District's chief spokesperson. The Superintendent or designee shall plan and implement a District public relations program which will:

1. Develop public understanding of school operation.
2. Gather public attitudes and desires for the District.
3. Secure adequate financial support for a sound educational program.
4. Help the community feel a more direct responsibility for the quality of education provided by their schools.
5. Earn the public's good will, respect, and confidence.
6. Promote a genuine spirit of cooperation between the school and the community.
7. Keep the news media accurately informed.
8. Coordinate with the District Safety Coordinator to provide accurate and timely information to the appropriate individuals during an emergency.

The public relations program should include:

1. Regular news releases concerning District programs, policies, activities, and special event management for distribution by, for example, posting on the District website, using social media platforms, e.g., Facebook, Twitter, etc., or sending to the news media.
2. News conferences and interviews as requested or needed. The Board President and Superintendent will coordinate their respective media relation efforts. Individuals may speak for the District only with prior approval from the Superintendent.
3. Publications having a high quality of editorial content and effective format. All publications shall identify the District, school, department, or classroom and shall include the name of the Superintendent, the Building Principal, and/or the author and the publication date.
4. Other programs that highlight the District's programs and activities.

#### **Community Engagement**

Community engagement is a process that the Board uses to actively involve diverse citizens in dialogue, deliberation, and collaborative thinking around common interests for the District's schools.

The Board, in consultation with the Superintendent, determines the purpose(s) and objective(s) of any community engagement initiative.

For each community engagement initiative:

1. The Board will:
  - a. Commit to the determined purpose(s) and objective(s), and
  - b. Provide information about the expected nature of the public's involvement.
2. The Superintendent will:

- a. Identify the effective tools and tactics that will advance the Board’s purpose(s) and objective(s).
- b. At least annually, prepare a report for the community engagement initiative, and/or
- c. Prepare a final report of the community engagement initiative.

The Board will periodically: (1) review whether its community engagement initiative(s) are achieving the identified purpose(s) and objective(s); (2) consider what, if any, modifications would improve effectiveness; and (3) determine whether to continue individual initiatives.

CROSS REF.: 2:110 (Qualifications, Term, and Duties of Board Officers)

ADOPTED: May 17, 2001

REVISED: November 12, 2015

FINAL

## Community Relations

### Visitors to and Conduct on School Property

The following definitions apply to this policy:

**School property** – 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.

**Visitor** – Any person other than an enrolled student or District employee.

Visitors are welcome on school property, provided their presence will not be disruptive.

All visitors to school property are required to report to the Building Principal's office on receive permission to remain on school property. All visitors must sign a visitors' log, show identification, and wear a visitor's badge. When leaving the school, visitors must return their badge. Persons on school property without permission will be directed to leave and may be subject to criminal prosecution.

Except as provided in the next paragraph, any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Requests to access a school building, facility, and/or educational program, or to interview personnel or a student for purposes of assessing the student's special education needs, should be made at the appropriate building. Access shall be facilitated according to guidelines from the Superintendent or designee.

The School District expects mutual respect, civility, and orderly conduct among all people on school property or at a school event. No person on school property or at a school event (including visitors, students, and employees) shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, Board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner, or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law, or town or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectable, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis, unless he or she has complied with policy 7:270, *Administering Medicines to Students*, implementing *Ashley's Law*.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the Board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized District employee's directive.

14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
15. Violate other District policies or regulations, or a directive from an authorized security officer or District employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the District or a School function.

#### Convicted Child Sex Offender

State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender is:

- (1) A parent/guardian of a student attending the school and has notified the Building Principal of his or her presence at the school for the purpose of: (i) attending a conference at the school with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion; or
- (2) Has permission to be present from the Board, Superintendent or Superintendent's designee. If permission is granted, the Superintendent or Board President shall provide the details of the offender's upcoming visit to the Building Principal.

In all cases, the Superintendent, or designee who is a certified employee, shall supervise a child sex offender whenever the offender is in the child's vicinity.

#### Exclusive Bargaining Representative Agent

Upon notifying the Building Principal's office, authorized agents of an exclusive bargaining representative will be provided reasonable access to employees in the bargaining unit they represent in accordance with State law. Such access shall be conducted in a manner that will not impede the normal operations of the District.

#### Enforcement

Any staff member may request identification from any person on school property; refusal to provide such information is a criminal act. The Building Principal or designee shall seek the immediate removal of any person who refuses to provide requested identification.

Any person who engages in conduct prohibited by this policy may be ejected from school property. The person is also subject to being denied admission to school events or meetings for up to one calendar year.

#### Procedures to Deny Future Admission to School Events or Meetings

Before any person may be denied admission to school events or meetings as provided in this policy, the person has a right to a hearing before the Board. The Superintendent may refuse the person admission pending such hearing. The Superintendent or designee must provide the person with a hearing notice, delivered or sent by certified mail with return receipt requested, at least ten days before the Board hearing date. The hearing note must contain:

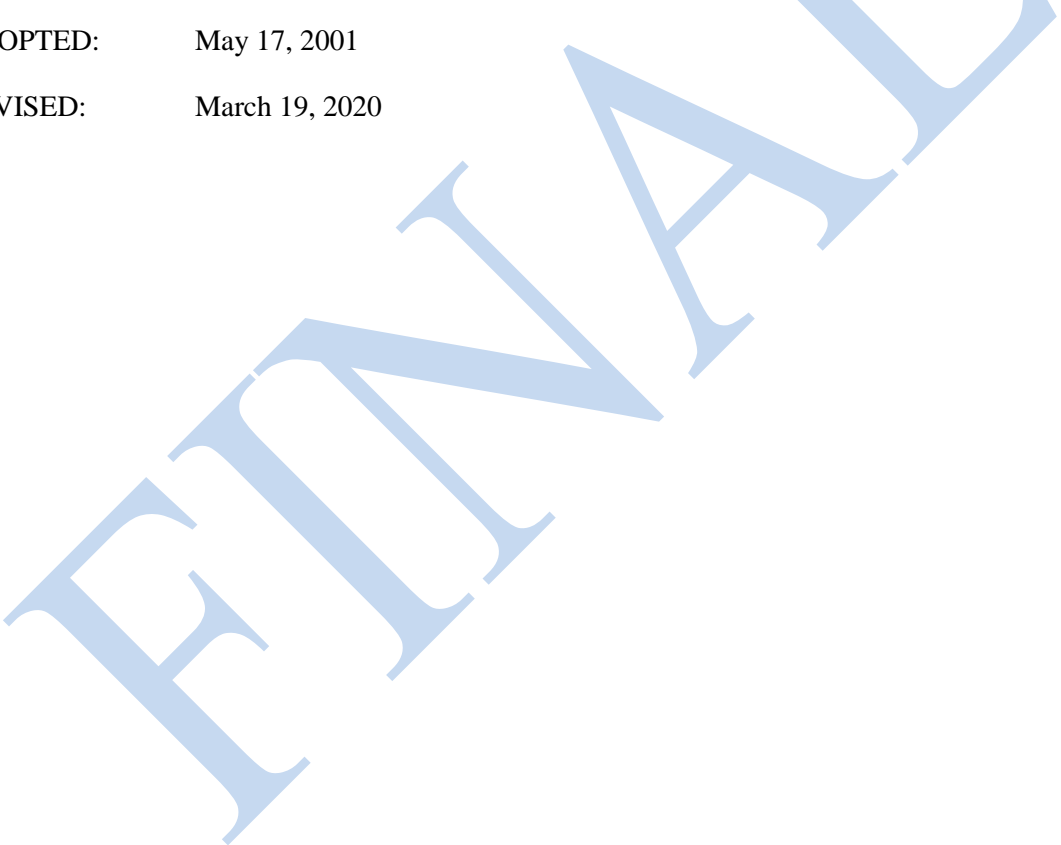
1. The date, time, and place of the Board hearing;
2. A description of the prohibited conduct;
3. The proposed time period that admission to school events will be denied; and
4. Instructions on how to waive a hearing.

LEGAL REF.: Nuding v. Cerro Gordo Community Unit School Dist., 313 Ill. App. 3d 344 (4th Dist.  
20 U.S.C. §7181 et seq., Pro-Children Act of 1994.  
105 ILCS 5/10-20.5b, 5/22-33, 5/24-25, and 5/27-23 7(a).  
115 ILCS 5/3(c), Ill. Educational Labor Relations Act.  
410 ILCS 130/, Compassionate Use of Medical Cannabis Program Act.  
430 ILCS 66/, Firearm Concealed Carry Act.  
410 ILCS 705/, Cannabis Tax and Regulation Act.  
720 ILCS 5/11-9.3.

CROSS REF.: 4:170 (Safety), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition), 6:120 (Education of Children with Disabilities), 6:250 (Community Resource Persons and Volunteers), 7:190 (Student Behavior), 7:270 (Administering Medicines to Students), 8:20 (Community Use of School Facilities)

ADOPTED: May 17, 2001

REVISED: March 19, 2020



## **Community Relations**

### **Public Suggestions and Concerns**

The Board is interested in receiving suggestions and concerns from members of the community. Any individual may make a suggestion or express a concern by contacting any District or School office. Community members who e-mail the District or any District employee or Board member are expected to abide by the standards in Board policy 6:235, *Access to Electronic Networks*, and should, to the extent possible, limit their communications to relevant individuals. All suggestions and/or concerns will be referred to the appropriate level staff member or District administrator who is most able to respond in a timely manner. Each concern or suggestion shall be considered on its merit.

An individual who is not satisfied may file a grievance under Board policy, 2:260, *Uniform Grievance Procedure*. The Board encourages individuals to follow the channels of authority prior to filing a grievance. Neither this policy nor the *Uniform Grievance Procedure* create an independent right to a hearing before the Board.

LEGAL REF.: 115 ILCS 5/14(c-5), Ill. Educational Labor Relations Act.

CROSS REF.: 2:140 (Communications To and From the Board), 2:230 (Public Participation at Board Meetings and Petitions to the Board) 2:260 (Uniform Grievance Procedure), 3:30 (Line and Staff Relations), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 8:10 (Public Relations)

ADOPTED: May 17, 2001

REVISED: September 15, 2016