

Regular Agenda

Date: Thursday, May 1, 2025

Meeting: Committee of the Whole with Closed Session

Time: 6:00 PM

Location: District Office

650 Dr. John Burkey Drive

Door 2

Algonquin, IL 60102

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

Board of Education Members: President, Mr. Paul Troy; Vice President, Mr. Sean Cratty; Secretary, Mrs. Melissa Maiorino; Mr. Andrew Bittman; Mr. Rich Bobby; Mr. Andrew Fekete; Mrs. Laura Murray

Agenda

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

1. Call to Order / Roll Call (A) (Mr. Troy)

Call to Order the Committee of the Whole meeting for Thursday, 2024 at ___ p.m.

A quorum must be met.

Roll Call: Ayes / Absent / Motion _____

Members: Mr. Bittman, Mr. Fekete, Mrs. Murray, Mrs. Maiorino, Mr. Troy, Mr. Bobby, Mr. Cratty

2. Pledge of Allegiance (Mr. Troy)

The following Huntley High Five students will lead us in the Pledge of Allegiance:

Dylan West - 2nd grade Chesak, Belle Lovick - 4th grade Conley, Rilynn Hodera - Kindergarten Mackeben, Levi Wiltshire - 5th grade Martin, Noah Lopez - 4th grade Leggee, Nathalia Medina - 6th grade Heineman Middle School, Graham Firek - 6th grade Marlowe Middle School, Ben Urbaszewski - 9th grade Huntley High School, Guadalupe (Lupe) Solorio LIGHT Program.

3. Huntley Community School District 158 - Board of Education (Dr. Zehr)

3

Employee Recognition Spotlight

4. Public Comment (Mr. Troy)

As per Policy 2:230, public comment can be made during this portion of the meeting. The members of the public and district employees may comment on or ask questions of the Board, subject to reasonable constraints.

5. Revision and Adoption of the Agenda (A) (Mr. Troy)

Motion to adopt the agenda as presented or with changes.

Recommendation: Seeking approval of the agenda.

Voice Call: Ayes / Nays / Motion _____

6. Curriculum & Instruction (C&I) Committee

6.1. Professional Learning Contracts for 2025-2026 (A) (Dr. MacCrindle)

9

Dr. MacCrindle and Dede Gill will present the Professional Learning Contracts for the 2025=206 school year in support of the professional learning plan presented at the April 3, 2025 Committee of the Whole Meeting.

Recommendation: Seeking for the Curriculum Committee to move the Professional Learning Contracts forward for approval at the May 15, 2025 Board of Education meeting.

6.2. Consolidated District Plan (A) (Dr. MacCrindle)

33

Dr. MacCrindle will present the Consolidated District Plan, a state-mandated plan to guide the use of federal grants, for approval.

Recommendation: Seeking for the Curriculum Committee to move the Consolidated District Plan forward for approval at the May 15, 2025 Board of Education meeting.

6.3. Overnight Field Trips for 2025-26 (R) (Dr. MacCrindle)

84

Administration will share an update on proposed overnight field trips slated for 2025-26.

Recommendation: This report is for informational purposes.

7. Special Education Committee (R)

7.1. Special Education Updates (R) (Ms. Gill)

88

Mrs. Gill will present on the upcoming Timely Meaningful Consultation (TMC) meeting.

Recommendation: For informational purposes only.

8. Finance Committee	89
8.1. Monthly Fiscal Updates (R) (Mr. Altmayer)	89
Mr. Altmayer will provide the monthly fiscal updates and the Activity Fund Balance Report.	
Recommendation: For informational purposes only.	
8.1.1. Drivers Ed Vehicles - Enterprise Fleet Management (A) (Mr. Altmayer)	101
Mr. Altmayer will present a proposal for the purchase/lease of new drivers education vehicles.	
Recommendation: Seeking approval of the Board of Education at the next regular Board meeting.	
8.2. Payables (A) (Mr. Altmayer)	125
The Finance Committee is submitting the purchase orders for \$816,804.04, imprest checks for \$138,283.84, and disbursements issued for \$3,514,784.50 for review and seeking approval to move forward.	
Recommendation: Seeking approval of the Board of Education at the next regular meeting.	
8.3. Revenue & Expenditures Report (R) (Mr. Altmayer)	195
Monthly report for review and comment.	
Recommendation: For informational purposes only.	
8.4. Revenue Contract (A) (Mr. Altmayer)	214
Mr. Altmayer will seek approval of the fundraising contracts as presented.	
Recommendation: Seeking approval of the Board of Education at their next regular meeting.	
9. Building and Grounds (B&G) Committee	
9.1. Operations and Maintenance Updates (R) (Mr. Lindquist)	217
Mr. Lindquist will report on Operations and Maintenance project updates.	
Recommendation: For informational purposes only.	
10. Board of Education (Mr. Troy)	
10.1. Minutes (D) (Mr. Troy)	219
The following meeting minutes have been prepared for review: April 29, 2025 Special Meeting	
Recommendation: Seeking to move these minutes forward for approval of the Board at their next regular meeting.	
11. Public Comment (Mr. Troy)	
As per Policy 2:230, public comment can be made during this portion of the meeting. The members of the public and district employees may comment on or ask questions of the Board, subject to reasonable constraints.	
12. Closed Session / Roll Call (A) (Mr. Troy)	
Move to enter into Closed Session at ___ p.m. as indicated in the Open Meetings Act and 5ILCS120/2c for discussion of: (1) The appointment, employment, discipline, performance, or dismissal of specific employees or legal counsel; (2) Collective negotiating matters; (9) Student Disciplinary; (11) Litigation; (21) Discussion of minutes of meetings lawfully closed under this Act.	
Roll Call: Ayes / Nays / Absent / Motion __	
12.1. Exit Closed Session / Voice Call (A) (Mr. Troy)	
13. Resume in Public Session / Roll Call (A) (President)	
Resume the Committee of the Whole meeting at _____ p.m.	
Mr. Bittman, Mr. Fekete, Mrs. Murray, Mrs. Maiorino, Mr. Troy, Mr. Bobby, Mr. Cratty	
Roll Call: Ayes / Absent / Motion _____	
14. Adjournment (A) (Mr. Troy)	
Motion to adjourn the meeting at ___ p.m.	
Voice Call: Ayes / Nays / Motion __	



**Huntley Community School District 158- Board of Education
 Committee of the Whole Meeting – May 1, 2025
 Academic Spotlight – Employee Recognition**

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

Retirement

Ellen	Anderson-Ronzia
Dawn	Bach
Paul	Benz
Peggy	Bergquist
Janis	Braun
Gertrude	Brinkmann
Tami	Broskow
Colleen	Brown
Janice	Colton
Wendy	Deichman
Brendan	Dowling
Rosa	Estupinan
Kristin	Frerichs
Theresa	Haufe
Jo Anne	Heinz
Kimberly	Hopkins
Gail	Kaster
Shelly	Kish
Julie	Lowry
Lisa	Martin
Kerry	Miller
Catherine	Murray

Melissa	Paddock
Mary	Price
Kathleen	Purdom
Dawn	Ruffatti
Donna	Runyon
Page	Schaschwary
Kristine	Schmicker
Tracey	Schwartz
Laura	Shallcross
Deborah	Simboli
James	Stotz
Linda	Surak-Roesner
Sheila	Vranek
Patricia	Zacharias

30 Years of Service

Rochelle	Hewlett
Melissa	Juergensen
Laura	Komos
Shawn	Nordeen



**Huntley Community School District 158- Board of Education
Committee of the Whole Meeting – May 1, 2025
Academic Spotlight – Employee Recognition**

Staff members who are being recognized at their building:

25 Years of Service

Robert	Baser
Mary	Bell
Jessica	Boeing
Suzanne	Brancato
Tracy	Bucaro
John	Cannon
Wendy	Deichman
Gail	Grist
Cheryl	Higbee
Laura	Hooper
Jacqueline	Jackson
Christopher	Kang
Heath	Knotts
SuzAnn	Leis
Christopher	Maxedon
Sheryl	Pauwels
Vincenza	Rossi
Lauren	Salerno
Kristine	Schmicker
Dawn	Schubert
Kirsten	Scott
Christa	Serpe
Jerry	VerHagen
Jean	West
Lisa	Wondriska



**Huntley Community School District 158- Board of Education
 Committee of the Whole Meeting – May 1, 2025
 Academic Spotlight – Employee Recognition**

20 Years of Service

Isabelle	Alicea
Sandra	Altergott
Virginia	Apilan
Scott	Bell
Holly	Billard
Lisa	Boland
Jessica	Brase
Janis	Braun
Jenni	Browne
Katie	Burley
Nicole	Busam
Mary Beth	Corpolongo
Sandra	Curran
Rebecca	Davison
Phalguni	Desai
Kristin	Frerichs
Peggy	Fricilone
Kathleen	Galgay
Elena	Gamez
Cheryl	Ganassin
Edie	Gogny
Christine	Golyshko
Elizabeth	Gore
Stacy	Gross
Sarah	Haney
John	Hanfland
Karen	Heflin
Pablo	Hernandez
Kimberly	Hopkins
Michelle	Jacobs
Andrew	Jakubowski
Paula	Kaminski
Abby	Kang

Brianne	Karmalita
Melissa	Kasischke
Tina	Kenders
James	Krueger
Angela	Lanning
Candi	Lardino
Jessica	Lombard
Lisa	Martin
Martha	Martinez
Maureen	McEnery Barrett
Kathleen	Mennenoh
Kerry	Miller
Ann	Mowers
Rebecca	Navas
Paul	Nordan
LynnAnn	Aavang
Anne	Price
Carrie	Pulli
Lisa	Richert
Juliette	Riebock
Patricia	Robinson
Donna	Runyon
Suzanne	Schwantje
Tracey	Schwartz
Laura	Shallcross
Joseph	Soss
Linda	Surak-Roesner
Trisha	Svensden
Jack	Towne
Tamara	Van Hiel
Sheila	Vranek
Brian	Wroble



**Huntley Community School District 158- Board of Education
 Committee of the Whole Meeting – May 1, 2025
 Academic Spotlight – Employee Recognition**

15 Years of Service

Maria	Angelilli
Joel	Bosman
Joan	Bryczek
Jillian	Corapi
Jennifer	Covert
Julie	Duyos
Michael	Ginczycki
Sherry	Grigsby
Ellen	Harman
Collin	Kalamatas

Caryn	Kambitsis
Jennifer	Martin
Eileen	Minick
Donna	Rolbiecki
Kevin	Ross
Debra	Ryan
Jeanine	Schmidt
Annegret	Wolf
Patricia	Zacharias

10 Years of Service

Travis	Awrey
Katricia	Boskey
Tania	Bowman
Megan	Brickey
Kimber	Brown
Emily	Calder
Jane	Daffron
Tyler	Dennett
Joseph	Domka
Andrew	Ernst
Sharon	Flight
Matthew	Francis
Alexandra	Garcia
Erica	Garcia
Emily	Hedrick
Anna	Hoyou
Carl	Isonhart
Samantha	Jaekel

T.B.	Karouzos
Nicole	Koenig
Laura	Kubitz
Jill	LaLiberty
Matthew	Landvick
Abigail	Mason
Paula	Moan
Molly	Panier
Jessica	Perry
Kelly	Radloff
Daniel	Regan
William	Sundberg
Elaine	Texidor Krause
Shannon	Vanek
Laura	Weber
Andrew	Weigand
Nicholas	Wilford



**Huntley Community School District 158- Board of Education
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 Academic Spotlight – Employee Recognition**

5 Years of Service

Denise	Amador
Jennifer	Doonan
Leah	Drennan
Kristen	Ebner
Heather	Fitte
Michele	Heaphy
Kyle	Jenkins
Saundra	Keech
Kellina	Kittleson
Hunter	Labas
Kristy	Latoria
Kimberlee	Lindstrom
Arin	Marino
Elena	Medina
Megan	Messina
Kaitlin	Mueller
Laura	Mulcahy
Damaris	Nogueras
Hatice	Oner

Lynnette	Pace
Jessica	Palmer
Alice	Ruggles
Tracy	Sarcinelli
Jennifer	Saucedo
Elizabeth	Schubert
Huldah	Scott Cole
Jill	Shadel
Melinda	Stanton
Justin	Stroh
Shital	Sura
Emily	Sutton
Stacey	Thiesse
Alma	Tountas
Laura	Treh
Jigna	Trivedi
Kathleen	Vaught
Frank	Vitucci



**Huntley Community School District 158- Board of Education
 Committee of the Whole Meeting – May 1, 2025
 Academic Spotlight – Employee Recognition**

Employees Entering Tenure Status

CHESAK

Olivia	Davila
Hailey	Lonigro
Stephanie	Newman

CONLEY

Stephanie	Martin
Michelle	Randall
Kennedy	Rollins
Kylie	Schultz

ECC

Alla	Obabko
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HEINEMAN

Scott	Francis
Valerie	Klejnowski
Natalie	Natale
Cassandra	Veitch

HUNTLEY HIGH SCHOOL

Robert	Adamczyk
Jason	Cooper
Sophie	Dowell
Christopher	Hansen
Cadence	Niccum
Alexa	Saylor
Amanda	Tanke
Tianya	Zhao

LEGGEE

Brianna	Baird
Christian	Bierma
Jean	O'Reilly
Nicholas	Schmidt
Nicole	Winston

MACKEBEN

Ciara	Alonso
Jill	Hartleb
Jennifer	Kumkoski
Jessica	Morrow
Emilie	Stadtfeld

MARLOWE

Daniel	Banko
Olivia	Barnece
Pamela	Kowalczyk
Brianna	Syslo
Jason	Watt

MARTIN

Sylwia	Amaya
Jamie	DeYoung
Jeremy	Finstein
Jennifer	Gallien
Evelyn	Gonzalez
Stacy	O'Keefe



Huntley Community School District 158

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

Date: May 1, 2025

To: Curriculum Committee

From: Ms. Deanna Gill, Assistant Superintendent for Special Services and Dr. Amy MacCrandle, Assistant Superintendent for Learning & Innovation

Cc: Ms. Jessica Lombard, Superintendent

Subject: Contract Renewals

Executive Summary

At the April 3, 2025 Committee of the Whole Meeting, the professional learning focuses for the 2025-2026 school year were presented. The emphasis will remain on strengthening universal instruction, ensuring equitable access to Tier 1 curriculum, and supporting the evolving instructional needs of our staff and students. This plan prioritizes collaboration, inclusive practices, and effective use of data to inform instruction and measure impact.

In support of that plan, the following partnerships will be leveraged to achieve those goals. All funding for these contracts will be allocated from the Title 2 Grant, IDEA Grant, or local budget dollars. The list below includes a description of each contract request and is comprehensive of all the providers for partnerships, knowing that not all partnerships require official board approval based on the dollar amount.

Contract:	Description:	Total Cost Projected
Easterseals	<u>Professional Development Session: Structuring Effective Instruction</u> Engaging and hands-on professional development session to provide teachers with practical strategies and techniques for integrating principles of structured teaching and related strategies to meet the unique needs of students with autism and other special education needs. By implementing effective instructional frameworks and incorporating individualized supports, teachers can create a structured and inclusive learning environment that promotes engagement, participation, and academic	\$108,913.80



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	<p>success for students with specialized instructional needs.</p> <p><u>Easterseals Classroom Setup for 25-26 school year:</u> Expert coaches work collaboratively on site with district staff for up to 6 hours to set up the physical environment; create meaningful visual supports; and teach the importance of a structured environment to promote independence and success at school.</p>	
CPI	<p>Crisis Prevention Institute Inc. (CPI) is the worldwide leader in evidence-based de-escalation and crisis prevention training.</p> <p>8 trainer NCI renewals Annual membership fees 225 blended learning package (full certification) Reframing Behavior package: 9 buildings Cost is per building, one trainer per building, unlimited # of participants.</p>	\$42,022.25
Build Capacity, LLC	<p>Continued support with Build Capacity, LLC for continued support of our classroom teachers and administration with PLC implementation.</p> <p>At the K-5 level, a focus on shared responsibility and reflecting on effectiveness, with the goal of moving this learning from the teacher leaders to all staff in the buildings. (5 days)</p> <p>At the 6-12 level, a focus will be on building shared capacity, coherence, and clarity of Expectations with a focus on assessing learners to meet learner's need evidenced through curricular design, walkthroughs for monitoring, and teacher collaboration opportunities. (8 days)</p> <p>At the Administrative level, a continued focus on empowering teachers and PLC's to support student learning. (4 days)</p> <p>All staff will have the opportunity to begin the school year with a presentation on the power of teachers in meeting student needs connected to PLCs on the first day of school. (1 day)</p>	\$60,250

<p>ROE 4</p>	<p>Continued partnership with ROE 4 for professional learning sessions in the areas of literacy and math.</p> <ul style="list-style-type: none"> • MS ELA- Focus on small group literacy instruction and continued work with the Huntley 158 Literacy Action Plan in support of the Literacy Review. • MS & HS Social Studies- Focus on literacy strategies to teach within the content areas and continued work with the Huntley 158 Literacy Action Plan in support of the Social Studies Review. • MS & HS Math - Learning walks and reflection within the 6th-12th grade Math classrooms, centered around the Math Look Fors and continued work with Building Thinking Classrooms. • Kindergarten - Professional learning on how to successfully implement Purposeful Play in the Classroom 	<p>\$46,625</p>
<p>Math Institute of Wisconsin</p>	<p>During the 2024-2025 school year, we finalized the last phase of staff implementing Illustrative Math in K-5. Those who are entering into year 2 of Illustrative Math will receive their final year of training with the Math Institute, having two opportunities to participate in model lessons and opportunities to reflect and debrief on what was learned.</p>	<p>\$24,000</p>
<p>NeuroEds</p>	<p>Professional development for special education school faculty, staff, and related service providers. Each presentation is individualized to meet the needs of our district and can range in length from full- or half-day seminars to one-hour staff development trainings.</p>	<p>\$10,000</p>
<p>Infinitec</p>	<p>Robust On-Demand Professional Learning: Infinitec offers over 1,000 online PD sessions, including 300 new additions, covering topics like autism, paraprofessional training, communication, and reading/writing.</p> <p>Customizable and Credentialed Learning: Districts can upload private content, and staff can earn badges in areas like ASD and RBT. The platform also includes specialized modules for paraprofessionals in assistive tech, behavior, and executive function.</p>	<p>\$6500</p>



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Recommendation

The District Administration recommends the approval of the contracts with Easterseals (Appendix A) in the amount of \$108,913.80, CPI (Appendix B) in the amount of \$42,022.25, Build Capacity, LLC (Appendix C) in the amount of \$60,250, ROE 4 (Appendix D) in the amount of \$46,625, and Math Institute of Wisconsin (Appendix E) for \$24,000 be moved forward by the Curriculum Committee for approval by the Board of Education on May 15, 2025.



Illinois Autism Partnership

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

Jackelyn Allen
jacallen@district158.org

Sarah Smith
iap@eastersealschicago.org

**Huntley Community School
District 158**
650 Academic Dr
Algonquin, IL 60102

**Easterseals Metropolitan
Chicago**
US

**HUNTLEY SCHOOL DISTRICT 158
- FY25 JUNE 2025 SUMMER SET
UPS**

Effective Date: Apr 25, 2025

Expiration Date: Jun 30, 2025

TYPE OF SERVICE	QUANTITY	TOTAL PRICE
Consulting-Classroom Set-Up	14	\$42,000.00
Total Mileage Cost:		\$1,166.20
Total Amount of Tolls:		
Hotel Cost:		
	Grand Total:	\$43,166.20

Description: **Huntley School District 158**

Illinois Autism Partnership offers hands-on focused in-services, workshops, and coaching/consulting services geared towards supporting teachers, administrators, and support staff on the implementation of Evidence-Based Practices for students with autism and related disorders.

Classroom Set-Up

Illinois Autism Partnership empowers and supports local school districts and agencies in setting up the classroom environment to meet the ever-changing needs of their students.

IAP Expert Coaches will:

- work collaboratively on site with district staff for up to 6 hours to set up the physical environment;
- create meaningful visual supports; and
- teach the importance of a structured environment to promote independence and success at school.

Classroom Set-Up

Location: Conley Elementary School (750 Academic Dr, Algonquin, IL 60102)

Time: 9:00am - 3:30pm (unless otherwise requested)

Date: June 9, 2025

Number of classrooms: 1

Classroom Set-Up

Location: Mackeben Elementary School (800 Dr John Burkey Dr, Algonquin, IL 60102)

Time: 9:00am - 3:30pm (unless otherwise requested)

Date: June 9, 2025

Number of classrooms: 2

Classroom Set-Up

Location: Marlowe Middle School (9625 Haligus Rd, Lake In The Hills, IL 60156)

Time: 9:00am - 3:30pm (unless otherwise requested)

Date: June 11, 2025

Number of classrooms: 1

Classroom Set-Up

Location: Leggee Elementary School (13723 Harmony Rd, Huntley, IL 60142)

Time: 9:00am - 3:30pm (unless otherwise requested)

Date: June 11, 2025

Number of classrooms: 4

Classroom Set-Up

Location: Huntley High School (13719 Harmony Rd, Huntley, IL 60142)

Time: 9:00am - 3:30pm (unless otherwise requested)

Date: June 12, 2025

Number of classrooms: 6

MATERIALS DELIVERY: TBD Prior to contract signing. Must include an address in which all set up boxes may be delivered prior to set up day.

Total number of set ups: 14

PLEASE NOTE: All details (date/building/# set ups) must be finalized prior to contract signing and cannot be changed after contract signing. All set ups require ONE Huntley School District staff member to be an active participant of each set up (e.g. teacher or other classroom team member), otherwise the assigned Autism Specialist for that set up day will focus their efforts solely on physical creation of materials from the classroom set up box.

All IAP employees have the following on file with HR:

- Accurate Biometrics – Criminal Background Check (FBI and State)
- Concentra Authorization – Drug Test, TB Test, and Physical Evaluation
- HireRight – Education Verification, Employment Verification, and Reference Checks
- Faith’s Law Compliance

Verification that these items are on file for each Easterseals employee is available upon request from the district. If the district requires any additional paperwork or background checks/fingerprinting beyond what is listed above, the coach will complete that on a district coaching date. Easterseals coaches are unable to complete district required fingerprinting or other requirements on dates that are not assigned.



Illinois Autism Partnership

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

Jackelyn Allen
jacallen@district158.org

Sarah Smith
iap@eastersealschicago.org

Huntley Community School
District 158
650 Academic Dr
Algonquin, IL 60102

Easterseals Metropolitan
Chicago
US

HUNTLEY SCHOOL DISTRICT 158
- FY26 JULY 2025 CLASSROOM
SET UPS

Effective Date: Jul 1, 2025

Expiration Date: Jul 31, 2025

TYPE OF SERVICE	QUANTITY	TOTAL PRICE
Coaching (up to 6 hours in district)	12	\$21,600.00
Consulting-Classroom Set-Up	14	\$42,000.00
Total Mileage Cost:		\$2,147.60
Total Amount of Tolls:		
Hotel Cost:		
	Grand Total:	\$65,747.60

Description: **HUNTLEY COMMUNITY CONSOLIDATED SCHOOL DISTRICT 158**

Illinois Autism Partnership offers hands-on focused in-services, workshops, and coaching/consulting services geared towards supporting teachers, administrators, and support staff on the implementation of Evidence-Based Practices for students with autism and related disorders.

Classroom Set-Up

Illinois Autism Partnership empowers and supports local school districts and agencies in setting up the classroom environment to meet the ever-changing needs of their students.

IAP Expert Coaches will:

- work collaboratively on site with district staff for up to 6 hours to set up the physical environment;
- create meaningful visual supports; and
- teach the importance of a structured environment to promote independence and success at school.

date: 7/10/25

location: Chesak Elementary School; 10910 Reed Rd. Lake in the Hills IL 60156

time: 9:00am - 3:30pm (unless otherwise requested)

number of classrooms: 3

date: 7/10/25

location: LIGHT Program; 10401 Vine St Huntley, IL 60142

time: 9:00am - 3:30pm (unless otherwise requested)

number of classrooms: 3

date: 7/14/25

location: Martin Elementary School; 10920 Reed Rd, Lake in the Hills, IL 60156

time: 9:00am - 3:30pm (unless otherwise requested)

number of classrooms: 3

date: 7/14/25

location: ECC; 10910 Reed Road, Lake in the Hills, IL 60156

time: 9:00am - 3:30pm (unless otherwise requested)

number of classrooms: 2

date: 7/22/25

location: Heineman Middle School; 725 Dr. John Burkey Dr. Algonquin IL 60102

time: 9:00am - 3:30pm (unless otherwise requested)

number of classrooms: 1

date: 7/22/25

location: Marlowe Middle School; 9625 Haligus Rd. Lake in the Hills IL 60156

time: 9:00am - 3:30pm (unless otherwise requested)

number of classrooms: 2

MATERIALS DELIVERY: TBD Prior to contract signing. Must include an address in which all set up boxes may be delivered prior to set up day.

Total number of set ups: 14

Other classroom or program types available upon request. All details must be finalized prior to contract signing.

PLEASE NOTE: All details (date/building/# set ups) must be finalized prior to contract signing and cannot be changed after contract signing. All set ups require ONE Huntley School District staff member to be an active participant of each set up (e.g. teacher or other classroom team member), otherwise the assigned Autism Specialist for that set up day will focus their efforts solely on physical creation of materials from the classroom set up box.

****Coaching****

Expert coaches work collaboratively with educational teams to create a learning environment that promotes access, independence, and success for all students. Educational teams can expect:

- a non-evaluative, non-judgmental designated coach
- access to a full team of interdisciplinary experts with combined decades of experience
- custom materials and supports designed to promote independence and success in the classroom
- an ongoing, collaborative relationship driven by the needs of the students, staff, and district

****Full-Day Summer Coaching****

Coaching sessions will be offered to small groups of 3–4 general education teachers, primarily from elective and exploratory classrooms where special education students are actively participating. These sessions will focus on practical strategies for incorporating visual supports into their learning environments, with personalized takeaways tailored to each classroom's needs.

date: 7/23/25

location: Marlowe Middle School; 9625 Haligus Rd. Lake in the Hills IL 60156

time: 9:00am - 3:30pm (unless otherwise requested)

total number of groups: 3

date: TBD prior to contract signing

location: ECC; 10910 Reed Road, Lake in the Hills, IL 60156

time: 9:00am - 3:30pm (unless otherwise requested)

total number of groups: 2

date: TBD prior to contract signing

location: Chesak; 10910 Reed Road, Lake in the Hills, IL 60156

time: 9:00am - 3:30pm (unless otherwise requested)

total number of groups: 2

date: TBD prior to contract signing

location: Conley Elementary School; 750 Dr. John Burkey Dr. Algonquin IL 60102

time: 9:00am - 3:30pm (unless otherwise requested)

total number of groups: 1

date: TBD prior to contract signing
location: Leggee Elementary School; 13723 Harmony Rd, Huntley, IL 60142
time: 9:00am - 3:30pm (unless otherwise requested)
total number of groups: 1

date: TBD prior to contract signing
location: Martin Elementary School; 10920 Reed Rd, Lake in the Hills, IL 60156
time: 9:00am - 3:30pm (unless otherwise requested)
total number of groups: 1

date: TBD prior to contract signing
location: Heineman Middle School; 725 Dr. John Burkey Dr. Algonquin IL 60102
time: 9:00am - 3:30pm (unless otherwise requested)
total number of groups: 1

Total Summer Coaching Days: 3; Total Summer Coaching Groups: 12

All IAP employees have the following on file with HR:

- Accurate Biometrics – Criminal Background Check (FBI and State)
- Concentra Authorization – Drug Test, TB Test, and Physical Evaluation
- HireRight – Education Verification, Employment Verification, and Reference Checks
- Faith's Law Compliance

Verification that these items are on file for each Easterseals employee is available upon request from the district. If the district requires any additional paperwork or background checks/fingerprinting beyond what is listed above, the coach will complete that on a district coaching date. Easterseals coaches are unable to complete district required fingerprinting or other requirements on dates that are not assigned.

Easterseals

Classroom Set Up

DESCRIPTION

Illinois Autism Partnership empowers and supports local school districts and agencies in setting up the classroom environment to meet the ever-changing needs of their students.

EASTERSEALS EXPERT COACHES WILL:

- work collaboratively on site with district staff for up to 6 hours to set up the physical environment;
- create meaningful visual supports; and
- teach the importance of a structured environment to promote independence and success at school.

BENEFITS OF A CLASSROOM SET UP:

- Create visually organized classrooms
- Establish language-rich environments
- Embed evidence-based practices
- Develop highly structured daily routines
- Integrate visual and communication supports
- Promote independence and success
- Increase engagement and efficiency
- Empower staff for a successful school year

Emphasis will be placed on the Easterseals' Classroom Set Up Checklist to prioritize areas of need for each classroom.

Jump start
the school
year!





- ✓ All classroom materials/supplies are in a bin, on a shelf, or in a designated storage location.
- ✓ Non-functional and/or non-utilized furniture or equipment is removed from the classroom.
- ✓ Classroom walls include minimal extraneous décor.
- ✓ Items that are on the walls or hanging from the ceilings serve a meaningful purpose, will be referenced regularly, and/or are connected to current curriculum.
- ✓ All classroom materials, supplies, and decorations are age-appropriate for the grade level(s) served (1st-3rd).
- ✓ All student work areas, materials, bins, and related student materials or furniture are clearly labeled with student name, picture, color-coding system, or a combination when appropriate.
- ✓ Classroom areas are clearly defined through physical boundaries and/or visual supports (e.g. 1:1 instruction, group instruction, independent work, play/leisure, etc.)
- ✓ A full-class schedule is posted in a prominent classroom location.
- ✓ Classroom-wide behavior expectations are displayed in a prominent classroom location.
- ✓ Functional classroom routines and task analyses are posted as appropriate (e.g. Arrival, Hand-Washing, Dismissal, Morning Meeting, etc.)
- ✓ Basic behavior visual supports are readily available (e.g. Staff Behavior Lanyard, Work System to do lists, First/Then, timers, etc.)
- ✓ Basic communication supports are readily available (break card, help card, bathroom request, accessible core boards, etc.)
- ✓ All visual supports include diversity and reflect the students in the classroom.
- ✓ Individualized reinforcement systems are developed based on student interests and behavioral needs.
- ✓ A variety of in-class sensory tools are available and accessible to students.
- ✓ A variety of out of classroom sensory tools are available and accessible to students.



Classroom Set-Up Checklist

A checklist to support teachers and administrators in setting up evidence-based learning environments for students with autism



ENVIRONMENT

The environment is arranged in such a manner that promotes the independence and success of all individuals in the classroom.

- All classroom materials/supplies are in a bin, on a shelf, or in a designated storage location.
- Non-functional and/or non-utilized furniture or equipment is removed from the classroom.
- Classroom walls include minimal extraneous décor.
- Items that are on the walls or hanging from the ceilings serve a meaningful purpose, will be referenced regularly, and/or are connected to current curriculum.
- All classroom materials, supplies, and decorations are age-appropriate for the grade level(s) served.
- All student work areas, materials, bins, and related student materials or furniture are clearly labeled with student name, picture, color-coding system, or a combination when appropriate.
- Classroom areas are clearly defined through physical boundaries and/or visual supports (e.g. 1:1 instruction, group instruction, independent work, play/leisure, etc.)
- A dedicated, organized area for displaying student work is included inside or outside of the classroom and reflects current classroom topics.

VISUAL SUPPORTS

Visual Supports are embedded into the classroom environment to promote communication, behavior, and independence.

- A full-class schedule (with pictures if needed) is posted in a prominent classroom location.
- A classroom staff schedule detailing staff name, student assignments, and location is prominently posted and accessible to all.
- Each student has an individual visual schedule that includes sensory/movement breaks.
- Classroom-wide behavior expectations are displayed in a prominent classroom location.
- Functional classroom routines and task analyses are posted as appropriate (e.g. Arrival, Hand-Washing, Dismissal, Morning Meeting, etc.)
- Basic behavior visual supports are readily available (e.g. First/Then, Countdown Strip, Visual Timers, Token Boards, Choice Boards, Mini/Sub/Activity Schedules).
- Basic communication supports are readily available (e.g. Core, PECS, Break Card, etc.)

For more information about how Illinois Autism Partnership can support your school district:
IAP@eastersealschicago.org

INDEPENDENCE

Independent Work Systems are in place and individualized to promote independence across environments for all students.

- There is a well-defined/labeled independent work area in the classroom.
- Tasks are stored in an appropriate binder, bin, or shelf and are easily accessed by students during independent work time.
- Organizational system is in place for the storage of additional tasks/activities.
- Each work system includes a visual support that details where to start, how much work to do, when it is done, and what happens next.
- Academic and functional tasks/materials are appropriate to student skill level, have a clear start and finish, and are designed to promote independence and success.

SENSORY & DATA

Data collection is in place to evaluate ongoing success and the unique sensory needs of all learners are considered at all times.

- An IEP goal data-collection system is developed and in place.
- A variety of in-class sensory tools are available and accessible to students.
- A variety of out of classroom sensory tools are available and accessible to students.
- A sensory/movement choice board is available to students.
- Curriculum and instructional materials are organized in a way that makes sense to staff and students.

REINFORCEMENT

Reinforcement is integrated into the classroom environment to promote positive behaviors and skill acquisition.

- An age-appropriate classroom-wide reinforcement system is in place.
- Individualized reinforcement systems are developed based on student interests and behavioral needs.
- Reinforcers are age-appropriate and are not freely accessible to students.
- Student-specific behavior expectations are embedded in each reinforcement system and are clear for both staff and students to understand.
- For students with challenging behaviors or who already have a current behavior plan, a data collection system is in place and easily accessible to staff (e.g. hanging clipboard, binder, etc.).

District: _____

Program: _____

Teacher: _____

Priority Focus Areas

- Learning Environment
- Visual Supports
- Reinforcement
- Independence
- Sensory & Data



Quote Is Valid For 60 Days From Date Of Quote

Quote Eligible for Huntley Community School District 158

BILL TO

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

SHIP TO

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

CONTACT US

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

QUANTITY	PRODUCT	UNIT PRICE	EXTENDED PRICE
8.00	NCI Renewal Blended Classroom Open 3e	\$2,049.00	\$16,392.00
225.00	NCI Online Course & Workbook 3rd Ed	\$47.69	\$10,730.25
12.00	Annual Membership Fee	\$200.00	\$2,400.00
1.00	De-Escalation Basics Online Training Flat-Rate Subscription	\$12,500.00	\$12,500.00

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

Subtotal	\$42,022.25
Discount	\$0.00
Tax	\$0.00
Shipping	

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

Total	\$42,022.25
--------------	--------------------

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

Cancellation and return policies can be found at:

<https://www.crisisprevention.com/Special-Pages/Important-Registration-Information>

Appendix C



Paige Richards
Education Consultant
paige@buildcapacityconsulting.com

Huntley Community School District 158: 2025-2026 Agreement

Description

Customized professional development for administrators and leaders to support effectiveness in roles. Content TBD through collaboration with district leaders.

Pricing for Professional Development 2025-2026 School Year

Full Day (6 hours): \$3250 + expenses including mileage, hotel, and meals
 Half Day (3 hours): \$1800 + expenses including mileage, hotel, and meals
 One Hour: \$600 + expenses including mileage, hotel, and meals

Planning calls: Free

Dates/Times

People	Date(s)	Duration/Format	Pricing
Principals & District Leadership ½ day APs, Dept Chairs, Coordinators ½ day	July 23, 2025 (all admin) November 11, 2025 February 10, 2026 June 9, 2025	In-person, Full Day	4 x \$3250 = \$13,000
Building PLC Visits with Elementary Teachers- Each building 2 visits	October 14, 2025 October 21, 2025 November 12, 2025 February 18, 2026 February 25, 2026	In-person, Full Day	5 x \$3250 = \$16,250
MS and High School PLC Visits Each building 4 visits	September 25, 2025 (HS) October 22, 2025 (MS) October 23, 2025 (MS) January 5, 2026 (MS & HS) February 17, 2026 (MS) February 19, 2026 (MS) March 3, 2026 (HS) April 24, 2026 (MS & HS)	In-person, Full Day	8 x \$3250 = \$26,000
All Staff Keynote	August 12, 2025	In-person	1 x \$5000
Total: \$60,250 + expenses including mileage, hotel, and meals			

Appendix D



REGIONAL OFFICE OF EDUCATION #4

Boone-Winnebago Counties
 Scott Bloomquist, Regional Superintendent of Schools
 Allison Pierson, Assistant Regional Superintendent
 300 Heart Blvd ~ Loves Park, IL 61111 ~ 815-636-3040

Proposal

Format: In-Person

Program Location: TBD with District 158 administration

Event	Classroom Learning Walks and Data Analysis
Date	Dates TBD with District 158 Administration
Time	<p>Visits would be coordinated with district administration to allow for learning walks to collect observational data from grades 6-12 mathematics classrooms to further the work of “Building Thinking Classrooms.”</p> <p>This scope of work will require 2-3 staff from ROE 4 per day to meet observational needs or more frequent visits for less staff if we are working with the majority of math classrooms.</p> <p>One observational cycle would include:</p> <ul style="list-style-type: none"> ● 1 day at Marlowe MS and observational data analysis and synthesis ● 1 day at Heineman MS and observational data analysis and synthesis ● 1 day at HHS and observational data analysis and synthesis ● 1 day of facilitated PLCs at each school <i>prior to</i> observations ● 1 day of facilitated PLCs at each school <i>following</i> observations ● 1 half day data meeting with administration and coaches prior to the 2nd PLC meeting with teachers to share and discuss data
Other specifications	<p>We would recommend 2 cycles during the year to allow for setting and attaining goals for the math department.</p> <p>This assumes visits to the majority (nearly all) of 6-12 mathematics classrooms, and the cost would be reduced if less classroom visits were required per cycle.</p>
Cost	\$17,000 / cycle- One cycle at each school
TOTAL	\$17,000

Event	Customized Professional Learning for Math Teachers
Date	Aug 12, Jan 5 & April 24 (Institute Days)
Time	TBD with District 158 Administration
Other specifications	These custom built PL sessions are designed to meet the needs of District 158. If not participating in Math for All, these sessions would be built to meet the specific district needs of District 158.
Cost	TBD based on need and expertise of the presenter(s), quantity of presenters and length of sessions, as well as the time for customized content building required. \$1,875
TOTAL	\$5,625 (one, on-staff ROE presenter)

District 158 agrees to provide the following:

- Hookup components for laptop/PC to projector
- Stable internet access
- Google Apps access
- For participants over 35 participants, audio equipment may be required
- District 158 will process all Professional Development credit and agrees to email the Sign-In Sheets to ROE 4 (plcoordinators@roe4.org) within 5 days of the PL event.

In exchange for the products and services provided, District 158 agrees to compensate Boone-Winnebago ROE 4 as follows:

Professional Fee: \$5,625



REGIONAL OFFICE OF EDUCATION #4

Boone-Winnebago Counties
 Scott Bloomquist, Regional Superintendent of Schools
 Allison Pierson, Assistant Regional Superintendent
 300 Heart Blvd ~ Loves Park, IL 61111 ~ 815-636-3040

Proposal

Format: In-Person

Program Location: TBD with District 158 administration

Event	Customized Professional Learning Sessions for MS ELA Teachers
Date	Institute Day-August 12 (half or full day), Early Release Day-September 25, 2025, Institute Day-January 5, 2026, Early Release Day-February 12, 2026, Early Release Day March 3, 2026, Institute Day-April 24, 2026
Time	TBD with District 158 Administration
Other specifications	<p>These custom built PL sessions are designed to meet the needs of District 158. They will focus on best practices in small group ELA instruction.</p> <p>Early Release, SIP, and Institute Days' costs are built with the consideration that nearly all proposed scopes of work in District 158 are looking for professional learning opportunities on these days, and this will require many staff from ROE 4 since sessions will be running concurrently.</p>
Cost	<p>TBD based on expertise of the presenter(s), the number of presenters required, as well as the time required for customized content building.</p> <p style="text-align: center;">\$1,875 per presenter</p>
TOTAL	<p style="text-align: center;">\$11,250</p> <p style="text-align: center;">The final totals will depend on the scope of work, as well as number and expertise of presenters required for each session.</p>

District 158 agrees to provide the following:

- Hookup components for laptop/PC to projector
- Stable internet access
- Google Apps access
- For participants over 35 participants, audio equipment may be required
- District 158 will process all Professional Development credit and agrees to email the Sign-In Sheets to ROE 4 (plcoordinators@roe4.org) within 5 days of the PL event.

In exchange for the products and services provided, District 158 agrees to compensate Boone-Winnebago ROE 4 as follows:

Professional Fee: \$11,250



REGIONAL OFFICE OF EDUCATION #4

Boone-Winnebago Counties
 Scott Bloomquist, Regional Superintendent of Schools
 Allison Pierson, Assistant Regional Superintendent
 300 Heart Blvd ~ Loves Park, IL 61111 ~ 815-636-3040

Proposal

Format: In-Person

Program Location: TBD with District 158 administration

Event	Customized Professional Learning Sessions for Elementary Teachers
Date	1/5/26
Time	Full Day-specific times TBD with District 158 administration
Other specifications	½ day Kindergarten-Purposeful Play professional learning experience Format and materials required for simulations will determine the final cost. Cost based on 25-30 Purposeful Play session participants.
TOTAL	\$1,500

District 158 agrees to provide the following:

- Hookup components for laptop/PC to projector
- Stable internet access
- Google Apps access
- For in person events with over 35 participants, audio equipment may be required
- District 158 will process all Professional Development credit and agrees to email the Sign-In Sheets to ROE 4 (plcoordinators@roe4.org) within 5 days of the PL event.

In exchange for the products and services provided, District 158 agrees to compensate Boone-Winnebago ROE 4 as follows:

Professional Fee: \$1,500



REGIONAL OFFICE OF EDUCATION #4

Boone-Winnebago Counties
 Scott Bloomquist, Regional Superintendent of Schools
 Allison Pierson, Assistant Regional Superintendent
 300 Heart Blvd ~ Loves Park, IL 61111 ~ 815-636-3040

Proposal

Format: In-Person

Program Location: TBD with District 158 administration

Event	Customized Professional Learning Sessions for MS/HS SS Teachers
Date	Institute Day-August 12 (half or full day), Early Release Day-September 25, 2025, Institute Day-January 5, 2026, Early Release Day-February 12, 2026, Early Release Day March 3, 2026, Institute Day-April 24, 2026
Time	TBD with District 158 Administration
Other specifications	<p>These custom built PL sessions are designed to meet the needs of District 158. They will focus on interdisciplinary literacy practices in the Social Studies Classroom.</p> <p>Early Release, SIP, and Institute Days' costs are built with the consideration that nearly all proposed scopes of work in District 158 are looking for professional learning opportunities on these days, and this will require many staff from ROE 4 since sessions will be running concurrently.</p>
Cost	<p>TBD based on expertise of the presenter(s), the number of presenters required, as well as the time required for customized content building.</p> <p style="text-align: center;">\$1,875</p>
TOTAL	<p style="text-align: center;">\$11,250</p> <p style="text-align: center;">The final totals will depend on the scope of work, as well as number and expertise of presenters required for each session.</p>

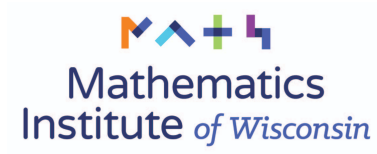
District 158 agrees to provide the following:

- Hookup components for laptop/PC to projector
- Stable internet access
- Google Apps access
- For participants over 35 participants, audio equipment may be required
- District 158 will process all Professional Development credit and agrees to email the Sign-In Sheets to ROE 4 (plcoordinators@roe4.org) within 5 days of the PL event.

In exchange for the products and services provided, District 158 agrees to compensate Boone-Winnebago ROE 4 as follows:

Professional Fee: \$11,250

Appendix E



Proposal for MIW Coaching between Huntley Community School District 158 and the Mathematics Institute of Wisconsin for the 2025-26 School Year

Contract #:2025-26:0002

Overview

This proposal offers options for professional learning content for Huntley Community School District 158.

Proposed Options

- MIW Classroom Modeling Full Days: $\$ 4,000 \times 3 = \$ 12,000$

This a proposal for 3 full days (September 30, October 1, and October 1, 2025) of modeling math lessons with Eric Kanters.

Duration

Full day Professional Learning is 6 hours of professional development content.

Preferred Dates: September 30, October 1, October 2, 2025

Prepared by:

Mathematics Institute of Wisconsin
20 S. Main Street # 2
Oconomowoc, WI 53066
Shelley Michalski
shelley.michalski@mathinstitutewi.org



Proposal for MIW Coaching between Huntley Community School District 158 and the Mathematics Institute of Wisconsin for the 2025-26 School Year

Contract #:2025-26:0003

Overview

This proposal offers options for professional learning content for Huntley Community School District 158.

Proposed Options

- MIW Classroom Modeling Full Days: $\$ 4,000 \times 3 = \$ 12,000$

This is a proposal for 3 full days (February 24, 25, 26, 2026) of modeling math lessons with Eric Kanters.

Duration

Full day Professional Learning is 6 hours of professional development content.

Preferred Dates: February 24, 25, 26, 2026

Prepared by:

Mathematics Institute of Wisconsin
20 S. Main Street # 2
Oconomowoc, WI 53066
Shelley Michalski
shelley.michalski@mathinstitutewi.org



Huntley Community School District 158

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

Date: May 1, 2025

To: Curriculum Committee

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

Cc: Ms. Jessica Lombard, Superintendent

Subject: Consolidated District Plan Approval FY 26

Executive Summary

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

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

Federal Formula Grant	Huntley 158 Applies for Grant
Title I, Part A – Improving Basic Programs	YES
Title 1, Part A - School Improvement Part 1003	NO
Title I, Part D – Delinquent Children	NO
Title I, Part D – Neglected Children	NO
Title I, Part D –State Neglected/Delinquent	NO
Title II, Part A – Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders	YES
Title III – Language Instruction Education Program	YES
Title III – Immigrant Student Education Program	NO
Title IV, Part A – Student Support and Academic Enrichment	YES
Title V, Part B – Rural and Low-Income Schools	NO
IDEA, Part B Flow-Through	YES
IDEA, Part B Preschool	YES
ARP-ESSER III (Elementary and Secondary School Emergency Relief III)	NO

The Consolidated District Plan application must be approved by the Board of Education, then submitted to ISBE and approved prior to any of the formula grant applications being approved for use in FY26.

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

The main revisions this year included:

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

Upon approval by the Huntley District 158 Board of Education on May 15, 2025, the plan will be submitted for approval to the Illinois State Board of Education.

Recommendation

The Administration recommends that the Curriculum Committee move the Consolidated District Plan as presented to the Board of Education meeting on May 15, 2025.

eGrant Management System

Printed Copy of Application

Applicant: Huntley Community School District 158

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: Huntley Community School District 158

Date Generated: 4/24/2025 1:02:43 PM

Generated By: amaccrindle1

1. Contact Information for Person Completing This Form

<p>Last Name*</p> <input type="text" value="MacCrindle"/>	<p>Phone*</p> <input type="text" value="847"/> <input type="text" value="659"/> <input type="text" value="6135"/>	<p>Extension</p> <input type="text"/>	<p>First Name*</p> <input type="text" value="Amy"/>	<p>Middle Initial</p> <input type="text" value="N"/>	<p>Email*</p> <input type="text" value="amaccrindle@district158.org"/>
---	---	---------------------------------------	---	--	--

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

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

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

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

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

((count) of 2500 maximum characters used)

District 158 is committed to ensuring that students, teachers, and program beneficiaries with special needs have equitable access to and participation in all federally funded programs. The District anticipates the need to take intentional steps to overcome barriers related to gender, race, national origin, ethnicity, religion, and disability. The following are potential barriers and corresponding steps being taken to ensure equitable participation: In preschool programming, proactive outreach is conducted through Child Find to identify and enroll students with disabilities, multilingual learners, and other eligible students. These efforts help eliminate barriers by ensuring that families are aware of available services and supports. The District does not anticipate gender-based barriers affecting access to federally funded programs. All educators will have equal opportunity to participate in Title II professional development, and students are identified for services based solely on qualifying indicators such as free/reduced lunch status, bilingual status, or IEP status. All programming is inclusive of students regardless of national origin. Targeted outreach, including the use of interpretation and translation services, is provided to families of recent arrivals to the United States to ensure understanding and engagement in available supports. To promote equitable family and community engagement, the District ensures that critical communications and outreach materials are translated into families' home languages when needed. This step helps remove language as a barrier to access and participation in programs and decision-making processes.

3. Bilingual Program Director Assurance

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

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

4. District Migrant Education Program Liaison

<p>Last Name</p> <input type="text" value="Jacobson"/>	<p>First Name</p> <input type="text" value="Lissette"/>	<p>Middle Initial</p> <input type="text"/>
<p>Phone</p> <input type="text" value="847"/> <input type="text" value="659"/> <input type="text" value="6151"/>	<p>Extension</p> <input type="text"/>	<p>Email</p> <input type="text" value="ljacobson@district158.org"/>

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

5. General Completion Instructions

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

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

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

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

How to Complete Pages with Pre-populated Fields

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

*Required field, applicable for all funding sources

Amendments

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

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

- Initial submission for the fiscal year
- Amendment to approved plan for the fiscal year

*Required field, applicable for all funding sources

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2025-2026.* [1]

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

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

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

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

Response from the approved prior year Consolidated District Plan.

The LEA will align federal resources with state and local resources in all programs to carry out the activities funded by the programs. Federal resources will be aligned in each program, as follows: Title I Part A: Title 1 needs center around the universal tier of learning and supplemental intensive tiers of supports for at-risk students. Title 2 Part A needs focus on increasing rigor and supports of the Universal Tier of Instruction for literacy and math, as well as a strategic reset of professional learning communities (PLCs) to lead data-driven discussions. Title 3, Part A needs focus on aligning language supports for EL learners to Tier 1 instruction through incorporation of training and materials as well as providing support to families. These resources will be aligned with local resources in that local resources support Tier One, the core instructional program, which includes all EL students and bilingual students. Title 4 Part 1: Title 4 funds will focus on supporting at risk students with social emotional learning needs, leading to increased academic performance. A specific focus will be on Kindergarten and ensuring the integration of a play-based approach to learning. IDEA Part B - Flow-Through: The LEA will align IDEA Part B Flow-Through funds with local funds to provide FAPE for students with IEPs through the delivery of specialized instruction and services. The services will include assistive technology devices, non-certified special education paraprofessionals and clerical staff, training/professional development, related services assessments, supplies, materials, classroom materials, curriculum, adaptive seating, and instructional tools. In addition, IDEA Part B Flow-Through funds will enhance individual professional development plans and program development to support students with needs in the areas of trauma and self-regulation. As well as, best practices in specialized instruction for both low-incidence and high-incidence disabilities. The LEA works with the fiscal department to ensure a balanced budget, meeting maintenance of effort (MOE), and expenditure reports are up-to-date. This is accomplished through bi-weekly meetings with the finance department to ensure funds are not supplanting local dollars for our students with IEPs. Ongoing needs assessment of activities for teachers includes surveys, interviews, team meetings, and staff requests to meet the student's IEP needs. The LEA works collaboratively with all stakeholders to ensure the process is communicated effectively and that all stakeholders have access to the funds to meet their student's needs. IDEA Part B - Preschool: The LEA will align IDEA Part B Preschools funds with local funds to provide FAPE for students with IEPs through the delivery of specialized instruction and services. The services will include training/professional development and materials for professional growth, supplies, materials, classroom materials, curriculum, and instructional tools. The LEA works with the fiscal department to ensure a balanced budget, meeting MOE, and expenditure reports are up-to-date. This is accomplished through meetings with the finance department to ensure funds are not supplanting local dollars for our students with IEPs. Ongoing needs assessment of activities for teachers includes surveys, interviews, team meetings, and staff requests to meet the student's IEP needs. The LEA works collaboratively with all stakeholders to ensure the process is communicated effectively and that all stakeholders have access to the funds to meet their student's needs.

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

Braiding of Funds

- Yes No

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

Transfer of Funds

- Yes No

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

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

([count] of 7500 maximum characters used)

The LEA conducted a comprehensive needs assessment aligned with our strategic KPIs to ensure equitable access, opportunity, and outcomes for all students from Pre-K through age 22. This process involved evaluating current educational programming and outcomes across diverse student groups, including multilingual learners, students with disabilities, gifted learners, and economically disadvantaged students. Key findings from the assessment highlight the need for a more cohesive and intentional system of supports across all grade bands that addresses academic rigor, inclusive practices, and post-secondary preparedness. The assessment revealed variability in access to advanced coursework, specialized instruction, and language development supports, particularly at transition points such as early childhood to elementary, middle to high school, and post-secondary pathways. Additionally, our analysis of college and career readiness data, including post-secondary enrollment, employment, and independent living outcomes, underscored the importance of expanding programming that supports life-ready competencies for all learners—especially those with IEPs, language learning needs, and students experiencing poverty. The findings also reflect a need for: Strengthening Tier 1 instruction through culturally and linguistically responsive teaching practices; Increasing collaboration between general education, special education, and EL/bilingual teams; Enhancing early identification and support for students with advanced learning needs; Expanding access to high-impact pathways such as dual credit, career and technical education (CTE), and work-based learning opportunities; Building a system-wide framework to monitor opportunity gaps and evaluate programming effectiveness through an equity lens. This needs assessment will inform the development of an actionable Pre-K-22 plan that aligns federal, state, and local resources to close opportunity gaps and support each student's journey toward college, career, and community readiness.

Legislative References:

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

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

*Required field, applicable for all funding sources

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

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

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

The needs assessment was grounded in Huntley 158's Key Performance Indicators (KPIs) and designed to support strategic planning that ensures opportunity and access for all students, Pre-K through age 22. A variety of instruments and processes were used to gather comprehensive data across academic, behavioral, and programmatic domains. Internal staff surveys were administered to identify professional development needs aligned with the district's KPIs, including areas such as instructional rigor, inclusive practices, and effective collaboration within professional learning communities (PLCs). Student voice played a central role in the process, with feedback collected through student surveys to assess learning experiences, engagement, and access to support services, particularly among multilingual learners, students with disabilities, and students from underserved backgrounds. The district also conducted an evaluation of the Multi-Tiered System of Supports (MTSS) to assess the fidelity and equity of academic and behavioral interventions across all grade levels. Academic performance data in reading and math-including IAR results, MAP Growth scores, benchmark assessments, and curriculum-based measures-were disaggregated by subgroup to identify gaps and instructional priorities. Behavioral and social-emotional learning (SEL) data, including discipline referrals, attendance, and SEL screener results, were reviewed to inform professional learning in trauma-informed practices and to support student well-being. The SEssentials Survey provided valuable insight into school culture and climate through stakeholder feedback across five key domains: Effective Leaders, Collaborative Teachers, Involved Families, Supportive Environment, and Ambitious Instruction. Additionally, the district conducted a review of specialized programs and student pathways-including dual language, gifted services, CTE, dual credit, and transition services for students with IEPs-to evaluate access and outcomes across demographic groups. Together, these instruments and processes produced a comprehensive understanding of current strengths and areas for growth. Findings from the needs assessment will directly inform the development of an actionable plan to align federal, state, and local resources in support of equitable, high-quality programming for all Huntley 158 students.

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

- Identify areas of need related to student achievement, subgroup performance, and resource inequities.
- Include any additional information relevant to this planning document. Provide targeted responses where noted.
- Describe how the needs assessment information will be used for identifying program goals and planning grant activities for each program as applicable.

A. Title I, Part A - Improving Basic Programs

Also identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, and key professional development opportunities for teachers and principals.

As part of Huntley 158's comprehensive needs assessment process, student performance data in reading and math-including IAR, MAP Growth, benchmark assessments, and curriculum-based measures-were analyzed and disaggregated by student subgroups. The analysis revealed achievement gaps among multilingual learners, students with IEPs, and students from economically disadvantaged backgrounds. Surveys from staff, results from the SEssentials Survey, and a districtwide evaluation of the MTSS framework further identified the need for more consistent Tier 1 instruction, targeted academic interventions, and greater alignment across curriculum, instruction, and assessment. In response to these needs, Title I, Part A funds will support a range of evidence-based programs and activities. These include strengthening Tier 1 instruction in literacy and math, providing supplemental supports through push-in and pull-out interventions, expanding access to adaptive learning tools, and offering extended learning opportunities such as summer programming. To close achievement gaps, the district is enhancing the use of data-driven instruction through collaborative PLCs, differentiating instruction within Tier 1, implementing progress monitoring tools to adjust interventions in real time, and ensuring equitable access to resources for low-income students. Title I funds will also support professional development for teachers and principals focused on high-impact instructional strategies, culturally and linguistically responsive teaching, MTSS implementation, and the effective use of formative assessment data. These coordinated efforts aim to accelerate learning and ensure all students have the opportunity to achieve academic success.

B. Title I, Part A - School Improvement Part 1003**C. Title I, Part D - Delinquent****D. Title I, Part D - Neglected****E. Title I, Part D - State Neglected/Delinquent****F. Title II, Part A - Preparing, Training, and Recruiting**

Also identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, and key professional development opportunities for teachers and principals.

As part of Huntley 158's needs assessment, staff surveys and instructional data identified a need to strengthen Tier 1 instruction in both literacy and math, improve the effectiveness of professional learning communities (PLCs), and increase educator capacity to

support diverse student populations, including multilingual learners, students with disabilities, and students from low-income backgrounds. Additionally, results from the 5Essentials Survey and feedback gathered during curriculum and MTSS reviews highlighted the importance of consistent implementation of instructional best practices and the need for sustained, job-embedded professional development. In response to these findings, Title II, Part A funds will support targeted programs and activities focused on professional growth and instructional leadership. Planned activities include enhancing PLC structures across all grade levels to improve data-informed decision-making, providing coaching and mentorship for early-career and newly hired teachers, and expanding professional learning in culturally and linguistically responsive instruction, inclusive practices, and Universal Design for Learning (UDL). A key initiative includes continued implementation of Project GLAD (Guided Language Acquisition Design) to build capacity among educators in scaffolding instruction and providing comprehensible input for multilingual learners across content areas. The district will also introduce executive function training and support at the K-5 level to help teachers better understand and respond to students' self-regulation, organization, and attention needs-critical skills that impact academic achievement and classroom behavior. Title II funds will further support leadership development for administrators to build coherence around instructional priorities, support teacher evaluation and growth systems, and implement equity-focused school improvement strategies. To close achievement gaps, the district is equipping educators with tools and training to differentiate instruction, analyze student learning data effectively, and implement intervention strategies with fidelity. These efforts are designed to increase educator effectiveness, retain high-quality staff, and ensure every student has access to highly skilled teachers and leaders who are responsive to their learning needs.

G. Title III - LIEP

To address the unique needs of both newcomer students and long-term English learners (LTELs), the district is developing targeted supports informed by research and best practices. For newcomers, Title III funds will support the implementation of structured onboarding processes, access to culturally responsive materials, and language-rich environments that prioritize oral language development, vocabulary acquisition, and acculturation. The district will provide professional development focused on instructional strategies that accelerate English language development while ensuring access to grade-level content. For long-term ELs, programming will emphasize academic language development in core content areas, integrated reading and writing instruction, and close progress monitoring using ACCESS domain data and classroom-based measures. Teachers will receive training to identify and address the plateauing of language development, and the district will explore scheduling models that increase instructional time for LTELs without compromising access to core instruction. By differentiating supports for both newcomers and LTELs, the district aims to ensure all multilingual learners receive the targeted instruction and opportunities they need to achieve full academic and linguistic proficiency.

H. Title III - ISEP

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

Also provide information for Title IV-A programs and activities planned as a result of needs assessment that align with the Title IV-A budget.

As part of Huntley 158's needs assessment, academic, behavioral, and engagement data, along with staff and family feedback, identified the need to strengthen student supports, expand well-rounded learning opportunities, and enhance instructional use of technology. Title IV, Part A funds will support three key areas: well-rounded education, safe and healthy learning environments, and effective use of technology. To support well-rounded education, funds will enhance early learning through continued implementation of play-based instruction in Kindergarten, promoting engagement and foundational skill development. To foster safe and supportive schools, the district will provide professional learning and classroom tools focused on proactive behavior supports. In the area of technology, funds will be used to expand access to digital resources that support personalized learning and real-time instructional feedback. All activities are aligned to the Title IV-A budget and directly tied to needs assessment findings, ensuring students have access to engaging, inclusive, and academically enriching learning environments.

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

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

Based on the district's needs assessment, Huntley 158 identified the need to provide consistent, high-quality specialized instruction and related services for students with IEPs, while strengthening staff capacity to support a wide range of academic and behavioral needs. IDEA Part B Flow-Through funds will be aligned with local resources to ensure the provision of Free Appropriate Public Education (FAPE) through individualized supports. Funds will be used for staffing, including paraprofessionals and support personnel, instructional materials, assistive technology, and adaptive tools. Additional resources will support professional development focused on effective practices in specialized instruction, differentiation, and progress monitoring. Targeted training will also address support strategies for students with low- and high-incidence disabilities. The district collaborates regularly with the finance department to ensure compliance with maintenance of effort (MOE), accurate expenditure tracking, and that IDEA funds supplement-not supplant-local resources. Staff needs are identified through surveys, team input, and review of student progress data to ensure that resources are responsive to IEP goals and student outcomes. These efforts are part of a districtwide commitment to inclusive practices and individualized support that empowers students with disabilities to succeed academically and independently.

L. IDEA, Part B - Preschool

As part of the district's ongoing needs assessment, Huntley 158 identified the need to strengthen early intervention services and ensure high-quality, developmentally appropriate instruction for preschool students with IEPs. IDEA Part B Preschool funds will be used in coordination with local resources to provide specialized instruction, curriculum materials, and instructional tools that support students' individualized goals. Funds will also support professional development for early childhood staff focused on best practices in early childhood special education, including language development, play-based learning, and strategies for supporting students with varying needs. The district works closely with the finance department to ensure all IDEA Preschool funds are used in compliance with maintenance of effort (MOE) and are not supplanting local dollars. Staff needs are identified through regular collaboration, review of student data, and teacher input, ensuring that services remain responsive to the unique learning profiles of preschool-aged children. These efforts reflect the district's commitment to providing a strong foundation for our youngest learners and promoting school readiness for all children with disabilities.

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

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

ISBE Goals:

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

District Goal(s):

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

Huntley Community School District 158 aligns its federally funded programs with the Illinois State Board of Education's goals of advancing student learning, improving learning conditions, and elevating educators. To support student learning, the district implements a robust Multi-Tiered System of Supports (MTSS) to provide targeted academic interventions, uses STAR and ELTP data to monitor growth and accelerate progress for at-risk and multilingual learners, and expands access to dual language, summer, and extended learning opportunities. In creating strong learning conditions, the district ensures safe and inclusive environments by offering play-based instruction in Kindergarten, conducting Child Find outreach for early identification of students with disabilities, and providing interpretation and translation services to engage multilingual families. Students with IEPs benefit from adaptive tools, assistive technology, and inclusive classroom resources designed to meet their unique learning needs. To elevate educators, the district is implementing innovative recruitment and retention strategies, including partnerships with local universities to support paraprofessionals, career changers, and high school students interested in education as they pursue degrees and licensure with a focus on meeting the needs of diverse learners. These pathways help grow a more representative educator workforce while expanding access to the profession. The district also offers comprehensive onboarding, leadership development opportunities, and high-quality professional learning such as Be GLAD training, executive function strategies for K-5, and collaborative PLCs focused on data-driven instruction and inclusive practices. These integrated efforts reflect the district's commitment to closing opportunity gaps, supporting the whole child, and ensuring all students are taught by well-prepared, diverse, and supported educators.

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

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

Program Footnotes:

- 1 = Title I, Part A - Improving Basic Programs
- 2 = Title I, Part D - Neglected
- 3 = Title I, Part D - Delinquent
- 4 = Title I, Part D - State Neglected/Delinquent
- 5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- 6 = Title III, including LIEP and ISEP
- 7 = Title IV, Part A - Student Support and Academic Enrichment

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

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

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

((count) of 7500 maximum characters used)

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

Response from the prior year Consolidated District Plan.

The development of the Consolidated District Plan involved a comprehensive and inclusive approach, engaging diverse stakeholders, including teachers, parents, and administrators. Initiatives like the Special Education Parent and Committee Surveys, along with a student survey on social-emotional learning, captured specific insights shaping the plan. Administrative perspectives were gathered through meetings with key figures like the Assistant Superintendents, principals, and directors. Focused sessions with various groups, such as multilingual families, BPAC, SEAC, and others, provided targeted insights to address diverse student needs. Equity considerations were integrated through participation in the Equity Steering Committee and Teacher of Color Affinity Groups. The RAD Student Council and the 5 Essentials Survey enriched the planning process by incorporating essential factors influencing the learning environment. The Consolidated District Plan emerged from a collaborative and inclusive process, drawing insights from diverse stakeholders and meetings. This engagement significantly influenced the final plan, addressing the multifaceted needs of the entire school community. The LEA remains committed to documenting stakeholder engagement for ongoing monitoring and continuous improvement.

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

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

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

((count) of 7500 maximum characters used)

District 158 recognizes that parents and family members play a critical role in the academic success and well-being of students. To ensure that LEA plans and related activities reflect the needs of our varied and diverse populations, the district actively engages families—especially those representing multilingual learners, students with disabilities, and other at-risk groups—through intentional outreach and ongoing consultation. Parents are invited to participate in needs assessment processes through structured meetings with advisory groups such as the Bilingual Parent Advisory Committee (BPAC), the Special Education Advisory Committee (SEAC), and other family engagement events held in multiple languages as needed. These forums are designed to gather authentic input about program effectiveness, access to services, and areas for improvement.

Response from the prior year Consolidated District Plan.

District 158 believes that parents and family members are important to the academic growth of a student. District 158 seeks to include parents and families in the development of the plans and related activities, specifically with the multilingual families, BPAC, SEAC, and others. Parents, along with other key stakeholders, will be invited to participate in a needs assessment to develop a current understanding of the needs of at-risk students in District 158. Parents who are unable to participate in the needs assessment meetings will be offered to meet with the Title I coordinator separately or to provide written feedback that will be used in the development of the targeted plan. Reports of progress are provided after each data cycle for parents to develop a clear understanding of the student's progress and to be able to provide an opportunity for feedback to the school's staff. In addition to feedback that is provided to parents throughout the school year, parents will be offered materials and resources to support students at home. Resources will be made available to at-risk students in the Title I schools.

4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. This includes a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, as applicable. [3]**

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

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

((count) of 7500 maximum characters used)

This year, the district prioritized in-person engagement to foster meaningful connections with families across schools and student groups. A variety of activities and strategies were implemented to promote effective parent and family engagement, ensuring that families have opportunities to collaborate, provide input, and stay informed. Key activities included parent meetings at Title I schools designed to gather feedback, share resources, and engage families in collaborative planning to support student success. Bi-monthly meetings were held with multilingual families through the Bilingual Parent Advisory Committee (BPAC), where parents discussed academic and social-emotional needs, learned about available services, and received resources aligned to English learner supports. Huntley High School also started

offering targeted sessions on college and career pathways, financial aid, and post-secondary planning. The Special Education Advisory Committee (SEAC) continued to meet regularly to engage families of students with IEPs in conversations around inclusive practices, supports, and program development. Additionally, Teacher of Color Affinity Groups provided an avenue for staff collaboration and community-building, contributing to a culturally responsive environment that extends to family engagement practices. For immigrant and English learner families, the district provided interpretation services, translated materials, and culturally relevant programming to ensure equitable access to information and resources. These ongoing efforts reflect the district's commitment to building trust, honoring family voice, and working in partnership to support the academic and social-emotional success of all students.

Response from the prior year Consolidated District Plan.

This year most activities were conducted in person. Activities and strategies for effective parent and family engagement include: -Parent meetings with families from at Title I schools for the purpose of providing feedback, ideas, and collaborative planning; -Bi-monthly meetings with bilingual parents related to student needs- MPAC- Outreach to families with first-generation college-bound students at Huntley High School-Special Education Action Committee-Teacher of Color Affinity Groups

Title I Requirement:

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

[FSEA section 1112\(a\)\(1\)\(A\)](#)

Title III Requirement:

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

Legislative References:

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

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

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

*Required field

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

Private School Participation

File Upload instructions are linked below. [Click here for general page instructions.](#)

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

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

Will Private Schools participate in the Program?

Yes No

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic School Consultation Form Nonpublic Consultation Form
	<input type="checkbox"/>	<input type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen

Comments:

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

ISBE Goals:

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

District Goal(s):

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

District 158's coordination and integration of preschool transitions and individualized student supports align with both ISBE goals and the district's Key Performance Indicators (KPIs). These efforts support student learning by ensuring early identification, appropriate placement, and continuity of services for students with IEPs and multilingual learners, leading to measurable academic growth aligned to student achievement KPIs. Transition planning, collaboration with families, and targeted supports help foster inclusive and developmentally appropriate learning environments, directly supporting KPIs related to safe and supportive learning conditions. Furthermore, through professional development and cross-team collaboration, the district builds staff capacity to meet diverse learner needs, advancing educator effectiveness and retention goals outlined in the elevating educators KPI. These integrated strategies reflect the district's commitment to equity, access, and continuous improvement across all student groups.

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

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

If the district does not offer early childhood education programs, enter

No Preschool Programs

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

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

Response from the approved prior year Consolidated District Plan.

Coordination and Integration of Transition From Preschool Programs into Elementary School Programs:As part of Child Find, District 158 administers a preschool screening process and operates an Early Childhood Center under the Preschool for All concept to provide education for early childhood students needing special services or at-risk based on a local rubric for admission. In addition to screening, the Early Childhood Center has a process in place for a smooth transition for students in early intervention to begin in early childhood by their 3rd birthday. The students are provided services listed in the IEP in either a general education blended setting or a self-contained setting. Supplies and snacks are provided. Teaching Strategies Gold is utilized for reporting progress to families. Elementary school administrators and related service staff meet with staff from the Early Childhood Center to facilitate the integration of preschool students into the elementary school program. The program holds open houses and there are elementary school curriculum nights that share information with parents and assist students with the transition. Students with an IEP in preschool are the focus of special education transition meetings designed to facilitate their transition into the elementary school program with IEP services. In addition, many of the at-risk students in preschool are bilingual, so they also benefit from transition meetings focused on their needs as English Learners, and they also receive additional screening to ensure proper placement and services at the elementary school.Coordination and Integration to Meet the Needs of Individual Students:The needs of individual students are met through their IEP, staff receive professional development to support students. Supplies and materials are provided for students' individual learning needs. Individual students' needs are also met by transition meetings that occur for preschool students who are transitioning from the District 158 Early Childhood Center into District 158 elementary schools. In addition, individual transition meetings address the needs of individual students with IEPs and bilingual needs with the respective teams of teachers and support staff in each building.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

*Required field for Title I and/or IDEA Preschool

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

ISBE Goals:

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

District Goal(s):

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

District 158's efforts to promote student achievement and timely graduation align directly with the ISBE goals of student learning, learning conditions, and elevating educators. The district uses multiple data sources, including STAR assessments and graduation tracking tools, to monitor academic progress and intervene early to support students at risk of falling behind. Instructional supports are provided through a robust MTSS framework, and students have access to credit recovery, dual credit, career and technical education pathways, and individualized academic advising to stay on track for graduation. To support positive learning conditions, the district prioritizes inclusive and supportive environments, offering social-emotional learning, transition planning, and family engagement opportunities to remove barriers to success. Educators are supported through targeted professional development, including data-driven instruction, culturally responsive practices, and strategies to meet the needs of diverse learners. These combined efforts ensure that all students are prepared to graduate with the knowledge, skills, and opportunities needed to pursue a successful future.

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

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

Response from the prior year Consolidated District Plan.

Development of the Program: District 158 (D158) has undergone multiple curriculum reviews in all areas: Literacy/Language Arts, Mathematics, Science, Social Studies, Physical Education/Health, Fine Arts, World Languages, and Career/Technology Education. Each curriculum cycle includes 6 phases: Review, Needs Assessment, Curriculum Development, Assessment Writing, Resource Review, Selection, Professional Development for Instruction, Implementation, and Refinement and Adjustment. A cycle is 5-6 years. Implementation of the Program: The instructional program is implemented via curriculum maps and research-based instructional practices within the classrooms. Curriculum maps for all subjects are available upon request. Oversight is conducted through consistency checks at the building and district level, as well as evaluation of student performance data to determine the effectiveness of instruction and appropriateness of the curriculum. Academic Needs and Supports: D158 uses MTSS to identify and support all students' academic, social-emotional, and behavioral success. MTSS is a data-driven framework for continuous improvement. It provides targeted interventions based on student needs and uses a tiered approach to allocate resources effectively. This system also identifies needs at educator, classroom, school, and district levels, leading to tailored professional development and improvement efforts. MTSS spans content areas and grades, promoting equal access and student success while considering local context. High-quality instruction and universal screening are the starting points. Students needing extra help receive increasing intervention intensity. Progress is monitored closely, and interventions are adjusted based on individual responses. MTSS is used in both general and special education, creating a seamless system guided by student data. Variety of Well-Rounded Activities and Approaches: Mathematics: The mathematics program in D158 is focused on providing a rigorous experience that encourages students to develop application skills, critical thinking skills, and the ability to apply disciplinary inquiry in the subject area. The program is based on the Illinois Learning Standards and is built around the 8 mathematical practices. Student mastery is assessed using multiple means of assessment. English Language Arts: The literacy program in D158 is focused on the Illinois Learning Standards for English Language Arts. Every student receives high-quality, evidence-based literacy instruction based on the critical components of literacy: Oracy, Phonological Awareness, Phonics and Word Recognition Skills, Fluency, Vocabulary, Comprehension, and Writing. This spans from a planned scope and sequence and focus on foundational literacy skills in the early grades to the more complex, higher-order thinking skills at the middle and high school level. Science: Science education in D158 is in alignment with the NGSS, and focuses on an inquiry-based approach. Students engage in project-based learning, with a focus on student creativity and independence in problem-solving and critical thinking. Students investigate questions, design studies, gather evidence, and present findings that are relevant to real-world problems. District 158 offers the largest Project Lead the Way biomedical program in the state, offering students the potential to specialize in the student of medical topics within a Medical Academy approach. Social Studies: In D158, the C3 framework for social studies is being implemented, in alignment with the State of Illinois' adoption of this framework for social studies standards. Rigorous instruction focuses on inquiry and analytical thinking. Students develop the ability to use creative thinking to solve problems and analyze issues to contribute to the community and become productive global citizens. Social studies education is addressed through civics, economics, history, and geography, in addition to other specialized areas of study, such as law and justice. Physical Education: The PE and Health curricula focus on the development, integration, and sustainability of healthy lifestyle choices. Assessments are based on targeted student fitness and health goals, and students demonstrate the skills necessary to keep themselves fit, healthy, and safe. All students participate in daily PE. The PE curriculum is delivered through whole and small-group instruction and activities, with a focus on collaboration and cooperation among students. Fine Arts: D158 offers a robust PreK-12 fine arts curriculum. Students study vocal and instrumental music, visual arts, theater arts, and technical arts. Through the study of the arts, students master discipline-specific skills. Students explore areas of their own interest and passion, and more fully develop the range of their talents. The study of fine arts incorporates speaking and listening standards, as students perform and hone interpersonal skills that are needed for success as adults. World Languages: D158 offers the study of three world languages: Spanish, French, and Chinese. The study of languages begins in 6th grade and continues through high school. Students study grammar, literature, culture, and global issues and concerns. Career and Technical Education: CTE offerings within D158 are broad and designed to meet a range of student needs. Students have the opportunity to enter an Engineering Academy, in which the study of Project Lead the Way engineering prepares them for multiple different careers in this field. In addition, students have the opportunity to study computer programming, industrial arts, and multiple applied subjects that will prepare them directly for college and careers in the 21st Century. Intervention Support for the Academic Program to Ensure it is Well-Rounded: D158 uses a three-tier model of school support. Resources are allocated in direct proportion to student needs. This framework is depicted as a three-tier model that utilizes increasingly more intense instruction and interventions. The Universal Core Instruction Tier is quality, responsive, core instruction in the classroom. This level of intervention is an essential component of RTI and is received by ALL students. A gradual release of responsibility model allows students to take on new learning using scaffolded instruction. Through universal screeners, all students are assessed to measure current levels of achievement and to identify individual student needs. An array of methods and instruments are used, including the results of statewide achievement assessments, district-wide achievement assessments, curriculum-based measurements, and observations. If the results of district-level assessments suggest that an individual student or group of students is performing below standards or exceeding standards, then interventions or enrichment should be immediately put in place.

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

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Identification Process: District 158 uses a comprehensive, data-informed process aligned with its Multi-Tiered System of Supports (MTSS) framework to identify students at risk of academic failure. Teachers and support teams use a combination of quantitative data and qualitative observations to determine which students are most in need of intervention. Identification is based on a variety of sources, including universal screeners, state and district-wide assessments, formative/summative assessments, teacher observations, anecdotal notes, progress monitoring data, classroom performance, and participation. Teachers are expected to maintain open communication with families and guardians when a student is identified as at risk. Universal screenings are conducted multiple times per year to monitor student needs and progress. Identification Criteria and Stakeholder Collaboration: Elementary Level: Data Teams consisting of classroom teachers, specialists, administrators, and support staff meet at least three times annually to review student data, determine

intervention needs at Tiers 1, 2, and 3, and adjust supports accordingly. Middle School: Interdisciplinary teams meet regularly to discuss academic and behavioral concerns and adjust support structures based on data and observations. High School: A referral form is used to identify at-risk students. This includes teacher input, parent or counselor communication, and documentation of classroom-level interventions. When needed, problem-solving meetings with counselors, administrators, parents, and the student are held to design additional support. Measures Used in Decision Making: Formative and summative classroom assessments. Anecdotal notes and teacher observations. Progress monitoring tools. Rubrics and student work. Grades and class participation. PreK: Children's Progress of Academic Achievement (CPAA) in Reading and Math. K-1: Aimsweb Plus Early Literacy and Numeracy. Grades 2-6: Aimsweb Reading and Math. Grades 10-11: STAR Assessments in Reading and Math. Grades 10-11: PSAT/NMSQT. Grade 11: SAT. All grades: ECRA Local Growth Model/Propensity Index. Diagnostic assessments based on individual student needs. At-Risk Subgroup Identification: Low-Income Students: Identified through free/reduced lunch eligibility; data is reviewed to monitor academic gaps and guide Tier 1 supports and beyond. English Learners (ELs): Identified through the Home Language Survey and WIDA Screener; ACCESS scores and classroom data inform ongoing support needs. Students with Disabilities: Identified through the IEP process; progress monitored through IEP goals and general academic data; coordinated through special education staff. Neglected and Delinquent Youth: If applicable, identified in coordination with regional programs or local agencies; supported with academic and wraparound services to ensure access to instruction and stability in school placement. District 158 ensures that all students—regardless of background or need—are identified early and receive timely, data-informed support to promote academic success and graduation readiness.

Response from the prior year Consolidated District Plan.

Identification Process: Through the MTSS process, teachers utilize a variety of information to identify eligible students most in need of services. In addition to state and district-wide achievement results, teachers use formative/summative common assessments, anecdotal notes, observations, progress monitoring, rubrics, grades, and class participation. Teachers are expected to communicate with parents/guardians of students at risk. Universal screening occurs throughout the year to determine whether students' needs are being met. Data meetings, in which teachers meet to discuss student progress and areas of need, occur three times per year. Identification Description: Concerns about the academic achievement of either small groups or individuals are addressed through various formats. At the elementary level, teams of teachers, administrators, and support staff meet in Data Team Meetings three times a year to discuss Tier 1, 2, and 3 progress. During the data team meetings, teams discuss small groups and individual students to determine if students are receiving the appropriate layers of support. Supports are added, reduced, or kept the same based on the needs of the students. At the middle school level, teams of literacy, math, science, and social studies teachers meet with students regularly. During the team meetings, teams discuss small groups and individual students to determine if students are receiving the appropriate layers of support. Supports are added, reduced, or kept the same based on the needs of the students. At the high school level, teachers will identify students at risk through a form initially. The form includes communication with parents and/or guidance counselors, areas of concern about the student, interventions/steps within the classroom that are being taken, and a reflection of levels of success. When necessary, meetings including multiple stakeholders will occur to determine how to best meet the needs of the student. Stakeholders may include teachers, admin, guidance counselors, students, or parents depending upon the needs of the student. Measures Used for Decision Making: Formative/Summative Common Assessments. Anecdotal notes. Observations. Progress Monitoring. Rubrics. Class Participation. Grades. Children's Progress of Academic Achievement. Reading (PreK). Children's Progress of Academic Achievement. Math (PreK). Aimsweb Plus Early Literacy Measures (K-1). Aimsweb Plus Early Numeracy Measures (K-1). Aimsweb Reading (2-6). Aimsweb Math (2-6). Star Assessment Literacy and Math (K-12). PSAT/NMST (10/11). SAT (11). ECRA Local Growth Model. Propensity (PreK-12). Various academic diagnostic assessments based on the needs of the individual child.

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

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

Response from the prior year Consolidated District Plan.

Types of Educational Assistance: Given a strong universal core instruction, 5 to 10 percent of students may be at some risk and require more specific instruction and support in academics and behavior, in addition to high-quality instruction, to be successful. The Core Plus More Intervention Tier offers more focused and intense interventions and involves fewer students. Interventions for these students are provided through a specialized school intervention program that includes small group instruction either in the regular classroom or adjacent to the classroom. Academic Areas: Reading interventions are offered in the areas of phonemic awareness, phonics, fluency, comprehension, and vocabulary. Math interventions are offered in Basic Math Concepts, Addition, Subtraction, Multiplication, Division, and Fractions. District/School Personnel's Involvement: Tier 1 interventions are provided by the classroom teacher or grade level teacher during a designated time to address students' specific needs. Tier 2 interventions are provided in addition to the high-quality instruction provided in Tier 1. Interventions are provided through classroom teachers and/or interventionists. These interventions may be short-term or they may continue for an entire school year. Tier 3 interventions are provided through interventionists or specialists. Personnel who provide the intervention monitor progress through various assessments as determined by grade-level data team meetings. Location and Length of Services: The Core Plus Intensive Intervention Tier contains highly concentrated, small group or individual instruction that mirrors the core. These services are given by a specialist and allow for more direct instruction within the classroom or in an intervention setting that is appropriate to meet the needs of the student. Student progress is monitored using more frequent assessment and data collection, typically every week. Services take place in every school building in the district, typically at a designated intervention time or student resource period. Services are delivered in 30-minute segments (for Tier 2) and 60-minute segments (for Tier 3). Duration of services is in 4-6 week cycles, with progress monitoring to ensure that students are responding appropriately and showing growth with the interventions. Students can access Tier 3 interventions before the IPS (Individual Problem Solving) process. Additional educational assistance to be provided to individual EL students needing additional help meeting the challenging state academic and language standards are as follows: Push-in ESL instruction, individually and in small groups, provided by a certified ESL teacher. Small group instruction for the Core Plus model when needed, provided by a certified ESL teacher. Targeted intervention provided by a certified ESL teacher. Instructional strategies based on best practice in the SIOP model, implemented by the classroom teacher and/or a certified ESL teacher.

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

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

Response from the prior year Consolidated District Plan.

English Learners will receive instruction with the following instructional strategies and programming initiatives, designed to strengthen academic and language programs and improve school conditions for student learning: Instructional Strategies: District 158 utilizes multiple instructional strategies intended to strengthen academic programs and improve school conditions for students. Instructional strategies are delivered in the context of existing school programs that assist students to excel through a MTSS delivery model. Program Services: The school program consists of the school day, as well as after-school programming, such as Homework Club at the middle school level and Raider Aid at the high school level, for additional support. Program length is typically for the duration of the school year, with learning extension for remediation and retention available during a 4-week summer school at the elementary level and an 8-week summer school available at the secondary level. EL programming is implemented using the push-in model, to provide individual and small-group instruction. Identification of Students: Students to be served in the additional services are identified based on assessment results indicating failure to master essential skills. Students who need additional time and support beyond the school day are invited into the program. Multiple Instructional Strategies: Differentiated Instruction: Differentiated instruction is a research-based instructional approach that teachers in District 158 employ with their students. In this strategy, teachers use data to understand the differences in each student's learning style, learning readiness, and level of mastery. Teachers can then differentiate instructional approaches in ways that meet student needs. Some of the different instructional strategies used to differentiate instruction are whole group instruction (example: mini-lessons), small group instruction (example: guided reading and guided math groups), and individual instruction (example: conferencing with students based on their individual progress). Teachers use their knowledge of their students and available data to

collaborate with other staff members to meet student needs in the most effective way possible. Through the application of differentiated instructional practices, teachers analyze student data, plan and develop appropriate student-centered lessons, evaluate effective groupings of students, plan tasks with student input, assess student progress, and communicate with students, parents, and other teachers about student progress and strategies to help them learn. Multiple Instructional Strategies: Several examples of instructional strategies that are employed in a differentiated approach are tiered lessons within the classroom, flexible grouping of students, small groups of students working in an inquiry-based environment, and learning centers used in the classroom. Social/Emotional Learning: District 158 uses a PBIS structure to ensure that student social/emotional needs are being met. Teams of teachers in each building work together to design proactive lessons to address identified social/emotional learning issues that are a need for students in the school, including at-risk students. Technology Integration: In District 158 each student is issued a district-purchased Chromebook for his or her use for the entire year, including the summer months. The Chromebooks allow students to access core materials and supplemental learning apps that assist with learning and mastery of concepts. Student use of Chromebooks during the summer months allows a level of connectivity to learning for all students, including at-risk students who may not otherwise have the opportunity to access technology. Learning Environment: District 158 is committed to providing students with a learning environment that is appropriate to their needs. To this end, the District has constructed learning hubs in each building to encourage student collaboration and creativity. The hubs include student collaboration spaces, individual workspaces, and support areas for students to work together on inquiry-based learning.

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

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

Response from the prior year Consolidated District Plan.

District 158 gathers and studies data annually to ensure there are no disparities among our student groups. At the beginning of the new school year, the Title I coordinator and the Curriculum and Instruction Department meet to evaluate district and building trends and to ensure that there is a full understanding of any disparities impacting at-risk student groups. In August the Title I Coordinator will contact the Human Resources Department to review large-scale staffing trends and review the placement of staff members regarding Minority and low-income students. In District 158, the school buildings have a largely similar demographic mix of students, and teachers are assigned carefully to place the most experienced teachers in the areas of greatest need. District 158 currently does not have teachers teaching out-of-field, and is not typically in a situation where that is a concern. Teachers are evaluated in line with the State guidelines as outlined in the district evaluation plan, and any underperforming teachers are remediated appropriately, while steps are taken to ensure that the teacher and the students have appropriate support. In October, the Title I Coordinator will compile enrollment for each school and will compare it to assign staff in each school. Attendance records in the student information system will be used to determine enrollment. Using the staffing level information and the enrollment figures, the Title I Coordinator will complete the comparability analysis in IWAS. If this process identifies any areas with comparability concerns, the concerns will be flagged immediately to the Assistant Superintendent for Human Resources and the Assistant Superintendent for Learning and Innovation. If action needs to be taken at that time to bring schools into comparable status, action will be taken at that time. Actions might include reallocation of existing staff, or posting for new staff needs in the district.

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

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

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

Response from the prior year Consolidated District Plan.

1. The program includes an organized collection of resources available to students and staff to supplement classroom instruction, foster reading for pleasure, enhance information literacy, and support research, as appropriate to students of all abilities in the grade levels served. 2. Financial resources for the program's resources and supplies are allocated to meet students' needs, within budgetary constraints of the school District. 3. Students in all grades served have equitable access to library media resources. 4. The advice of an individual who is qualified according to the ISBE rule is sought regarding the overall direction of the program, including the selection and organization of materials, provision of instruction in information and technology literacy, and structuring the work of library paraprofessionals. 5. Staff members are invited to recommend additions to the collection. 6. Students may freely select resource center materials as well as receive a guided selection of materials appropriate to specific, planned learning experiences. 7. District 158 has implemented a 1:1 initial in grades K-12. Students are guided to use technology resources to meet state standards inside and outside of the classroom.

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

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

Response from the prior year Consolidated District Plan.

District 158 uses assessment data from the STAR assessment and The CoGAT assessment to identify students who are gifted or who need enrichment at the Tier 2 level. Students are tested with the STAR assessment twice per year and with the CoGAT assessment each year. The philosophy of the district is to provide as many "on-ramps" to the gifted curriculum as possible for eligible students, thus taking an inclusionary approach, rather than an approach that excludes students based on just one or two data points. The district uses a combination of scores, as well as the local growth model designed by ECRA Group to objectively identify gifted students. At elementary schools, gifted students in language arts are clustered for instruction that will provide enrichment and deeper study of the curriculum. Students in math are accelerated through elementary school and can learn higher-level concepts and courses by the end of middle school. At the middle school, students in English Language Arts are clustered in classes for enrichment, while math continues the path of acceleration, either by one year or two years. By eighth grade, gifted students can earn high school credit if they take Algebra, Geometry, Spanish 1, Chinese 1, or English 1 at the middle school level. At Huntley High School, gifted students access a full range of honors and Advanced Placement coursework.

Title I Requirements:

Ensure that all children receive a high-quality education.

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

Legislative References:

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

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

**Required field for only Title I, Part A

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

ISBE Goals:

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

District Goal(s):

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

District 158's approach to college and career readiness aligns with the ISBE goals of student learning, learning conditions, and elevating educators. The district provides students with access to a wide range of rigorous academic and career-focused pathways, including dual credit, Advanced Placement, CTE programs, and early college coursework. These opportunities are designed to ensure all students, including those from historically underserved populations, graduate with the knowledge and skills needed for postsecondary success. Comprehensive academic advising, transition supports, and postsecondary planning tools are in place to guide students and families through goal-setting and decision-making processes. Schools foster inclusive learning environments that support the social and emotional needs of students while offering career exploration activities, internships, and partnerships with community colleges and industry leaders. Educators are supported through professional development focused on college and career readiness frameworks, equity in access, and instructional strategies that connect academic learning to real-world applications. These combined efforts ensure that every student has a clear and supported path to college, career, and lifelong success.

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

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

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

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

Response from the approved prior year Consolidated District Plan.

Processes to Facilitate Effective Transitions from MS to HS, and HS to Post-Secondary: Effective Transitions from middle grades to high school are facilitated in several ways. High school staff members and counselors are in contact with the middle school staff, and students are counseled as to choices for courses at the high school through the registration process in the spring of their eighth-grade year. In addition, students in the middle grades will begin to use SchoolLinks, the college and career planning tool that is used by the high school, to begin learning more about their own aspirations and the courses, careers, and paths open to them. This information is then used to help students create a four-year plan. Transition meetings are held for students with IEPs, for an individual focus on meeting those students' needs. The high school offers several programs designed to facilitate the social-emotional well-being of incoming freshmen in the transition. A Freshman Academy, including advisory, is implemented to support the transition. The Raider Rally concept allows students to build relationships and school spirit. In addition, the high school hosts walk-throughs and open houses to help students with the transition. The transition from high school to post-secondary is facilitated in several ways. Huntley High School has a college and career-focused counselor, whose goal is to help students understand the range of options and counsel students on appropriate post-secondary choices for them based on their interests. The use of SchoolLinks also assists students in learning about their own career aspirations and the course of study needed to pursue that career. This assists them in applying to colleges, obtaining financial aid, and ultimately attending a college that will help them realize their goals. Coordination with Institutes of Higher Education, Employers, and Other Local Partners: District 158 coordinates with higher education, business, and other local partners in several ways. The Director of Curriculum is the district representative on the Board of Control for the CTE co-op. A representative from McHenry County College also sits on that Board. Through participation on the Board, the District has ongoing collaboration and planning with McHenry County College. MCC also offers subject-specific groups during the year. During these groups, high school staff collaborate with MCC staff in the following subject areas: English, Math, Science, and CTE. The District collaborates with employers and other local partners through engagement in the local Chamber of Commerce. The District hosted a meeting at which business partners shared with District Administrators the key skills needed by students from the perspective of employers. In addition, via the Medical Academy, the District partners with Northwestern Hospital Huntley to place students in the Youth Residency program, which is a capstone for the Medical Academy offered at Huntley High School. The Huntley High School Engineering Academy also partners with local engineering professionals to place students in internships. In addition, the co-op program at HHS works with students on job skills and reaches out to local employers to facilitate the employment of high school students in the area. This is relayed through collaboration with the McHenry County Manufacturing Pathways Consortium. Student Access to Early College High School, Dual or Concurrent Enrollment: Huntley High School offers Dual Credit courses in conjunction with McHenry County College and Harper College. The number of courses is steadily increasing, as is the number of student seats offered at HHS. Staff at the high school evaluate student eligibility for these programs based on several criteria and prerequisites, including student needs and goals and whether the Dual Credit program would help the student meet those goals. Additionally placement is considered via the new Accelerated Placement Act. Process for How Teachers and Leaders Consult with Parents, Administrators, and Personnel: Parents, administrators, and personnel are part of the consultation process through several different avenues. As students register for classes, counselors oversee their registration choices and meet with students, and if needed, parents to ensure that student needs are being met by the course choices. Teachers make recommendations for student course trajectories and placement based on grades and other affective criteria, to help students access services and be ready for college and careers.

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

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

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

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Huntley Community School District 158 demonstrates strong support for Career and Technical Education (CTE) through integrated programming and innovative instructional strategies that prepare students for high-demand occupations. These programs are designed to develop both academic knowledge and technical skills while providing opportunities for students to explore areas of personal interest and career potential. At Huntley High School, the district has implemented an academy-based structure to coordinate academic and CTE content, with a particular emphasis on in-demand career pathways. One such program is the Engineering Academy, which integrates Project Lead the Way's nationally recognized pre-engineering curriculum with core academic subjects including mathematics, science, computer science, fine arts, and industrial technology. The Engineering Academy fosters a cross-curricular learning environment where students apply technical knowledge within real-world contexts and demonstrate interdisciplinary problem-solving skills. The program culminates in a capstone experience that requires students to engage in internships with local engineering professionals, complete rigorous coursework, and participate in extracurricular projects that deepen their connection to the field. In addition to the Engineering Academy, the district supports multiple work-based learning opportunities, including through the Medical Academy, which partners with Sherman Hospital to offer a Youth Residency program. This experience provides students with exposure to careers in healthcare through immersive, hands-on learning aligned to both academic standards and industry expectations. Students also engage with career exploration and job readiness through the district's cooperative education program, which connects high school students with local employers across industries. These partnerships are supported by involvement in the McHenry County Manufacturing Pathways Consortium and participation in the regional CTE cooperative, ensuring programs reflect labor market needs and provide relevant workforce preparation. Through these efforts, District 158 not only coordinates academic and career instruction but also promotes skills attainment and provides authentic learning experiences that position students for success in both college and careers.

Response from the approved prior year Consolidated District Plan.

Huntley District 158 programs demonstrate strong support for CTE instruction and integration of this instruction into the educational program. These programs are focused on the attainment of skills for in-demand occupations and also focus on allowing students to

explore areas of strength or interest. Integrated Academic and Career and Technical Education Content Through Coordinated Instructional Strategies: CTE content and a focus on career-related skills are areas of focus at Huntley High School. HHS has implemented an academy approach that integrates instruction in the area of Engineering (a high-demand occupation) across many subject areas. The Project Lead the Way engineering sequence anchors the Engineering Academy. However, the Engineering Academy also expands into other subject areas, including fine arts, mathematics, computer science, industrial technology, and science. This integrated approach allows a cross-curricular approach to the integration of instruction in the high-demand CTE area of Engineering. The Engineering Academy incorporates a capstone experience that requires students to engage in an internship, demonstrate academic excellence, and complete extra-curricular components.

Legislative References:

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

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

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

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

ISBE Goals:

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

District Goal(s):

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

District 158 is committed to creating safe, healthy, and welcoming learning environments by investing in the continuous professional growth of its educators and school leaders. The district provides high-quality, job-embedded professional development that aligns with student needs, instructional priorities, and district goals. Teachers and administrators engage in targeted learning experiences focused on best practices in instruction, social-emotional learning, executive functioning, culturally and linguistically responsive teaching, and foundational literacy, including phonemic awareness. Professional learning communities (PLCs) are supported districtwide to promote data-driven decision-making and collaborative reflection. To ensure equitable access to strong instruction for all students, the district supports varied educator pathways, including mentoring for early-career teachers, leadership development for aspiring administrators, and ongoing coaching. These efforts not only strengthen instructional capacity but also contribute to educator retention, support inclusive practices, and ensure that all students are served by effective, reflective, and well-supported professionals.

For each program for which funding is anticipated for the 2025-2026 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

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

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

Program and Description

A. Title I, Part A - Improving Basic Programs

Professional development activities funded through Title I, Part A will focus on strengthening Tier 1 core instruction and building teacher capacity to support at-risk learners through differentiated instruction and progress monitoring within a Multi-Tiered System of Supports (MTSS). Emphasis will be placed on early literacy development, particularly in phonemic awareness, vocabulary, and comprehension strategies, as well as executive functioning to support student engagement and self-regulation. Professional learning will be delivered through instructional coaching, PLCs, and targeted workshops. Title I-funded schools will participate in data review cycles to inform instructional adjustments and intervention strategies. Participating private schools will be consulted during the spring planning meeting to identify professional development needs. Agreed-upon services will be delivered equitably, and private school educators will have access to training sessions, materials, and support comparable to those offered to public school staff, as required by ESSA.

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

Title II, Part A funds will be used to support high-quality professional development that enhances instructional effectiveness and supports educator growth across all career stages. Focus areas for 2025-2026 will include deepening understanding of instructional best practices in literacy and math, strengthening PLCs to promote collaborative data analysis and instructional planning, and expanding training on executive functioning strategies to meet diverse learner needs. Additional learning will focus on differentiated instruction, culturally and linguistically responsive teaching practices, and effective classroom management. Leadership development will also be supported through professional learning for current and aspiring school leaders, with an emphasis on instructional leadership, inclusive practices, and coaching for continuous improvement. The district will continue to invest in onboarding support for new teachers and mentoring structures for early-career educators.

G. Title III - LIEP

Title III funds will be used to provide targeted professional development that supports the academic success and language development of English Learners (ELs). For 2025-2026, professional development will focus on enhancing teacher capacity to deliver integrated and targeted English Language Development (ELD) aligned with WIDA standards and guided by students' English Learner Progress to Proficiency (ELPtP) growth targets. Educators will engage in training around effective scaffolding strategies, academic language development, and planning instruction that supports both content and language objectives. The district will also provide ongoing training in Be GLAD (Guided Language Acquisition Design), a research-based model that supports language-rich instruction across content areas. Additionally, professional learning will support collaboration between ESL and general education teachers to ensure cohesive instructional planning and shared responsibility for EL outcomes.

H. Title III - ISEP

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

Title IV, Part A funds will be used to support professional development that promotes well-rounded educational opportunities, safe and supportive learning environments, and the effective use of technology. For the 2025-2026 school year, professional development will focus on supporting educators in implementing play-based instruction in early childhood and kindergarten classrooms, as well as strengthening executive functioning strategies across elementary grades to improve student self-regulation, focus, and academic performance. Additional professional learning will address instructional technology integration to enhance student engagement and expand access to digital resources. Staff will also receive training on practices that promote inclusive learning environments and student well-being. These efforts are aligned with district priorities to improve learning conditions, address the whole child, and expand access to enriching learning experiences for all students.

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

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

IDEA Flow-Through funds will support professional development for special education teachers, general education staff, and related service providers focused on the delivery of high-quality, inclusive services for students with disabilities. Training areas will include specialized instruction, data collection for progress monitoring, trauma-informed practices, assistive technology integration, executive functioning supports, and effective co-teaching models. Professional learning will also address best practices for both high- and low-incidence disabilities, with an emphasis on aligning IEP goals to grade-level standards and promoting access to core instruction. These trainings will be informed by student needs, teacher feedback, and programmatic data, and will support the district's ongoing efforts to ensure a Free Appropriate Public Education (FAPE) in the least restrictive environment.

L. IDEA, Part B - Preschool

IDEA Preschool funds will be used to provide professional development focused on early childhood special education strategies, developmentally appropriate practices, and early intervention supports. Training will emphasize inclusive instruction, early literacy and numeracy development, and behavior supports aligned with play-based learning models. Staff will also receive training on using progress monitoring tools and curriculum-based measures to support young learners' IEP goals. These learning opportunities will enhance the capacity of early childhood staff to deliver effective, individualized instruction that prepares students for successful transitions into kindergarten and beyond.

Legislative Requirement:

[1] Title III, Section 3115(c)(2)
[2] 34 CFR 300.207 ; 2122(b)(4-9) of ESSA

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

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ISBE Goals:

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

District Goal(s):

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

District 158 is committed to providing safe, healthy, and welcoming learning environments that support the academic, social, and emotional needs of all students. The district implements a Multi-Tiered System of Supports (MTSS) that includes proactive behavioral supports, early intervention, and universal social-emotional learning (SEL) practices to ensure students feel supported and connected. All schools use Positive Behavioral Interventions and Supports (PBIS) frameworks to promote positive school climates and reduce behavioral disruptions. Staff collaborate in building-based teams to monitor student well-being, implement targeted supports, and build strong relationships with students and families. At the elementary level, students are taught executive functioning strategies to support focus, regulation, and resilience. District 158 also provides professional development for staff around trauma-informed practices, SEL integration, and student engagement. These efforts are designed to remove barriers to learning, promote equity, and create environments where every student can thrive academically and personally.

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

i. reduce incidences of bullying and harassment;

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

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

- each major racial and ethnic group;
- economically disadvantaged students as compared to students who are not economically disadvantaged;
- children with disabilities as compared to children without disabilities;
- English proficiency status;
- gender; and
- migrant status.

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([count] of 7500 maximum characters used)

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

Response from the prior year Consolidated District Plan.

Huntley 158 has implemented the Positive Behavior Interventions and Supports system (PBIS). PBIS is a three-tiered system approach to establishing behavior support for all students in a school to achieve social, emotional, and academic success. Clear expectations for behavior are taught, modeled, and reinforced across all settings and by all staff. Implementing a PBIS three-tiered system of support has reduced the incidences of bullying and harassment. All students, staff, and administration are expected to adhere to Board Policy 7:180/Prevention of and Response to Bullying, Intimidation, and Harassment (https://drive.google.com/file/d/1dkE_ZFkMz21TE6vhCsDz9RXWCaGuj5o7/view). Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals. Bullying based on actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations: 1. During any school-sponsored education program or activity. 2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities. 3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment. 4. Through the transmission of information from a computer that is accessed at a non-school related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any non-school-related activity, function, or program. Huntley 158 utilizes a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs to keep students in school. A bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan is consistent with the requirements listed in 105 ILCS 5/27-23.7(b) 1-12.

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

[\(42 U.S.C. 11301 et seq.\)](#).*

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

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([count] of 7500 maximum characters used)

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

Response from the prior year Consolidated District Plan.

District 158 will ensure that homeless children and youth will provide services necessary to maximize learning as outlined in the McKinney-Vento Homeless Assistance Act and Board Policy 6:140: Education of Homeless Children. Services offered could include additional instructional support, transportation to and from school independently or in collaboration with other agencies, free lunch, and other services based on the needs of the student. School fees would be waived for these children. In addition, Title I funds are reserved for homeless students for school supplies.

Title I Requirement:

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

Legislative Requirements:

- [1] Title I, Part A, Section 1112(b)(11)
- [2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646
- [3] Title I, Part A, Section 1112(b)(6)

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

Attendance Center Designation

[Instructions](#)

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0002 - HUNTLEY HIGH SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1002 - HEINEMAN MIDDLE SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
1003 - MARLOWE MIDDLE SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2003 - CHESAK ELEMENTARY SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2004 - LEGGEE ELEMENTARY SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2005 - MARTIN ELEMENTARY SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2006 - MACKEBEN ELEMENTARY SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2007 - CONLEY ELEMENTARY SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3002 - DISTRICT 158 EARLY CHILDHOOD CTR	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	

Describe anticipated Reorganizations:

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

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

ISBE Goals:

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

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

- District 158 uses Title I funds to support student learning by targeting resources toward academic interventions, family engagement, and educator development at Title I-served schools. Title I funding is used to provide supplemental instruction in reading and math, targeting students who are not yet meeting grade-level expectations. These services are delivered through push-in and small group models, aligned with core instruction and integrated within the district's Multi-Tiered System of Supports (MTSS). In addition, instructional staff participate in ongoing professional development focused on data-driven instruction, early literacy, and effective intervention strategies. These efforts ensure that educators are equipped to meet the needs of diverse learners and accelerate academic growth. To support positive learning conditions, Title I funds are also used to promote student well-being and engagement, particularly through executive functioning strategies and SEL integration that reduce barriers to academic success. The district also reserves Title I funds for homeless students, ensuring access to school supplies and additional supports aligned with the McKinney-Vento Act. Family engagement is an essential component of the district's Title I programming. Families are invited to participate in school-level meetings, feedback sessions, and parent education opportunities. These efforts are designed to strengthen the home-school partnership and support families in understanding and contributing to their child's academic progress. District 158's Title I plan is aligned to ISBE's goals by supporting significant academic gains for every child, ensuring equitable learning conditions, and investing in the development of highly effective educators.

1. School Improvement 1003: Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d).* (Section 1112(b)(3))

[Section 1111\(d\)](#)

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

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

If the district does not have any schools identified as comprehensive or targeted, enter

No schools identified under this part

([count] of 7500 maximum characters used)

District 158 will carry out its responsibilities to support and improve schools identified as targeted under Section 1111(d) by designating a Title I Coordinator who will oversee the planning, implementation, and monitoring of targeted support services. The Title I Coordinator will manage the development and submission of the Title I grant application in alignment with ISBE timelines and ensure compliance with all federal and state regulations. This includes managing funds, coordinating expenditure reports with the business office, submitting amendments and documentation as required, and aligning goals and expenditures with the parameters provided by ISBE. To support schools identified for targeted assistance, the district will provide direct instructional support in reading and math for eligible students. This includes the use of evidence-based interventions delivered by highly qualified interventionists, paraprofessionals, and classroom teachers. District-level staff will work in collaboration with school teams to analyze data, identify student needs, and allocate resources accordingly. Schools will receive ongoing coaching and progress monitoring support to ensure the effectiveness of implemented strategies. Professional development is a key component of District 158's school improvement efforts. The district is committed to building educator capacity through sustained, job-embedded professional learning aligned to academic standards, instructional best practices, and the needs of at-risk students. Topics include 21st-century teaching and learning, the Illinois Learning Standards for ELA and math, social-emotional learning, data-driven instruction, and the integration of instructional technology. Professional learning is facilitated by district leaders and external consultants and is designed to strengthen instructional quality, promote equity, and accelerate student growth in targeted schools.

Response from the approved prior year Consolidated District Plan.

District 158 will identify a Title I coordinator to help carry out the responsibilities to support and improve schools identified as targeted. This person will:-Write the Title Grant application and follow the ISBE timeline.-Coordinate with nonpublic schools to identify any qualifying students for grant funds.-Align the goals of the grant and allocate funding according to the guidelines/rules provided by ISBE.-Meet with nonpublic schools to provide support in the meeting of their goals and documentation.-Coordinate with the business office regarding expenditure reports.-Create and write amendments, as needed.-Create and submit documentation/reports according to guidelines/rules provided by ISBE.-Manage funds in accordance with guidelines/rules provided by ISBE. The District will support targeted schools by providing the necessary support to serve eligible students in the areas of reading and math. District staff will support buildings through the data analysis process to identify eligible students. Supports provided will include professional development to highly qualified interventionists, paraprofessionals, and classroom teachers of at-risk students. In addition, resources will be provided based on the needs of the eligible students. District 158 is committed to providing all stakeholders with ongoing and meaningful professional learning opportunities throughout the year. These opportunities increase teachers' knowledge and competencies in their academic teaching areas. These collaborative district-wide professional learning activities, facilitated by district leaders and/or professional consultants are focused on topics such as 21st Century teaching, learning, and assessment practices; the Illinois Learning Standards for Math, English Language Arts; social-emotional learning; and best practices for incorporating technology to meet students' individual needs.

2. Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution?* (Section 1112(b)(5))

- Yes
- No

3. Select the poverty criteria below that will be used to rank school attendance centers. A district shall use the same measure(s) of poverty, which measure the number of children aged 5 through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA.* (Section 1112(b)(4))

[Measures of Poverty from 1113\(5\)\(A\) and \(B\)](#)

- School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),
- TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,
- Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program, and/or
- Direct Certification.

4. Describe, in general, the targeted assistance (section 1115) and/or schoolwide programs (section 1114) the district will operate, as well as the goal of those programs. Where appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.* (Section 1112(b)(5))

[Section 1114 and 1115](#)

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([count] of 7500 maximum characters used)

District 158 provides targeted reading and math interventions through small group and individualized instruction, both in-class and pull-out, based on student needs identified through the Local Growth Model. Intervention aides support certified teachers in delivering these services. Additional seats will be purchased for students awaiting placement in the district's alternative program. Teachers working with at-risk students receive professional development focused on research-based instructional strategies aligned to Common Core standards. Training includes workshops and peer coaching, with an emphasis on differentiation. These efforts aim to improve outcomes for students not meeting state standards and ensure all eligible students receive the support they need.

Response from the approved prior year Consolidated District Plan.

Targeted Assistance Program Intervention programs will be used to work with at-risk students in small groups and individually to provide interventions. At designated schools, intervention aides will be used in conjunction with highly qualified teachers to provide reading and math interventions. Interventions will be provided in a combination of direct small group or individualized instruction within the classroom or pulled out into small group or individualized instruction based upon the needs of the eligible students throughout the school year. Additional seats for students on a waiting list for our alternative program will also be purchased. Professional development will be provided to teachers working with at-risk students (as identified by student performance below expectations) based upon the District 158 Local Growth Model, focusing on best practices in reading and math instruction to master the common core standards. Professional development will include external workshops, internal workshops, and peer coaching to increase teachers' ability to meet the needs of at-risk students, students who have been identified through the District 158 Local Growth Model. Professional development will focus on a teacher's ability to differentiate in subject areas that are indicated areas of need. Professional development is key for all staff who work with eligible students to best meet the needs of all students.

5. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND how teachers and school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.* (Section 1112(b)(9))

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

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

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

([count] of 7500 maximum characters used)

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

Response from the approved prior year Consolidated District Plan.

Objective Criteria: Students performing in the below expectations range on the Local Growth Model are identified in reading and math to receive extra layers of support inside and outside of the classroom. In addition to the data from the Local Growth Model, classroom data, learning behaviors, and feedback from stakeholders involved with the student will be taken into consideration when developing a plan for service for the students. Objective criteria include data from the Local Growth Model, standardized assessment data, and progress monitoring data from AimsWeb. Stakeholder Consultation: Teachers, administrators, paraprofessionals, and instructional support personnel meet regularly to review progress monitoring data and classroom progress. In collaboration with the parents, an intervention plan will be developed to meet the student's needs. Parents will receive regular progress monitoring updates throughout the school year.

Title I Requirement:

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

*Required field

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

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

ISBE Goals:

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

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

To consistently enhance student growth and achievement, foster safe, supportive, and inclusive environments conducive to learning and well-being, and attract, develop, and retain exceptional staff members committed to educational excellence.

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

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

([count] of 7500 maximum characters used)

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

Response from the approved prior year Consolidated District Plan.

Needs assessment results for IDEA, Part B-Flow-Through indicate the following needs: -Enhanced professional practices to improve specially designed instruction for students with low-incidence disabilities, co-teaching, and emotional/behavioral regulation. -Instructional materials to support student deficits as determined by student IEPs. -Continued engagement and education of parents who have students' with IEPs on topics including; supporting the transition to the post-secondary setting, supporting a child with special needs in the education setting, and understanding the delivery of special education services. The needs assessment for grant utilization is an ongoing process that is completed by the district's pupil personnel team. The team works collaboratively to identify staffing and program requirements for students. Administrative, instructional, and related services personnel have team discussions that incorporate school improvement plans, technology plans, and special education evidence-based best practices such that the needs of each student can be properly met. These discussions include the need for specific curriculum, materials/supplies, interventions, technology, and services so that IEP goals and services that are outlined in the IEP can be adequately addressed and in compliance. Needs assessment activities have also included discussion regarding the need to continue out-of-district placements as our last option for students and determining which students can transition back to the district for local programming/LRE.

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

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

([count] of 7500 maximum characters used)

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

Response from the approved prior year Consolidated District Plan.

Curriculum, materials/supplies, interventions, technology, and services so that IEP goals and services that are outlined in the IEP can be adequately addressed and in compliance.

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

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([count] of 7500 maximum characters used)

No changes

Response from the approved prior year Consolidated District Plan.

No changes

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

<https://www.isbe.net/Pages/SPPAPR-Indicators.aspx>

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([count] of 7500 maximum characters used)

Indicator 5 & 6: To support Indicators 5 and 6, the district continues to strengthen inclusive practices by providing services to students with IEPs in the general education setting to the greatest extent appropriate. A co-teaching model serves as the primary method of service delivery in inclusive classrooms. Targeted efforts have been made to enhance this model through structured professional development. Co-teaching pairs have received guided training facilitated by an expert consultant, and were provided with high-quality reference materials to reinforce ongoing collaboration and implementation. These activities are aimed at improving instruction and outcomes for students with disabilities in inclusive settings. Indicator 8: To support Indicator 8, which focuses on meaningful parent involvement, the district established a Family Engagement Liaison role-funded through grant resources-based on feedback from the Special Education Advisory Committee. The Liaison helps families navigate the special education process and promotes strong home-school collaboration. This support includes individualized meetings with families and hosting educational events on topics such as the IEP process, supporting learning at home, and understanding available services. These efforts are designed to increase parent understanding, engagement, and confidence as active participants in their child's education. Indicator 13: For Indicator 13, the district is committed to developing comprehensive and compliant transition plans that support postsecondary success for students with IEPs. All secondary-level special education staff, including those supporting students in grades 6-12, have received professional development focused on transition planning. Team members have also attended specialized conferences through the Illinois Center for Transition and Work. Grant funds have supported the purchase of transition tools and resources, such as career interest inventories, skills assessments, and functional planning guides, to ensure high-quality, individualized transition planning.

*Required field

Overview

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

PROGRAM: Youth in Care Stability
PURPOSE: To comply with ESSA requirements for educational stability for students who are Youth in Care.
REQUIRED FOR: All Illinois school districts and state-authorized charter schools
RESOURCES: [FD and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014](#)
[US Department of Education \(USDE\) web page for Students in Foster Care](#)
[The Fostering Connections to Success and Increasing Adoptions Act of 2008 \(P.L. 110-351\)](#)
[Educational Stability Requirements \(Effective October 7, 2008\)](#)
[Public Act 099-0781 \(effective 8/12/2016\)](#)
[USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care \(June 23, 2016\)](#)
[Finance, Budgets & Funding Transportation Programs \(scroll to Foster Care Transportation section\)](#)
[ESEA of 1965 as Amended, Section 6312\(c\)](#)

BACKGROUND

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

DEFINITION AND REFERENCES

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

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

Vehicle Usage:

https://www.isbe.net/Documents/school_vehicle_guidance.pdf

https://www.isbe.net/Documents/vehicle_use_summary.pdf

<https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf>

Transportation Programs:

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

REQUIREMENTS

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

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

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

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

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

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

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

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

5. Local funds

Contact Information

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

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

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

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

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

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="Gill"/>	<input type="text" value="Deanna"/>	<input type="text" value="Assistant Superintendent for Special Services"/>	<input type="text" value="dgill@district158.org"/>

[Click here to add information for an additional Youth in Care/Foster Care LEA-POC.](#)

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="Hooper"/>	<input type="text" value="Laura"/>	<input type="text" value="Director of Transportation"/>	<input type="text" value="lhooper@district158.org"/>

[Click here to add information for other personnel involved in the plan development.](#)

*Required field

Best Interest Determination as it relates to School Stability

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

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

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

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

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

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

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

Response from the approved prior year Consolidated District Plan.

The Best Interest Determination will guide the decision-making process regarding the school placement of a student living in foster care. If the child's school of origin is a Huntley Community School District at the child is placed in a foster home outside of the district boundaries, the Foster Care Point of Contact will work with DHS and/or the foster family to determine if the school of origin remains the school of best interest for the child. This determination will primarily consider the following: -The wishes of the child; -The wishes of the foster family (according to state law); -The wishes of DHS; - The distance and time required for travel; -The safety of the child; -Any applicable services available at the school of residence vs. the school of origin. If there is disagreement regarding school placement for a child in foster care, the child welfare agency should be considered the final decision maker in making the best interest determination (unless State law or policy dictates otherwise). The child welfare agency is uniquely positioned to assess vital non-educational factors such as safety, sibling placements, the child's permanency goal, and other components of the case plan. The child welfare agency also has the authority, capacity, and responsibility to collaborate with and gain information from multiple parties, including parents, children, schools, and the court in making these decisions.

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

See IDEA legislation here See Section 504 here

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

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

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

Response from the approved prior year Consolidated District Plan.

Special considerations and legal requirements will be taken into account for children with disabilities under IDEA and students with disabilities under Section 504. In addition to all best interest determinations applied to the general population, for students with an IEP or 504, these documents will drive a focus on the student's needs that will be taken into account. The focus will remain on the student, and maintaining their access to a free appropriate public education in a least restrictive environment. Specific accommodations and supports that are needed, following IEP and 504 documentation, will be put in place to support these students. Unless the child's IEP requires some other arrangement, the child is educated in the school that he or she would attend if not disabled. Members of the student's IEP team, including the foster care agency, will assist with the best interest determination for students with IEPs.

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

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

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

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

Response from the approved prior year Consolidated District Plan.

Special considerations and legal requirements taken into account for the educational stability of students who are English learners include the following, as specified in HHS and Department of Education guidance: -Identify and assess all potential EL students in a timely, valid, and reliable manner. -Provide EL students with a language assistance program that is educationally sound and proven successful. -Sufficiently staff and support the language assistance programs for EL students. -Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities. -Avoid unnecessary segregation of EL students. -Ensure that EL students with disabilities are evaluated in a timely and appropriate manner for special education and disability-related services and that their language needs are considered in these evaluations and delivery of services. -Meet the needs of EL students who opt out of language assistance programs. -Monitor and evaluate EL students in language assistance programs to ensure their progress concerning acquiring English proficiency and grade level core content. -Exit EL students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied. -Evaluate the effectiveness of a school district's language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program was reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time. -Ensure meaningful communication with limited English proficient (LEP) parents.

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

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

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

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

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

Response from the approved prior year Consolidated District Plan.

Should a disagreement arise surrounding the best interest determination, the student shall remain in his or her school of origin during the pendency of the dispute. All parties will make reasonable efforts to resolve disputes in decision-making. In instances where this problem-solving proves insufficient, the child welfare agency shall resolve disputes between the school of origin and the school in which the child now resides regarding the best interest determination. The dispute resolution process will be expeditious and fair to all parties, considering all voices that may assist with the decision in the best interest of the student.

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

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

We will provide training to appropriate school personnel, including administrators, counselors, teachers, social workers, and support staff, on the ESSA requirements for educational stability for Youth in Care. This training will cover: - The definition of "Youth in Care" and the implications for their educational stability. - ESSA requirements related to school enrollment, transportation, and coordination with child welfare agencies. - The rights of Youth in Care and the responsibilities of schools in supporting their educational needs. - Strategies for identifying and supporting Youth in Care within the school system. To ensure compliance, the district will establish effective communication with local child welfare agencies for accurate identification and support. A designated point of contact will oversee Youth in Care processes, ensuring that records are maintained and transferred as needed. IEPs and 504 plans will include specific considerations for these students. Additionally, the district will engage in community efforts to raise awareness and collaborate with local organizations to enhance support for Youth in Care.

*Required field

Youth in Care Stability Plan Development

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

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

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

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

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

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

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

Response from the approved prior year Consolidated District Plan.

The District will collaborate with the State or local child welfare agency to maintain children in foster care in their schools of origin, when in their best interest. Transportation under these procedures shall be provided in a cost-effective manner. The District POC will work with the representative of the child welfare agency and the District transportation director to facilitate this decision-making and planning. The District shall consider low-cost and no-cost options including, but not limited to: -Pre-existing transportation routes; -New transportation routes. The following factors were considered to develop the Huntley Transportation Procedures for a foster care student: -Safety; -Duration; -Time of placement change; -Type of transportation available; -Traffic patterns; -Flexibility in school schedule; -Impact of extracurricular activities on transportation options; and -Maturity and behavioral capacity.

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

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

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

- h. Other - describe _____
- i. Other - describe _____
- j. Other - describe _____

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

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

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

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

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

Response from the approved prior year Consolidated District Plan.

Funding options that will be included will be local funds and the use of alternative funding sources (including, but not limited to, Title IV-E funds, Title I funds, and IDEA funds). The funding sources will be evaluated as to validity for use with a particular student, based on student needs.

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

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

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

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

Response from the approved prior year Consolidated District Plan.

The District will collaborate with the State or local child welfare agency to develop transportation procedures that ensure that children in foster care promptly receive transportation, as needed, to their school of origin. The dispute resolution process for disputes of this nature will include meetings between the District Point of Contact and child welfare agency. Through these meetings, mutual accord will be arrived at via the process. If there are additional costs incurred in providing transportation to the school of origin, the District will provide transportation to the school of origin if: -The child welfare agency agrees to reimburse the District for the additional transportation costs; -The District agrees to pay the additional transportation costs; or -The District and the child welfare agency agree to share the additional transportation costs.

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

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

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

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

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

Response from the approved prior year Consolidated District Plan.

The District/School of Origin will provide adequate and appropriate transportation to and from the school of origin while disputes are being resolved. Funds will be made available for this purpose. Funding sources for this transportation will be Title 1, Title 4A, and

IDEA, in addition to local funds.

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

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

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

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

Response from the approved prior year Consolidated District Plan.

All relevant personnel will be informed of the plan and will ensure that they are capable of carrying out their responsibilities under the plan. The District Point of Contact will spearhead all communication and ensure that the process is carried out with fidelity and is shared with the relevant stakeholders. The District Foster Care Contact will share the transportation plan with all authorized staff in written form and will be responsible for reviewing the plan with the building administration annually. Each building administrator will ensure all school personnel, including secretaries and counselors, are aware of the foster care plan process and can initiate the process if they become aware of a student who is eligible.

*Required field

BSP Overview

Program Name: EL - Bilingual Service Plan

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

Rules: [23 Ill. Admin. Code, Part 228.50](#)

Contact: Multilingual Department at 312-814-3850
multilingual@isbe.net

BSP Contact Information

853 English Learners (ELs) are in the district

Provide information below for the Director/Bilingual Director/Administrator overseeing EL Services

Last Name*

Jacobson

Phone*

847 659 6151

First Name*

Lisette

Middle
Initial

Email*

ljacobson@district158.org

EL Program Director Requirements:

Administrative Endorsement



ESL/Bilingual Endorsement



[Administrator Requirements](#)

If the above requirements are not checked, provide an action plan describing how the district will meet the administrative requirements. _____

*Required field

853 English Learners (ELs) are in the district

Complete the requested information below by listing your district attendance centers that have ELs, special education co-ops, and nonpublic special education program attendance centers that have outplaced students. This information should reflect current EL programming that aligns to your state SIS records for your current EL attendance center enrollment.

Key: Types of Instructional Design

- 1. Dual Language - Two Way (Self-contained)
- 2. Dual Language - One Way (Self-contained)
- 3. Transitional Bilingual Program (Self-contained)
- 4. Transitional Bilingual Program (Collaboration)
- 5. Transitional Program in English (Self-contained)
- 6. Transitional Program in English (Collaboration)

	Attendance Center Name	Grade Span	Program Type (check all that apply)			Types of Instructional Design (check all that apply)						PEL with ESL and/or Bilingual Endorsement working within EL programming. Enter whole numbers only and zero if no teachers in a category.				Language Codes of Certified Bilingual Staff serving ELs Language Codes Alphabetical
			TBE	TPI	Parent Refusal	1	2	3	4	5	6	ESL Endorsement	Bilingual Endorsement	ESL and Bilingual Endorsement	ELS-TBE or ELS-VIT Endorsement	
1.	Mackeben Elementary	K-2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5	0	1	1	001
2.	Conley Elementary	3-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	0	1	0	001
3.	Chesak Elementary	K-2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	9	0	2	0	001, 004
4.	Martin Elementary School	3-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	6	2	0	0	001, 004
5.	Leggee Elementary School	K-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	17	0	5	1	001
6.	Heineman Middle School	6-8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	0	0	0	001
7.	Mariowe Middle School	6-8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	13	0	0	0	001
8.	Huntley High School	9-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	13	1	0	0	001
9.	Early Childhood Center	PreK	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	0	1	0	001
10.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
11.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
12.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
13.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
14.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
15.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
16.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
17.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
18.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
19.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
20.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
21.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
22.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
23.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
24.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
25.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

If one or more attendance centers do not align with Illinois and federal requirements (programming and staffing), then describe how the district will ensure that the EL students receive appropriate language support (direct services)/monitoring (refusals/reclassification) from properly endorsed ESL/Bilingual teachers and a plan to obtain/secure/hire an appropriately certified teacher for ESL/Bilingual education.
 ([count] of 2500 maximum characters used)

N/A

*If district has more than 25 attendance centers, please email the completed spreadsheet of additional attendance centers to Multilingual/Language Development Department at multilingual@isbe.net or (312) 814-3850.

853 English Learners (ELs) are in the district

PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES

Describe the professional development activities proposed to be developed and implemented for staff involved in the education of English Learners and immigrant students. Such training activities should be directly related to helping staff attain the qualifications, knowledge, and skills needed to increase EL and immigrant students' academic performance. These activities must also meet requirements set forth in the laws and regulations governing the TBE/TPI program.

TBE/TPI Staff Inservice Plan - Indicate at least two Professional Development Activities

Inservice activities must be provided to ALL staff working with EL students at least twice yearly. If your district has a full-time TBE Spanish program, Spanish language arts PD must be offered annually to the TBE Spanish instructional staff. Select the professional development that will be offered in your district for the upcoming fiscal year from the list below.

Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
<input checked="" type="checkbox"/> Current Research in the Teaching of EL Students	<input type="text" value="09/25/2025"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text" value="45"/>
<input checked="" type="checkbox"/> Methods for Teaching in the Native Language and Method of Teaching ESL	<input type="text" value="10/10/2025"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text" value="30"/>
<input checked="" type="checkbox"/> Language Assessment	<input type="text" value="01/15/2025"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="30"/>
<input type="checkbox"/> Issues Related to the Native Culture and the Culture of the United States	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input checked="" type="checkbox"/> Issues Related to EL Students with Disabilities	<input type="text" value="09/25/2025"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="60"/>
<input checked="" type="checkbox"/> Program Standards	<input type="text" value="08/20/2025"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="15"/>
<input checked="" type="checkbox"/> District Identification Assessment	<input type="text" value="08/13/2025"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text" value="20"/>
<input checked="" type="checkbox"/> Program Design	<input type="text" value="09/08/2025"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text" value="20"/>
<input checked="" type="checkbox"/> Basic Instructional Techniques for Teachers of EL Students	<input type="text" value="08/08/2025"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text" value="45"/>
<input checked="" type="checkbox"/> Spanish Language Arts	<input type="text" value="10/10/2025"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text" value="15"/>
<input type="checkbox"/> Others (Specify):	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Comments:

*Required field

853 English Learners (ELs) are in the district

PROGRAM ENROLLMENT

Does your district offer a TBE program? Yes No

Indicate if the district is placing students in part-time TBE based on the criteria found in Section 228.30 (c)(3). Yes No

Indicate if the district is keeping the evidence for part-time rationale in the students file to support the state criteria (part-time rationale template or evidence to support the placement). If the answer is no, please describe in the comment box below actions to be taken to ensure that district has a process in place to maintain the rational for Yes part-time placement. Yes No

Part-Time Transitional Bilingual Education (TBE) Placement

Does your district have a full-time TBE Spanish program? Yes No

Does your district use Spanish Language Arts Standards? Yes No

Describe the instructional method(s) with respect to the Illinois [Spanish Language Arts Standards](#).
In District 158, Transitional Bilingual Education (TBE) and Dual Language programs implement instructional methods aligned with the Illinois Spanish Language Arts Standards, using a structured approach grounded in the Science of Reading and enhanced by Be GLAD (Guided Language Acquisition Design) strategies. Instruction in Spanish emphasizes the systematic development of foundational skills-including phonemic awareness, phonics, fluency, vocabulary, and comprehension-through explicit, evidence-based instruction that reflects the latest research in how students learn to read. Foundational literacy instruction in Spanish is sequenced and cumulative, ensuring that students develop strong decoding and language comprehension skills using materials and strategies appropriate for Spanish orthography and structure. Teachers use decodable texts, sound walls, and direct instruction in syllabic and morphological patterns, aligned with the unique features of the Spanish language. Instruction also incorporates Be GLAD strategies, which support language-rich environments and promote oral language development, academic vocabulary, cooperative learning, and scaffolded access to complex texts. These strategies are woven into Spanish Language Arts instruction to strengthen both content and language acquisition. Teachers explicitly build metalinguistic awareness through language bridging and cross-linguistic transfer, helping students make intentional connections between Spanish and English. Grammar and vocabulary are taught in context through reading, writing, and oral language tasks that are meaningful and culturally relevant. Spanish Language Arts instruction is differentiated to meet the diverse proficiency levels of students. Teachers use ongoing formative assessments, including WIDA Spanish Language Development Standards, to guide instruction and ensure that students are progressing in both language and literacy development. Instructional planning reflects a commitment to biliteracy, academic rigor, and the cultural and linguistic assets students bring to the classroom, fully aligned to the Illinois Spanish Language Arts Standards.

Describe evaluation method(s) used to measure students Spanish progress with respect to the Illinois [Spanish Language Arts Standards](#).
District 158 uses multiple measures to evaluate students' Spanish language development in alignment with the Illinois Spanish Language Arts Standards. These evaluation methods assess students' proficiency in reading, writing, listening, and speaking, and monitor progress toward biliteracy across grade levels. One key tool used is the AAPPL (Assessment of Performance toward Proficiency in Languages), which is administered annually in grades 3-8. The AAPPL assesses students' interpretive, interpersonal, and presentational skills in Spanish and reports results using ACTFL (American Council on the Teaching of Foreign Languages) proficiency levels. This assessment provides consistent, nationally recognized benchmarks to monitor students' Spanish proficiency growth over time and helps guide instruction and placement. Results are also used to support long-term pathways toward the State Seal of Biliteracy. In addition to AAPPL, classroom-based assessments aligned to the Illinois Spanish Language Arts Standards and ACTFL Can-Do Descriptors are used throughout the year. These include writing samples, oral language tasks, reading comprehension checks, and performance-based assessments that provide insight into students' productive and receptive language skills. Teachers also use rubrics aligned with grade-level standards to evaluate student writing, fluency, and language usage in authentic academic tasks. Progress is also monitored through formative assessments that align with the Science of Reading in Spanish, particularly in foundational skills such as phonological awareness, decoding, fluency, and vocabulary. These tools allow teachers to differentiate instruction and support students in developing academic language and literacy in Spanish. Together, these evaluation methods ensure that student growth is consistently measured and instructional decisions are data-driven, supporting students on their path to achieving high levels of Spanish proficiency and academic success in both languages.

Comments:

*Required field

853 English Learners (ELs) are in the district

Does your district offer a TBE program?

Yes
No

Verification of Plan Review by Bilingual Parent Advisory Committee for TBE Programs

Parent and Community Participation - Each district or cooperative with a TBE program shall establish a parent advisory committee consisting of the following: parents, legal guardians, transitional bilingual teachers, counselors, and community leaders. A majority of its members must be parents of students enrolled in the TBE program. This committee shall:

1. Meet at least four times per year;
2. Maintain on file with the school district, minutes of these meetings; and
3. Review the districts annual Bilingual Service Plan and EL-EBF Spending Plan that was submitted to ISBE for the upcoming fiscal year. (Required activities can be listed on separate dates, but the review of the BSP must occur after the release of the CDP/BSP and prior to the submission of the CDP/BSP. EL-EBF must be reviewed prior to Oct. 31 of the upcoming fiscal year.)

Identify all members of the Bilingual Parent Advisory Committee. Indicate their role (P-parent, G-guardian, T-teacher, C-counselor, CM-community member) and complete all other fields for each member.

Committee Chairperson Street	Lisette Jacobson 650 Dr. John Burley Dr.	Role City	ML Director Algonquin	Language(s) State	Spanish/English IL	Telephone Zip+4	847 659 6151 60102
Committee Member Street	Melissa Garza Corona 111536 Centennial Ave.	Role City	P Huntley	Language(s) State	Spanish/English IL	Telephone Zip+4	708 328 9812 60142
Committee Member Street	Paul Opyd 11309 Caldwell Dr.	Role City	P Huntley	Language(s) State	Polish/English IL	Telephone Zip+4	847 772 7647 60142
Committee Member Street	Natalia Solodovnikova 4281 Whitehall Ln.	Role City	P Algonquin	Language(s) State	Ukrainian/English IL	Telephone Zip+4	773 332 3636 60102
Committee Member Street	Nataliia Burylina 901 Taralon Trail	Role City	P Lake in the Hills	Language(s) State	Ukrainian/English IL	Telephone Zip+4	872 203 3012 60156
Committee Member Street		Role City		Language(s) State		Telephone Zip+4	
Committee Member Street		Role City		Language(s) State		Telephone Zip+4	
Committee Member Street		Role City		Language(s) State		Telephone Zip+4	
Committee Member Street		Role City		Language(s) State		Telephone Zip+4	
Committee Member Street		Role City		Language(s) State		Telephone Zip+4	

The district certifies that the Bilingual Parent Advisory Committee has had an opportunity to review the Bilingual Service Plan for the upcoming fiscal year prior to submission of this plan to the state.

Name of Committee Chairperson:
Lisette Jacobson
Date: 03/28/2025

The district certifies that the Bilingual Parent Advisory Committee will have an opportunity to review the EL-EBF Spending Plan as required by 23 Ill. Admin. Code Part 228.30, Section C, (4) A, by or before Oct. 31.

Name of Committee Chairperson:
Lisette Jacobson
Date: 03/31/2025

* A printed copy of the completed page with the signature of the Committee Chairperson must be retained on file at the district for review upon request.

	Projected Dates (7/1/2025 - 6/30/2026)	Activity
1.	09/27/2025	Bilingual Advisory Committee Training (required activity).
2.	11/17/2025	Curriculum and Data Overview
3.	03/30/2026	Review BSP
4.	05/18/2026	Program Data Review

Comments:

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

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

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

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

v.01.31.2024

Grant Application Certifications and Assurances

Instructions

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

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

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

DEFINITIONS

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

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

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

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

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

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

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

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

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

http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

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

<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=35598&ChapterID=7>

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

<https://ilga.gov/commission/icar/admincode/044/04407000sections.html>

NO BINDING OBLIGATION

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

PROJECT

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

FUNDING

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

INVOLUNTARY TERMINATION

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

GENERAL CERTIFICATIONS AND ASSURANCES

18. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
19. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
20. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Educations employees during any part of the application process or during the Term of the Grant Agreement.
21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
23. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
24. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state, and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
25. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

28. Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.
29. The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:
- a) Obtain fully executed Grant Application Certifications and Assurances forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
 - b) Maintain separate accounts and ledgers for the project;
 - c) Provide a proper accounting of all revenue from the Illinois State Board of Education for the project;
 - d) Properly post all expenditures made on behalf of the project;
 - e) Be responsible for the accountability, documentation, and cash management of the project; the approval and payment of all expenses, obligations, and contracts; and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
 - f) Disburse all funds to joint applicants/grantees based on information (payment schedules) from joint applicants/grantees showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants/grantees.);
 - g) Require joint applicants/grantees to report expenditures to the fiscal agent based on actual expenditures/obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants/grantees on actual expenditures/obligations that occur within project beginning and ending dates;
 - h) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
 - i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education; and
 - j) Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education.

DRUG-FREE WORKPLACE CERTIFICATION

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

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

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

- a) Publishing a statement:
- i) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.
 - ii) Specifying the actions that will be taken against employees for violations of such prohibition.
 - iii) Notifying the employee that, as a condition of employment on such contract or grant, the employee will:
 - 1) Abide by the terms of the statement; and
 - 2) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
- b) Establishing a drug-free awareness program to inform employees about:
- i) The dangers of drug abuse in the workplace;
 - ii) The grantees or contractors policy of maintaining a drug-free workplace;
 - iii) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - iv) The penalties that may be imposed upon an employee for drug violations.
- c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
- d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
- e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
- f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
- g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.
31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

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

Instructions

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

Before completing this certification, read instructions below.

CERTIFICATION

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

Instructions for Certification

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

v.01.10.2025

Certification Regarding Lobbying

Instructions

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

- By checking this box, the applicant hereby certifies, to the best of his or her knowledge and belief, that:
- (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.
 - (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit [ISBE 85-32](#) "Disclosure of Lobbying Activities," in accordance with its instructions.
 - (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

v.04.23.2021

GEPA 442 Assurances

Instructions

- By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:
1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

DEFINITIONS

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

"LEA" means the local educational agency.

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

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

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

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

"SECRETARY" means the Secretary of Education.

PROJECT

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program, in accordance with 2 CFR 200.302 and 2 CFR 200.303 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State Board of Education's Internet website. The LEA's administration and expenditure of Program funds shall be in accordance with all

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

v.01.31.2024

Assurances

Instructions

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

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

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

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

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

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

v.09.08.2021

Not calling IWAS Web Service

Signature of School District Superintendent / Agency Administrator

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

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

[Consistency Check](#) [Lock Application](#) [Unlock Application](#)

Application was created on:

3/18/2025

Assurances

District Data Entry

Business Manager

District Administrator

ISBE Program Administrator #1

ISBE Program Administrator #2

ISBE Program Administrator #3

ISBE Program Administrator #4

ISBE Program Administrator #5

This Application has not been submitted

Page Review Status Instructions

Expand All

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

Save

Selectable Application Print

Request Print Job

[_Consolidated District Plan](#)

Requested Print Jobs

[Requested by amaccrindle1 on 4/24/2025](#)

[Requested by amaccrindle1 on 4/24/2025](#)

Completed Print Jobs

[Completed - amaccrindle1 on 4/22/2025 4:02:23 PM](#)

[Completed - amaccrindle1 on 4/22/2025 4:03:12 PM](#)

[Completed - amaccrindle1 on 4/22/2025 4:01:28 PM](#)



Huntley Community School District 158

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

Date: May 1, 2025
To: Curriculum Committee
From: Dr. Amy MacCrimble, Assistant Superintendent for Learning and innovation
Cc: Ms. Jessica Lombard, Superintendent
Subject: **Overnight Field Trip Proposals 2025-2026**

Executive Summary

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

The attached list contains the proposed trips for 2025-2026. The list remains fairly stable from year to year, but is updated yearly by the buildings. Some trips, such as athletic championships, appear on the list even though actual participation will be determined by contest results during the athletic season and state competition level.

Recommendation

This report is for information only.



Huntley Community School District 158

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2025-26 Projected Overnight Field Trips (June 2025-May 2026)

School/Level	Trip	Location	Timing	Sponsor/Planner	On 24-25 List
Middle School	Washington DC	Washington DC	October 2025	Gosser	Yes
Middle School	State Cross Country Meet	Bloomington	October 2025	Salazar/Clark	Yes
Middle School	State Cheerleading Meet	Peoria	January 2026	Salazar/Clark	Yes
Middle School	State Chess Meet	Peoria	February 2026	Salazar/Clark	Yes
Middle School	State Track Meet	Bloomington	May 2026	Salazar/Clark	Yes
High School	Football Camp- Brownsburg, IN	Brownsburg	July 2025	Mike Naymola	Yes
High School	Cheer Summer Camp	TBD	June 2025	Renee Fowler	Yes
High School	Dance-Summer Camp	East Peoria	June 2025	Cadence Niccum	Yes
High School	Boys' and Girls' XC Meet	Peoria	October 2025	Matt Kaplan	Yes
High School	XC- IHSA State	Peoria	November 2025	Matt Kaplan	Yes
High School	JEA/NSPA National Convention	Nashville, TN	November 2025	Lauren Teeter and TBD	Yes
High School	Wrestling- Dan Gable Challenge	Iowa City, Iowa	December 2025	BJ Bertelsman	Yes
High School	Wrestling G.Wrestling FIGHT Invite	Findlay, Ohio	December 2025	BJ Bertelsman/Gannon Kosowksi	Yes
High School	Wrestling - William Red Schmitt	Granite City	December 2025	BJ Bertelsman	Yes
High School	Student Council -Winter Retreat	TBD	December 2025	Becca Davison	Yes
High School	Thespians IL High School Theatre Festival	ISU for 2026	January 2026	Christine DeFrancesco	Yes
High School	Wrestling - Geneseo Invite	Geneseo, IL	January 2026	BJ Bertelsman	Yes



Huntley Community School District 158

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High School	Speech Contest	Downers Grove	January 2026	Max Green	Yes
High School	Dance- IHSA State	Bloomington	January 2026	Cadence Niccum	Yes
High School	ILMEA music conference (if students qualify)	Peoria Civic Center	January 2026	HS Music Staff	Yes
High School	Dorian Vocal Festival	Decorah, IA	January 2026	Novak/Eakes-Loving	Yes
High School	Cheer- IHSA State	Bloomington	February 2026	Payton Cariato	Yes
High School	Wrestling - IHSA State	Champaign/ Bloomington	February 2026	BJ Bertelsman	Yes
High School	IHSA State Chess Meet	Peoria	February 2026	Zavier Lee	Yes
High School	IHSA Sectional Speech	TBD	February 2026	Max Green	Yes
High School	IHSA State Speech	Peoria	February 2026	Max Green	Yes
High School	SnowRaiders	Galena	January 2026	Angela Zaleski	Yes
High School	Show Choir Competition	St. Louis, MO	February 2026	Eakes-Loving	Yes
High School	Symphonic Orchestra UIUC Festival	Champaign, IL	February 2026	Rollins	Yes
High School	Baseball-Varsity Prep Showcase	Edwardsville	March 2026	Andy Jakubowski	Yes
High School	HOSA/ Medical Club State Conference	Decatur	March 2026	Coline Wise	Yes
High School	Student Council Spring Convention	TBD	March 2026	Becca Davison	Yes
High School	High School Mock Trial State Competition	Champaign	March 2026	Fuhrer	Yes
High School	Columbia Scholastic Press Assn. Convention	New York, NY	March 2026	TBD	Yes
High School	IHSA Contest Theater (if students qualify)	TBD	March 2026	Christine DeFrancesco	Yes
High School	State Robotics Competition	Bourbonnais,	March 2026	Michelle Zietlow	Yes
High School	Metamora Elite Softball Invite	Metamora, IL	April 2026	Mark Petryniec	Yes
High School	Springfield Southeast G.Track Elite Invite	Springfield	April 2026	Jason Monson	Yes
High School	State Journalism Meet	Bloomington-Normal 86	April 2026	Lauren Teeter and TBD	Yes
High School	Math Team State Competition	Champaign	April 2026	Laura Jenkins	Yes



Huntley Community School District 158

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High School	Student Council IASC State Convention	Lombard/Springfield	May 2026	Becca Davison	Yes
High School	Bass Fishing State Competition	Carlyle	May 2026	Erik Lachel	Yes
High School	IHSA- B&G State Track Meet	Charleston, IL	May 2026	C.Maxedon & J.Monson	Yes
High School	Softball Tournament	TBD	May 2025	Coach	Yes
High School	HOSA/Medical Club Nat'l Conf/Competition	TBD	June 2026	Coline Wise	Yes
High School	IHSA State Finals Qualifiers	TBD	TBD	Coach	Yes
High School	State Competitions	TBD	TBD	Coach	Yes



Huntley Community School District 158

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

Date: May 1, 2025
To: Special Education Committee
From: Ms. Deanna Gill, Assistant Superintendent
Cc: Ms. Jessica Lombard, Superintendent
Subject: Department updates

Executive Summary

Each year, the Local Education Agency (LEA) is required to provide the public with “timely and meaningful consultation” (TMC) with the private schools, including homeschools that are located within their district boundaries. The process is between the private school officials, parent representatives, and LEA officials. Consultation is ongoing throughout the year, as necessary. Notice must be publicly advertised in a primary place for which other public notices are provided so that parents of homeschool parents are aware. A school district is required to spend a “proportionate share” of its IDEA Part B grant on services for private school students with disabilities. To qualify for services, a student must be evaluated by the school district and found eligible for special education. The district will host a virtual meeting on May 21, 2025 from 5-6:00PM.

Recommendation

This report is for information only.



Huntley Community School District 158

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

To: Board of Education and Administration
From: Mark Altmayer, Chief Financial Officer
Date: May 1, 2025
Subject: **Monthly Fiscal Updates**
Committee of the Whole, May 1, 2025
Finance Committee

Listed below are major tasks and/or projects the Fiscal Department has been working on during the month.

GENERAL

During the month, Fiscal's primary projects included:

- ✓ **March month-end Close** - See the Preliminary Year-end Executive Summary
- ✓ **Budget & 5 Year Plan** - Continuing the process of accumulating data and resources for the District's FY26 Budget and 5 Year Plan.
- ✓ **Skyward Update** – The internal Skyward project Implementation team has met a few times over the last few weeks and are beginning to ramp up a project plan to launch Skyward Qmlativ in April, 2026. We have been assigned a project manager from Skyward who has many years of project management experience. Over the next month or so we will be meeting weekly and assembling and finalizing a more detailed project plan.
- ✓ **Drivers Education Cars** – The District is in need of two driver's education vehicles for next school year. In an effort to reduce costs and improve cash flow, the District is working with Enterprise Fleet Management to purchase / lease these vehicles and begin a fleet management process with the District's vehicles (Transportation minivans, Drivers Ed vehicles and Operation and Maintenance vehicles). Enterprise Fleet Management has become #1 provider in the governmental fleet management field, providing vehicles at invoice cost and very competitive interest rates all supported by a Sourcewell Cooperative Contract. There are no additional costs related to the Fleet Management Services that are provided. Next month we will be bringing a request to the Board for these vehicles through Enterprise Fleet Management.

SPECIFIC TASKS TO ADDRESS DURING JUNE 2024

- **June (TBD)** – Investigation and Ascertainment of Prevailing Rate of Wages: Requires a School Board to adopt a resolution establishing prevailing rates for its area, publicly post or keep available for inspection the prevailing rate of wages, file a certified copy of the resolution with the Secretary of State and the Department of Labor in Springfield no later than July 15 of each year, and publish a legal notice of its wage rate determination within 30 days of the filing (820 ILCS 130/9).



Huntley Community School District 158

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- **June (TBD)** – Prepare for Year-End Closing:
- **June 30** – Last day of the fiscal year for most Illinois school districts.

COMING UP IN JULY 2024

- First day of the new fiscal year for most Illinois school districts
- Prevailing Wage: School districts must file a certified copy of the prevailing rate of wages with the Secretary of State and the Department of Labor in Springfield, and publish a legal notice of its wage rate determination within 30 days of the filing (820 ILCS 130/9).
- Begin initial submission of new TRS Pay-Period Reporting
- File IDEA Part B Grants Completion/Final Expenditure Report



Huntley Community School District 158

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

To: Board of Education and Administration

From: Mark Altmayer, Chief Financial Officer

Date: May 1, 2025

Subject: **Activity Fund Balance Report**
Committee of the Whole Meeting – May 1, 2025
Finance Committee

Presented for the Committee's review is the Activity Fund Balance Report as of March 31, 2025.



Huntley Community School District 158

650 Dr. John Burkey Drive (formerly Academic Drive)

Algonquin, Illinois 60102

(847) 659-6158 • Huntley158.org

March 31, 2025 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	107,828.86	\$ 702.97	\$ 44.35	\$ 108,487.48
Scholarships	14,580.89	-	-	14,580.89
Early Childhood	2,838.84	-	40.38	2,798.46
Mackeben	12,768.85	17.00	1,083.39	11,702.46
Conley	27,539.95	1,394.00	1,354.17	27,579.78
Chesak	26,962.35	712.98	-	27,675.33
Leggee	28,774.40	42.00	9.99	28,806.41
Martin	36,527.31	2,427.70	2,819.31	36,135.70
Heineman	59,098.30	4,685.74	3,636.58	60,147.46
Marlowe	73,569.19	2,977.26	3,045.25	73,501.20
High School Athletics	339,893.85	48,292.85	47,881.64	340,305.06
High School Activities	263,776.25	4,187.02	43,234.45	224,728.82
Total All Funds	\$ 994,159.04	\$ 67,939.52	\$ 105,649.51	\$ 956,449.05

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

High School Athletics: The majority of the \$48,300 of revenue was from Football \$13,600, Boys Basketball \$7,700, Girls Track \$6,300, Baseball \$5,700, Athletics \$4,200, Boys Tennis \$4,200, Boys Track \$1,600, Girls Volleyball \$1,200, Cheerleading \$800, Girls Golf \$500, and Boys Volleyball \$500. The majority of the (\$47,900) of expenditures was for Cheerleading Sweetheart competition food & supplies, and IHSA state competition buses & meals (\$10,100), Boys Basketball shooting gun, summer league registrations, and end of season banquet & awards (\$8,600), Boys & Girls Track pole vault poles, indoor tournament officials, timing services, meals, & awards (\$11,200), Baseball uniform hats, apparel, and supplies (\$4,900), Soccer jerseys (\$3,400), Football middle school camp coaches, lodging for Las Vegas coaches clinic, & supplies (\$2,400), Softball supplies & apparel (\$1,500), Poms invite and IHSA state competition supplies (\$1,300), Boys Bowling Peoria invite lodging & meals (\$1,100), and Girls Basketball apparel and senior night photos & flowers (\$900).

High School Activities: The majority of the \$4,200 of revenue was from Field Trips \$800, Drama Club \$700, Orchestra \$700, and Student Council \$600. The majority of the (\$43,200) of expenditures was for Snow Raiders ski trips (\$17,600), Industrial Arts materials & supplies (\$5,200), Spanish Honor Society Classic Cinema field trip & meals (\$2,600), Raider Nation "Chuck-A-Duck" fundraiser donations (\$2,500), Journalism HS Newspaper printing cost, NISPA conference registration, & contest entry fees (\$2,400), Assessments testing supplies (\$2,100), Student Council 2025 NCD Extravaganza lodging & registration (\$1,800), Leos Club "Flowers for Oscar" fundraiser donation & shirts (\$1,700), Marching Band percussion equipment & instrument supplies (\$1,300), Autos Club supplies & materials (\$1,200), Drama Club IHSA competition supplies (\$1,100), Fishing Club apparel (\$900), HOSA Medical Club supplies & materials (\$800), and Chorus music supplies (\$700).

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



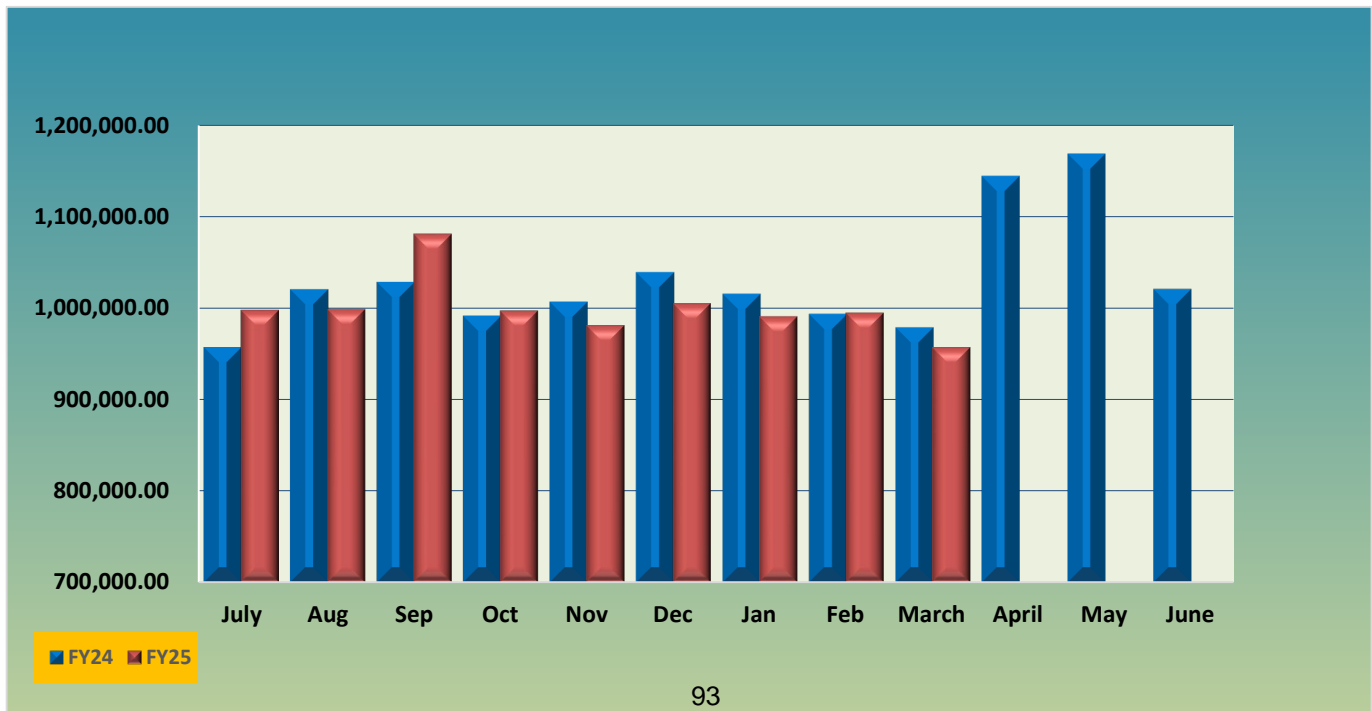
Huntley Community School District 158

650 Dr. John Burkey Drive (formerly Academic Drive)
 Algonquin, Illinois 60102
 (847) 659-6158 • Huntley158.org

March 31, 2025 Financial Executive Summary - Activity Accounts

Major transactions for the Month include:

Major Cash Expenditures		Description	Major Revenues Received	
Huntley Community School Dist 158	52,767.14	P-Card charges (1/21/25 - 2/20/25)	HS Football	13,569.60
Shoot-A-Way Inc	7,519.00	HS Basketball shooting guns	HS Boys Basketball	7,663.00
Edge Sports Apparel, The	5,186.00	HS Soccer jerseys / Football shirts	HS Girls Track	6,292.00
Signature Transportation Group	4,800.00	IHSA State Cheerleading buses	HS Baseball	5,695.00
Valley Athletics	4,750.91	HS Baseball uniform hats & apparel	HS Athletic Varsity	4,236.25
Litania Sports Group Inc	3,044.80	HS Girls Track equipment	HS Boys Tennis	4,205.40
Huntley Education Foundation	2,500.00	Hootenanny sponsor fee to Foundation	Huntley Hootenanny	2,500.00
Grafton Food Pantry	2,000.00	HS Chuck-a-Duck fundraiser donation	Martin School Store	2,031.00
McHenry Specialties	1,878.00	HS Athletics winter sports awards	HS Boys Track	1,644.00
Service Printing Corp	1,845.80	HS Newspaper printing ost	HMS Charitable Contributions	1,590.50
Larkin High School	1,535.00	HS STUCO NCD Extravaganza reg.	HS Softball	1,566.00
Illinois Prep Top Timing	1,500.00	HS Boys Track invite timing services	Marlowe Philanthropy	1,483.67
Gopher Performance	1,427.09	Martin Wellness supplies	Conley Field Trips	1,394.00
Discovery Center Museum	1,256.00	Conley 4th grade field trip	HS Girls Volleyball	1,152.00
IHSA	1,195.34	IHSA Girls Basketball Sectional host	Heineman NJHS	1,000.00
Hallerberg, Dale	1,000.00	HS Band percussion equipment rack	HS Field Trips	840.00
Quiroz, Patricia	1,000.00	HS Chuck-a-Duck fundraiser donation	Heineman Student Council	822.50
Prismatic Magic LLC	999.00	Mackeben Assembly performance fee	HS Cheerleading	750.00
Lane Tech College Prep HS	920.00	HS B/G Track indoor championships	Interest/Service Charge	702.97
Graphic Edge, The	869.20	HS Fishing Club apparel	HS Drama Club	700.00
IHMEC	854.00	Heineman 8th Grade fieldtrip	HS Orchestra	660.00



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
100	District In & Out	0.00	0.00	5,844.52	5,844.52	0.00	60.00	60.00
101	Interest/Service Charge	0.00	702.97	0.00	8,088.25	8,088.25	88,579.99	96,668.24
102	District Pepsi Account	44.35	0.00	324.44	254.66	(69.78)	5,164.02	5,094.24
104	Activity Food Service	0.00	0.00	106.33	0.00	(106.33)	237.37	131.04
105	District Recycling	0.00	0.00	0.00	0.00	0.00	5,069.22	5,069.22
111	Huntley Hootenanny	2,500.00	2,500.00	6,000.00	3,000.00	(3,000.00)	3,000.00	0.00
112	Foundation Grants	0.00	0.00	0.00	0.00	0.00	0.00	0.00
113	Schaffenegger Memorial	0.00	0.00	0.00	0.00	0.00	14,580.89	14,580.89
1202	Mackeben Pop	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1203	Mackeben Recycling	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1204	Mackeben Art	0.00	0.00	0.00	1,542.24	1,542.24	8.44	1,550.68
1205	Mackeben Read-A-Thon	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1209	Mackeben Field Trips	0.00	0.00	1,550.00	1,530.00	(20.00)	2,181.46	2,161.46
1210	Mackeben Library	14.99	17.00	1,769.64	3,484.79	1,715.15	5.72	1,720.87
1240	Mackeben In & Out	1,068.40	0.00	5,595.38	11,681.30	6,085.92	183.53	6,269.45
1400	Heineman LRC	0.00	21.98	2,473.53	2,492.53	19.00	991.46	1,010.46
1401	Heineman Snow Hawks	0.00	0.00	13,679.00	16,509.17	2,830.17	4,002.63	94 6,832.80
1402	Heineman Chess Club	0.00	0.00	240.00	320.00	80.00	0.00	80.00
1403	Heineman Yearbook	0.00	0.00	0.00	0.00	0.00	1,941.98	1,941.98
1404	Heineman PBIS	0.00	0.00	101.85	0.00	(101.85)	130.17	28.32
1405	Heineman Service Club	0.00	0.00	0.00	37.10	37.10	0.00	37.10
1406	Heineman Chorus/Band	1,538.86	384.00	27,895.83	33,645.00	5,749.17	8,248.20	13,997.37
1407	Heineman Wrestling	90.00	0.00	90.00	102.70	12.70	171.16	183.86
1408	Heineman Cheerleading	230.59	0.00	3,742.08	4,260.00	517.92	324.87	842.79
1409	Heineman Track	0.00	0.00	0.00	493.75	493.75	535.70	1,029.45
1410	Heineman Charitable Contributions	0.00	1,590.50	0.00	2,010.00	2,010.00	1,161.03	3,171.03
1411	Heineman Cross Country	0.00	0.00	1,049.55	1,018.00	(31.55)	269.95	238.40
1412	Heineman Volleyball	0.00	0.00	984.50	985.00	0.50	110.43	110.93
1413	Heineman PE	0.00	0.00	6,028.00	7,986.00	1,958.00	3,557.45	5,515.45
1414	Heineman Student Council	767.66	822.50	2,188.38	2,869.30	680.92	1,574.48	2,255.40
1415	Heineman Disc Golf Club	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1416	Heineman Poms	0.00	0.00	901.12	995.00	93.88	745.20	839.08
1417	Heineman Girls Basketball	0.00	0.00	0.00	0.00	0.00	25.66	25.66
1418	Heineman Outdoor Activity	0.00	0.00	23,397.77	22,542.25	(855.52)	8,138.79	7,283.27
1419	Heineman Athletics	105.49	0.00	105.49	0.00	(105.49)	155.58	50.09
1420	Heineman Boys Basketball	49.98	0.00	3,003.68	4,025.72	1,022.04	1,674.32	2,696.36

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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
1421	Heineman Ecology Club	0.00	0.00	73.98	82.42	8.44	35.43	43.87
1422	Heineman Computer Lab	0.00	0.00	0.00	0.00	0.00	97.27	97.27
1423	Heineman Art Club	0.00	0.00	0.00	0.00	0.00	823.20	823.20
1424	Heineman NJHS	0.00	1,000.00	0.00	1,000.00	1,000.00	0.00	1,000.00
1425	Heineman Engineering Club	0.00	0.00	0.00	0.00	0.00	23.34	23.34
1440	Heineman In & Out	854.00	207.19	2,008.06	1,653.61	(354.45)	354.45	0.00
1441	Heineman Foods Club	0.00	40.00	528.10	1,005.00	476.90	1,043.85	1,520.75
1461	Heineman 6th Grade Team 1	0.00	0.00	0.00	0.00	0.00	368.50	368.50
1462	Heineman 6th Grade Team 2	0.00	0.00	0.00	0.00	0.00	224.80	224.80
1471	Heineman 7th Grade Team 1	0.00	0.00	0.00	0.00	0.00	1,009.10	1,009.10
1472	Heineman 7th Grade Team 2	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1480	Heineman 8th Grade Trips	0.00	619.57	0.00	619.57	619.57	4,112.00	4,731.57
1481	Heineman 8th Grade Team 1	0.00	0.00	0.00	0.00	0.00	415.96	415.96
1482	Heineman 8th Grade Team 2	0.00	0.00	0.00	0.00	0.00	1,719.30	1,719.30
1701	Conley PE	0.00	0.00	40.38	0.00	(40.38)	1,197.28	1,156.90
1702	Conley Pop	0.00	0.00	252.36	622.48	370.12	142.41	512.53
1703	Conley Recycling	0.00	0.00	86.45	(20.49)	(106.94)	106.94	95 0.00
1704	Conley PBIS	0.00	0.00	0.00	(2.00)	(2.00)	2.00	0.00
1706	Conley Band	0.00	0.00	1,514.49	2,599.00	1,084.51	1,777.67	2,862.18
1707	Conley Jean Fund	0.00	0.00	0.00	(19.24)	(19.24)	19.24	0.00
1708	Conley Disc Golf Club	0.00	0.00	654.72	1,009.00	354.28	323.96	678.24
1709	Conley Field Trips	1,256.00	1,394.00	3,043.50	4,304.00	1,260.50	721.28	1,981.78
1710	Conley Library	98.17	0.00	9,261.21	8,703.02	(558.19)	12,076.65	11,518.46
1712	Conley Art	0.00	0.00	0.00	1,492.15	1,492.15	2,893.32	4,385.47
1713	Conley Yearbook	0.00	0.00	0.00	767.71	767.71	2,691.44	3,459.15
1740	Conley In & Out	0.00	0.00	381.41	250.00	(131.41)	1,156.48	1,025.07
194	Special Olympics Pgm	0.00	0.00	0.00	275.00	275.00	0.00	275.00
195	LIGHT Program	0.00	0.00	868.17	0.00	(868.17)	1,506.34	638.17
198	MS Orchestra District-wide	0.00	0.00	0.00	0.00	0.00	551.57	551.57
199	Preschool	40.38	0.00	1,155.05	1,120.24	(34.81)	2,833.27	2,798.46
202	Chesak Pop	0.00	0.00	0.00	13.94	13.94	137.80	151.74
203	Chesak Recycling	0.00	0.00	0.00	0.00	0.00	9.49	9.49
204	Chesak Art	0.00	0.00	0.00	2,238.37	2,238.37	3,155.99	5,394.36
205	Chesak Yearbook	0.00	0.00	0.00	0.00	0.00	0.00	0.00
206	Chesak Music	0.00	0.00	0.00	50.90	50.90	488.00	538.90
209	Chesak Field Trips	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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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
210	Chesak Library	0.00	167.98	6,527.26	6,842.66	315.40	16,340.45	16,655.85
212	Chesak Dine & Share	0.00	0.00	0.00	0.00	0.00	1,275.58	1,275.58
240	Chesak In & Out	0.00	545.00	3,118.00	3,375.00	257.00	3,392.41	3,649.41
301	Leggee School Store	0.00	0.00	875.00	0.00	(875.00)	2,221.99	1,346.99
302	Leggee Pop	0.00	0.00	0.00	49.14	49.14	402.82	451.96
303	Leggee Recycling	0.00	0.00	0.00	0.00	0.00	15.92	15.92
304	Leggee Art	0.00	0.00	0.00	2,089.59	2,089.59	4,861.19	6,950.78
305	Leggee Chorus/Band	0.00	0.00	1,062.00	1,949.00	887.00	1,562.90	2,449.90
306	Leggee Fundraisers	0.00	0.00	0.00	0.00	0.00	551.10	551.10
307	Leggee Donations & Grants	0.00	0.00	11.99	0.00	(11.99)	2,695.63	2,683.64
308	Leggee Music	0.00	42.00	433.00	539.00	106.00	0.00	106.00
309	Leggee Field Trips	0.00	0.00	750.00	0.00	(750.00)	879.11	129.11
310	Leggee Library	0.00	0.00	7,142.90	8,697.29	1,554.39	9,923.98	11,478.37
311	Leggee Recreation	9.99	0.00	565.13	400.00	(165.13)	795.61	630.48
313	Leggee Yearbook	0.00	0.00	705.87	0.00	(705.87)	2,011.02	1,305.15
340	Leggee In & Out	0.00	0.00	338.38	110.00	(228.38)	935.39	707.01
400	Marlowe LRC	0.00	0.00	17.00	55.00	38.00	303.12	96 341.12
401	Marlowe Pop	94.60	337.34	1,041.75	1,498.69	456.94	372.38	829.32
402	Marlowe Jr Buddies Club	35.72	0.00	381.71	333.96	(47.75)	702.95	655.20
403	Marlowe Yearbook	0.00	20.00	35.00	20.00	(15.00)	242.27	227.27
404	Marlowe School Store	0.00	0.00	0.00	0.00	0.00	0.00	0.00
405	Marlowe Student Council	0.00	200.50	109.87	354.50	244.63	216.07	460.70
406	Marlowe Chorus/Band	0.00	0.00	73,629.07	76,600.64	2,971.57	24,411.59	27,383.16
407	Marlowe Wrestling	0.00	0.00	449.00	0.00	(449.00)	783.89	334.89
408	Marlowe Cheerleading	1,282.30	0.00	8,517.35	7,600.80	(916.55)	2,443.98	1,527.43
409	Marlowe Track	0.00	0.00	432.95	0.00	(432.95)	951.56	518.61
410	Marlowe Spanish Club	35.18	72.75	35.18	296.00	260.82	1.57	262.39
411	Marlowe Cross Country	0.00	0.00	892.50	281.60	(610.90)	908.25	297.35
412	Marlowe Volleyball	0.00	0.00	438.92	0.00	(438.92)	2,360.74	1,921.82
413	Marlowe Philanthropy	0.00	1,483.67	4,328.05	1,483.67	(2,844.38)	6,301.47	3,457.09
414	Marlowe Academic Club	0.00	0.00	0.00	120.00	120.00	11.68	131.68
415	Marlowe Play	0.00	0.00	769.95	685.00	(84.95)	516.74	431.79
416	Marlowe Service Club	0.00	0.00	137.61	12.00	(125.61)	1,005.05	879.44
417	Marlowe Girls Basketball	506.00	0.00	3,542.29	0.00	(3,542.29)	5,104.59	1,562.30
418	Marlowe Outdoor Activity	0.00	0.00	45,316.29	43,341.00	(1,975.29)	3,843.83	1,868.54
419	Marlowe Athletics	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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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
420	Marlowe Boys Basketball	655.06	0.00	13,964.68	(2,625.22)	(16,589.90)	19,178.27	2,588.37
421	Marlowe Snow Stangs	0.00	0.00	15,181.31	15,709.84	528.53	1,295.00	1,823.53
422	Marlowe Tech	0.00	0.00	0.00	0.00	0.00	124.00	124.00
423	Marlowe Art Class	0.00	0.00	0.00	240.00	240.00	1,890.78	2,130.78
424	Marlowe PE	0.00	0.00	85.99	2,502.00	2,416.01	8,638.28	11,054.29
425	Marlowe Ecology	0.00	50.00	466.97	1,026.00	559.03	0.00	559.03
426	Marlowe Dance	0.00	72.00	278.64	72.00	(206.64)	1,941.52	1,734.88
427	Marlowe Musical	0.00	120.00	1,117.25	1,967.68	850.43	0.95	851.38
428	Marlowe Chess Club	0.00	200.00	0.00	560.00	560.00	0.00	560.00
429	Marlowe Golf	0.00	0.00	0.00	0.00	0.00	1.00	1.00
430	Marlowe Boys Volleyball	0.00	0.00	350.00	350.00	0.00	0.00	0.00
440	Marlowe In & Out	321.67	366.00	1,661.03	2,884.51	1,223.48	108.49	1,331.97
441	Marlowe Foods Club	0.00	55.00	0.00	110.00	110.00	310.02	420.02
461	Marlowe 6th Grade	0.00	0.00	13.93	0.00	(13.93)	28.90	14.97
471	Marlowe 7th Grade	114.72	0.00	2,535.80	0.00	(2,535.80)	3,296.46	760.66
481	Marlowe 8th Grade	0.00	0.00	3,276.18	3,923.00	646.82	5,809.40	6,456.22
500	HS Leos Club	1,652.50	0.00	2,590.01	2,919.75	329.74	855.81	97 1,185.55
501	HS Raider Nation	2,500.00	0.00	2,500.00	2,614.00	114.00	0.00	114.00
502	HS Art	0.00	0.00	0.00	0.00	0.00	0.00	0.00
503	HS Yearbook	0.00	(115.17)	258.49	1,710.79	1,452.30	2,335.57	3,787.87
504	HS Girls Cross Country	0.00	0.00	0.00	(1,934.39)	(1,934.39)	1,934.39	0.00
505	HS Student Council	1,793.93	576.00	97,041.28	60,120.87	(36,920.41)	36,577.92	(342.49)
506	HS Chorus	734.89	0.00	7,923.00	9,804.00	1,881.00	179.60	2,060.60
508	HS Pop	0.00	57.95	1,224.54	1,085.80	(138.74)	506.75	368.01
509	HS Math Club	0.00	0.00	315.16	300.00	(15.16)	1,638.12	1,622.96
510	HS Girls Golf	0.00	500.00	5,307.93	6,805.13	1,497.20	4,713.62	6,210.82
511	HS Drama Club	1,087.02	700.00	12,785.60	14,920.54	2,134.94	4,060.47	6,195.41
512	HS Pom Pons	1,294.64	345.60	62,621.00	43,884.90	(18,736.10)	36,709.08	17,972.98
513	HS SnowRaiders Club	17,632.57	0.00	54,632.57	65,364.16	10,731.59	6,557.97	17,289.56
514	HS Spanish Honor Society	2,622.00	0.00	2,657.00	3,420.61	763.61	519.59	1,283.20
515	HS Boys Track	5,294.09	1,644.00	6,443.73	8,344.00	1,900.27	5,098.81	6,999.08
516	HS Activities Director	0.00	0.00	2,074.73	(519.19)	(2,593.92)	9,941.74	7,347.82
517	HS HOSA Medical Club	750.06	0.00	5,208.89	5,800.67	591.78	1,928.92	2,520.70
518	HS NHS	0.00	0.00	998.59	1,456.19	457.60	3,491.18	3,948.78
519	HS Co-Op (VICA)	119.22	0.00	1,119.22	0.00	(1,119.22)	4,872.43	3,753.21
520	HS Musical	0.00	0.00	0.00	0.00	0.00	479.17	479.17

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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
521	HS Athletic Varsity	2,407.88	4,236.25	29,239.44	40,702.19	11,462.75	13,426.34	24,889.09
522	HS Girls Volleyball	0.00	1,152.00	44,560.74	31,959.60	(12,601.14)	14,865.42	2,264.28
523	HS Boys Golf	0.00	0.00	6,339.53	8,158.87	1,819.34	4,155.23	5,974.57
524	HS Softball	1,473.85	1,566.00	10,525.21	5,158.00	(5,367.21)	14,185.57	8,818.36
525	HS Baseball	4,878.90	5,695.00	11,919.81	6,695.00	(5,224.81)	6,249.13	1,024.32
526	HS Girls Basketball	949.74	0.00	33,296.09	18,650.00	(14,646.09)	17,189.09	2,543.00
527	HS Boys Basketball	8,561.07	7,663.00	42,193.67	33,134.51	(9,059.16)	27,002.57	17,943.41
528	HS Cheerleading	10,069.79	750.00	114,203.02	96,166.80	(18,036.22)	51,234.87	33,198.65
529	HS Wrestling	26.99	0.00	16,620.46	12,415.00	(4,205.46)	24,035.89	19,830.43
530	HS Cross Country	0.00	0.00	5,284.20	3,557.19	(1,727.01)	7,255.86	5,528.85
531	HS FBLA	0.00	0.00	7,768.00	1,000.00	(6,768.00)	8,852.41	2,084.41
532	Heuck Memorial Scholarship	0.00	0.00	969.88	2,078.35	1,108.47	816.36	1,924.83
533	HS Speech	0.00	0.00	0.00	0.00	0.00	1,896.47	1,896.47
534	HS Academic Team	0.00	0.00	212.00	98.00	(114.00)	172.31	58.31
535	HS Journalism	2,360.80	336.17	22,706.02	24,660.57	1,954.55	1,296.63	3,251.18
536	HS Soccer	3,372.50	0.00	32,549.27	26,189.25	(6,360.02)	79,518.32	73,158.30
537	HS Field Trips	0.00	840.00	1,026.00	1,766.00	740.00	1,582.75	98 2,322.75
538	HS Football	2,444.08	13,569.60	138,639.98	134,550.27	(4,089.71)	62,975.79	58,886.08
539	HS Special Olympics	0.00	0.00	0.00	0.00	0.00	445.09	445.09
540	HS In & Out	0.00	0.00	299.00	5,669.98	5,370.98	1,704.37	7,075.35
541	HS Industrial Arts	5,243.30	50.00	10,827.11	13,889.00	3,061.89	2,164.32	5,226.21
542	HS Wellness	0.00	289.47	12,108.74	30,886.95	18,778.21	8,558.03	27,336.24
543	HS Girls Track	5,875.68	6,292.00	16,828.64	18,405.00	1,576.36	6,863.99	8,440.35
544	HS Blooms Courtyard	0.00	0.00	0.00	0.00	0.00	540.90	540.90
545	HS Girls Tennis	0.00	0.00	4,457.34	6,018.40	1,561.06	3,080.58	4,641.64
546	HS Media Center	0.00	0.00	9.00	0.00	(9.00)	1,782.25	1,773.25
547	HS Buddies Club	0.00	0.00	280.39	621.00	340.61	388.24	728.85
548	HS Robotics Club	0.00	0.00	7,999.84	12,262.00	4,262.16	3,162.50	7,424.66
549	HS Assessments	2,143.80	192.00	4,148.42	3,264.00	(884.42)	20,160.10	19,275.68
550	HS Community Service Club	0.00	0.00	0.00	0.00	0.00	2,734.57	2,734.57
551	HS Custom Designs	0.00	0.00	343.58	623.20	279.62	1,958.12	2,237.74
552	HS Orchesis Club	50.96	420.60	150.96	2,062.20	1,911.24	3,944.08	5,855.32
553	HS Environmental Club	0.00	0.00	0.00	0.00	0.00	411.50	411.50
554	HS Art Club	369.61	0.00	613.16	916.00	302.84	615.94	918.78
555	HS Boys Lacrosse	0.00	0.00	1,845.00	4,808.80	2,963.80	7,857.81	10,821.61
556	HS Marching Band	1,270.00	140.00	46,209.96	27,489.88	(18,720.08)	28,414.85	9,694.77

Specialized Data Systems, Inc.

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Fund Balance Report

Printed: 4/16/2025 11:55 AM

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
557	HS Culinary Club	0.00	0.00	0.00	0.00	0.00	67.50	67.50
558	HS Fashion Club	294.34	0.00	294.34	15.00	(279.34)	462.81	183.47
559	HS Social Studies Trips	458.84	0.00	458.84	0.00	(458.84)	809.27	350.43
560	HS PBIS Raider Way	0.00	0.00	1,263.99	260.00	(1,003.99)	2,525.70	1,521.71
561	HS Girls Bowling	57.95	0.00	1,016.56	2,652.00	1,635.44	1,943.26	3,578.70
562	HS Girls Swimming	0.00	0.00	7,328.34	8,091.27	762.93	1,726.11	2,489.04
563	HS Fishing Club	869.20	0.00	869.20	1,500.00	630.80	47.73	678.53
564	HS Science Club	41.85	0.00	41.85	0.00	(41.85)	3,222.97	3,181.12
565	HS Hope Squad	0.00	0.00	1,500.00	1,480.00	(20.00)	2,603.89	2,583.89
566	HS Horticulture Club	0.00	40.00	0.00	40.00	40.00	3,294.07	3,334.07
567	HS Orchestra	0.00	660.00	2,005.93	2,835.00	829.07	521.55	1,350.62
568	HS Medical Academy	0.00	0.00	1,186.83	870.00	(316.83)	3,024.82	2,707.99
569	HS Athletic Trainers	0.00	0.00	0.00	0.00	0.00	13.17	13.17
570	HS SES Program	0.00	0.00	105.34	0.00	(105.34)	281.00	175.66
571	HS Girls Lacrosse	0.00	0.00	10,223.25	3,709.60	(6,513.65)	17,936.57	11,422.92
572	HS Autos Club	1,159.09	0.00	2,982.56	2,912.80	(69.76)	2,296.10	2,226.34
573	HS Boys Volleyball	0.00	500.00	938.07	2,567.80	1,629.73	3,134.30	99 4,764.03
574	HS Life Skills	209.86	0.00	285.81	0.00	(285.81)	287.24	1.43
575	HS Job Skills	0.00	0.00	1,294.63	1,439.00	144.37	5,174.24	5,318.61
576	HS Chess Team	0.00	0.00	1,845.10	3,396.00	1,550.90	1,227.20	2,778.10
577	HS Boys Bowling	1,118.48	0.00	4,781.66	5,366.00	584.34	2,784.74	3,369.08
578	HS Boys Tennis	0.00	4,205.40	0.00	4,205.40	4,205.40	476.46	4,681.86
579	HS Boys Swimming	56.00	174.00	1,132.00	1,433.00	301.00	539.44	840.44
598	HS Incubator Pgm	68.50	0.00	1,352.15	6,250.00	4,897.85	37,372.15	42,270.00
599	HS Senior Class Gift	0.00	0.00	0.00	0.00	0.00	1,168.14	1,168.14
701	Martin School Store	735.57	2,031.00	1,592.93	1,411.91	(181.02)	3,422.43	3,241.41
702	Martin Pop	0.00	0.00	0.00	(455.31)	(455.31)	455.31	0.00
704	Martin Art	341.93	0.00	1,743.56	2,521.19	777.63	7,097.71	7,875.34
706	Martin Band	0.00	0.00	1,394.00	3,400.00	2,006.00	3,492.32	5,498.32
709	Martin Fieldtrips	0.00	0.00	6,024.00	3,609.69	(2,414.31)	3,482.05	1,067.74
710	Martin Library	12.00	0.00	12,502.72	13,245.15	742.43	12,685.46	13,427.89
712	Martin Fundraising	0.00	0.00	4,098.56	1,566.10	(2,532.46)	2,537.57	5.11
713	Martin Yearbook	0.00	0.00	268.61	0.00	(268.61)	4,637.34	4,368.73
714	Martin Wellness	1,427.09	0.00	1,427.09	1,394.00	(33.09)	33.09	0.00
740	Martin In & Out	302.72	396.70	2,250.46	2,220.20	(30.26)	681.42	651.16

Specialized Data Systems, Inc.

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Fund Balance Report

Printed: 4/16/2025 11:55 AM

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
		\$105,847.40	\$67,939.52	\$1,289,559.35	\$1,224,825.95	(\$64,733.40)	\$1,021,182.45	\$956,449.05



To: Board of Education and Administration

From: Mark Altmayer, Chief Financial Officer

Date: May 1, 2025

Subject: **Drivers Ed Vehicles – Enterprise Fleet Management**
Committee of the Whole, May 1, 2025
Finance Committee

The High School needs two replacement driver's education vehicles. The two vehicles that will be replaced are 9 and 11 years old respectively and have between 90,000 and 133,000 miles on them.

In an effort to ensure the safety and reliability of these vehicles, as well as improve operational cash flow, Administration is recommending working with Enterprise Fleet Management for the management, purchase and disposal of the District's vehicle fleet (Transportation's Minivans, Operation's & Maintenance vehicles and the High School's driver's Education vehicles).

Enterprise offers a complete fleet management solution that includes the purchase, maintenance, fuel and insurance. However, at this time, we are simply looking to maximize our purchasing power and cash flow by using Enterprise on the management, purchase and disposal of our vehicles. Enterprise leverages their purchasing power to ensure great prices upon delivery and also utilizes the auto auction on all disposals.

Enterprise Fleet Management is a privately-owned family business, owned by the Taylor family out of St. Louis since 1957. Enterprise Fleet Management operates a network of more than 50 fully staffed offices across the country with a fleet size of over 710,000 vehicles. Enterprise provides services to hundreds of public and private schools, colleges, universities, cities, counties and other governmental agencies nationwide. See attached Enterprise Fleet Management brochure.

Enterprise works with the Sourcewell Cooperative and was awarded the contract for the purchase and management of vehicles specifically for governmental agencies nationwide. The Sourcewell contract includes in most situations purchasing of vehicles at less than invoice cost and extremely competitive financing on the lease side. See below.

After working with the High School on their needs, we have selected the Nissan Sentra. Per the Sourcewell Contract, Enterprise can obtain the vehicles for us at invoice less \$2,000. In addition, the finance rate will be the 3-year Treasury Bill plus 350 basis points at time of delivery, currently approximating 7.3%. Administration is recommending an open-ended lease, which is very similar to a normal finance to a residual value. Thus, under an open-ended lease, the benefits and risks of

ownership remain with the District upon completion of payment. The benefits of an open-ended lease include, improved cash flow, no mileage restrictions, no prepayment penalties and retention of ownership rights. Details are as follows:

Nissan Sentra SV

Invoice Cost \$23,348

Incentive (\$2,000)

Depreciation Rate 1.5%

Estimated Monthly Payment per vehicle \$416

Estimated trade-in value on the two current vehicles:

2016 Ford Taurus, 90,000 miles (\$4,838)

2014 Ford Fusion, 133,000 miles (\$2,388)

Attached is the Nissan Sentra Quote and invoice.

Recommendation

Administration recommends the Finance Committee approve the purchase/leasing of the above driver's education vehicles, as presented, at the May 15th Board of education Meeting.



NISSAN NORTH AMERICA, INC.

REGION: 24

UPON PAYMENT OF AMOUNT STATED BELOW FOR THE ACCOUNT OF NISSAN NORTH AMERICA, INC. ALL RIGHTS, TITLE & INTEREST TO MERCHANDISE DESCRIBED IN THIS INVOICE IS ASSIGNED TO:

INVOICE NO: 879790915

DATE: 03/30/2025

CONTACT: (847) 680-8000

LIBERTY IMPORT CENTER
920 S MILWAUKEE AVE
LIBERTYVILLE IL 60048

BANK OF AMERICA
1355 WINDWARD CONCOURSE
ALPHARETTA GA 30005
GA7-903-03-38

LIBERTY IMPORT CENTER
920 S MILWAUKEE AVE
LIBERTYVILLE IL 60048

DEALER NO.	CUSTOMER ORDER NO.	TYPE	SHIP VIA	SHIP FROM	DRAFT NO.	TERMS	PAGE
3076	ZM77378	E*		SMYRNA	624628	DRAFT	1

ITEM	ORDERED	SHIPPED	BACK ORD	PART NUMBER	DESCRIPTION	SUGGESTED	DISC CODE	NET PRICE	AMOUNT
	YEAR	VEHICLE I.D.	NUMBER	ENGINE NO.		LIST PRICE		COLOR	
001	25 FED VIN:	12115 3N1AB8CV7SY	-320898 320898	MR20	SENTRA SV CVT	22,290.00		FRESH POWD QM1G	21,177.00
				G01 MYC	MID-YEAR CHANGE	0.00			0.00
				B92 SGD	SPLASH GUARDS, BO	245.00			210.00
				B93 BUM	CLEAR REAR BUMPER	80.00			69.00
				L92 FLO	CARPETED FLOOR MA	280.00			240.00
				N94 SIL	DOOR SILL PLATES	90.00			77.00
					SUB TOTAL	22,985.00			21,773.00
					DESTINATION AND HANDLING CHARGE	1,140.00			1,140.00
					MARKETING ASSESSMENT				435.00
					TOTAL MSRP	24,125.00			
					THIS AMOUNT DUE				23,348.00

50 STATE EMISSIONS EQUIPPED VEHICLE. MAY BE SOLD AND REGISTERED AS NEW VEHICLE IN ANY STATE OF THE U.S.

INVOICE PRICES ARE SUBJECT TO ANY ADJUSTMENT REQUIRED BY U.S GOVERNMENT REGULATION.

INVOICE MAY NOT REFLECT DEALER'S ULTIMATE VEHICLE COST DUE TO ALLOWANCES, DISCOUNTS, COLLECTIONS, REBATES, HOLDBACK, INCENTIVES, ETC.

SEE INFORMATION AND DISCLOSURES ON ORIGINAL INVOICE.

PAYMENT DUE UPON TRUCK SHIPMENT TO DEALER [AT YARD EXIT] PER WHOLESALE FINANCING ARRANGEMENTS IN EFFECT AT TENDER TO CARRIER.

KEYCODE:

COLLECTIONS:

HB: 208.00

DEALER ASSUMES DAMAGE AND LIABILITY RISK AND TRANSPORTATION EXPENSE ON DELIVERY TO COMMON CARRIER, DEALER OR DEALER'S AGENT AT DISTRIBUTOR WAREHOUSE OR DOCK. CARRIER SELECTED BY DISTRIBUTOR UNLESS SPECIAL ARRANGEMENTS MADE BY DEALER. SECURITY TITLE MAY BE RETAINED. THIS INVOICE DOES NOT REFLECT THE ACTUAL COST TO THE DEALER. IT INCLUDES HOLDBACK (HB), FINANCING ASSISTANCE (FA), AND MAY INCLUDE ADVERTISING/PROMOTION/MARKETING FUNDS (MA). IT DOES NOT REFLECT ALLOWANCES AND FUNDS MAY BE RETURNED OR PAID TO THE DEALER IN SOME MANNER, IN WHOLE OR IN PART, DIRECTLY OR INDIRECTLY.

REFERENCE YOUR TRANSPORTATION CLAIMS MANUAL OR BILL OF LADING FOR DAMAGE CODE DEFINITIONS.

Prepared For: Huntley Community School District 158

Date 04/25/2025
AE/AM JeJ

Unit #
Year 2025 **Make** Nissan **Model** Sentra
Series SV 4dr Sedan

Vehicle Order Type In-Stock **Term** 60 **State** IL **Customer#** 651742

\$ 21,348.00	Capitalized Price of Vehicle ¹
\$1,368.12 *	License and Certain Other Charges <u>6.5000%</u> State <u>IL</u>
\$ 251.00 *	Initial License Fee
\$ 0.00	Registration Fee
\$ 0.00	Other: (See Page 2)
\$ 0.00	Capitalized Price Reduction
\$ 0.00	Gain Applied From Prior Unit
\$ 0.00 *	Security Deposit
\$0.00	Taxes

All language and acknowledgments contained in the signed quote apply to all vehicles that are ordered under this signed quote.

Order Information

Driver Name	
Exterior Color (0 P) Fresh Powder	
Interior Color (0 I) Charcoal w/Upgraded Cloth Seat Trim	
Lic. Plate Type Unknown	
GVWR 0	

\$ 21,348.00	Total Capitalized Amount (Delivered Price)
\$ 320.22	Depreciation Reserve @ <u>1.5000%</u>
\$ 96.39	Monthly Lease Charge (Based on Interest Rate - Subject to a Floor) ²

\$ 416.61 Total Monthly Rental Excluding Additional Services

Additional Fleet Management

\$ 0.00	Master Policy Enrollment Fees
\$ 0.00	Commercial Automobile Liability Enrollment
	Liability Limit <u>\$0.00</u>
\$ 0.00	Physical Damage Management
\$ 0.00	Full Maintenance Program ³ Contract Miles <u>0</u>
	Incl: # Brake Sets (1 set = 1 Axle) <u>0</u>

Comp/Coll Deductible	<u>0 / 0</u>
OverMileage Charge	<u>\$ 0.00</u> Per Mile
# Tires <u>0</u>	Loaner Vehicle Not Included

\$ 0.00 Additional Services SubTotal

\$ 0.00 Tax 0.0000% **State** IL

\$ 416.61 Total Monthly Rental Including Additional Services

\$ 2,134.80	Reduced Book Value at <u>60</u> Months
\$ 400.00	Service Charge Due at Lease Termination

Quote based on estimated annual mileage of 10,000
(Current market and vehicle conditions may also affect value of vehicle)
(Quote is Subject to Customer's Credit Approval)

Notes

Enterprise FM Trust will be the owner of the vehicle covered by this Quote. Enterprise FM Trust (not Enterprise Fleet Management) will be the Lessor of such vehicle under the Master Open - End (Equity) Lease Agreement and shall have all rights and obligations of the Lessor under the Master Open - End (Equity) Lease Agreement with respect to such vehicle. Lessee must maintain insurance coverage on the vehicle as set forth in Section 11 of the Master Open-End (Equity) Lease Agreement until the vehicle is sold.

ALL TAX AND LICENSE FEES TO BE BILLED TO LESSEE AS THEY OCCUR.

Lessee hereby authorizes this vehicle order, and agrees to lease the vehicle on the terms set forth herein and in the Master Equity Lease Agreement. In the event Lessee fails or refuses to accept delivery of the ordered vehicle, Lessee agrees that Lessor shall have the right to collect damages, including, but not limited to, a \$500 disposal fee, interest incurred, and loss of value.

LESSEE Huntley Community School District 158

BY _____ **TITLE** _____ **DATE** _____

* INDICATES ITEMS TO BE BILLED ON DELIVERY.

¹ Capitalized price of vehicle may be adjusted to reflect final manufacturer's invoice, plus a pre delivery interest charge. Lessee hereby assigns to Lessor any manufacturer rebates and/or manufacturer incentives intended for the Lessee, which rebates and/or incentives have been used by Lessor to reduce the capitalized price of the vehicle.

² Monthly lease charge will be adjusted to reflect the interest rate on the delivery date (subject to a floor).

³ The inclusion herein of references to maintenance fees/services are solely for the administrative convenience of Lessee. Notwithstanding the inclusion of such references in this [Invoice/Schedule/Quote], all such maintenance services are to be performed by Enterprise Fleet Management, Inc., and all such maintenance fees are payable by Lessee solely for the account of Enterprise Fleet Management, Inc., pursuant to that certain separate [Maintenance Agreement] entered into by and between Lessee and Enterprise Fleet Management, Inc.; provided that such maintenance fees are being billed by Enterprise FM Trust, and are payable at the direction of Enterprise FM Trust, solely as an authorized agent for collection on behalf of Enterprise Fleet Management, Inc.

Other Totals

Description	(B)illed or (C)apped	Price
Initial Administration Fee	B	\$ 299.00
Courtesy Delivery Fee	C	\$ 0.00
Total Other Charges Billed		\$ 299.00
Total Other Charges Capitalized		\$ 0.00
Other Charges Total		\$ 299.00

VEHICLE INFORMATION:

2025 Nissan Sentra SV 4dr Sedan - US

Series ID: 12115

Pricing Summary:

	INVOICE	MSRP
Base Vehicle	\$21,177	\$22,290.00
Total Options	\$596.00	\$695.00
Destination Charge	\$1,140.00	\$1,140.00
Total Price	\$22,913.00	\$24,125.00

SELECTED COLOR:

Exterior: QM1-(0 P) Fresh Powder
 Interior: G-(0 I) Charcoal w/Upgraded Cloth Seat Trim

SELECTED OPTIONS:

CODE	DESCRIPTION	INVOICE	MSRP
B92	Body Colored Splash Guards (4-Piece)	\$210.00	\$245.00
B93	Clear Rear Bumper Protector	\$69.00	\$80.00
G_01	(0 I) Charcoal w/Upgraded Cloth Seat Trim	NC	NC
L92	Carpeted Floor Mats w/Trunk Mat	\$240.00	\$280.00
N94	Door Sill Plates	\$77.00	\$90.00
PAINT	Monotone Paint Application	STD	STD
QM1_02	(0 P) Fresh Powder	NC	NC
STDEN	Engine: 2.0L DOHC I-4	STD	STD
STDRD	Radio: AM/FM w/RDS/MP3/Aux-In	STD	STD
STDST	Front Bucket Seats	STD	STD
STDTM	Upgraded Cloth Seat Trim	STD	STD
STDTN	Transmission: Xtronic Continuously Variable (CVT)	STD	STD
STDTR	Tires: 205/60R16 All-Season	STD	STD
STDWL	Wheels: 16" Alloy	STD	STD

CONFIGURED FEATURES:

Body Exterior Features:

Number Of Doors 4
Rear Cargo Door Type: trunk
Driver And Passenger Mirror: power remote manual folding side-view door mirrors
Door Handles: body-coloured
Front And Rear Bumpers: body-coloured front and rear bumpers
Rear Bumper Insert: body-coloured rear bumper insert
Front Mud Flaps: front and rear mud flaps
Body Material: fully galvanized steel body material
Grille: black w/chrome accents grille

Convenience Features:

Air Conditioning manual air conditioning
Air Filter: air filter
Cruise Control: cruise control with steering wheel controls, adaptive
Trunk/Hatch/Door Remote Release: power cargo access remote release
Fuel Remote Release: mechanical fuel remote release
Power Windows: power windows with driver 1-touch down
Remote Keyless Entry: yes remote keyless entry
Illuminated Entry: illuminated entry
Integrated Key Remote: integrated key/remote
Auto Locking: auto-locking doors
Passive Entry: Intelligent Key proximity key
Valet Key: valet function
Trunk FOB Controls: keyfob trunk/hatch/door release
Steering Wheel: steering wheel with manual tilting, manual telescoping
Day-Night Rearview Mirror: day-night rearview mirror
Driver and Passenger Vanity Mirror: auxiliary driver and passenger-side visor mirrors
Front Cupholder: front and rear cupholders
Floor Console: full floor console with covered box
Overhead Console: mini overhead console with storage
Glove Box: glove box
Driver Door Bin: driver and passenger door bins
Rear Door Bins: rear door bins
Seatback Storage Pockets: 1 seatback storage pockets
IP Storage: bin instrument-panel storage
Driver Footrest: driver's footrest
Retained Accessory Power: retained accessory power
Power Accessory Outlet: 1 12V DC power outlet

Entertainment Features:

radio SiriusXM AM/FM/Satellite with seek-scan
Radio Data System: radio data system
Voice Activated Radio: voice activated radio
Speed Sensitive Volume: speed-sensitive volume
Steering Wheel Radio Controls: steering-wheel mounted audio controls
Speakers: 8 speakers
1st Row LCD: 2 1st row LCD monitor
Wireless Connectivity: wireless phone connectivity
Antenna: window grid antenna

Lighting, Visibility and Instrumentation Features:

Headlamp Type delay-off reflector halogen headlamps
Internally Adjustable Headlamps: manual-leveling headlights
Auto-Dimming Headlights: High Beam Assist (HBA) auto high-beam headlights
Front Wipers: variable intermittent wipers
Rear Window Defroster: rear window defroster
Tinted Windows: light-tinted windows
Dome Light: dome light with fade

Front Reading Lights: front reading lights
Ignition Switch: ignition switch light
Variable IP Lighting: variable instrument panel lighting
Display Type: analog appearance
Tachometer: tachometer
Exterior Temp: outside-temperature display
Low Tire Pressure Warning: tire specific low-tire-pressure warning
Park Distance Control: rear parking sensors
Trip Computer: trip computer
Trip Odometer: trip odometer
Lane Departure Warning: lane departure
Blind Spot Sensor: blind spot
Front Pedestrian Braking: front pedestrian detection
Forward Collision Alert: forward collision
Water Temp Gauge: water temp. gauge
Clock: digital clock
Systems Monitor: driver information centre
Rear Vision Camera: rear vision camera
Oil Pressure Warning: oil-pressure warning
Battery Warning: battery warning
Lights On Warning: lights-on warning
Key in Ignition Warning: key-in-ignition warning
Low Fuel Warning: low-fuel warning
Low Washer Fluid Warning: low-washer-fluid warning
Door Ajar Warning: door-ajar warning
Brake Fluid Warning: brake-fluid warning

Safety And Security:

ABS four-wheel ABS brakes
Number of ABS Channels: 4 ABS channels
Brake Assistance: brake assist
Brake Type: four-wheel disc brakes
Vented Disc Brakes: front ventilated disc brakes
Spare Tire Type: compact spare tire
Spare Tire Mount: spare tire mounted inside under cargo
Driver Front Impact Airbag: driver and passenger front-impact airbags
Driver Side Airbag: seat-mounted driver and passenger side-impact airbags
Overhead Airbag: curtain 1st and 2nd row overhead airbag
Knee Airbag: knee airbag
Rear Side Airbag: rear side-impact-impact airbag
Occupancy Sensor: front passenger airbag occupancy sensor
Height Adjustable Seatbelts: height adjustable front seatbelts
Seatbelt Pretensioners: front and rear seatbelt pre-tensioners
3Point Rear Centre Seatbelt: 3 point rear centre seatbelt
Side Impact Bars: side-impact bars
Rear Child Safety Locks: rear child safety locks
Ignition Disable: immobilizer
Security System: security system
Panic Alarm: panic alarm
Electronic Stability: electronic stability
Traction Control: ABS and driveline traction control
Front and Rear Headrests: manual adjustable front head restraints
Rear Headrest Control: 3 rear head restraints

Seats And Trim:

Seating Capacity max. seating capacity of 5
Front Bucket Seats: front bucket seats
Number of Driver Seat Adjustments: 6-way driver and passenger seat adjustments
Reclining Driver Seat: manual reclining driver and passenger seats
Driver Height Adjustment: manual height-adjustable driver and passenger seats
Driver Fore/Aft: manual driver and passenger fore/aft adjustment

Front Centre Armrest Storage: front centre armrest
Rear Seat Type: rear 60-40 split-bench seat
Rear Folding Position: rear seat fold-forward seatback
Leather Upholstery: premium cloth front and rear seat upholstery
Door Trim Insert: cloth door panel trim
Headliner Material: full cloth headliner
Floor Covering: full carpet floor covering
Shift Knob Trim: urethane shift knob
Floor Mats: carpet front and rear floor mats
Interior Accents: chrome/metal-look interior accents
Cargo Space Trim: carpet cargo space
Trunk Lid: carpet trunk lid/rear cargo door
Cargo Mats: carpet cargo mat
Cargo Light: cargo light

Standard Engine:

Engine 149-hp, 2.0-liter I-4 (regular gas)

Standard Transmission:

Transmission 2-speed CVT w/ OD



FLEET MANAGEMENT





POWER OF
ENTERPRISE
DELIVERS
BENEFITS TO OUR
CLIENTS

MORE VEHICLES

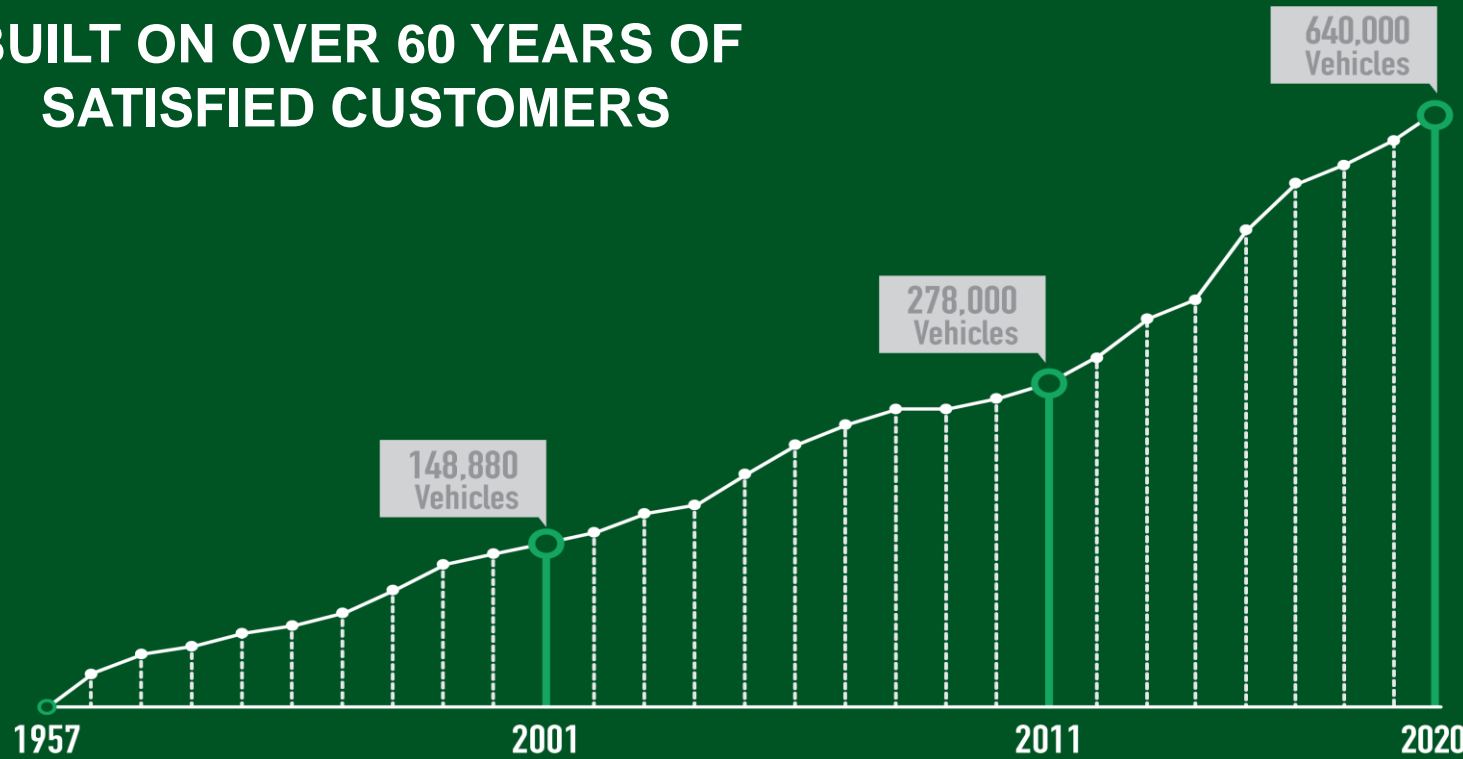
LOCAL TEAM

EXPERTISE

BUYING POWER



STRUCTURAL STRENGTH BUILT ON OVER 60 YEARS OF SATISFIED CUSTOMERS



2,000+

Government Customers

150,000+

112

Government Vehicles Managed

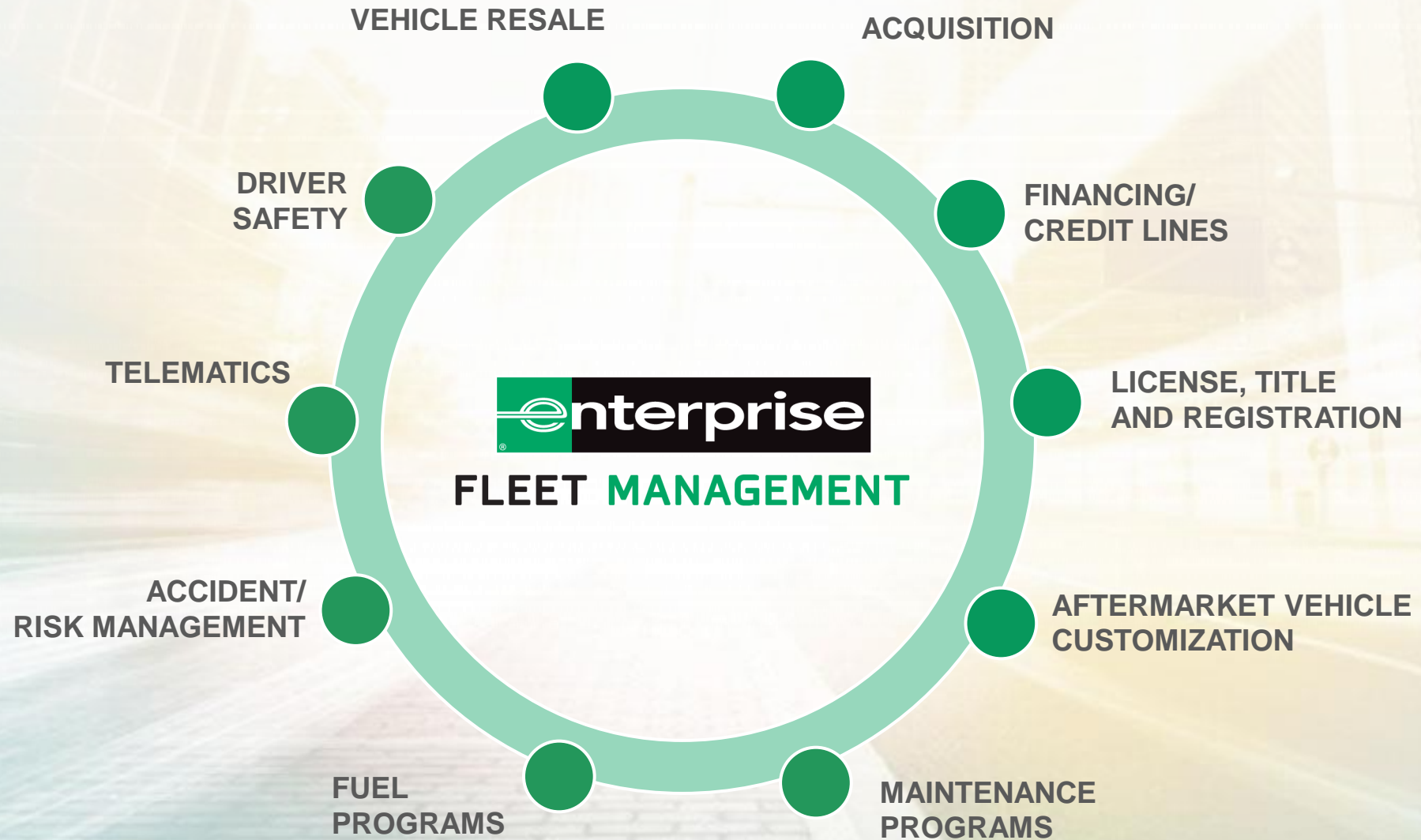
65,000+

Government Vehicles Leased

REFERENCES



DELIVERING SOLUTIONS. DRIVING RESULTS.





Factory Ordering



Infrastructure On Stock



Incentive Strategy



Order Timing



Aftermarket Process & Logistics

Vehicle Selection

- Model lowest cost of ownership (TCO) with maximum field efficiency and satisfaction
- Establish fleet ID numbers with all manufacturers to track purchase history and negotiate incentives 115
- Satisfy immediate needs with dealer inventory Proactively plan for MY2025 to put District 158 in best position to fulfill all vehicle needs
- Ability to consult on emerging technologies (ex. EV's)

\$50,000 Vehicle

1
Option

Pay-Cash

\$50,000 in Year 1



2
Option

Finance

\$10,000 in Each Year



3
Option

Open- End Lease

\$7,000 in Each Year ¹¹⁶



MY2025 LINE UP CENTS PER MILE



FLEET MANAGEMENT



	2025 Nissan Kicks S 4dr Front-Wheel Drive 21115	2025 Chevrolet Trax LS 4dr Front-Wheel Drive 1TR58	2025 Toyota Corolla Cross L 4dr Front-Wheel Drive 6301	2025 Nissan Altima S 4dr Front-Wheel Drive Sedan 13115	2025 Hyundai Kona SE 4dr Front-Wheel Drive Q1402F45	2025 Ford Escape Active 4dr Front-Wheel Drive U0G
Vehicle Type	SUV	SUV	SUV	Full-Size Sedan	SUV	SUV
Engine	2.0L DOHC 4-Cylinder	1.2L Ecotec Turbo DOHC DI w/VVT	2.0L Dynamic Force 4-Cylinder DOHC 16-Valve	2.5L DOHC 16-Valve 4-Cylinder	2.0L DOHC 16-Valve I-4-Cylinder DCVVT	1.5L EcoBoost
EPA MPG City	28	28	31	27	29	27
EPA MPG Highway	35	32	33	39	34	34
Acquisition Cost	\$21,428	\$20,907	\$23,858	\$24,201	\$24,080	\$28,479
Total Actual Depreciation	\$11,011	\$10,863	\$11,437	\$12,003	\$13,110	\$15,703
Total Fuel Cost	\$5,597	\$5,879	\$5,509	\$5,340	\$5,597	\$5,782
Total Maintenance Cost	\$5,017	\$5,017	\$5,017	\$4,769	\$5,017	\$5,017
Monthly Depreciation	\$321.42	\$313.61	\$357.87	\$363.02	\$361.20	\$427.19
Monthly Management Fee	\$21.43	\$20.91	\$23.86	\$24.20	\$24.08	\$28.48
Monthly Interest	\$73.87	\$72.13	\$81.98	\$83.12	\$82.72	\$97.39
Monthly Use Tax	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Monthly Payment with Tax	\$416.72	\$406.64	\$463.71	\$470.34	\$468.00	\$553.05
Lease Term	60 Months	60 Months	60 Months	60 Months	60 Months	60 Months
Holding Period	5 Years	5 Years	5 Years	5 Years	5 Years	5 Years
Annual Mileage	10,000	10,000	10,000	10,000	10,000	10,000
Cost Per Mile	\$0.60	\$0.60	\$0.61	\$0.62	\$0.65	\$0.73
RBV at Term	\$2,143	\$2,091	\$2,386	\$2,420	\$2,408	\$2,848
Expected Sales Price at Holding End	\$10,417	\$10,044	\$12,421	\$12,198	\$10,970	\$12,776
Estimated Equity at Term	\$8,274	\$7,953	\$10,035	\$9,778	\$8,562	\$9,928

OPERATING EXPENSES

Fixed Maintenance

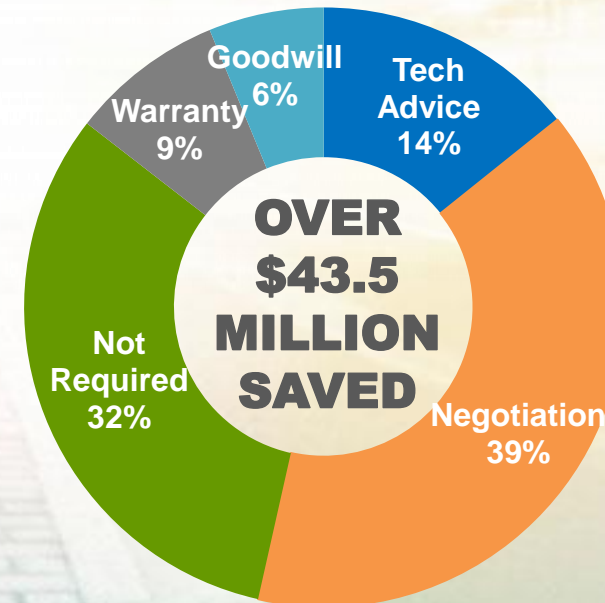
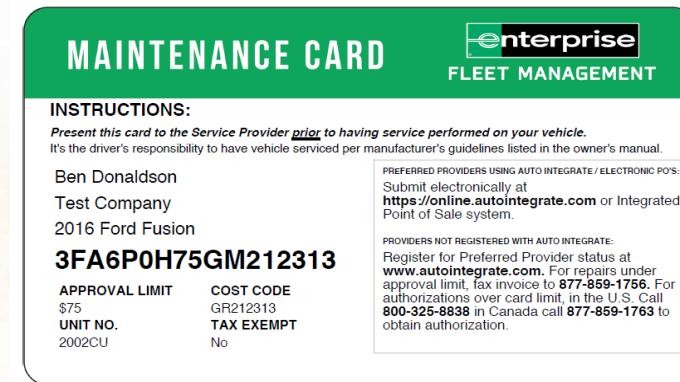


Maintenance

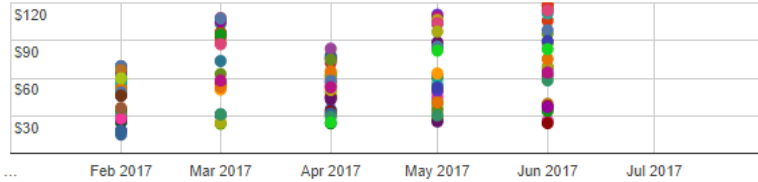
- Fixed monthly rate
- Access to any repair shop of your choice
- Included all Maintenance: Preventative, Repairs, Tires, Brakes and Major Repairs
- Includes: 24/7 Roadside, all major and minor repairs

EFM Fuel Card

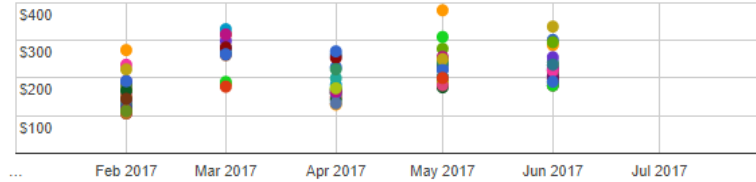
- Track and enforce fleet policy
- Purchase controls: abuse/unauthorized purchases
- 24/7 online account management



MONTHLY FUEL SPEND OUTLIERS (80%)



MONTHLY FUEL SPEND OUTLIERS (120%)



ALERTS

- LACY61 Oil change due in 30 days
- LACW18 Oil change due in 30 days
- LAHF68 Oil change due now
- LAHR69 Oil change due is past due

[see all alerts >](#)

MONTHLY FUEL SUMMARY

JULY 2017

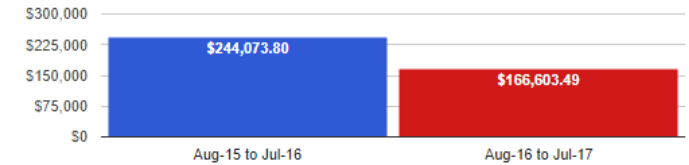
Spent on Fuel	\$4,459.67
Spent on Other	\$0.00
Total Spent	\$4,459.67
Total Gallons	1898.757
Active Cards	56

MONTHLY FUEL SUMMARY BY GRADE

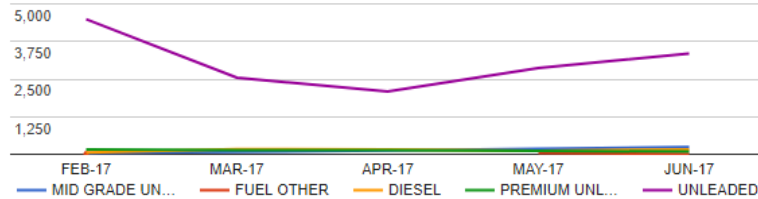
JULY 2017

Grade	Avg Price/Gal.	Spent	Gallons Purchased
DIESEL	\$2.40	\$81.48	33.984
FUEL OTHER	\$3.24	\$43.72	13.513
MID GRADE UNLEADED	\$2.51	\$246.37	98.083
PREMIUM UNLEADED	\$2.98	\$136.88	45.927
UNLEADED	\$2.31	\$3,951.22	1707.27

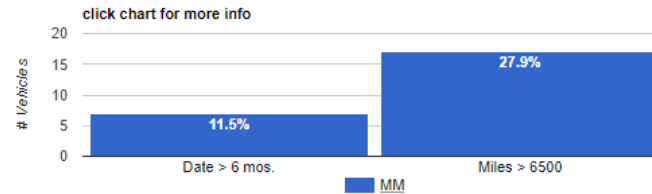
YEAR OVER YEAR FUEL TOTAL SPEND



MONTHLY FUEL GALLONS BY FUEL GRADE

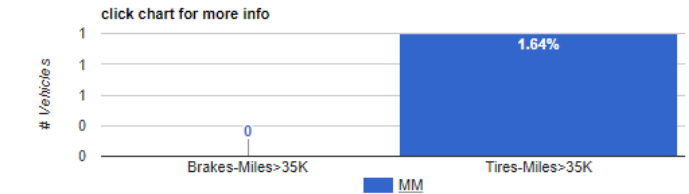


OIL CHANGE OUTLIERS



BRAKES & TIRES OUTLIERS

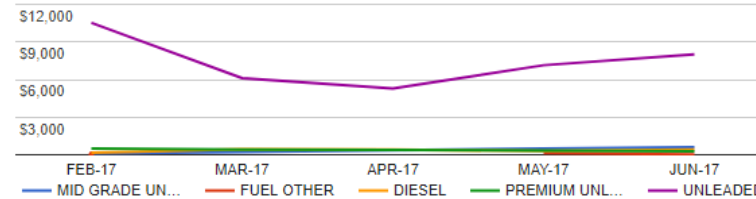
119



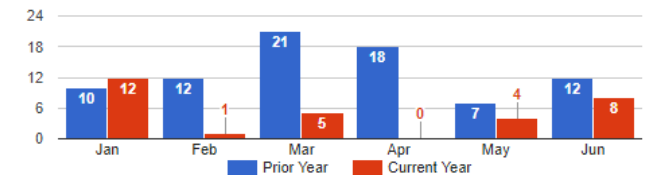
FLEET MIX



MONTHLY FUEL SPEND BY FUEL GRADE



CITATIONS - TOTAL COUNT



VEHICLE DISPOSAL

600 DEDICATED
REMARKETING EMPLOYEES

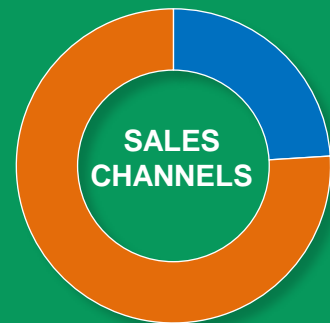


150 REMARKETING
LOTS IN NORTH AMERICA

IN 2024,
ENTERPRISE
**SOLD MORE THAN
1,000,000
VEHICLES**

120

AT AN AVERAGE OF
**10% ABOVE
BLACK BOOK'S
(CVI).**



■ AUCTION 15%
■ DIRECT TO DEALER 85%

19,000+
UNIQUE BUYERS



ANNUAL CLIENT REVIEW EXAMPLE

» VEHICLE RESALE OVERVIEW - OPEN END (EQUITY) LEASES

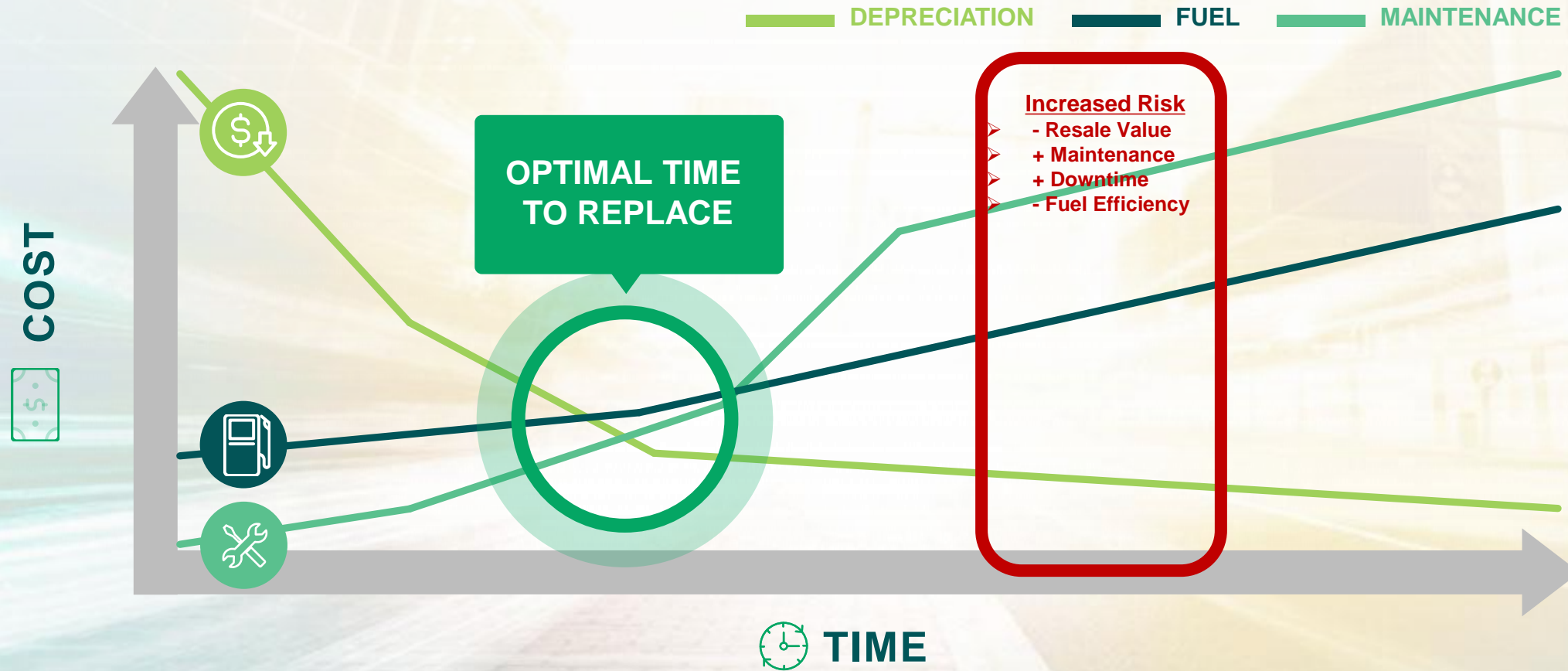
	Current Period	Prior Period	% Change
Number of Vehicles Sold	11	7	57.14% ↑
Average Months in Service	57.6	38.1	51.18% ↑
Average Ending Odometer	68,512	48,561	41.08% ↑
Average Days to Sell	27.18	19.14	42.01% ↑
Average Sale Price	\$16,927.27	\$23,521.43	28.03% ↓
Total Gain/Loss	\$176,998.92	\$118,511.62	49.35% ↑
Average Gain/Loss	\$16,090.81	\$16,930.23	4.96% ↓
% of Industry Benchmark	108.33%	111.40%	2.76% ↓
Average Condition Impact	\$731.82	\$250.00	192.73% ↑
Average Transport/Misc	\$101.82	\$100.00	1.82% ↑
Average Effective Depreciation	\$10,583.29	\$5,105.68	107.28% ↑

Customer Directed and Total Loss units are not included.

Effective Depreciation: \$184

EFFECTIVE VEHICLE LIFECYCLE

Determining the right time to replace vehicles



Simple Cost Per Mile: Based on one 3/4 Ton truck, 8k Annual Miles

Annual Miles	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000
Total Miles	8,000	16,000	24,000	32,000	40,000	48,000	56,000	64,000	72,000	80,000	
Term	12	24	36	48	60	72	84	96	108	120	
Maint Per Mile	\$0.05	\$0.07	\$0.09	\$0.11	\$0.13	\$0.15	\$0.17	\$0.19	\$0.21	\$0.23	
Miles Per Gallon	15	15	15	15	14	14	14	14	13	13	
Cost of Fuel	\$3.50	\$3.50	\$3.50	\$3.50	\$3.50	\$3.50	\$3.50	\$3.50	\$3.50	\$3.50	
Cost Components	1 Yr. Hold	2 Yr. Hold	3 Yr. Hold	4 Yr. Hold	5 Yr. Hold	6 Yr. Hold	7 Yr. Hold	8 Yr. Hold	9 Yr. Hold	10 Yr. Hold	
Delivered Cost	\$55,000	\$55,000	\$55,000	\$55,000	\$55,000	\$55,000	\$55,000	\$55,000	\$55,000	\$55,000	
Time In Months	12	24	36	48	60	72	84	96	108	120	
Total Depreciation	\$4,583	\$2,292	\$1,528	\$1,146	\$917	\$764	\$655	\$573	\$509	\$458	
Monthly Maintenance	\$33	\$47	\$60	\$73	\$87	\$100	\$95	\$105	\$125	\$140	
Monthly Fuel Cost	\$156	\$156	\$156	\$156	\$167	\$167	\$167	\$167	\$179	\$179	
Total Monthly Operational Cost	\$189	\$202	\$216	\$229	\$253	\$267	\$262	\$272	\$304	\$319	
Estimated Resale Value	\$45,000	\$40,000	\$35,000	\$30,000	\$25,000	\$17,000	\$10,000	\$5,000	\$2,500	\$1,000	123
Estimated Equity Per Month	\$3,750	\$1,667	\$972	\$625	\$417	\$236	\$119	\$52	\$23	\$8	
Monthly Cost with Resale	\$1,022	\$827	\$771	\$750	\$753	\$794	\$797	\$793	\$791	\$769	
Effective Cost per Mile	\$1.53	\$1.24	\$1.16	\$1.12	\$1.13	\$1.19	\$1.20	\$1.19	\$1.19	\$1.15	



FLEET MANAGEMENT

Jenny Jochheim

(630) 621-5250

Jennifer.L.Jochheim@efleets.com



Huntley Community School District 158

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

To: Board of Education and Administration

From: Mark Altmayer, Chief Financial Officer

Date: May 1, 2025

Subject: **Purchase Order Summary**
 Committee of the Whole Meeting, May 1, 2025
 Finance Committee

The following is an executive summary of the attached report titled “Purchase Orders” which is a listing of purchase orders issued from April 11, 2025 to April 25, 2025 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	\$	658,016.93
Operations & Maintenance Fund		16,922.39
Debt Service Fund		0.00
Transportation Fund		141,864.72
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>816,804.04</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 recommend the Board of Education approve the Purchase Order Report at the May 15, 2025 Regular Board of Education meeting.



Huntley Community School District 158

P.O. Summary by Vendor (Custom)

From: 4/11/2025 to 4/24/2025

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P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
A Parts Warehouse					
20252703	40-2554-410-00-79	Fleet Supplies	04/24/2025	91.50	40-2554-410-00-79
20252703			04/24/2025	0.00	
20252701			04/24/2025	0.00	
20252702			04/24/2025	0.00	
20252701	40-2554-410-00-79	Fleet Supplies	04/24/2025	854.78	40-2554-410-00-79
20252702	40-2554-410-00-79	Fleet Supplies	04/24/2025	375.36	40-2554-410-00-79
			Total	\$1,321.64	
Accurate Translation Bureau					
20252645	10-1200-310-92-79-600-14	IDEA General Purchased Service	04/17/2025	627.31	10-1200-310-92-79-600-14
			Total	\$627.31	126
Allstar Drapery & Window Treatment Co					
20252699	10-1120-323-00-72-220-13	Repairs Marlowe	04/24/2025	1,520.00	10-1120-323-00-72-220-13
			Total	\$1,520.00	
Apple Inc					
20252653	10-1130-410-00-71-300-13	Inst Supplies HS	04/17/2025	324.00	10-1130-410-00-71-300-13
20252653	10-2660-490-00-79-600-14	Inventoriable Equipment Tech	04/17/2025	1,224.00	10-2660-490-00-79-600-14
			Total	\$1,548.00	
Associated Electrical Contractors					
20252686	10-2560-323-00-71-300-13	Cafe Repairs HS	04/22/2025	780.00	10-2560-323-00-71-300-13
20252655			04/22/2025	0.00	
20252655	40-2552-590-00-79	EV Bus Power Station	04/22/2025	29,100.00	40-2552-590-00-79
20252686			04/22/2025	0.00	
			Total	\$29,880.00	
Auto Tech Centers Inc					
20252599	20-2545-323-00-79-600-14	Vehicle Repairs & Maintenance	04/15/2025	75.90	20-2545-323-00-79-600-14
20252704			04/24/2025	0.00	



Huntley Community School District 158

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P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
20252704	40-2550-323-00-79	Repairs and Maintenance	04/24/2025	75.90	40-2550-323-00-79
20252599			04/15/2025	0.00	
			Total	\$151.80	
Benchmark Education Company					
20252656	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	04/22/2025	1,815.00	10-2212-310-00-79-505-14
20252656	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	04/22/2025	1,815.00	10-2212-310-00-79-505-14
20252656	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	04/22/2025	1,485.00	10-2212-310-00-79-505-14
20252656	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	04/22/2025	511.50	10-2212-310-00-79-505-14
			Total	\$5,626.50	
BMO Mastercard					
20252607	10-158	Activity Funds	04/14/2025	111.60	10-120
20252607	10-158	Activity Funds	04/14/2025	111.60	10-120
20252607	10-158	Activity Funds	04/14/2025	111.60	10-120
20252615	10-1120-410-00-74-210-13	Inst Supplies Heineman	04/14/2025	12.58	10-1120-410-00-74-210-13
20252615	10-158	Activity Funds	04/14/2025	146.71	10-120
20252615	10-158	Activity Funds	04/14/2025	175.48	10-120
20252615	10-1120-410-13-74-210-08	Heineman Science Supplies 8	04/14/2025	38.22	10-1120-410-13-74-210-08
20252615	10-1120-410-13-74-210-08	Heineman Science Supplies 8	04/14/2025	11.96	10-1120-410-13-74-210-08
20252615	10-2410-410-00-74-210-13	Office Supplies Heineman	04/14/2025	29.45	10-2410-410-00-74-210-13
20252615	10-1120-410-13-74-210-07	Heineman Science Supplies 7	04/14/2025	207.23	10-1120-410-13-74-210-07
20252610	10-1130-410-67-71-300-13	PLTW Supplies 6-12	04/14/2025	(79.18)	10-1130-410-67-71-300-13
20252607	10-158	Activity Funds	04/14/2025	65.34	10-120
20252610	10-1800-410-82-79-605-14	TBE/TPI Instructional Supplies	04/14/2025	170.88	10-1800-410-82-79-605-14
20252615	10-158	Activity Funds	04/14/2025	41.98	10-120
20252610	10-2210-390-82-79-605-14	T Bilingual Impr Inst Services	04/14/2025	727.90	10-2210-390-82-79-605-14
20252610	10-1130-410-67-71-300-13	PLTW Supplies 6-12	04/14/2025	29.04	10-1130-410-67-71-300-13
20252610	10-1130-410-67-71-300-13	PLTW Supplies 6-12	04/14/2025	447.48	10-1130-410-67-71-300-13
20252610	10-1800-410-82-79-605-14	TBE/TPI Instructional Supplies	04/14/2025	126.95	10-1800-410-82-79-605-14
20252610	10-1130-410-67-71-300-13	PLTW Supplies 6-12	04/14/2025	(150.03)	10-1130-410-67-71-300-13
20252607	10-158	Activity Funds	04/14/2025	111.60	10-120
20252610	10-1130-410-67-71-300-13	PLTW Supplies 6-12	04/14/2025	28.99	10-1130-410-67-71-300-13

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Huntley Community School District 158

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P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
20252608	10-158	Activity Funds	04/14/2025	483.10	10-120
20252607	10-158	Activity Funds	04/14/2025	419.89	10-120
20252607	10-158	Activity Funds	04/14/2025	322.37	10-120
20252607	10-158	Activity Funds	04/14/2025	111.60	10-120
20252607	10-158	Activity Funds	04/14/2025	111.60	10-120
20252607	10-158	Activity Funds	04/14/2025	111.60	10-120
20252610	10-1130-410-67-71-300-13	PLTW Supplies 6-12	04/14/2025	234.22	10-1130-410-67-71-300-13
20252617	10-158	Activity Funds	04/14/2025	369.37	10-120
20252607	10-158	Activity Funds	04/14/2025	356.59	10-120
20252615	10-1120-410-00-74-210-13	Inst Supplies Heineman	04/14/2025	23.99	10-1120-410-00-74-210-13
20252607	10-158	Activity Funds	04/14/2025	26.56	10-120
20252689	10-2310-410-00-74-500-14	Supplies Board	04/23/2025	74.49	10-2310-410-00-74-500-14
20252617	10-1110-410-35-72-120-13	Band Supplies Martin	04/14/2025	67.96	10-1110-410-35-72-120-13
20252617	10-1110-410-35-72-120-13	Band Supplies Martin	04/14/2025	405.16	10-1110-410-35-72-120-13
20252617	10-1110-410-35-72-120-13	Band Supplies Martin	04/14/2025	89.42	10-1110-410-35-72-120-13
20252607	10-158	Activity Funds	04/14/2025	39.52	10-120
20252617	10-2410-410-00-72-120-13	Office Supplies Martin	04/14/2025	120.46	10-2410-410-00-72-120-13
20252607	10-158	Activity Funds	04/14/2025	24.65	10-120
20252617	10-1110-410-00-72-120-13	Inst Supplies Martin	04/14/2025	448.92	10-1110-410-00-72-120-13
20252617	10-1110-410-00-72-120-13	Inst Supplies Martin	04/14/2025	188.00	10-1110-410-00-72-120-13
20252617	10-158	Activity Funds	04/14/2025	9.75	10-120
20252617	10-2213-415-00-72-120-13	Martin Staff Devel Supplies	04/14/2025	215.71	10-2213-415-00-72-120-13
20252618	10-158	Activity Funds	04/14/2025	126.66	10-120
20252618	10-1110-410-00-72-110-13	Inst Supplies Chesak	04/14/2025	25.99	10-1110-410-00-72-110-13
20252618	10-2220-430-00-72-110-13	Media Center Chesak	04/14/2025	23.91	10-2220-430-00-72-110-13
20252617	10-1110-410-00-72-120-13	Inst Supplies Martin	04/14/2025	8.63	10-1110-410-00-72-120-13
20252615	10-2410-410-00-74-210-13	Office Supplies Heineman	04/14/2025	3.00	10-2410-410-00-74-210-13
20252615	10-2410-410-00-74-210-13	Office Supplies Heineman	04/14/2025	28.97	10-2410-410-00-74-210-13
20252615	10-1120-410-00-74-210-13	Inst Supplies Heineman	04/14/2025	12.69	10-1120-410-00-74-210-13
20252615	10-1120-410-00-74-210-13	Inst Supplies Heineman	04/14/2025	99.90	10-1120-410-00-74-210-13
20252615	10-1120-410-00-74-210-13	Inst Supplies Heineman	04/14/2025	1,237.40	10-1120-410-00-74-210-13
20252615	10-1120-410-00-74-210-13	Inst Supplies Heineman	04/14/2025	80.94	10-1120-410-00-74-210-13
20252615	10-1120-410-00-74-210-13	Inst Supplies Heineman	04/14/2025	125.11	10-1120-410-00-74-210-13
20252615	10-1120-410-00-74-210-13	Inst Supplies Heineman	04/14/2025	43.59	10-1120-410-00-74-210-13



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P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
20252607	10-158	Activity Funds	04/14/2025	233.85	10-120
20252615	10-2220-430-00-74-210-13	Media Center Heineman	04/14/2025	118.34	10-2220-430-00-74-210-13
20252615	10-158	Activity Funds	04/14/2025	(30.60)	10-120
20252615	10-1120-410-00-74-210-13	Inst Supplies Heineman	04/14/2025	100.00	10-1120-410-00-74-210-13
20252615	10-1120-410-09-74-210-13	Home Ec Heineman	04/14/2025	14.34	10-1120-410-09-74-210-13
20252615	10-2410-491-00-74-210-13	Rebate Supplies Heineman	04/14/2025	275.98	10-2410-491-00-74-210-13
20252615	10-1120-410-08-74-210-13	Health Supplies Heineman	04/14/2025	452.39	10-1120-410-08-74-210-13
20252607	10-158	Activity Funds	04/14/2025	111.60	10-120
20252607	10-158	Activity Funds	04/14/2025	29.64	10-120
20252607	10-158	Activity Funds	04/14/2025	53.39	10-120
20252615	10-1120-410-00-74-210-13	Inst Supplies Heineman	04/14/2025	40.58	10-1120-410-00-74-210-13
20252608	10-158	Activity Funds	04/14/2025	249.75	10-120
20252613	10-2130-410-92-79-605-14	IDEA Health OTPT & Nurse Sup	04/14/2025	233.01	10-2130-410-92-79-605-14
20252613	10-1200-410-00-79-600-14	Supplies Sp Ed	04/14/2025	33.93	10-1200-410-00-79-600-14
20252613	10-1200-410-00-79-600-14	Supplies Sp Ed	04/14/2025	104.85	10-1200-410-00-79-600-14
20252613	10-3000-410-92-79-600-14	IDEA Comm Engage Supplies	04/14/2025	93.98	10-3000-410-92-79-600-14
20252613	10-3000-410-92-79-600-14	IDEA Comm Engage Supplies	04/14/2025	55.24	10-3000-410-92-79-600-14
20252613	10-3000-410-92-79-600-14	IDEA Comm Engage Supplies	04/14/2025	17.98	10-3000-410-92-79-600-14
20252613	10-4220-670-00-79-600-14	Sp Ed Private Tuition	04/14/2025	115.00	10-4220-670-00-79-600-14
20252613	10-4220-670-00-79-600-14	Sp Ed Private Tuition	04/14/2025	115.00	10-4220-670-00-79-600-14
20252615	10-1120-410-50-74-210-13	PE Supplies Heineman	04/14/2025	39.89	10-1120-410-50-74-210-13
20252613	10-3000-410-92-79-600-14	IDEA Comm Engage Supplies	04/14/2025	175.68	10-3000-410-92-79-600-14
20252613	10-1200-410-92-79-600-14	IDEA Instructional Supplies	04/14/2025	220.98	10-1200-410-92-79-600-14
20252608	10-158	Activity Funds	04/14/2025	203.00	10-120
20252608	10-158	Activity Funds	04/14/2025	122.18	10-120
20252608	10-158	Activity Funds	04/14/2025	187.00	10-120
20252608	10-158	Activity Funds	04/14/2025	(8.32)	10-120
20252608	10-158	Activity Funds	04/14/2025	63.19	10-120
20252610	10-2210-490-00-74-500-14	Supplies Curr & Inst 6-12	04/14/2025	140.35	10-2210-490-00-74-500-14
20252610	10-2210-490-00-74-500-14	Supplies Curr & Inst 6-12	04/14/2025	59.55	10-2210-490-00-74-500-14
20252610	10-1130-410-67-71-300-13	PLTW Supplies 6-12	04/14/2025	576.13	10-1130-410-67-71-300-13
20252612	10-2310-332-00-74-500-14	Travel Board	04/14/2025	90.00	10-2310-332-00-74-500-14
20252613	10-1200-410-66-71-300-13	STEP Supplies	04/14/2025	17.26	10-1200-410-66-71-300-13
20252611	10-2520-410-00-74-500-14	Supplies Fiscal	04/14/2025	8.97	10-2520-410-00-74-500-14

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20252610	10-1800-410-82-79-605-14	TBE/TPI Instructional Supplies	04/14/2025	282.85	10-1800-410-82-79-605-14
20252610	10-1800-410-82-79-605-14	TBE/TPI Instructional Supplies	04/14/2025	456.70	10-1800-410-82-79-605-14
20252625	10-2410-410-00-74-140-14	Copier Paper & Toner Mackeben	04/14/2025	38.45	10-2410-410-00-74-140-14
20252618	10-1110-410-00-72-110-13	Inst Supplies Chesak	04/14/2025	143.96	10-1110-410-00-72-110-13
20252610	10-1800-410-82-79-605-14	TBE/TPI Instructional Supplies	04/14/2025	496.64	10-1800-410-82-79-605-14
20252610	10-1800-410-82-79-605-14	TBE/TPI Instructional Supplies	04/14/2025	42.72	10-1800-410-82-79-605-14
20252610	10-1130-410-67-71-300-13	PLTW Supplies 6-12	04/14/2025	24.56	10-1130-410-67-71-300-13
20252610	10-1130-410-67-71-300-13	PLTW Supplies 6-12	04/14/2025	39.96	10-1130-410-67-71-300-13
20252610	10-1130-410-67-71-300-13	PLTW Supplies 6-12	04/14/2025	462.73	10-1130-410-67-71-300-13
20252613	10-1200-410-92-79-600-14	IDEA Instructional Supplies	04/14/2025	202.52	10-1200-410-92-79-600-14
20252610	10-2210-332-82-79-605-14	Bilingual PD Travel & Conference	04/14/2025	240.00	10-2210-332-82-79-605-14
20252613	10-1200-410-92-79-600-14	IDEA Instructional Supplies	04/14/2025	6.44	10-1200-410-92-79-600-14
20252611	10-2520-410-00-74-500-14	Supplies Fiscal	04/14/2025	100.00	10-2520-410-00-74-500-14
20252613	10-1200-410-92-79-600-14	IDEA Instructional Supplies	04/14/2025	19.99	10-1200-410-92-79-600-14
20252613	10-1200-410-92-79-600-14	IDEA Instructional Supplies	04/14/2025	17.07	10-1200-410-92-79-600-14
20252613	10-1200-410-92-79-600-14	IDEA Instructional Supplies	04/14/2025	89.97	10-1200-410-92-79-600-14
20252613	10-1200-410-92-79-600-14	IDEA Instructional Supplies	04/14/2025	25.00	10-1200-410-92-79-600-14
20252613	10-1200-410-92-79-600-14	IDEA Instructional Supplies	04/14/2025	232.80	10-1200-410-92-79-600-14
20252613	10-1200-410-92-79-600-14	IDEA Instructional Supplies	04/14/2025	70.61	10-1200-410-92-79-600-14
20252613	10-1200-410-92-79-600-14	IDEA Instructional Supplies	04/14/2025	11.59	10-1200-410-92-79-600-14
20252612	10-2310-410-00-74-500-14	Supplies Board	04/14/2025	167.85	10-2310-410-00-74-500-14
20252610	10-1130-410-67-71-300-13	PLTW Supplies 6-12	04/14/2025	42.25	10-1130-410-67-71-300-13
20252615	10-1120-410-13-74-210-07	Heineman Science Supplies 7	04/14/2025	120.69	10-1120-410-13-74-210-07
20252612	10-2310-410-00-74-500-14	Supplies Board	04/14/2025	45.44	10-2310-410-00-74-500-14
20252615	10-1120-410-00-74-210-13	Inst Supplies Heineman	04/14/2025	82.72	10-1120-410-00-74-210-13
20252615	10-2410-410-00-74-210-13	Office Supplies Heineman	04/14/2025	25.19	10-2410-410-00-74-210-13
20252615	10-1120-410-08-74-210-13	Health Supplies Heineman	04/14/2025	13.94	10-1120-410-08-74-210-13
20252615	10-1120-410-08-74-210-13	Health Supplies Heineman	04/14/2025	17.68	10-1120-410-08-74-210-13
20252615	10-2410-410-00-74-210-14	Copier Paper & Toner Heineman	04/14/2025	225.79	10-2410-410-00-74-210-14
20252615	10-1120-410-06-74-210-13	Foreign Lang Supplies Heineman	04/14/2025	16.47	10-1120-410-06-74-210-13
20252615	10-1120-410-13-74-210-08	Heineman Science Supplies 8	04/14/2025	29.95	10-1120-410-13-74-210-08
20252615	10-1120-410-13-74-210-07	Heineman Science Supplies 7	04/14/2025	29.22	10-1120-410-13-74-210-07
20252615	10-2410-410-00-74-210-13	Office Supplies Heineman	04/14/2025	9.47	10-2410-410-00-74-210-13
20252615	10-1120-410-13-74-210-07	Heineman Science Supplies 7	04/14/2025	38.38	10-1120-410-13-74-210-07



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20252615	10-2410-410-00-74-210-13	Office Supplies Heineman	04/14/2025	12.50	10-2410-410-00-74-210-13
20252615	10-1120-410-13-74-210-07	Heineman Science Supplies 7	04/14/2025	165.40	10-1120-410-13-74-210-07
20252615	10-1500-411-00-74-210-13	Awards Heineman	04/14/2025	184.60	10-1500-411-00-74-210-13
20252615	10-1120-410-00-74-210-13	Inst Supplies Heineman	04/14/2025	100.00	10-1120-410-00-74-210-13
20252615	10-2220-490-00-74-210-13	Media Center Tech Heineman	04/14/2025	285.22	10-2220-490-00-74-210-13
20252615	10-2213-415-00-74-210-13	Heineman Staff Devel Supplies	04/14/2025	77.99	10-2213-415-00-74-210-13
20252615	10-1120-410-13-74-210-08	Heineman Science Supplies 8	04/14/2025	128.92	10-1120-410-13-74-210-08
20252615	10-2410-410-00-74-210-13	Office Supplies Heineman	04/14/2025	63.35	10-2410-410-00-74-210-13
20252615	10-1120-410-09-74-210-13	Home Ec Heineman	04/14/2025	52.57	10-1120-410-09-74-210-13
20252615	10-1120-410-09-74-210-13	Home Ec Heineman	04/14/2025	10.79	10-1120-410-09-74-210-13
20252615	10-1120-410-13-74-210-07	Heineman Science Supplies 7	04/14/2025	444.16	10-1120-410-13-74-210-07
20252613	10-1200-410-92-79-600-14	IDEA Instructional Supplies	04/14/2025	79.99	10-1200-410-92-79-600-14
20252615	10-1120-410-09-74-210-13	Home Ec Heineman	04/14/2025	6.39	10-1120-410-09-74-210-13
20252613	10-2150-410-92-79-605-14	IDEA Sp Path & Audiol Supplies	04/14/2025	244.93	10-2150-410-92-79-605-14
20252613	10-1200-410-92-79-600-14	IDEA Instructional Supplies	04/14/2025	65.47	10-1200-410-92-79-600-14
20252613	10-1200-410-92-79-600-14	IDEA Instructional Supplies	04/14/2025	22.07	10-1200-410-92-79-600-14
20252613	10-1200-410-92-79-600-14	IDEA Instructional Supplies	04/14/2025	14.84	10-1200-410-92-79-600-14
20252613	10-1200-410-92-79-600-14	IDEA Instructional Supplies	04/14/2025	268.98	10-1200-410-92-79-600-14
20252613	10-1200-410-92-79-600-14	IDEA Instructional Supplies	04/14/2025	217.63	10-1200-410-92-79-600-14
20252613	10-1200-410-92-79-600-14	IDEA Instructional Supplies	04/14/2025	242.77	10-1200-410-92-79-600-14
20252613	10-1200-410-92-79-600-14	IDEA Instructional Supplies	04/14/2025	235.59	10-1200-410-92-79-600-14
20252615	10-1120-410-00-74-210-13	Inst Supplies Heineman	04/14/2025	13.99	10-1120-410-00-74-210-13
20252613	10-1200-410-92-79-600-14	IDEA Instructional Supplies	04/14/2025	166.95	10-1200-410-92-79-600-14
20252612	10-2321-410-00-74-500-14	Supplies Supt	04/14/2025	309.55	10-2321-410-00-74-500-14
20252613	10-2110-410-92-79-605-14	IDEA Social Work Supplies	04/14/2025	32.99	10-2110-410-92-79-605-14
20252613	10-2110-410-92-79-605-14	IDEA Social Work Supplies	04/14/2025	11.16	10-2110-410-92-79-605-14
20252613	10-2110-410-92-79-605-14	IDEA Social Work Supplies	04/14/2025	14.98	10-2110-410-92-79-605-14
20252613	10-2130-410-92-79-605-14	IDEA Health OTPT & Nurse Sup	04/14/2025	18.99	10-2130-410-92-79-605-14
20252613	10-2130-410-92-79-605-14	IDEA Health OTPT & Nurse Sup	04/14/2025	215.14	10-2130-410-92-79-605-14
20252614	10-2633-360-00-74-500-14	Communications Purch Services	04/14/2025	9.95	10-2633-360-00-74-500-14
20252615	10-1120-410-08-74-210-13	Health Supplies Heineman	04/14/2025	66.28	10-1120-410-08-74-210-13
20252615	10-1120-410-08-74-210-13	Health Supplies Heineman	04/14/2025	63.36	10-1120-410-08-74-210-13
20252615	10-1120-410-50-74-210-13	PE Supplies Heineman	04/14/2025	60.27	10-1120-410-50-74-210-13
20252613	10-1200-410-92-79-600-14	IDEA Instructional Supplies	04/14/2025	250.64	10-1200-410-92-79-600-14



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20252630	10-1110-410-00-74-150-13	Inst Supplies Conley	04/14/2025	345.33	10-1110-410-00-74-150-13
20252627	10-1999-690-00-79-600-14	Activity Accounts	04/14/2025	472.37	10-1999-690-00-79-600-14
20252627	10-1125-490-00-79-600-14	Supplies Preschool	04/14/2025	147.84	10-1125-490-00-79-600-14
20252627	10-1125-410-90-79-600-14	Supplies Parent-Tot	04/14/2025	419.79	10-1125-410-90-79-600-14
20252627	10-1225-410-95-79-600-14	ECE Instr Supplies	04/14/2025	210.24	10-1225-410-95-79-600-14
20252627	10-1125-410-97-79-600-14	All Children Supplies	04/14/2025	43.94	10-1125-410-97-79-600-14
20252627	10-1125-490-00-79-600-14	Supplies Preschool	04/14/2025	88.95	10-1125-490-00-79-600-14
20252627	10-1125-410-97-79-600-14	All Children Supplies	04/14/2025	71.35	10-1125-410-97-79-600-14
20252628	10-2560-415-00-74-210-13	Cafe Food Heineman	04/14/2025	62.21	10-2560-415-00-74-210-13
20252629	10-1120-410-00-74-210-13	Inst Supplies Heineman	04/14/2025	69.49	10-1120-410-00-74-210-13
20252629	10-158	Activity Funds	04/14/2025	45.00	10-120
20252630	10-1110-410-00-74-150-13	Inst Supplies Conley	04/14/2025	313.55	10-1110-410-00-74-150-13
20252630	10-1110-410-00-74-150-13	Inst Supplies Conley	04/14/2025	175.46	10-1110-410-00-74-150-13
20252666	10-158	Activity Funds	04/20/2025	359.80	10-120
20252630	10-1110-410-00-74-150-13	Inst Supplies Conley	04/14/2025	215.78	10-1110-410-00-74-150-13
20252632	10-2642-410-00-74-500-14	Supplies Human Res	04/14/2025	14.00	10-2642-410-00-74-500-14
20252630	10-1110-410-36-74-150-13	Conley Orchestra Supplies	04/14/2025	29.99	10-1110-410-36-74-150-13
20252630	10-158	Activity Funds	04/14/2025	67.97	10-120
20252630	10-158	Activity Funds	04/14/2025	72.42	10-120
20252630	10-158	Activity Funds	04/14/2025	38.15	10-120
20252630	10-158	Activity Funds	04/14/2025	54.03	10-120
20252661	10-158	Activity Funds	04/20/2025	536.66	10-120
20252662	10-158	Activity Funds	04/20/2025	869.62	10-120
20252662	10-158	Activity Funds	04/20/2025	14.43	10-120
20252662	10-158	Activity Funds	04/20/2025	28.97	10-120
20252662	10-158	Activity Funds	04/20/2025	76.15	10-120
20252664	10-3000-410-84-79-605-14	Title III Comm Svcs Supplies	04/20/2025	21.99	10-3000-410-84-79-605-14
20252619	10-1130-410-13-71-300-13	Science Supplies HS	04/14/2025	10.98	10-1130-410-13-71-300-13
20252630	10-158	Activity Funds	04/14/2025	13.88	10-120
20252629	10-158	Activity Funds	04/14/2025	888.51	10-120
20252627	10-1125-410-97-79-600-14	All Children Supplies	04/14/2025	150.05	10-1125-410-97-79-600-14
20252625	10-2220-430-00-74-140-13	Media Center Mackeben	04/14/2025	10.93	10-2220-430-00-74-140-13
20252627	10-1125-490-00-79-600-14	Supplies Preschool	04/14/2025	533.37	10-1125-490-00-79-600-14
20252627	10-1225-410-95-79-600-14	ECE Instr Supplies	04/14/2025	301.81	10-1225-410-95-79-600-14



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20252627	10-1225-410-95-79-600-14	ECE Instr Supplies	04/14/2025	20.78	10-1225-410-95-79-600-14
20252627	10-1225-410-95-79-600-14	ECE Instr Supplies	04/14/2025	28.18	10-1225-410-95-79-600-14
20252627	10-2300-410-97-79-600-14	All Children Gen Admin Sup	04/14/2025	113.74	10-2300-410-97-79-600-14
20252627	10-1125-410-97-79-600-14	All Children Supplies	04/14/2025	13.99	10-1125-410-97-79-600-14
20252627	10-1225-410-95-79-600-14	ECE Instr Supplies	04/14/2025	385.26	10-1225-410-95-79-600-14
20252627	10-1225-410-95-79-600-14	ECE Instr Supplies	04/14/2025	194.75	10-1225-410-95-79-600-14
20252627	10-1225-410-95-79-600-14	ECE Instr Supplies	04/14/2025	104.49	10-1225-410-95-79-600-14
20252629	10-158	Activity Funds	04/14/2025	25.00	10-120
20252632	10-2642-410-00-74-500-14	Supplies Human Res	04/14/2025	(21.03)	10-2642-410-00-74-500-14
20252629	10-1500-335-00-74-210-13	Conference Travel Heineman	04/14/2025	108.00	10-1500-335-00-74-210-13
20252632	10-2642-410-00-74-500-14	Supplies Human Res	04/14/2025	100.92	10-2642-410-00-74-500-14
20252630	10-1110-410-35-74-150-13	Conley Band Supplies	04/14/2025	207.92	10-1110-410-35-74-150-13
20252630	10-158	Activity Funds	04/14/2025	21.99	10-120
20252630	10-2220-490-00-74-150-13	Media Center Tech Conley	04/14/2025	467.52	10-2220-490-00-74-150-13
20252630	10-1110-410-00-74-150-13	Inst Supplies Conley	04/14/2025	417.90	10-1110-410-00-74-150-13
20252630	10-2220-430-00-74-150-13	Media Center Conley	04/14/2025	19.95	10-2220-430-00-74-150-13
20252630	10-1110-410-00-74-150-13	Inst Supplies Conley	04/14/2025	118.99	10-1110-410-00-74-150-13
20252630	10-158	Activity Funds	04/14/2025	23.67	10-120
20252630	10-158	Activity Funds	04/14/2025	34.69	10-120
20252630	10-158	Activity Funds	04/14/2025	201.01	10-120
20252631	10-2660-410-00-79-600-14	Supplies Tech	04/14/2025	23.70	10-2660-410-00-79-600-14
20252631	10-2660-390-00-79-600-14	Purchased Service Technology	04/14/2025	50.00	10-2660-390-00-79-600-14
20252632	10-2642-410-00-74-500-14	Supplies Human Res	04/14/2025	29.99	10-2642-410-00-74-500-14
20252670	10-158	Activity Funds	04/20/2025	19.80	10-120
20252629	10-158	Activity Funds	04/14/2025	504.92	10-120
20252675	10-158	Activity Funds	04/20/2025	885.00	10-120
20252671	10-1110-410-00-72-110-13	Inst Supplies Chesak	04/20/2025	293.95	10-1110-410-00-72-110-13
20252672	10-1130-410-00-71-300-13	Inst Supplies HS	04/20/2025	81.45	10-1130-410-00-71-300-13
20252672	10-158	Activity Funds	04/20/2025	19.68	10-120
20252672	10-2190-410-00-71-300-12	Graduation Supplies HHS	04/20/2025	53.44	10-2190-410-00-71-300-12
20252672	10-1130-490-02-71-300-13	High School Fine Arts/PAC Supplies	04/20/2025	36.02	10-1130-490-02-71-300-13
20252672	10-1130-490-02-71-300-13	High School Fine Arts/PAC Supplies	04/20/2025	141.97	10-1130-490-02-71-300-13
20252672	10-1130-410-05-71-300-13	English Supplies HS	04/20/2025	209.65	10-1130-410-05-71-300-13
20252672	10-2410-490-00-71-300-13	HS Staff Recognition	04/20/2025	103.24	10-2410-490-00-71-300-13



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20252675	10-158	Activity Funds	04/20/2025	67.04	10-120
20252675	10-158	Activity Funds	04/20/2025	73.54	10-120
20252675	10-158	Activity Funds	04/20/2025	39.94	10-120
20252675	10-158	Activity Funds	04/20/2025	420.00	10-120
20252664	10-2212-332-00-74-500-14	Travel & Conference Curr 6-12	04/20/2025	754.00	10-2212-332-00-74-500-14
20252675	10-158	Activity Funds	04/20/2025	785.00	10-120
20252685	10-2642-640-00-74-500-14	Dues & Fees Human Res	04/20/2025	295.00	10-2642-640-00-74-500-14
20252675	10-158	Activity Funds	04/20/2025	60.00	10-120
20252675	10-158	Activity Funds	04/20/2025	74.25	10-120
20252675	10-158	Activity Funds	04/20/2025	304.49	10-120
20252679	10-158	Activity Funds	04/20/2025	180.00	10-120
20252679	10-158	Activity Funds	04/20/2025	181.34	10-120
20252679	10-158	Activity Funds	04/20/2025	257.09	10-120
20252681	10-2560-415-97-79-600-14	All Children Snacks	04/20/2025	102.82	10-2560-415-97-79-600-14
20252681	10-1125-390-97-79-600-14	All Children Purchased Service	04/20/2025	1,043.78	10-1125-390-97-79-600-14
20252685	10-2642-410-00-74-500-14	Supplies Human Res	04/20/2025	8.75	10-2642-410-00-74-500-14
20252685	10-2642-410-00-74-500-14	Supplies Human Res	04/20/2025	63.02	10-2642-410-00-74-500-14
20252685	10-2642-411-00-74-500-14	HR Employee Recognition	04/20/2025	313.99	10-2642-411-00-74-500-14
20252689	10-2310-410-00-74-500-14	Supplies Board	04/23/2025	20.00	10-2310-410-00-74-500-14
20252675	10-158	Activity Funds	04/20/2025	417.22	10-120
20252675	10-158	Activity Funds	04/20/2025	131.54	10-120
20252670	10-1110-410-00-72-120-13	Inst Supplies Martin	04/20/2025	422.14	10-1110-410-00-72-120-13
20252670	10-1110-410-00-72-120-13	Inst Supplies Martin	04/20/2025	497.98	10-1110-410-00-72-120-13
20252670	10-1110-410-00-72-120-13	Inst Supplies Martin	04/20/2025	96.70	10-1110-410-00-72-120-13
20252671	10-1110-410-00-72-110-13	Inst Supplies Chesak	04/20/2025	96.27	10-1110-410-00-72-110-13
20252671	10-2410-410-00-72-110-13	Office Supplies Chesak	04/20/2025	30.90	10-2410-410-00-72-110-13
20252672	10-1130-410-00-71-300-13	Inst Supplies HS	04/20/2025	129.95	10-1130-410-00-71-300-13
20252672	10-1130-410-00-71-300-13	Inst Supplies HS	04/20/2025	138.00	10-1130-410-00-71-300-13
20252672	10-1400-410-09-71-300-13	Family Consumer Science HS	04/20/2025	55.18	10-1400-410-09-71-300-13
20252672	10-1130-410-11-71-300-13	Math Supplies HS	04/20/2025	76.97	10-1130-410-11-71-300-13
20252672	10-2213-415-00-71-300-13	HHS Staff Devel Supplies	04/20/2025	170.00	10-2213-415-00-71-300-13
20252673	10-158	Activity Funds	04/20/2025	391.64	10-120
20252673	10-2220-490-00-71-100-13	Media Center Tech Leggee	04/20/2025	27.54	10-2220-490-00-71-100-13
20252671	10-1110-410-00-72-110-13	Inst Supplies Chesak	04/20/2025	25.98	10-1110-410-00-72-110-13



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20252673	10-2410-410-00-71-100-13	Office Supplies Leggee	04/20/2025	118.11	10-2410-410-00-71-100-13
20252671	10-1110-410-02-72-110-13	Art Supplies Chesak	04/20/2025	63.43	10-1110-410-02-72-110-13
20252675	10-158	Activity Funds	04/20/2025	54.48	10-120
20252678	10-2321-410-00-74-500-14	Supplies Supt	04/20/2025	59.64	10-2321-410-00-74-500-14
20252679	10-2410-410-00-74-140-14	Copier Paper & Toner Mackeben	04/20/2025	60.21	10-2410-410-00-74-140-14
20252679	10-158	Activity Funds	04/20/2025	243.59	10-120
20252681	10-1125-390-97-79-600-14	All Children Purchased Service	04/20/2025	28.22	10-1125-390-97-79-600-14
20252681	10-1125-490-00-79-600-14	Supplies Preschool	04/20/2025	44.93	10-1125-490-00-79-600-14
20252681	10-1125-390-90-79-600-14	Purchased Serv Parent-Tot	04/20/2025	454.00	10-1125-390-90-79-600-14
20252683	10-158	Activity Funds	04/20/2025	116.01	10-120
20252684	10-2660-410-00-79-600-14	Supplies Tech	04/20/2025	250.95	10-2660-410-00-79-600-14
20252684	10-2660-410-00-79-600-14	Supplies Tech	04/20/2025	89.98	10-2660-410-00-79-600-14
20252684	10-2660-410-00-79-600-14	Supplies Tech	04/20/2025	35.55	10-2660-410-00-79-600-14
20252685	10-2642-640-00-74-500-14	Dues & Fees Human Res	04/20/2025	30.00	10-2642-640-00-74-500-14
20252625	10-1110-410-00-74-140-13	Inst Supplies Mackeben	04/14/2025	25.93	10-1110-410-00-74-140-13
20252673	10-2410-410-00-71-100-13	Office Supplies Leggee	04/20/2025	26.18	10-2410-410-00-71-100-13
20252619	10-1130-410-13-71-300-13	Science Supplies HS	04/14/2025	79.95	10-1130-410-13-71-300-13
20252619	10-2120-410-00-71-300-13	Supplies Counseling HS	04/14/2025	36.79	10-2120-410-00-71-300-13
20252618	10-1110-410-00-72-110-13	Inst Supplies Chesak	04/14/2025	13.98	10-1110-410-00-72-110-13
20252618	10-1110-410-00-72-110-13	Inst Supplies Chesak	04/14/2025	108.72	10-1110-410-00-72-110-13
20252618	10-2410-332-00-72-110-13	Prin Travel Chesak	04/14/2025	146.61	10-2410-332-00-72-110-13
20252618	10-2410-332-00-72-110-13	Prin Travel Chesak	04/14/2025	146.61	10-2410-332-00-72-110-13
20252619	10-2213-415-00-71-300-13	HHS Staff Devel Supplies	04/14/2025	99.08	10-2213-415-00-71-300-13
20252619	10-1130-323-00-71-300-13	Repairs HS	04/14/2025	(45.68)	10-1130-323-00-71-300-13
20252619	10-1130-410-13-71-300-13	Science Supplies HS	04/14/2025	23.99	10-1130-410-13-71-300-13
20252619	10-1130-410-13-71-300-13	Science Supplies HS	04/14/2025	144.46	10-1130-410-13-71-300-13
20252619	10-1130-490-02-71-300-13	High School Fine Arts/PAC Supplies	04/14/2025	28.34	10-1130-490-02-71-300-13
20252619	10-1130-410-11-71-300-13	Math Supplies HS	04/14/2025	69.99	10-1130-410-11-71-300-13
20252619	10-1130-410-11-71-300-13	Math Supplies HS	04/14/2025	108.42	10-1130-410-11-71-300-13
20252618	10-2220-430-00-72-110-13	Media Center Chesak	04/14/2025	100.24	10-2220-430-00-72-110-13
20252619	10-2410-410-00-71-300-13	Office Supplies HS	04/14/2025	15.70	10-2410-410-00-71-300-13
20252617	10-2220-430-00-72-120-13	Media Center Martin	04/14/2025	116.26	10-2220-430-00-72-120-13
20252619	10-1130-410-13-71-300-13	Science Supplies HS	04/14/2025	91.88	10-1130-410-13-71-300-13
20252619	10-1400-410-03-71-300-13	Business Supplies	04/14/2025	550.52	10-1400-410-03-71-300-13



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20252619	10-1400-410-10-71-300-13	Ind Arts Supplies	04/14/2025	74.94	10-1400-410-10-71-300-13
20252619	10-1400-410-10-71-300-13	Ind Arts Supplies	04/14/2025	79.95	10-1400-410-10-71-300-13
20252619	10-1130-490-02-71-300-13	High School Fine Arts/PAC Supplies	04/14/2025	1,588.43	10-1130-490-02-71-300-13
20252619	10-1130-410-05-71-300-13	English Supplies HS	04/14/2025	144.00	10-1130-410-05-71-300-13
20252619	10-1130-410-05-71-300-13	English Supplies HS	04/14/2025	22.17	10-1130-410-05-71-300-13
20252619	10-158	Activity Funds	04/14/2025	600.00	10-120
20252619	10-158	Activity Funds	04/14/2025	600.00	10-120
20252619	10-2410-410-00-71-300-14	Copier Paper & Toner HS	04/14/2025	59.99	10-2410-410-00-71-300-14
20252619	10-2213-415-00-71-300-13	HHS Staff Devel Supplies	04/14/2025	136.18	10-2213-415-00-71-300-13
20252619	10-1538-410-00-71-305-13	TV Production Supplies	04/14/2025	200.00	10-1538-410-00-71-305-13
20252627	10-1125-410-97-79-600-14	All Children Supplies	04/14/2025	38.01	10-1125-410-97-79-600-14
20252619	10-2410-490-00-71-300-13	HS Staff Recognition	04/14/2025	126.96	10-2410-490-00-71-300-13
20252619	10-2120-410-00-71-300-13	Supplies Counseling HS	04/14/2025	285.48	10-2120-410-00-71-300-13
20252619	10-1130-410-13-71-300-13	Science Supplies HS	04/14/2025	122.39	10-1130-410-13-71-300-13
20252619	10-2223-410-00-79-600-14	Supplies PAC	04/14/2025	499.95	10-2223-410-00-79-600-14
20252619	10-2223-410-00-79-600-14	Supplies PAC	04/14/2025	260.05	10-2223-410-00-79-600-14
20252619	10-2223-410-00-79-600-14	Supplies PAC	04/14/2025	16.10	10-2223-410-00-79-600-14
20252619	10-1130-420-00-71-300-13	HS Curriculum Textbooks	04/14/2025	22.68	10-1130-420-00-71-300-13
20252619	10-2220-430-00-71-300-13	Media Center HS	04/14/2025	126.29	10-2220-430-00-71-300-13
20252619	10-2220-430-00-71-300-13	Media Center HS	04/14/2025	99.20	10-2220-430-00-71-300-13
20252619	10-2220-430-00-71-300-13	Media Center HS	04/14/2025	13.99	10-2220-430-00-71-300-13
20252619	10-158	Activity Funds	04/14/2025	52.77	10-120
20252619	10-2220-430-00-71-300-13	Media Center HS	04/14/2025	390.00	10-2220-430-00-71-300-13
20252619	10-2410-410-00-71-300-14	Copier Paper & Toner HS	04/14/2025	(209.98)	10-2410-410-00-71-300-14
20252619	10-1130-410-15-71-300-13	Social Studies Supplies HS	04/14/2025	112.03	10-1130-410-15-71-300-13
20252618	10-2410-410-00-72-110-13	Office Supplies Chesak	04/14/2025	26.99	10-2410-410-00-72-110-13
20252619	10-1130-410-15-71-300-13	Social Studies Supplies HS	04/14/2025	282.28	10-1130-410-15-71-300-13
20252619	10-1400-410-09-71-300-13	Family Consumer Science HS	04/14/2025	15.33	10-1400-410-09-71-300-13
20252619	10-2190-410-00-71-300-12	Graduation Supplies HHS	04/14/2025	121.60	10-2190-410-00-71-300-12
20252619	10-1130-490-02-71-300-13	High School Fine Arts/PAC Supplies	04/14/2025	29.59	10-1130-490-02-71-300-13
20252619	10-1130-490-02-71-300-13	High School Fine Arts/PAC Supplies	04/14/2025	352.91	10-1130-490-02-71-300-13
20252619	10-1130-490-02-71-300-13	High School Fine Arts/PAC Supplies	04/14/2025	323.36	10-1130-490-02-71-300-13
20252617	10-1110-410-00-72-120-13	Inst Supplies Martin	04/14/2025	37.23	10-1110-410-00-72-120-13
20252617	10-1110-410-00-72-120-13	Inst Supplies Martin	04/14/2025	495.65	10-1110-410-00-72-120-13



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20252617	10-1110-410-00-72-120-13	Inst Supplies Martin	04/14/2025	495.00	10-1110-410-00-72-120-13
20252617	10-1110-410-00-72-120-13	Inst Supplies Martin	04/14/2025	495.65	10-1110-410-00-72-120-13
20252617	10-2220-430-00-72-120-13	Media Center Martin	04/14/2025	282.07	10-2220-430-00-72-120-13
20252617	10-2220-430-00-72-120-13	Media Center Martin	04/14/2025	85.98	10-2220-430-00-72-120-13
20252617	10-2220-430-00-72-120-13	Media Center Martin	04/14/2025	495.11	10-2220-430-00-72-120-13
20252617	10-2410-410-00-72-120-13	Office Supplies Martin	04/14/2025	47.16	10-2410-410-00-72-120-13
20252617	10-2213-415-00-72-120-13	Martin Staff Devel Supplies	04/14/2025	608.00	10-2213-415-00-72-120-13
20252619	10-1130-410-15-71-300-13	Social Studies Supplies HS	04/14/2025	29.96	10-1130-410-15-71-300-13
20252623	20-2542-410-00-79	Supplies B & G	04/14/2025	218.99	20-2542-410-00-79
20252619	10-1130-410-13-71-300-13	Science Supplies HS	04/14/2025	15.83	10-1130-410-13-71-300-13
20252619	10-2213-415-00-71-300-13	HHS Staff Devel Supplies	04/14/2025	163.06	10-2213-415-00-71-300-13
20252619	10-1400-410-10-71-300-13	Ind Arts Supplies	04/14/2025	(329.99)	10-1400-410-10-71-300-13
20252619	10-1400-410-10-71-300-13	Ind Arts Supplies	04/14/2025	296.99	10-1400-410-10-71-300-13
20252620	10-2410-410-00-71-100-13	Office Supplies Leggee	04/14/2025	14.24	10-2410-410-00-71-100-13
20252620	10-158	Activity Funds	04/14/2025	59.25	10-120
20252620	10-2220-490-00-71-100-13	Media Center Tech Leggee	04/14/2025	79.98	10-2220-490-00-71-100-13
20252620	10-1110-410-00-71-100-13	Inst Supplies Leggee	04/14/2025	50.70	10-1110-410-00-71-100-13
20252620	10-2410-410-00-71-100-13	Office Supplies Leggee	04/14/2025	8.56	10-2410-410-00-71-100-13
20252620	10-2410-410-00-71-100-13	Office Supplies Leggee	04/14/2025	22.29	10-2410-410-00-71-100-13
20252621	10-158	Activity Funds	04/14/2025	599.39	10-120
20252621	10-158	Activity Funds	04/14/2025	160.92	10-120
20252619	10-2410-640-00-71-300-13	Dues & Fees HS	04/14/2025	115.00	10-2410-640-00-71-300-13
20252621	10-158	Activity Funds	04/14/2025	81.50	10-120
20252619	10-1400-410-03-71-300-13	Business Supplies	04/14/2025	419.73	10-1400-410-03-71-300-13
20252623	20-2542-410-00-79	Supplies B & G	04/14/2025	54.14	20-2542-410-00-79
20252623	20-2542-410-00-79	Supplies B & G	04/14/2025	12.84	20-2542-410-00-79
20252623	20-2542-410-00-79	Supplies B & G	04/14/2025	60.80	20-2542-410-00-79
20252624	10-2321-410-00-74-500-14	Supplies Supt	04/14/2025	420.00	10-2321-410-00-74-500-14
20252624	10-2321-410-00-74-500-14	Supplies Supt	04/14/2025	148.50	10-2321-410-00-74-500-14
20252625	10-1110-410-00-74-140-13	Inst Supplies Mackeben	04/14/2025	14.90	10-1110-410-00-74-140-13
20252625	10-1110-410-00-74-140-13	Inst Supplies Mackeben	04/14/2025	35.99	10-1110-410-00-74-140-13
20252625	10-1110-410-00-74-140-13	Inst Supplies Mackeben	04/14/2025	161.07	10-1110-410-00-74-140-13
20252625	10-2220-430-00-74-140-13	Media Center Mackeben	04/14/2025	41.88	10-2220-430-00-74-140-13
20252625	10-1110-410-00-74-140-13	Inst Supplies Mackeben	04/14/2025	(208.36)	10-1110-410-00-74-140-13



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20252625	10-1110-410-02-74-140-13	Mackeben Art Supplies	04/14/2025	516.89	10-1110-410-02-74-140-13
20252625	10-1110-410-00-74-140-13	Inst Supplies Mackeben	04/14/2025	28.78	10-1110-410-00-74-140-13
20252625	10-1110-410-00-74-140-13	Inst Supplies Mackeben	04/14/2025	25.99	10-1110-410-00-74-140-13
20252621	10-158	Activity Funds	04/14/2025	74.90	10-120
20252623	20-2542-410-00-79	Supplies B & G	04/14/2025	19.48	20-2542-410-00-79
20252619	10-1130-410-13-71-300-13	Science Supplies HS	04/14/2025	16.16	10-1130-410-13-71-300-13
20252619	10-1130-410-13-71-300-13	Science Supplies HS	04/14/2025	17.29	10-1130-410-13-71-300-13
20252620	10-1110-410-00-71-100-13	Inst Supplies Leggee	04/14/2025	271.28	10-1110-410-00-71-100-13
20252620	10-158	Activity Funds	04/14/2025	45.99	10-120
20252620	10-158	Activity Funds	04/14/2025	459.69	10-120
20252620	10-2220-490-00-71-100-13	Media Center Tech Leggee	04/14/2025	104.94	10-2220-490-00-71-100-13
20252620	10-2410-410-00-71-100-13	Office Supplies Leggee	04/14/2025	43.54	10-2410-410-00-71-100-13
20252620	10-2410-410-00-71-100-13	Office Supplies Leggee	04/14/2025	21.79	10-2410-410-00-71-100-13
20252620	10-2410-410-00-71-100-13	Office Supplies Leggee	04/14/2025	27.32	10-2410-410-00-71-100-13
20252621	10-158	Activity Funds	04/14/2025	267.00	10-120
20252619	10-2223-323-00-79-600-14	PAC Repairs	04/14/2025	59.69	10-2223-323-00-79-600-14
20252621	10-158	Activity Funds	04/14/2025	461.21	10-120
20252625	10-1110-410-00-74-140-13	Inst Supplies Mackeben	04/14/2025	104.93	10-1110-410-00-74-140-13
20252625	10-1110-410-50-74-140-14	Mackeben PE Supplies	04/14/2025	925.02	10-1110-410-50-74-140-14
20252625	10-2220-430-00-74-140-13	Media Center Mackeben	04/14/2025	39.36	10-2220-430-00-74-140-13
20252689	10-2310-410-00-74-500-14	Supplies Board	04/23/2025	41.31	10-2310-410-00-74-500-14
20252625	10-2410-410-00-74-140-14	Copier Paper & Toner Mackeben	04/14/2025	219.90	10-2410-410-00-74-140-14
20252625	10-2410-410-00-74-140-14	Copier Paper & Toner Mackeben	04/14/2025	195.96	10-2410-410-00-74-140-14
20252625	10-2410-410-00-74-140-14	Copier Paper & Toner Mackeben	04/14/2025	587.86	10-2410-410-00-74-140-14
20252625	10-1110-410-00-74-140-13	Inst Supplies Mackeben	04/14/2025	695.00	10-1110-410-00-74-140-13
20252625	10-2220-430-00-74-140-13	Media Center Mackeben	04/14/2025	104.85	10-2220-430-00-74-140-13
20252619	10-1400-410-03-71-300-13	Business Supplies	04/14/2025	169.99	10-1400-410-03-71-300-13
20252621	10-158	Activity Funds	04/14/2025	135.00	10-120
20252625	10-2410-410-00-74-140-14	Copier Paper & Toner Mackeben	04/14/2025	135.00	10-2410-410-00-74-140-14
20252619	10-1400-410-10-71-300-13	Ind Arts Supplies	04/14/2025	424.50	10-1400-410-10-71-300-13
20252619	10-1400-410-10-71-300-13	Ind Arts Supplies	04/14/2025	69.21	10-1400-410-10-71-300-13
20252619	10-1400-410-03-71-300-13	Business Supplies	04/14/2025	108.81	10-1400-410-03-71-300-13
Total				\$62,818.18	



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Boelter Companies Inc, The					
20252633	10-2560-540-00-71-300-13	Cafe Equipment HS	04/16/2025	4,684.10	10-2560-540-00-71-300-13
			Total	\$4,684.10	
Candor Health Education					
20252600	10-1110-410-00-72-120-13	Inst Supplies Martin	04/15/2025	4,320.00	10-1110-410-00-72-120-13
			Total	\$4,320.00	
Carolina Biological Supply Co					
20252591	10-1120-410-13-72-220-08	Marlowe Science Supplies 8	04/11/2025	144.11	10-1120-410-13-72-220-08
20252591	10-1120-410-13-72-220-08	Marlowe Science Supplies 8	04/11/2025	1,290.00	10-1120-410-13-72-220-08
			Total	\$1,434.11	139
CDW Government Inc					
20252657	10-2660-490-00-79-600-14	Inventoriable Equipment Tech	04/22/2025	2,099.00	10-2660-490-00-79-600-14
			Total	\$2,099.00	
CDWG Capital One					
20252595	10192	Prepaid Expenses	04/14/2025	95,472.00	10-192
20252595	10-2660-490-00-79-600-14	Inventoriable Equipment Tech	04/14/2025	67,320.00	10-2660-490-00-79-600-14
20252595	10-2660-490-00-79-600-14	Inventoriable Equipment Tech	04/14/2025	44,385.00	10-2660-490-00-79-600-14
20252595	10192	Prepaid Expenses	04/14/2025	186,048.00	10-192
			Total	\$393,225.00	
ClientFirst Consulting Group LLC					
20252646	10-2660-390-00-79-600-14	Purchased Service Technology	04/17/2025	1,027.50	10-2660-390-00-79-600-14
			Total	\$1,027.50	
Collins Backflow Specialists Inc					
20252642			04/16/2025	0.00	
20252642	20-2542-390-00-79	Other Purchased Service	04/16/2025	239.20	20-2542-390-00-79
20252642	20-2542-390-00-79	Other Purchased Service	04/16/2025	2,808.00	20-2542-390-00-79



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				Total	\$3,047.20
Comcast					
20252647	20-2540-340-00-79	Telephone - Districtwide	04/17/2025	299.74	20-2540-340-00-79
				Total	\$299.74
Conserv FS Inc					
20252634	20-2543-410-00-79	Grounds Supplies	04/16/2025	1,320.00	20-2543-410-00-79
20252634	20-2543-410-00-79	Grounds Supplies	04/16/2025	95.00	20-2543-410-00-79
20252634			04/16/2025	0.00	
				Total	\$1,415.00
140					
Correct Digital Displays Inc					
20252700	10-1500-410-00-71-300-13	Training/Athletic Supplies HS	04/24/2025	450.00	10-1500-410-00-71-300-13
				Total	\$450.00
CT Veach Inc					
20252635	20-2543-323-00-79	Repairs-Grounds	04/16/2025	2,640.00	20-2543-323-00-79
20252635	20-2543-323-00-79	Repairs-Grounds	04/16/2025	350.00	20-2543-323-00-79
20252635			04/16/2025	0.00	
				Total	\$2,990.00
Eating Recovery Center					
20252636	10-4210-670-00-79-600-14	Dist Hospital Instruct./Safe School	04/16/2025	990.00	10-4210-670-00-79-600-14
20252637	10-4210-670-00-79-600-14	Dist Hospital Instruct./Safe School	04/16/2025	405.00	10-4210-670-00-79-600-14
				Total	\$1,395.00
EVunited					
20252688	40-2552-590-00-79	EV Bus Power Station	04/23/2025	103,558.00	40-2552-590-00-79
20252688			04/23/2025	0.00	
20252688			04/23/2025	0.00	
				Total	\$103,558.00



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Flinn Scientific Inc					
20252596	10-1130-410-13-71-300-13	Science Supplies HS	04/15/2025	42.00	10-1130-410-13-71-300-13
20252596	10-1130-410-13-71-300-13	Science Supplies HS	04/15/2025	79.20	10-1130-410-13-71-300-13
				Total	<u>\$121.20</u>
Gopher Performance					
20252592	10-1200-410-92-79-600-14	IDEA Instructional Supplies	04/11/2025	64.95	10-1200-410-92-79-600-14
20252592	10-1200-410-92-79-600-14	IDEA Instructional Supplies	04/11/2025	84.95	10-1200-410-92-79-600-14
20252592	10-1200-410-92-79-600-14	IDEA Instructional Supplies	04/11/2025	54.95	10-1200-410-92-79-600-14
20252592	10-1200-410-92-79-600-14	IDEA Instructional Supplies	04/11/2025	64.32	10-1200-410-92-79-600-14
20252592	10-1200-410-92-79-600-14	IDEA Instructional Supplies	04/11/2025	49.95	10-1200-410-92-79-600-14
20252592	10-1200-410-92-79-600-14	IDEA Instructional Supplies	04/11/2025	39.95	10-1200-410-92-79-600-14
20252592	10-1200-410-92-79-600-14	IDEA Instructional Supplies	04/11/2025	79.95	10-1200-410-92-79-600-14
20252592	10-1200-410-92-79-600-14	IDEA Instructional Supplies	04/11/2025	24.95	10-1200-410-92-79-600-14
20252592	10-1200-410-92-79-600-14	IDEA Instructional Supplies	04/11/2025	59.95	10-1200-410-92-79-600-14
				Total	<u>\$523.92</u>
Gordon Flesch Co Inc					
20252648	10-2900-390-00-79-600-14	Copier Maintenance	04/17/2025	1,864.61	10-2900-390-00-79-600-14
20252648	10-2900-390-00-79-600-14	Copier Maintenance	04/17/2025	1,279.00	10-2900-390-00-79-600-14
20252648	10-2900-390-00-79-600-14	Copier Maintenance	04/17/2025	819.69	10-2900-390-00-79-600-14
20252648	10-2900-390-00-79-600-14	Copier Maintenance	04/17/2025	986.65	10-2900-390-00-79-600-14
20252649	10-1130-323-00-71-300-13	Repairs HS	04/17/2025	2,175.00	10-1130-323-00-71-300-13
20252648	10-2900-390-00-79-600-14	Copier Maintenance	04/17/2025	5,630.75	10-2900-390-00-79-600-14
20252648	10-2900-390-00-79-600-14	Copier Maintenance	04/17/2025	1,329.08	10-2900-390-00-79-600-14
20252648	10-2900-390-00-79-600-14	Copier Maintenance	04/17/2025	10.19	10-2900-390-00-79-600-14
20252648	10-2900-390-00-79-600-14	Copier Maintenance	04/17/2025	65.48	10-2900-390-00-79-600-14
				Total	<u>\$14,160.45</u>
Gordon Food Service					
20252650	10-1400-410-09-71-300-13	Family Consumer Science HS	04/17/2025	322.55	10-1400-410-09-71-300-13
20252690	10-1400-410-09-71-300-13	Family Consumer Science HS	04/23/2025	134.82	10-1400-410-09-71-300-13
				Total	<u>\$457.37</u>

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Grainger					
20252691			04/23/2025	0.00	
20252691	20-2542-410-00-79	Supplies B & G	04/23/2025	60.42	20-2542-410-00-79
			Total	\$60.42	
Hinckley Springs					
20252651	10-2213-415-00-71-300-13	HHS Staff Devel Supplies	04/17/2025	218.87	10-2213-415-00-71-300-13
			Total	\$218.87	
Illinois Architectural Glass					
20252593			04/11/2025	0.00	142
20252593	20-2542-323-00-79	Repairs & Maint Buildings	04/11/2025	4,104.00	20-2542-323-00-79
			Total	\$4,104.00	
Illinois Tollway Quarterly					
20252705	40-2552-640-00-79	Dues & Fees	04/24/2025	4,415.85	40-2552-640-00-79
20252705			04/24/2025	0.00	
			Total	\$4,415.85	
Instrument Barn, The					
20252601	10-1110-410-35-72-120-13	Band Supplies Martin	04/15/2025	399.00	10-1110-410-35-72-120-13
			Total	\$399.00	
J.W. Pepper & Son Inc					
20252652	10-1130-410-12-71-300-13	Music Supplies HS	04/17/2025	133.70	10-1130-410-12-71-300-13
20252652	10-1130-410-12-71-300-13	Music Supplies HS	04/17/2025	194.00	10-1130-410-12-71-300-13
20252652	10-1130-410-12-71-300-13	Music Supplies HS	04/17/2025	30.00	10-1130-410-12-71-300-13
20252652	10-1130-410-12-71-300-13	Music Supplies HS	04/17/2025	87.99	10-1130-410-12-71-300-13
			Total	\$445.69	
Jostens					



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20252693	10-1120-410-00-72-220-13	Inst Supplies Marlowe	04/23/2025	975.00	10-1120-410-00-72-220-13
20252693	10-1120-410-00-72-220-13	Inst Supplies Marlowe	04/23/2025	100.00	10-1120-410-00-72-220-13
Total				\$1,075.00	
K-Log Inc					
20252644	10-1200-310-92-79-600-14	IDEA General Purchased Service	04/17/2025	1,633.81	10-1200-310-92-79-600-14
20252644	10-1200-410-92-79-600-14	IDEA Instructional Supplies	04/17/2025	433.20	10-1200-410-92-79-600-14
20252644	10-1200-540-92-79-600-14	IDEA Instruction Capital	04/17/2025	6,384.95	10-1200-540-92-79-600-14
20252644	10-1200-410-92-79-600-14	IDEA Instructional Supplies	04/17/2025	1,714.75	10-1200-410-92-79-600-14
20252644	10-1200-410-92-79-600-14	IDEA Instructional Supplies	04/17/2025	1,292.95	10-1200-410-92-79-600-14
20252644	10-1200-410-92-79-600-14	IDEA Instructional Supplies	04/17/2025	486.40	10-1200-410-92-79-600-14
Total				\$11,946.06	143
Lakeshore Learning Materials					
20252597	10-1120-710-00-72-220-13	Marlowe Non-Capitalized Eqpt	04/15/2025	328.35	10-1120-710-00-72-220-13
20252597	10-1120-710-00-72-220-13	Marlowe Non-Capitalized Eqpt	04/15/2025	2,189.00	10-1120-710-00-72-220-13
Total				\$2,517.35	
LGMC					
20252638	10-2642-640-00-74-500-14	Dues & Fees Human Res	04/16/2025	50.00	10-2642-640-00-74-500-14
Total				\$50.00	
LionHeart Critical Power Specialists					
20252687	20-2542-323-00-79	Repairs & Maint Buildings	04/22/2025	548.00	20-2542-323-00-79
20252687			04/22/2025	0.00	
Total				\$548.00	
McHenry County College					
20252602	10-1400-310-00-74-305-13	Voc Ed Tuition	04/15/2025	19,346.50	10-1400-310-00-74-305-13
20252602	10-1400-310-00-74-305-13	Voc Ed Tuition	04/15/2025	29,170.47	10-1400-310-00-74-305-13
Total				\$48,516.97	
N2Y Inc					



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20252654	10-1200-310-92-79-600-14	IDEA General Purchased Service	04/17/2025	1,679.67	10-1200-310-92-79-600-14
Total				\$1,679.67	
Northwestern Medicine Occupational Health					
20252706			04/24/2025	0.00	
20252707			04/24/2025	0.00	
20252707	40-2550-310-00-79	Prof & Tech Service Trans	04/24/2025	980.00	40-2550-310-00-79
20252706	40-2550-310-00-79	Prof & Tech Service Trans	04/24/2025	85.00	40-2550-310-00-79
Total				\$1,065.00	
P & M Distributors Inc					
20252603	10-2560-415-00-72-220-13	Cafe Food Marlowe	04/15/2025	472.92	10-2560-415-00-72-220-13
Total				\$472.92	144
Pakkos Enterprises					
20252694	10-2213-415-00-71-300-13	HHS Staff Devel Supplies	04/23/2025	5,080.00	10-2213-415-00-71-300-13
Total				\$5,080.00	
Pilgrim Supply Inc					
20252594	10-1110-410-00-72-120-13	Inst Supplies Martin	04/11/2025	2,068.36	10-1110-410-00-72-120-13
Total				\$2,068.36	
Pioneer Manufacturing - Athletics					
20252695	20-2543-410-00-79	Grounds Supplies	04/23/2025	219.10	20-2543-410-00-79
20252695			04/23/2025	0.00	
Total				\$219.10	
Project Lead the Way					
20252658	10-1130-410-67-71-300-13	PLTW Supplies 6-12	04/22/2025	1,485.00	10-1130-410-67-71-300-13
20252658	10-1130-410-67-71-300-13	PLTW Supplies 6-12	04/22/2025	1,485.00	10-1130-410-67-71-300-13
20252658	10-1130-410-67-71-300-13	PLTW Supplies 6-12	04/22/2025	1,485.00	10-1130-410-67-71-300-13
20252658	10-1130-410-67-71-300-13	PLTW Supplies 6-12	04/22/2025	1,782.00	10-1130-410-67-71-300-13



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20252658	10-1130-410-67-71-300-13	PLTW Supplies 6-12	04/22/2025	1,782.00	10-1130-410-67-71-300-13
20252658	10-1130-410-67-71-300-13	PLTW Supplies 6-12	04/22/2025	1,782.00	10-1130-410-67-71-300-13
20252658	10-1130-410-67-71-300-13	PLTW Supplies 6-12	04/22/2025	1,485.00	10-1130-410-67-71-300-13
20252658	10-1130-410-67-71-300-13	PLTW Supplies 6-12	04/22/2025	1,485.00	10-1130-410-67-71-300-13
20252658	10-1130-410-67-71-300-13	PLTW Supplies 6-12	04/22/2025	1,485.00	10-1130-410-67-71-300-13
				Total	\$14,256.00
Ramirez, Ferney					
20252604	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	04/15/2025	400.00	10-2212-310-00-79-505-14
				Total	\$400.00
Really Great Reading					
					145
20252598	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	04/15/2025	3,600.00	10-2212-310-00-79-505-14
20252598			04/15/2025	0.00	
				Total	\$3,600.00
Renaissance					
20252659	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	04/22/2025	75,542.75	10-2212-310-00-79-505-14
20252659	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	04/22/2025	(27,712.10)	10-2212-310-00-79-505-14
				Total	\$47,830.65
Schocks Towing					
20252708	40-2550-323-00-79	Repairs and Maintenance	04/24/2025	400.00	40-2550-323-00-79
20252708			04/24/2025	0.00	
				Total	\$400.00
Skoufis, George					
20252639	10-2310-318-00-74-500-14	Legal Board	04/16/2025	5,000.00	10-2310-318-00-74-500-14
				Total	\$5,000.00
Track Surfaces Company					
20252643			04/16/2025	0.00	



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20252643	20-2543-323-00-79	Repairs-Grounds	04/16/2025	3,600.00	20-2543-323-00-79
				Total	\$3,600.00
Tribe Country Farms Inc					
20252660	10-2560-415-00-74-210-13	Cafe Food Heineman	04/22/2025	60.75	10-2560-415-00-74-210-13
20252605	10-2560-415-00-72-220-13	Cafe Food Marlowe	04/15/2025	74.25	10-2560-415-00-72-220-13
20252640	10-2560-415-00-71-300-13	Cafe Food HS	04/16/2025	108.00	10-2560-415-00-71-300-13
20252660	10-2560-415-00-72-220-13	Cafe Food Marlowe	04/22/2025	74.25	10-2560-415-00-72-220-13
20252605	10-2560-415-00-74-210-13	Cafe Food Heineman	04/15/2025	60.75	10-2560-415-00-74-210-13
20252640	10-2560-415-00-72-220-13	Cafe Food Marlowe	04/16/2025	74.25	10-2560-415-00-72-220-13
20252605	10-2560-415-00-71-300-13	Cafe Food HS	04/15/2025	108.00	10-2560-415-00-71-300-13
				Total	\$560.25
					146
Tyler Technologies Inc					
20252709			04/24/2025	0.00	
20252709	40-2552-331-00-79	Contracted Transportation	04/24/2025	1,575.60	40-2552-331-00-79
				Total	\$1,575.60
UCP Seguin					
20252692	10-1200-410-00-79-600-14	Supplies Sp Ed	04/23/2025	330.00	10-1200-410-00-79-600-14
				Total	\$330.00
Uline					
20252641	20-2542-410-00-79	Supplies B & G	04/16/2025	196.78	20-2542-410-00-79
				Total	\$196.78
Unity School Bus Parts, Inc					
20252710			04/24/2025	0.00	
20252710	40-2554-410-00-79	Fleet Supplies	04/24/2025	352.73	40-2554-410-00-79
				Total	\$352.73
Visions LLC					



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P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
20252697	10-2130-310-92-79-600-14	IDEA Health Services	04/23/2025	1,139.77	10-2130-310-92-79-600-14
20252696	10-2130-310-92-79-600-14	IDEA Health Services	04/23/2025	1,337.99	10-2130-310-92-79-600-14
Total				<u>\$2,477.76</u>	
Woodstock Community Unit School Dist 200					
20252698	10-4220-670-00-79-600-14	Sp Ed Private Tuition	04/23/2025	1,448.28	10-4220-670-00-79-600-14
20252606	10-2410-491-00-72-120-13	Rebate Supplies Martin	04/15/2025	1,537.51	10-2410-491-00-72-120-13
20252698	10-4220-670-00-79-600-14	Sp Ed Private Tuition	04/23/2025	1,931.04	10-4220-670-00-79-600-14
20252698	10-4220-670-00-79-600-14	Sp Ed Private Tuition	04/23/2025	3,862.08	10-4220-670-00-79-600-14
20252698	10-4220-670-00-79-600-14	Sp Ed Private Tuition	04/23/2025	3,862.08	10-4220-670-00-79-600-14
Total				<u>\$12,640.99</u>	
Total				<u><u>\$816,804.04</u></u>	



Huntley Community School District 158

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

To: Board of Education and Administration

From: Mark Altmayer, Chief Financial Officer

Date: May 1, 2025

Subject: **Imprest Checks Issued**
Committee of the Whole Meeting, May 1, 2025
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 April 24, 2025, for which the Board had not previously approved purchase orders. Therefore, Administration is requesting Board Approval acknowledging the issuance of payment:

Education Fund	\$	54,686.43
Operations & Maintenance Fund		83,597.41
Debt Service Fund		0.00
Transporation Fund		0.00
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>138,283.84</u>

RECOMMENDATION

Administration requests that the Finance Committee recommend the Board of Education approve the Imprest Checks Issued Report at the May 15, 2025 Regular Board meeting.



Huntley Community School District 158

Imprest Checks Issued

As of: 04/24/2025

Printed: 04/24/2025

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Vendor Name		Amount	State Account Number
P.O. Number	Description		
Barrington High School			
	Sports Dues & Fees HS	225.00	10-1500-640-00-71-300-13
		<u>\$225.00</u>	
Candor Health Education			
0020252600	Inst Supplies Martin	4,320.00	10-1110-410-00-72-120-13
		<u>\$4,320.00</u>	
ComEd			
	Electric	433.31	20-2540-466-00-79
	Electric	(94.74)	20-2540-466-00-79
		<u>\$338.57</u>	
FFP Fund IV Lessee2 LLC			
	Electric	8,976.82	20-2540-466-00-79
	Electric	5,185.12	20-2540-466-00-79
	Electric	4,571.08	20-2540-466-00-79
	Electric	6,190.90	20-2540-466-00-79
	Electric	3,197.73	20-2540-466-00-79
	Electric	3,705.58	20-2540-466-00-79
		<u>\$31,827.23</u>	
Harvard High School c/o Athletics			
	Sports Dues & Fees HS	300.00	10-1500-640-00-71-300-13
	Sports Dues & Fees HS	200.00	10-1500-640-00-71-300-13
		<u>\$500.00</u>	
Lake In The Hills Sanitary District			
	Water/Sewer	360.00	20-2540-370-00-79
	Water/Sewer	432.00	20-2540-370-00-79
	Water/Sewer	432.00	20-2540-370-00-79
		<u>\$1,224.00</u>	
LGMC			
0020252638	Dues & Fees Human Res	50.00	10-2642-640-00-74-500-14
		<u>\$50.00</u>	
McHenry County College			
0020252602	Voc Ed Tuition	19,346.50	10-1400-310-00-74-305-13
0020252602	Voc Ed Tuition	29,170.47	10-1400-310-00-74-305-13
		<u>\$48,516.97</u>	
Monaco, Sylvia			
	Student Food Svc - HS	23.75	10-1611-305
		<u>\$23.75</u>	
Nasiatka, Joe			
	Student Food Svc - Leggee	10.65	10-1611-105
		<u>\$10.65</u>	
Nicor Gas			
	Natural Gas	148.57	20-2540-465-00-79
	IDEA Comm Engage PS	171.51	10-3000-310-92-79-600-14
	Natural Gas	1,127.16	20-2540-465-00-79
	Natural Gas	1,165.58	20-2540-465-00-79
	Natural Gas	597.89	20-2540-465-00-79
	Natural Gas	954.30	20-2540-465-00-79
	Natural Gas	1,066.59	20-2540-465-00-79
	Natural Gas	1,000.83	20-2540-465-00-79
	Natural Gas	1,146.00	20-2540-465-00-79
	Natural Gas	1,115.30	20-2540-465-00-79



Huntley Community School District 158

Imprest Checks Issued

As of: 04/24/2025

Printed: 04/24/2025

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Vendor Name		Amount	State Account Number
P.O. Number	Description		
	Natural Gas	2,477.09	20-2540-465-00-79
		<u>\$10,970.82</u>	
Petty Cash - Heineman			
	IDEA Comm Engage PS	80.00	10-3000-310-92-79-600-14
		<u>\$80.00</u>	
Petty Cash-HHS SpEd			
	IDEA Comm Engage PS	180.00	10-3000-310-92-79-600-14
	IDEA Comm Engage PS	91.00	10-3000-310-92-79-600-14
	Supplies Sp Ed	28.95	10-1200-410-00-79-600-14
	IDEA Comm Engage Supplies	63.60	10-3000-410-92-79-600-14
		<u>\$363.55</u>	
Petty Cash-LIGHT			
	STEP Purchased Services	50.00	10-1200-310-66-71-300-13
	STEP Purchased Services	50.00	10-1200-310-66-71-300-13
		<u>\$100.00</u>	
St Charles North H.S.			
	Sports Dues & Fees HS	325.00	10-1500-640-00-71-300-13
		<u>\$325.00</u>	
Symmetry Energy Solutions			
	Natural Gas	35,499.90	20-2540-465-00-79
		<u>\$35,499.90</u>	
VILLAGE OF ALGONQUIN			
	Water/Sewer	1,085.90	20-2540-370-00-79
	Water/Sewer	325.35	20-2540-370-00-79
	Water/Sewer	1,197.20	20-2540-370-00-79
	Water/Sewer	1,289.95	20-2540-370-00-79
	Water/Sewer	10.00	20-2540-370-00-79
		<u>\$3,908.40</u>	
	Report Total	<u><u>\$138,283.84</u></u>	



Huntley Community School District 158

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

To: Board of Education and Administration
From: Mark Altmayer, Chief Financial Officer
Date: May 1, 2025
Subject: **Disbursements Issued**
Committee of the Whole Meeting, May 1, 2025
Finance Committee

The following is an executive summary of the attached report titled "Disbursements Issued" which is a listing of disbursements issued from March 31, 2025 to April 25, 2025.

Education Fund	\$ 2,963,720.17
Operations & Maintenance Fund	450,615.75
Debt Service Fund	0.00
Transporation Fund	100,432.58
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>\$ 3,514,784.50</u>

RECOMMENDATION

Administration requests that the Finance Committee recommend the Board of Education approve the Disbursements Issued Report at the May 15, 2025 Regular Board meeting.



Huntley Community School District 158 Disbursements

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Vendor Name	Check #	Check Date	A.S.N.	Account# Description	Amount	P.O. #	State Account Number
1ST Ayd Corporation							
	75727	04/21/2025	40-2554-410-00-79	Fleet Supplies	29.51	20252405	40-2554-410-00-79
					<u>\$29.51</u>	Payee Vendor Total	
A Parts Warehouse							
	75728	04/21/2025	40-2554-410-00-79	Fleet Supplies	71.50	20252406	40-2554-410-00-79
	75728	04/21/2025	40-2554-410-00-79	Fleet Supplies	193.29	20252407	40-2554-410-00-79
	75728	04/21/2025	40-2554-410-00-79	Fleet Supplies	449.44	20252566	40-2554-410-00-79
	75728	04/21/2025	40-2554-410-00-79	Fleet Supplies	252.48	20252567	40-2554-410-00-79
					<u>\$966.71</u>	Payee Vendor Total	
ABDO Publishing							
	75729	04/21/2025	10-2220-430-00-72-110-13	Media Center Chesak	1,549.70	20252163	10-2220-430-00-72-110-13
					<u>\$1,549.70</u>	Payee Vendor Total	
Accountable Healthcare St							
	75552	04/03/2025	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	3,226.50	25030637	10-1101-310-00-79-605-14
	75552	04/03/2025	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	3,226.50	25030637	10-1101-310-00-79-605-14
					<u>\$6,453.00</u>	Payee Vendor Total	
ACIA CL LLC (DBA CL Chrys							
	75730	04/21/2025	40-2554-410-00-79	Fleet Supplies	147.77	20252408	40-2554-410-00-79
					<u>\$147.77</u>	Payee Vendor Total	
ADP LLC							
	75731	04/21/2025	10-2520-310-00-74-500-14	Prof & Tech Fiscal	9,049.73	25040437	10-2520-310-00-74-500-14
	75731	04/21/2025	10-2520-310-00-74-500-14	Prof & Tech Fiscal	4,390.76	25040437	10-2520-310-00-74-500-14
					<u>\$13,440.49</u>	Payee Vendor Total	
Advantage Mechanical Inc							
	75553	04/03/2025	20-2542-390-00-79	Other Purchased Service	5,121.77	25040317	20-2542-390-00-79
	75604	04/11/2025	20-2542-323-00-79	Repairs & Maint Buildings	652.50	25040027	20-2542-323-00-79
					<u>\$5,774.27</u>	Payee Vendor Total	
Advocate Sherman Occ Heal							
	75732	04/21/2025	40-2550-310-00-79	Prof & Tech Service Trans	97.00	20252568	40-2550-310-00-79
					<u>\$97.00</u>	Payee Vendor Total	
Aequor Healthcare Service							
	75554	04/03/2025	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	3,750.00	25030547	10-1101-310-00-79-605-14
	75554	04/03/2025	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	1,436.68	25030547	10-1101-310-00-79-605-14

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Huntley Community School District 158 Disbursements

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Vendor Name	Check #	Check Date	A.S.N.	Account# Description	Amount	P.O. #	State Account Number
	75554	04/03/2025	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	3,750.00	25030547	10-1101-310-00-79-605-14
	75554	04/03/2025	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	1,575.00	25030547	10-1101-310-00-79-605-14
	75554	04/03/2025	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	3,008.00	25030547	10-1101-310-00-79-605-14
	75554	04/03/2025	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	1,575.00	25030547	10-1101-310-00-79-605-14
	75554	04/03/2025	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	1,795.85	25030547	10-1101-310-00-79-605-14
	75549	03/31/2025	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	3,750.00	25020547	10-1101-310-00-79-605-14
	75554	04/03/2025	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	3,750.00	25010547	10-1101-310-00-79-605-14
					\$24,390.53	Payee Vendor Total	
Airgas USA LLC							
	75605	04/11/2025	20-2542-410-00-79	Supplies B & G	159.60	25010237	20-2542-410-00-79
	75605	04/11/2025	20-2542-410-00-79	Supplies B & G	221.34	25020237	20-2542-410-00-79
					\$380.94	Payee Vendor Total	
Albom Translation Servic							
	75733	04/21/2025	10-2210-310-84-79-605-14	Title III LIPLEPS Pur Svcs	1,459.20	20252409	10-2210-310-84-79-605-14
					\$1,459.20	Payee Vendor Total	
Allen, James							
	75655	04/21/2025	10-2213-415-00-71-300-13	HHS Staff Devel Supplies	38.97	0	10-2213-415-00-71-300-13
	75655	04/21/2025	10-2213-415-00-71-300-13	HHS Staff Devel Supplies	173.58	0	10-2213-415-00-71-300-13
					\$212.55	Payee Vendor Total	
Allen, Michele							
	75656	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	20.86	0	10-1200-332-00-79-600-14
					\$20.86	Payee Vendor Total	
Alpha Baking Company Inc							
	75606	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	566.29	25031087	10-2560-415-00-71-300-13
	75606	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	689.16	25031087	10-2560-415-00-71-300-13
	75606	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	651.46	25031087	10-2560-415-00-71-300-13
	75606	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	839.22	25031087	10-2560-415-00-71-300-13
	75606	04/11/2025	10-2560-415-00-71-100-13	Cafe Food Leggee	74.14	25031077	10-2560-415-00-71-100-13
	75606	04/11/2025	10-2560-415-00-71-100-13	Cafe Food Leggee	50.01	25031077	10-2560-415-00-71-100-13
	75606	04/11/2025	10-2560-415-00-71-100-13	Cafe Food Leggee	80.49	25031077	10-2560-415-00-71-100-13
	75606	04/11/2025	10-2560-415-00-71-100-13	Cafe Food Leggee	70.90	25031077	10-2560-415-00-71-100-13
	75606	04/11/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	145.42	25031117	10-2560-415-00-72-220-13
	75606	04/11/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	60.20	25031117	10-2560-415-00-72-220-13
	75606	04/11/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	129.53	25031117	10-2560-415-00-72-220-13

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Huntley Community School District 158 Disbursements

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Vendor Name	Check #	Check Date	A.S.N.	Account# Description	Amount	P.O. #	State Account Number	
	75606	04/11/2025	10-2560-415-00-72-120-13	Cafe Food Martin	220.02	25031107	10-2560-415-00-72-120-13	
	75606	04/11/2025	10-2560-415-00-72-120-13	Cafe Food Martin	320.46	25031107	10-2560-415-00-72-120-13	
	75606	04/11/2025	10-2560-415-00-72-110-13	Cafe Food Chesak	12.59	25031097	10-2560-415-00-72-110-13	
	75606	04/11/2025	10-2560-415-00-72-110-13	Cafe Food Chesak	105.24	25031097	10-2560-415-00-72-110-13	
	75606	04/11/2025	10-2560-415-00-72-110-13	Cafe Food Chesak	75.54	25031097	10-2560-415-00-72-110-13	
	75606	04/11/2025	10-2560-415-00-74-210-13	Cafe Food Heineman	247.87	25031147	10-2560-415-00-74-210-13	
	75606	04/11/2025	10-2560-415-00-74-150-13	Cafe Food Conley	99.68	25031137	10-2560-415-00-74-150-13	
	75606	04/11/2025	10-2560-415-00-74-150-13	Cafe Food Conley	54.27	25031137	10-2560-415-00-74-150-13	
	75606	04/11/2025	10-2560-415-00-74-140-13	Cafe Food Mackeben	84.58	25031127	10-2560-415-00-74-140-13	
	75606	04/11/2025	10-2560-415-00-74-140-13	Cafe Food Mackeben	98.52	25031127	10-2560-415-00-74-140-13	
					\$4,675.59	Payee Vendor Total		
Altmayer, Mark								
	75657	04/21/2025	10-2520-332-00-74-500-14	Travel Fiscal	207.62		10-2520-332-00-74-500-14	
					\$207.62	Payee Vendor Total		154
American Bottling Company								
	75607	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	445.00	25031497	10-2560-415-00-71-300-13	
	75607	04/11/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	208.00	25030407	10-2560-415-00-72-220-13	
	75607	04/11/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	293.00	25030407	10-2560-415-00-72-220-13	
	75607	04/11/2025	10-2560-415-00-74-210-13	Cafe Food Heineman	337.00	25031507	10-2560-415-00-74-210-13	
	75607	04/11/2025	10-2560-415-00-74-210-13	Cafe Food Heineman	490.00	25031507	10-2560-415-00-74-210-13	
					\$1,773.00	Payee Vendor Total		
American Heart Associatio								
	75608	04/11/2025	10-2130-410-00-79-600-14	Supplies Health	360.00	20251891	10-2130-410-00-79-600-14	
					\$360.00	Payee Vendor Total		
AmeriGas								
	75555	04/03/2025	40-2552-461-00-79	Propane	2,005.49	25030567	40-2552-461-00-79	
	75555	04/03/2025	40-2552-461-00-79	Propane	1,003.25	25030567	40-2552-461-00-79	
	75555	04/03/2025	40-2552-461-00-79	Propane	1,505.51	25030567	40-2552-461-00-79	
	75555	04/03/2025	40-2552-461-00-79	Propane	1,010.16	25030567	40-2552-461-00-79	
	75609	04/11/2025	40-2552-461-00-79	Propane	1,683.77	25040567	40-2552-461-00-79	
	75609	04/11/2025	40-2552-461-00-79	Propane	883.72	25040567	40-2552-461-00-79	
	75609	04/11/2025	40-2552-461-00-79	Propane	1,886.83	25040567	40-2552-461-00-79	
	75609	04/11/2025	40-2552-461-00-79	Propane	1,251.86	25040567	40-2552-461-00-79	
					\$11,230.59	Payee Vendor Total		



Huntley Community School District 158 Disbursements

Check Date: 3/31/25 to 4/25/25

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Vendor Name	Check #	Check Date	A.S.N.	Account# Description	Amount	P.O. #	State Account Number
Aramark Refreshment Servi							
	75734	04/21/2025	10-1110-323-00-71-100-13	Repairs & Maintenance Leggee	53.47	20250475	10-1110-323-00-71-100-13
	75734	04/21/2025	10-1110-323-00-72-120-13	Repairs Martin	205.00	20252444	10-1110-323-00-72-120-13
	75734	04/21/2025	10-1110-323-00-72-120-13	Repairs Martin	126.35	20252445	10-1110-323-00-72-120-13
	75734	04/21/2025	10-1120-323-00-74-210-13	Repairs & Maintenance HMS	178.00	20252446	10-1120-323-00-74-210-13
	75734	04/21/2025	10-1110-323-00-71-100-13	Repairs & Maintenance Leggee	99.95	20252463	10-1110-323-00-71-100-13
	75734	04/21/2025	10-1110-323-00-71-100-13	Repairs & Maintenance Leggee	134.00	20252464	10-1110-323-00-71-100-13
					\$796.77	Payee Vendor Total	
ARK Products LLC							
	75735	04/21/2025	10-2130-410-92-79-605-14	IDEA Health OTPT & Nurse Sup	20.00	20252395	10-2130-410-92-79-605-14
	75735	04/21/2025	10-2130-410-92-79-605-14	IDEA Health OTPT & Nurse Sup	162.66	20252395	10-2130-410-92-79-605-14
					\$182.66	Payee Vendor Total	
AT&T							
	75610	04/11/2025	20-2540-340-00-79	Telephone - Districtwide	3,040.85	25040327	20-2540-340-00-79
					\$3,040.85	Payee Vendor Total	
Attainment Company Inc							
	75736	04/21/2025	10-1200-410-92-79-600-14	IDEA Instructional Supplies	19.81	20252286	10-1200-410-92-79-600-14
	75736	04/21/2025	10-1200-410-92-79-600-14	IDEA Instructional Supplies	(20.85)	20252286	10-1200-410-92-79-600-14
	75736	04/21/2025	10-1200-410-92-79-600-14	IDEA Instructional Supplies	417.00	20252286	10-1200-410-92-79-600-14
					\$415.96	Payee Vendor Total	
Auto Tech Centers Inc							
	992300739	04/22/2025	40-2550-323-00-79	Repairs and Maintenance	29.90	20252410	40-2550-323-00-79
	992300739	04/22/2025	20-2545-323-00-79-600-14	Vehicle Repairs & Maintenance	76.40	20252509	20-2545-323-00-79-600-14
	992300739	04/22/2025	20-2545-323-00-79-600-14	Vehicle Repairs & Maintenance	53.90	20252509	20-2545-323-00-79-600-14
	992300739	04/22/2025	20-2545-323-00-79-600-14	Vehicle Repairs & Maintenance	48.90	20252509	20-2545-323-00-79-600-14
					\$209.10	Payee Vendor Total	
Barr, Denise							
	75658	04/21/2025	10-2633-360-00-74-500-14	Communications Purch Services	40.37	0	10-2633-360-00-74-500-14
	75658	04/21/2025	10-2630-332-00-74-500-14	Communications Travel	165.62		10-2630-332-00-74-500-14
	75658	04/21/2025	10-2630-332-00-74-500-14	Communications Travel	62.02		10-2630-332-00-74-500-14
					\$268.01	Payee Vendor Total	
Barrington High School							
	75597	04/11/2025	10-1500-640-00-71-300-13	Sports Dues & Fees HS	225.00	0	10-1500-640-00-71-300-13

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					\$225.00	Payee Vendor Total	
Basargin, Beth							
	75659	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	176.82	0	10-1200-332-00-79-600-14
					\$176.82	Payee Vendor Total	
Benchmark Education Compa							
	75737	04/21/2025	10-1100-421-00-74-500-14	Materials 6-12	500.00	20252397	10-1100-421-00-74-500-14
	75737	04/21/2025	10-1100-421-00-74-500-14	Materials 6-12	11,625.00	20252397	10-1100-421-00-74-500-14
	75737	04/21/2025	10-1100-421-00-74-500-14	Materials 6-12	(1,625.00)	20252397	10-1100-421-00-74-500-14
	75737	04/21/2025	10-1100-421-00-74-500-14	Materials 6-12	2,215.70	20252396	10-1100-421-00-74-500-14
	75737	04/21/2025	10-1100-421-00-74-500-14	Materials 6-12	22,157.00	20252396	10-1100-421-00-74-500-14
					\$34,872.70	Payee Vendor Total	
Benefitfocus.com Inc							
	75556	04/03/2025	10-2310-220-00-79-600-14	Support Serv-Gen Adm Insurance	182.79	25020197	10-2310-220-00-79-600-14
	75556	04/03/2025	10-2310-220-00-79-600-14	Support Serv-Gen Adm Insurance	1,907.85	25020197	10-2310-220-00-79-600-14
	75556	04/03/2025	10-2310-220-00-79-600-14	Support Serv-Gen Adm Insurance	2,100.45	25010197	10-2310-220-00-79-600-14
					\$4,191.09	Payee Vendor Total	
Bilingual Educational Spe							
	75738	04/21/2025	10-2150-310-92-79-600-14	IDEA Sp Path & Audiology Serv	950.00	20252296	10-2150-310-92-79-600-14
	75738	04/21/2025	10-2150-310-92-79-600-14	IDEA Sp Path & Audiology Serv	950.00	20252569	10-2150-310-92-79-600-14
					\$1,900.00	Payee Vendor Total	
Black, Payton							
	75660	04/21/2025	10-1120-332-00-74-210-13	Teacher Travel Heineman	194.03	0	10-1120-332-00-74-210-13
					\$194.03	Payee Vendor Total	
Blick Art Materials							
	75611	04/11/2025	10-1110-410-02-72-120-13	Art Supplies Martin	158.24	20251655	10-1110-410-02-72-120-13
					\$158.24	Payee Vendor Total	
Blu Petroleum							
	75557	04/03/2025	40-2552-464-00-79	Diesel/Gasoline	5,576.98	25030827	40-2552-464-00-79
	75557	04/03/2025	40-2552-464-00-79	Diesel/Gasoline	2,131.16	25030827	40-2552-464-00-79
	75557	04/03/2025	40-2552-464-00-79	Diesel/Gasoline	4,533.09	25030827	40-2552-464-00-79
	75557	04/03/2025	40-2552-464-00-79	Diesel/Gasoline	975.37	25030827	40-2552-464-00-79
	75612	04/11/2025	40-2552-464-00-79	Diesel/Gasoline	1,907.23	25040827	40-2552-464-00-79
	75612	04/11/2025	40-2552-464-00-79	Diesel/Gasoline	1,139.07	25040827	40-2552-464-00-79

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					\$16,262.90	Payee Vendor Total	
Blue Cross Blue Shield							
	202504070	04/04/2025	10-1100-220-00-79-600-14	Regular Programs Insurance	625,013.64	25030417	10-1100-220-00-79-600-14
	202504220	04/22/2025	10-1100-220-00-79-600-14	Regular Programs Insurance	613,316.37	25040417	10-1100-220-00-79-600-14
					\$1,238,330.01	Payee Vendor Total	
BrainPOP LLC							
	75739	04/21/2025	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	19,125.00	20252334	10-2212-310-00-79-505-14
	75739	04/21/2025	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	535.00	20252334	10-2212-310-00-79-505-14
					\$19,660.00	Payee Vendor Total	
Brinkman, Amanda							
	75661	04/21/2025	10-1100-410-98-79-600-14	Rep Instr Supplies	45.10	0	10-1100-410-98-79-600-14
					\$45.10	Payee Vendor Total	
BryMax Enterprises Inc							
	75613	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	702.00	25031907	10-2560-415-00-71-300-13
	75613	04/11/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	1,134.00	25031917	10-2560-415-00-72-220-13
	75613	04/11/2025	10-2560-415-00-74-210-13	Cafe Food Heineman	648.00	25031927	10-2560-415-00-74-210-13
					\$2,484.00	Payee Vendor Total	
Build Capacity Consulting							
	75740	04/21/2025	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	129.50	20252297	10-2212-310-00-79-505-14
	75740	04/21/2025	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	13.84	20252297	10-2212-310-00-79-505-14
	75740	04/21/2025	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	145.34	20252297	10-2212-310-00-79-505-14
	75740	04/21/2025	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	141.40	20252510	10-2212-310-00-79-505-14
	75740	04/21/2025	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	19.06	20252510	10-2212-310-00-79-505-14
	75740	04/21/2025	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	10.14	20252510	10-2212-310-00-79-505-14
	75740	04/21/2025	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	524.82	20252510	10-2212-310-00-79-505-14
					\$984.10	Payee Vendor Total	
Bulk Bookstore							
	75741	04/21/2025	10-1100-421-00-74-500-14	Materials 6-12	365.25	20252335	10-1100-421-00-74-500-14
	75741	04/21/2025	10-1100-421-00-74-500-14	Materials 6-12	10,375.00	20252335	10-1100-421-00-74-500-14
					\$10,740.25	Payee Vendor Total	
Canteen Refreshments							
	75742	04/21/2025	10-2560-415-00-71-300-13	Cafe Food HS	671.72	20252447	10-2560-415-00-71-300-13
					\$671.72	Payee Vendor Total	

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Cantwell, Catherine							
	75662	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	180.81	0	10-1200-332-00-79-600-14
					\$180.81	Payee Vendor Total	
Capstone Press							
	75743	04/21/2025	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	3,798.00	20252336	10-2212-310-00-79-505-14
	75743	04/21/2025	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	2,278.95	20252336	10-2212-310-00-79-505-14
	75743	04/21/2025	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	2,658.10	20252336	10-2212-310-00-79-505-14
					\$8,735.05	Payee Vendor Total	
Cassandra Strings							
	75614	04/11/2025	10-1110-410-00-71-100-13	Inst Supplies Leggee	33.99	20252185	10-1110-410-00-71-100-13
	75614	04/11/2025	10-1110-410-00-71-100-13	Inst Supplies Leggee	85.00	20252185	10-1110-410-00-71-100-13
	75614	04/11/2025	10-1110-410-00-71-100-13	Inst Supplies Leggee	68.00	20252185	10-1110-410-00-71-100-13
	75614	04/11/2025	10-1110-410-00-71-100-13	Inst Supplies Leggee	33.99	20252281	10-1110-410-00-71-100-13
	75614	04/11/2025	10-1110-410-00-71-100-13	Inst Supplies Leggee	85.00	20252281	10-1110-410-00-71-100-13
	75744	04/21/2025	10-1110-410-00-71-100-13	Inst Supplies Leggee	(8.70)	20252465	10-1110-410-00-71-100-13
	75744	04/21/2025	10-1110-410-00-71-100-13	Inst Supplies Leggee	29.98	20252465	10-1110-410-00-71-100-13
	75744	04/21/2025	10-1110-410-00-71-100-13	Inst Supplies Leggee	57.00	20252465	10-1110-410-00-71-100-13
	75744	04/21/2025	10-1110-410-00-71-100-13	Inst Supplies Leggee	(19.49)	20252466	10-1110-410-00-71-100-13
	75744	04/21/2025	10-1110-410-00-71-100-13	Inst Supplies Leggee	38.97	20252466	10-1110-410-00-71-100-13
	75744	04/21/2025	10-1110-410-00-71-100-13	Inst Supplies Leggee	38.97	20252466	10-1110-410-00-71-100-13
	75744	04/21/2025	10-1110-410-00-71-100-13	Inst Supplies Leggee	38.97	20252466	10-1110-410-00-71-100-13
	75744	04/21/2025	10-1110-410-00-71-100-13	Inst Supplies Leggee	77.94	20252466	10-1110-410-00-71-100-13
	75744	04/21/2025	10-1110-410-00-71-100-13	Inst Supplies Leggee	(7.79)	20252467	10-1110-410-00-71-100-13
	75744	04/21/2025	10-1110-410-00-71-100-13	Inst Supplies Leggee	47.92	20252467	10-1110-410-00-71-100-13
	75744	04/21/2025	10-1110-410-00-71-100-13	Inst Supplies Leggee	29.98	20252467	10-1110-410-00-71-100-13
					\$629.73	Payee Vendor Total	
Cavazos, Kimberly							
	75663	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	255.50	0	10-1200-332-00-79-600-14
	75663	04/21/2025	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	45.00	0	10-2210-314-92-79-605-14
					\$300.50	Payee Vendor Total	
CDW Government Inc							
	75615	04/11/2025	10-2520-410-00-74-500-14	Supplies Fiscal	599.00	20252207	10-2520-410-00-74-500-14
	75615	04/11/2025	10-2660-319-61-79-600-14	Software Maintenance	13,501.00	20252206	10-2660-319-61-79-600-14
					\$14,100.00	Payee Vendor Total	

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CDWG Capital One							
	992300734	04/14/2025	10-2660-319-61-79-600-14	Software Maintenance	77,261.60	20252282	10-2660-319-61-79-600-14
	992300734	04/14/2025	10192	Prepaid Expenses	54,831.00	20252282	10-192
	992300734	04/14/2025	10192	Prepaid Expenses	212,800.00	20251999	10-192
	992300734	04/14/2025	10-2660-490-00-79-600-14	Inventoriable Equipment Tech	197,600.00	20251999	10-2660-490-00-79-600-14
	992300734	04/14/2025	10192	Prepaid Expenses	106,400.00	20251999	10-192
	992300734	04/14/2025	10-2660-490-00-79-600-14	Inventoriable Equipment Tech	98,800.00	20251999	10-2660-490-00-79-600-14
					\$747,692.60	Payee Vendor Total	
Central DuPage Hospital							
	75745	04/21/2025	10-4210-670-00-79-600-14	Dist Hospital Instruct./Safe School	280.00	20252347	10-4210-670-00-79-600-14
	75745	04/21/2025	10-4210-670-00-79-600-14	Dist Hospital Instruct./Safe School	472.50	20252347	10-4210-670-00-79-600-14
	75745	04/21/2025	10-4210-670-00-79-600-14	Dist Hospital Instruct./Safe School	385.00	20252347	10-4210-670-00-79-600-14
	75745	04/21/2025	10-4210-670-00-79-600-14	Dist Hospital Instruct./Safe School	315.00	20252347	10-4210-670-00-79-600-14
					\$1,452.50	Payee Vendor Total	
Central States Bus Sales							
	75558	04/03/2025	40-2554-410-00-79	Fleet Supplies	73.72	25030727	40-2554-410-00-79
	75616	04/11/2025	40-2554-410-00-79	Fleet Supplies	227.84	25040727	40-2554-410-00-79
	75616	04/11/2025	40-2554-410-00-79	Fleet Supplies	168.55	25040727	40-2554-410-00-79
					\$470.11	Payee Vendor Total	
China Bistro Inc							
	75746	04/21/2025	10-2310-410-00-74-500-14	Supplies Board	18.00	20252412	10-2310-410-00-74-500-14
	75746	04/21/2025	10-2310-410-00-74-500-14	Supplies Board	167.70	20252412	10-2310-410-00-74-500-14
					\$185.70	Payee Vendor Total	
Christiansen, Jennifer							
	75664	04/21/2025	10-1130-332-00-71-300-13	Teacher Travel HS	4.20	0	10-1130-332-00-71-300-13
					\$4.20	Payee Vendor Total	
Cintas Corporation No 2							
	75747	04/21/2025	10-2560-410-00-74-140-13	Cafe Supplies Mackeben	60.14	20252511	10-2560-410-00-74-140-13
	75747	04/21/2025	10-2560-410-00-74-150-13	Cafe Supplies Conley	60.37	20252511	10-2560-410-00-74-150-13
	75747	04/21/2025	10-2560-410-00-74-210-13	Cafe Supplies Heineman	41.60	20252511	10-2560-410-00-74-210-13
	75747	04/21/2025	10-2560-410-00-72-110-13	Cafe Supplies Chesak	26.51	20252511	10-2560-410-00-72-110-13
	75747	04/21/2025	10-2560-410-00-72-120-13	Cafe Supplies Martin	42.83	20252511	10-2560-410-00-72-120-13
	75747	04/21/2025	10-2560-410-00-72-220-13	Cafe Supplies Marlowe	68.84	20252511	10-2560-410-00-72-220-13
	75747	04/21/2025	10-2560-410-00-71-100-13	Cafe Supplies Leggee	39.09	20252511	10-2560-410-00-71-100-13

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	75747	04/21/2025	10-2560-410-00-71-300-13	Cafe Supplies HS	66.51	20252511	10-2560-410-00-71-300-13
					\$405.89	Payee Vendor Total	
CINTAS							
	992300730	04/10/2025	40-2550-325-00-79	Rental Trans	249.39	25030757	40-2550-325-00-79
	992300735	04/14/2025	40-2550-325-00-79	Rental Trans	249.39	25040757	40-2550-325-00-79
					\$498.78	Payee Vendor Total	
Clare Woods Academy							
	75559	04/03/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	4,996.40	25030607	10-4220-670-00-79-600-14
					\$4,996.40	Payee Vendor Total	
Clarity Assessments LLC							
	75748	04/21/2025	10-2140-310-92-79-600-14	IDEA Psychological Services	1,800.00	20252298	10-2140-310-92-79-600-14
					\$1,800.00	Payee Vendor Total	
Classic Glass and Glazing							
	75560	04/03/2025	20-2542-323-00-79	Repairs & Maint Buildings	440.00	20252250	20-2542-323-00-79
	75560	04/03/2025	20-2542-323-00-79	Repairs & Maint Buildings	453.00	20252250	20-2542-323-00-79
					\$893.00	Payee Vendor Total	
ClientFirst Consulting Gr							
	75749	04/21/2025	10-2660-390-00-79-600-14	Purchased Service Technology	1,982.50	20252435	10-2660-390-00-79-600-14
					\$1,982.50	Payee Vendor Total	
Comcast							
	75750	04/21/2025	20-2540-340-00-79	Telephone - Districtwide	299.74	20252299	20-2540-340-00-79
					\$299.74	Payee Vendor Total	
ComEd							
	75588	04/03/2025	20-2540-466-00-79	Electric	433.31	0	20-2540-466-00-79
	75588	04/03/2025	20-2540-466-00-79	Electric	(94.74)	0	20-2540-466-00-79
					\$338.57	Payee Vendor Total	
Common Market Great Lakes							
	75751	04/21/2025	10-2560-415-00-74-140-13	Cafe Food Mackeben	154.00	20252512	10-2560-415-00-74-140-13
	75751	04/21/2025	10-2560-415-00-71-300-13	Cafe Food HS	253.40	20252512	10-2560-415-00-71-300-13
	75751	04/21/2025	10-2560-415-00-71-100-13	Cafe Food Leggee	215.60	20252512	10-2560-415-00-71-100-13
	75751	04/21/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	222.60	20252512	10-2560-415-00-72-220-13
	75751	04/21/2025	10-2560-415-00-72-120-13	Cafe Food Martin	184.80	20252512	10-2560-415-00-72-120-13
	75751	04/21/2025	10-2560-415-00-72-110-13	Cafe Food Chesak	154.00	20252512	10-2560-415-00-72-110-13

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	75751	04/21/2025	10-2560-415-00-74-210-13	Cafe Food Heineman	222.60	20252512	10-2560-415-00-74-210-13
	75751	04/21/2025	10-2560-415-00-74-140-13	Cafe Food Mackeben	154.00	20252512	10-2560-415-00-74-140-13
					\$1,561.00	Payee Vendor Total	
CommonLit Inc							
	75752	04/21/2025	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	11,550.00	20252337	10-2212-310-00-79-505-14
					\$11,550.00	Payee Vendor Total	
Conserv FS Inc							
	75753	04/21/2025	20-2543-410-00-79	Grounds Supplies	95.00	20252300	20-2543-410-00-79
	75753	04/21/2025	20-2543-410-00-79	Grounds Supplies	598.00	20252300	20-2543-410-00-79
	75753	04/21/2025	20-2543-410-00-79	Grounds Supplies	2,092.50	20252300	20-2543-410-00-79
	75753	04/21/2025	20-2543-410-00-79	Grounds Supplies	118.80	20252300	20-2543-410-00-79
	75753	04/21/2025	20-2543-410-00-79	Grounds Supplies	492.00	20252300	20-2543-410-00-79
	75753	04/21/2025	20-2543-410-00-79	Grounds Supplies	1,320.00	20252300	20-2543-410-00-79
	75753	04/21/2025	20-2543-410-00-79	Grounds Supplies	4,508.46	20252570	20-2543-410-00-79
					\$9,224.76	Payee Vendor Total	
Cornett, Brenda							
	75665	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	118.58	0	10-1200-332-00-79-600-14
					\$118.58	Payee Vendor Total	
Costco Membership							
	75754	04/21/2025	10-2520-640-00-74-500-14	Dues & Fees Fiscal	130.00	20252413	10-2520-640-00-74-500-14
					\$130.00	Payee Vendor Total	
Cove School							
	75561	04/03/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	4,312.70	25031959	10-4220-670-00-79-600-14
					\$4,312.70	Payee Vendor Total	
Crown Trophy							
	75755	04/21/2025	10-2321-410-00-74-500-14	Supplies Supt	324.00	20252513	10-2321-410-00-74-500-14
					\$324.00	Payee Vendor Total	
Crystal Lake School Distr							
	75756	04/21/2025	10-4120-310-92-79-600-14	IDEA Payments to Other Districts	618.75	20252515	10-4120-310-92-79-600-14
	75756	04/21/2025	10-4120-310-92-79-600-14	IDEA Payments to Other Districts	300.00	20252514	10-4120-310-92-79-600-14
					\$918.75	Payee Vendor Total	
CT Veach Inc							
	75757	04/21/2025	20-2543-320-00-79-600-14	Grounds Contract	21,032.78	25040157	20-2543-320-00-79-600-14

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	75757	04/21/2025	20-2543-323-00-79	Repairs-Grounds	2,242.00	20252516	20-2543-323-00-79
	75757	04/21/2025	20-2543-320-00-79-600-14	Grounds Contract	912.00	20252517	20-2543-320-00-79-600-14
	75757	04/21/2025	20-2543-323-00-79	Repairs-Grounds	1,560.00	20252348	20-2543-323-00-79
	75757	04/21/2025	20-2543-323-00-79	Repairs-Grounds	1,515.00	20252516	20-2543-323-00-79
					\$27,261.78	Payee Vendor Total	
Dabe, Aimee							
	75666	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	120.12	0	10-1200-332-00-79-600-14
					\$120.12	Payee Vendor Total	
Dean, Adam							
	75667	04/21/2025	10-2546-332-00-79-600-14	Security Officer Travel	39.62	0	10-2546-332-00-79-600-14
	75667	04/21/2025	10-2546-332-00-79-600-14	Security Officer Travel	201.60		10-2546-332-00-79-600-14
	75667	04/21/2025	10-2546-332-00-79-600-14	Security Officer Travel	184.80		10-2546-332-00-79-600-14
					\$426.02	Payee Vendor Total	
DeWulf, Kaitlyn							
	75645	04/21/2025	10-2310-230-00-74-500-14	Tuition Reimbursement	420.00	0	10-2310-230-00-74-500-14
					\$420.00	Payee Vendor Total	
Dreisilker Electric Motor							
	992300740	04/22/2025	20-2542-410-00-79	Supplies B & G	94.42	20252436	20-2542-410-00-79
					\$94.42	Payee Vendor Total	
Dunsworth, Madeline							
	75668	04/21/2025	10-1110-332-00-71-100-13	Teacher Travel Leggee	14.00	0	10-1110-332-00-71-100-13
	75668	04/21/2025	10-1110-332-00-71-100-13	Teacher Travel Leggee	17.50	0	10-1110-332-00-71-100-13
					\$31.50	Payee Vendor Total	
Easley, Amanda							
	75669	04/21/2025	10-1101-314-00-79-605-14	Homebound Tutoring	6.30	0	10-1101-314-00-79-605-14
					\$6.30	Payee Vendor Total	
Eds Rental Inc							
	75758	04/21/2025	20-2543-410-00-79	Grounds Supplies	304.75	20252468	20-2543-410-00-79
					\$304.75	Payee Vendor Total	
Eds Testing Station and A							
	75562	04/03/2025	40-2550-310-00-79	Prof & Tech Service Trans	200.00	25020707	40-2550-310-00-79
	75562	04/03/2025	40-2550-310-00-79	Prof & Tech Service Trans	1,000.00	25030707	40-2550-310-00-79
					\$1,200.00	Payee Vendor Total	

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Edwards, Ryan							
	75646	04/21/2025	10-2310-230-00-74-500-14	Tuition Reimbursement	420.00	0	10-2310-230-00-74-500-14
	75646	04/21/2025	10-2310-230-00-74-500-14	Tuition Reimbursement	420.00	0	10-2310-230-00-74-500-14
					\$840.00	Payee Vendor Total	
EMS LINQ Inc							
	75563	04/03/2025	10-2520-410-00-74-500-14	Supplies Fiscal	69.66	20251934	10-2520-410-00-74-500-14
	75563	04/03/2025	10-2520-410-00-74-500-14	Supplies Fiscal	1,500.00	20251934	10-2520-410-00-74-500-14
					\$1,569.66	Payee Vendor Total	
Engler Callaway Baasten &							
	75759	04/21/2025	10-2310-318-00-74-500-14	Legal Board	2,040.50	20252414	10-2310-318-00-74-500-14
	75759	04/21/2025	10-2310-318-00-74-500-14	Legal Board	5,247.00	20252588	10-2310-318-00-74-500-14
					\$7,287.50	Payee Vendor Total	
Fabis, Tammra							
	75670	04/21/2025	10-2560-410-00-72-120-13	Cafe Supplies Martin	29.50	0	10-2560-410-00-72-120-13
					\$29.50	Payee Vendor Total	
Feinstein, Kate							
	75671	04/21/2025	10-1101-314-00-79-605-14	Homebound Tutoring	4.48	0	10-1101-314-00-79-605-14
	75671	04/21/2025	10-1101-314-00-79-605-14	Homebound Tutoring	4.48	0	10-1101-314-00-79-605-14
					\$8.96	Payee Vendor Total	
FFP Fund IV Lessee2 LLC							
	75598	04/11/2025	20-2540-466-00-79	Electric	8,976.82	0	20-2540-466-00-79
	75598	04/11/2025	20-2540-466-00-79	Electric	3,197.73	0	20-2540-466-00-79
	75598	04/11/2025	20-2540-466-00-79	Electric	3,705.58	0	20-2540-466-00-79
	75603	04/11/2025	20-2540-466-00-79	Electric	5,185.12	0	20-2540-466-00-79
	75603	04/11/2025	20-2540-466-00-79	Electric	4,571.08	0	20-2540-466-00-79
	75603	04/11/2025	20-2540-466-00-79	Electric	6,190.90	0	20-2540-466-00-79
					\$31,827.23	Payee Vendor Total	
Fish, Christopher J							
	75551	03/31/2025	10-1120-332-00-74-210-13	Teacher Travel Heineman	255.64	0	10-1120-332-00-74-210-13
					\$255.64	Payee Vendor Total	
Formstack LLC							
	75760	04/21/2025	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	52.27	20252469	10-2212-310-00-79-505-14
	75760	04/21/2025	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	185.75	20252469	10-2212-310-00-79-505-14

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	75760	04/21/2025	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	2,712.00	20252469	10-2212-310-00-79-505-14
	75760	04/21/2025	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	212.04	20252469	10-2212-310-00-79-505-14
	75760	04/21/2025	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	275.64	20252469	10-2212-310-00-79-505-14
	75760	04/21/2025	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	(61.24)	20252469	10-2212-310-00-79-505-14
	75760	04/21/2025	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	(92.17)	20252469	10-2212-310-00-79-505-14
	75760	04/21/2025	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	(52.27)	20252469	10-2212-310-00-79-505-14
	75760	04/21/2025	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	(169.89)	20252469	10-2212-310-00-79-505-14
	75760	04/21/2025	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	17.81	20252469	10-2212-310-00-79-505-14
	75760	04/21/2025	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	92.17	20252469	10-2212-310-00-79-505-14
	75760	04/21/2025	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	13.70	20252469	10-2212-310-00-79-505-14
	75760	04/21/2025	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	169.89	20252469	10-2212-310-00-79-505-14
	75760	04/21/2025	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	947.77	20252469	10-2212-310-00-79-505-14
	75760	04/21/2025	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	1,426.42	20252469	10-2212-310-00-79-505-14
	75760	04/21/2025	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	808.98	20252469	10-2212-310-00-79-505-14
	75760	04/21/2025	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	2,629.25	20252469	10-2212-310-00-79-505-14
	75760	04/21/2025	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	(13.70)	20252469	10-2212-310-00-79-505-14
	75760	04/21/2025	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	(185.75)	20252469	10-2212-310-00-79-505-14
	75760	04/21/2025	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	(17.81)	20252469	10-2212-310-00-79-505-14
	75760	04/21/2025	10-2212-310-00-79-505-14	Curriculum Gen Pur Svc 6-12	61.24	20252469	10-2212-310-00-79-505-14
					\$9,012.10	Payee Vendor Total	
Fowler, Renee							
	75672	04/21/2025	10-1130-332-00-71-300-13	Teacher Travel HS	55.72	0	10-1130-332-00-71-300-13
					\$55.72	Payee Vendor Total	
Fox Valley Fire Safety							
	992300731	04/10/2025	20-2542-323-00-79	Repairs & Maint Buildings	218.15	25020097	20-2542-323-00-79
	992300731	04/10/2025	20-2542-390-00-79	Other Purchased Service	801.00	25040817	20-2542-390-00-79
	992300736	04/14/2025	20-2542-323-00-79	Repairs & Maint Buildings	5,928.00	20251645	20-2542-323-00-79
	992300736	04/14/2025	20-2542-323-00-79	Repairs & Maint Buildings	5,457.00	20251645	20-2542-323-00-79
	992300736	04/14/2025	20-2542-323-00-79	Repairs & Maint Buildings	6,483.03	20251645	20-2542-323-00-79
	992300736	04/14/2025	20-2542-323-00-79	Repairs & Maint Buildings	3,990.40	20251645	20-2542-323-00-79
	992300736	04/14/2025	20-2542-323-00-79	Repairs & Maint Buildings	5,457.00	20251645	20-2542-323-00-79
	992300736	04/14/2025	20-2542-323-00-79	Repairs & Maint Buildings	3,030.00	20251645	20-2542-323-00-79
	992300736	04/14/2025	20-2542-323-00-79	Repairs & Maint Buildings	6,015.00	20251645	20-2542-323-00-79
	992300736	04/14/2025	20-2542-323-00-79	Repairs & Maint Buildings	3,566.00	20252021	20-2542-323-00-79
					\$40,945.58	Payee Vendor Total	



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Frederick, Ryan							
	75647	04/21/2025	10-2310-230-00-74-500-14	Tuition Reimbursement	420.00	0	10-2310-230-00-74-500-14
					<u>\$420.00</u>	Payee Vendor Total	
Galgay, Kathleen M.							
	75648	04/21/2025	10-2310-230-00-74-500-14	Tuition Reimbursement	140.00	0	10-2310-230-00-74-500-14
	75648	04/21/2025	10-2310-230-00-74-500-14	Tuition Reimbursement	140.00	0	10-2310-230-00-74-500-14
					<u>\$280.00</u>	Payee Vendor Total	
General Medical Devices I							
	75761	04/21/2025	10-2546-490-00-79-600-14	Security Officer Supplies	1,659.00	20252571	10-2546-490-00-79-600-14
					<u>\$1,659.00</u>	Payee Vendor Total	
General Parts LLC							
	992300737	04/14/2025	10-2560-323-00-72-120-13	Cafe Repairs Martin	37.20	25031687	10-2560-323-00-72-120-13
	992300737	04/14/2025	10-2560-323-00-72-120-13	Cafe Repairs Martin	264.70	25031687	10-2560-323-00-72-120-13
	992300737	04/14/2025	10-2560-323-00-72-120-13	Cafe Repairs Martin	474.70	25031687	10-2560-323-00-72-120-13
	992300737	04/14/2025	10-2560-323-00-72-120-13	Cafe Repairs Martin	1,341.04	25031687	10-2560-323-00-72-120-13
	992300737	04/14/2025	10-2560-323-00-72-120-13	Cafe Repairs Martin	1,090.34	25031687	10-2560-323-00-72-120-13
	992300737	04/14/2025	10-2560-323-00-72-110-13	Cafe Repairs Chesak	264.70	25031677	10-2560-323-00-72-110-13
	992300737	04/14/2025	10-2560-323-00-72-110-13	Cafe Repairs Chesak	369.70	25031677	10-2560-323-00-72-110-13
	992300737	04/14/2025	10-2560-323-00-72-110-13	Cafe Repairs Chesak	1,181.77	25031677	10-2560-323-00-72-110-13
	992300737	04/14/2025	10-2560-323-00-74-210-13	Cafe Repairs Heineman	1,094.81	25031727	10-2560-323-00-74-210-13
	992300737	04/14/2025	10-2560-323-00-74-210-13	Cafe Repairs Heineman	569.90	25031727	10-2560-323-00-74-210-13
	992300737	04/14/2025	10-2560-323-00-74-210-13	Cafe Repairs Heineman	343.45	25031727	10-2560-323-00-74-210-13
	992300737	04/14/2025	10-2560-323-00-74-210-13	Cafe Repairs Heineman	597.98	25031727	10-2560-323-00-74-210-13
	992300737	04/14/2025	10-2560-323-00-74-210-13	Cafe Repairs Heineman	264.70	25031727	10-2560-323-00-74-210-13
	992300737	04/14/2025	10-2560-323-00-74-210-13	Cafe Repairs Heineman	0.00	25031727	10-2560-323-00-74-210-13
	992300737	04/14/2025	10-2560-323-00-74-210-13	Cafe Repairs Heineman	(569.90)	25031727	10-2560-323-00-74-210-13
	992300737	04/14/2025	10-2560-323-00-72-220-13	Cafe Repairs Marlowe	839.21	25031697	10-2560-323-00-72-220-13
	992300737	04/14/2025	10-2560-323-00-72-220-13	Cafe Repairs Marlowe	317.20	25031697	10-2560-323-00-72-220-13
	992300737	04/14/2025	10-2560-323-00-72-220-13	Cafe Repairs Marlowe	89.70	25031697	10-2560-323-00-72-220-13
					<u>\$8,571.20</u>	Payee Vendor Total	
GFC Leasing WI							
	992300727	03/31/2025	10-2900-325-00-79-600-14	Copier Leases	7,523.87	25030617	10-2900-325-00-79-600-14
					<u>\$7,523.87</u>	Payee Vendor Total	
Gill, Dede							

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	75673	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	247.80	0	10-1200-332-00-79-600-14
	75673	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	96.46	0	10-1200-332-00-79-600-14
					\$344.26	Payee Vendor Total	
Ginczycki, Michael							
	75674	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	72.36	0	10-1200-332-00-79-600-14
	75674	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	189.00	0	10-1200-332-00-79-600-14
					\$261.36	Payee Vendor Total	
Global Water Technology I							
	75762	04/21/2025	20-2542-410-00-79	Supplies B & G	54.00	20252454	20-2542-410-00-79
	75762	04/21/2025	20-2542-410-00-79	Supplies B & G	1,088.65	20252454	20-2542-410-00-79
	75762	04/21/2025	20-2542-390-00-79	Other Purchased Service	966.60	20252437	20-2542-390-00-79
					\$2,109.25	Payee Vendor Total	
Gordon Fleisch Co Inc							
	992300741	04/22/2025	10-2900-390-00-79-600-14	Copier Maintenance	1,459.78	20252349	10-2900-390-00-79-600-14
	992300741	04/22/2025	10-2900-390-00-79-600-14	Copier Maintenance	2,160.23	20252349	10-2900-390-00-79-600-14
	992300741	04/22/2025	10-2900-390-00-79-600-14	Copier Maintenance	5,939.16	20252349	10-2900-390-00-79-600-14
	992300741	04/22/2025	10-2900-390-00-79-600-14	Copier Maintenance	1,047.13	20252349	10-2900-390-00-79-600-14
	992300741	04/22/2025	10-2900-390-00-79-600-14	Copier Maintenance	1,484.53	20252349	10-2900-390-00-79-600-14
	992300741	04/22/2025	10-2900-390-00-79-600-14	Copier Maintenance	2.27	20252349	10-2900-390-00-79-600-14
	992300741	04/22/2025	10-2900-390-00-79-600-14	Copier Maintenance	65.23	20252349	10-2900-390-00-79-600-14
	992300741	04/22/2025	10-2900-390-00-79-600-14	Copier Maintenance	818.78	20252349	10-2900-390-00-79-600-14
					\$12,977.11	Payee Vendor Total	
Gordon Food Service							
	75617	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	4,112.02	25031247	10-2560-415-00-71-300-13
	75617	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	1,702.21	25031247	10-2560-415-00-71-300-13
	75617	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	1,449.53	25031247	10-2560-415-00-71-300-13
	75617	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	4,930.63	25031247	10-2560-415-00-71-300-13
	75617	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	643.13	25031247	10-2560-415-00-71-300-13
	75617	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	1,816.18	25031247	10-2560-415-00-71-300-13
	75617	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	19.27	25031247	10-2560-415-00-71-300-13
	75617	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	44.12	25031247	10-2560-415-00-71-300-13
	75617	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	4,116.97	25031247	10-2560-415-00-71-300-13
	75617	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	3,592.87	25031247	10-2560-415-00-71-300-13
	75617	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	2,102.50	25031247	10-2560-415-00-71-300-13



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	75617	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	2,493.77	25031247	10-2560-415-00-71-300-13
	75617	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	(4.83)	25031247	10-2560-415-00-71-300-13
	75617	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	221.98	25031247	10-2560-415-00-71-300-13
	75617	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	29.23	25031247	10-2560-415-00-71-300-13
	75617	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	8.58	25031247	10-2560-415-00-71-300-13
	75617	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	1,280.92	25031247	10-2560-415-00-71-300-13
	75617	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	4,886.70	25031247	10-2560-415-00-71-300-13
	75617	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	789.17	25031247	10-2560-415-00-71-300-13
	75617	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	5,384.80	25031247	10-2560-415-00-71-300-13
	75617	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	1,312.23	25031247	10-2560-415-00-71-300-13
	75617	04/11/2025	10-2560-415-00-71-100-13	Cafe Food Leggee	17.71	25031237	10-2560-415-00-71-100-13
	75617	04/11/2025	10-2560-415-00-71-100-13	Cafe Food Leggee	1,761.05	25031237	10-2560-415-00-71-100-13
	75617	04/11/2025	10-2560-415-00-71-100-13	Cafe Food Leggee	1,748.92	25031237	10-2560-415-00-71-100-13
	75617	04/11/2025	10-2560-415-00-71-100-13	Cafe Food Leggee	155.00	25031237	10-2560-415-00-71-100-13
	75617	04/11/2025	10-2560-415-00-71-100-13	Cafe Food Leggee	308.67	25031237	10-2560-415-00-71-100-13
	75617	04/11/2025	10-2560-415-00-71-100-13	Cafe Food Leggee	1,851.67	25031237	10-2560-415-00-71-100-13
	75617	04/11/2025	10-2560-415-00-71-100-13	Cafe Food Leggee	107.35	25031237	10-2560-415-00-71-100-13
	75617	04/11/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	4,248.76	25031277	10-2560-415-00-72-220-13
	75617	04/11/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	324.72	25031277	10-2560-415-00-72-220-13
	75617	04/11/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	4,092.20	25031277	10-2560-415-00-72-220-13
	75617	04/11/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	3,599.04	25031277	10-2560-415-00-72-220-13
	75617	04/11/2025	10-2560-415-00-72-120-13	Cafe Food Martin	2,750.35	25031267	10-2560-415-00-72-120-13
	75617	04/11/2025	10-2560-415-00-72-120-13	Cafe Food Martin	366.30	25031267	10-2560-415-00-72-120-13
	75617	04/11/2025	10-2560-415-00-72-120-13	Cafe Food Martin	2,212.67	25031267	10-2560-415-00-72-120-13
	75617	04/11/2025	10-2560-415-00-72-120-13	Cafe Food Martin	251.06	25031267	10-2560-415-00-72-120-13
	75617	04/11/2025	10-2560-415-00-72-120-13	Cafe Food Martin	1,668.20	25031267	10-2560-415-00-72-120-13
	75617	04/11/2025	10-2560-415-00-72-120-13	Cafe Food Martin	234.77	25031267	10-2560-415-00-72-120-13
	75617	04/11/2025	10-2560-415-00-72-120-13	Cafe Food Martin	720.67	25031267	10-2560-415-00-72-120-13
	75617	04/11/2025	10-2560-415-00-72-120-13	Cafe Food Martin	348.90	25031267	10-2560-415-00-72-120-13
	75617	04/11/2025	10-2560-415-00-72-110-13	Cafe Food Chesak	126.71	25031257	10-2560-415-00-72-110-13
	75617	04/11/2025	10-2560-415-00-72-110-13	Cafe Food Chesak	1,295.63	25031257	10-2560-415-00-72-110-13
	75617	04/11/2025	10-2560-415-00-72-110-13	Cafe Food Chesak	731.41	25031257	10-2560-415-00-72-110-13
	75617	04/11/2025	10-2560-415-00-72-110-13	Cafe Food Chesak	1,716.07	25031257	10-2560-415-00-72-110-13
	75617	04/11/2025	10-2560-415-00-72-110-13	Cafe Food Chesak	(65.81)	25031257	10-2560-415-00-72-110-13
	75617	04/11/2025	10-2560-415-00-74-210-13	Cafe Food Heineman	4,879.30	25031307	10-2560-415-00-74-210-13



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	75617	04/11/2025	10-2560-415-00-74-210-13	Cafe Food Heineman	4,111.71	25031307	10-2560-415-00-74-210-13
	75617	04/11/2025	10-2560-415-00-74-210-13	Cafe Food Heineman	6,936.09	25031307	10-2560-415-00-74-210-13
	75617	04/11/2025	10-2560-415-00-74-150-13	Cafe Food Conley	1,219.72	25031297	10-2560-415-00-74-150-13
	75617	04/11/2025	10-2560-415-00-74-150-13	Cafe Food Conley	68.26	25031297	10-2560-415-00-74-150-13
	75617	04/11/2025	10-2560-415-00-74-150-13	Cafe Food Conley	98.18	25031297	10-2560-415-00-74-150-13
	75617	04/11/2025	10-2560-415-00-74-150-13	Cafe Food Conley	98.18	25031297	10-2560-415-00-74-150-13
	75617	04/11/2025	10-2560-415-00-74-150-13	Cafe Food Conley	304.17	25031297	10-2560-415-00-74-150-13
	75617	04/11/2025	10-2560-415-00-74-150-13	Cafe Food Conley	1,552.40	25031297	10-2560-415-00-74-150-13
	75617	04/11/2025	10-2560-415-00-74-140-13	Cafe Food Mackeben	1,459.53	25031287	10-2560-415-00-74-140-13
	75617	04/11/2025	10-2560-415-00-74-140-13	Cafe Food Mackeben	17.71	25031287	10-2560-415-00-74-140-13
	75617	04/11/2025	10-2560-415-00-74-140-13	Cafe Food Mackeben	1,359.80	25031287	10-2560-415-00-74-140-13
	75617	04/11/2025	10-2560-415-00-74-140-13	Cafe Food Mackeben	176.66	25031287	10-2560-415-00-74-140-13
	75617	04/11/2025	10-2560-415-00-74-140-13	Cafe Food Mackeben	997.84	25031287	10-2560-415-00-74-140-13
	75617	04/11/2025	10-2560-410-00-71-300-13	Cafe Supplies HS	780.43	25031167	10-2560-410-00-71-300-13
	75617	04/11/2025	10-2560-410-00-71-300-13	Cafe Supplies HS	20.44	25031167	10-2560-410-00-71-300-13
	75617	04/11/2025	10-2560-410-00-71-300-13	Cafe Supplies HS	288.45	25031167	10-2560-410-00-71-300-13
	75617	04/11/2025	10-2560-410-00-71-300-13	Cafe Supplies HS	30.92	25031167	10-2560-410-00-71-300-13
	75617	04/11/2025	10-2560-410-00-71-300-13	Cafe Supplies HS	211.03	25031167	10-2560-410-00-71-300-13
	75617	04/11/2025	10-2560-410-00-71-300-13	Cafe Supplies HS	235.01	25031167	10-2560-410-00-71-300-13
	75617	04/11/2025	10-2560-410-00-71-300-13	Cafe Supplies HS	395.81	25031167	10-2560-410-00-71-300-13
	75617	04/11/2025	10-2560-410-00-71-300-13	Cafe Supplies HS	497.88	25031167	10-2560-410-00-71-300-13
	75617	04/11/2025	10-2560-410-00-71-300-13	Cafe Supplies HS	182.08	25031167	10-2560-410-00-71-300-13
	75617	04/11/2025	10-2560-410-00-71-300-13	Cafe Supplies HS	504.99	25031167	10-2560-410-00-71-300-13
	75617	04/11/2025	10-2560-410-00-71-300-13	Cafe Supplies HS	41.30	25031167	10-2560-410-00-71-300-13
	75617	04/11/2025	10-2560-410-00-71-300-13	Cafe Supplies HS	131.50	25031167	10-2560-410-00-71-300-13
	75617	04/11/2025	10-2560-410-00-71-100-13	Cafe Supplies Leggee	100.08	25031157	10-2560-410-00-71-100-13
	75617	04/11/2025	10-2560-410-00-71-100-13	Cafe Supplies Leggee	211.35	25031157	10-2560-410-00-71-100-13
	75617	04/11/2025	10-2560-410-00-71-100-13	Cafe Supplies Leggee	386.97	25031157	10-2560-410-00-71-100-13
	75617	04/11/2025	10-2560-410-00-72-220-13	Cafe Supplies Marlowe	467.94	25031197	10-2560-410-00-72-220-13
	75617	04/11/2025	10-2560-410-00-72-220-13	Cafe Supplies Marlowe	59.11	25031197	10-2560-410-00-72-220-13
	75617	04/11/2025	10-2560-410-00-72-220-13	Cafe Supplies Marlowe	425.38	25031197	10-2560-410-00-72-220-13
	75617	04/11/2025	10-2560-410-00-72-120-13	Cafe Supplies Martin	109.82	25031187	10-2560-410-00-72-120-13
	75617	04/11/2025	10-2560-410-00-72-120-13	Cafe Supplies Martin	447.98	25031187	10-2560-410-00-72-120-13
	75617	04/11/2025	10-2560-410-00-72-120-13	Cafe Supplies Martin	358.90	25031187	10-2560-410-00-72-120-13
	75617	04/11/2025	10-2560-410-00-72-120-13	Cafe Supplies Martin	239.21	25031187	10-2560-410-00-72-120-13



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	75617	04/11/2025	10-2560-410-00-72-110-13	Cafe Supplies Chesak	155.19	25031177	10-2560-410-00-72-110-13
	75617	04/11/2025	10-2560-410-00-72-110-13	Cafe Supplies Chesak	188.33	25031177	10-2560-410-00-72-110-13
	75617	04/11/2025	10-2560-410-00-72-110-13	Cafe Supplies Chesak	197.63	25031177	10-2560-410-00-72-110-13
	75617	04/11/2025	10-2560-410-00-74-150-13	Cafe Supplies Conley	311.97	25031217	10-2560-410-00-74-150-13
	75617	04/11/2025	10-2560-410-00-74-150-13	Cafe Supplies Conley	308.07	25031217	10-2560-410-00-74-150-13
	75617	04/11/2025	10-2560-410-00-74-140-13	Cafe Supplies Mackeben	368.68	25031207	10-2560-410-00-74-140-13
	75617	04/11/2025	10-2560-415-97-79-600-14	All Children Snacks	173.27	20250477	10-2560-415-97-79-600-14
	75763	04/21/2025	10-1400-410-09-71-300-13	Family Consumer Science HS	400.31	20252518	10-1400-410-09-71-300-13
	75763	04/21/2025	10-1400-410-09-71-300-13	Family Consumer Science HS	172.42	20252470	10-1400-410-09-71-300-13
	75617	04/11/2025	10-2560-410-00-71-300-13	Cafe Supplies HS	464.16	25031167	10-2560-410-00-71-300-13
					\$103,650.16	Payee Vendor Total	
Gordon, Jenna							
	75675	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	22.12	0	10-1200-332-00-79-600-14
					\$22.12	Payee Vendor Total	
Grainger							
	75764	04/21/2025	20-2542-410-00-79	Supplies B & G	445.32	20252519	20-2542-410-00-79
	75764	04/21/2025	20-2542-410-00-79	Supplies B & G	51.85	20252438	20-2542-410-00-79
					\$497.17	Payee Vendor Total	
GSF USA Inc							
	75564	04/03/2025	20-2542-310-00-79	Custodial Contract Service	195,170.63	25040207	20-2542-310-00-79
	75564	04/03/2025	40-2550-321-00-79	Bus Sanitation	3,627.06	25040187	40-2550-321-00-79
	75765	04/21/2025	20-2542-320-00-79-605-14	Contractual Overtime	7,071.48	20252415	20-2542-320-00-79-605-14
	75765	04/21/2025	20-2542-319-00-79-605-14	Contractual Cust. Replacement	195.92	20252415	20-2542-319-00-79-605-14
					\$206,065.09	Payee Vendor Total	
Gullifor, Kateri							
	75676	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	128.38	0	10-1200-332-00-79-600-14
					\$128.38	Payee Vendor Total	
Guttenberg, Kathy							
	75766	04/21/2025	10-2310-318-00-74-500-14	Legal Board	174.00	20252302	10-2310-318-00-74-500-14
					\$174.00	Payee Vendor Total	
Henricksen, Erin							
	75649	04/21/2025	10-2310-230-00-74-500-14	Tuition Reimbursement	420.00	0	10-2310-230-00-74-500-14
					\$420.00	Payee Vendor Total	

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Hernandez, Shelby							
	75677	04/21/2025	10-1110-332-00-74-150-13	Teacher Travel Conley	191.80	0	10-1110-332-00-74-150-13
					<u>\$191.80</u>	Payee Vendor Total	
Hershey Creamery Company							
	75620	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	249.84	25031797	10-2560-415-00-71-300-13
	75620	04/11/2025	10-2560-415-00-74-210-13	Cafe Food Heineman	188.88	25031817	10-2560-415-00-74-210-13
					<u>\$438.72</u>	Payee Vendor Total	
Hewitt, Emily							
	75650	04/21/2025	10-2310-230-00-74-500-14	Tuition Reimbursement	130.00	0	10-2310-230-00-74-500-14
	75678	04/21/2025	10-1110-332-00-72-120-13	Teacher Travel Martin	101.50	0	10-1110-332-00-72-120-13
	75678	04/21/2025	10-1110-332-00-72-120-13	Teacher Travel Martin	98.00	0	10-1110-332-00-72-120-13
					<u>\$329.50</u>	Payee Vendor Total	
Hinckley Springs							
	75767	04/21/2025	10-2213-415-00-71-300-13	HHS Staff Devel Supplies	206.87	20252416	10-2213-415-00-71-300-13
					<u>\$206.87</u>	Payee Vendor Total	
Hoeflicker, Lauren							
	75679	04/21/2025	10-1100-410-98-79-600-14	Rep Instr Supplies	50.94	0	10-1100-410-98-79-600-14
					<u>\$50.94</u>	Payee Vendor Total	
Home Depot Credit Service							
	75621	04/11/2025	20-2542-410-00-79	Supplies B & G	80.97	25120067	20-2542-410-00-79
	75621	04/11/2025	20-2542-410-00-79	Supplies B & G	18.45	25120067	20-2542-410-00-79
	75621	04/11/2025	20-2542-410-00-79	Supplies B & G	44.56	25120067	20-2542-410-00-79
	75621	04/11/2025	20-2542-410-00-79	Supplies B & G	43.02	25120067	20-2542-410-00-79
	75621	04/11/2025	20-2542-410-00-79	Supplies B & G	21.29	25120067	20-2542-410-00-79
	75621	04/11/2025	20-2542-410-00-79	Supplies B & G	40.43	25120067	20-2542-410-00-79
	75621	04/11/2025	20-2542-410-00-79	Supplies B & G	40.43	25120067	20-2542-410-00-79
	75621	04/11/2025	20-2542-410-00-79	Supplies B & G	92.86	25120067	20-2542-410-00-79
	75621	04/11/2025	20-2542-410-00-79	Supplies B & G	114.76	25120067	20-2542-410-00-79
					<u>\$496.77</u>	Payee Vendor Total	
Huntley Park District							
	75565	04/03/2025	10-1200-310-66-71-300-13	STEP Purchased Services	1,485.00	25031737	10-1200-310-66-71-300-13
					<u>\$1,485.00</u>	Payee Vendor Total	
ID Wholesaler							

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	75768	04/21/2025	10-2410-410-00-72-220-13	Office Supplies Marlowe	410.48	20252338	10-2410-410-00-72-220-13
					\$410.48	Payee Vendor Total	
Illinois Office of the St							
	75769	04/21/2025	20-2542-390-00-79	Other Purchased Service	1,540.00	20252572	20-2542-390-00-79
					\$1,540.00	Payee Vendor Total	
Illinois School For The D							
	75566	04/03/2025	40-2552-331-00-79	Contracted Transportation	311.50	25031057	40-2552-331-00-79
					\$311.50	Payee Vendor Total	
Illinois Tollway Violatio							
	75770	04/21/2025	40-2552-640-00-79	Dues & Fees	50.70	20252432	40-2552-640-00-79
	75770	04/21/2025	40-2552-640-00-79	Dues & Fees	40.20	20252573	40-2552-640-00-79
					\$90.90	Payee Vendor Total	
IPA Kishwaukee							
	75771	04/21/2025	10-2410-332-00-72-220-13	Principal Travel Marlowe	270.00	20252350	10-2410-332-00-72-220-13
					\$270.00	Payee Vendor Total	
J.W. Pepper & Son Inc							
	75772	04/21/2025	10-1130-410-12-71-300-13	Music Supplies HS	55.00	20252433	10-1130-410-12-71-300-13
					\$55.00	Payee Vendor Total	
Jenchel, Robin							
	75680	04/21/2025	10-1130-332-00-71-300-13	Teacher Travel HS	4.20	0	10-1130-332-00-71-300-13
					\$4.20	Payee Vendor Total	
Jensens Plumbing & Heatin							
	75773	04/21/2025	20-2542-323-00-79	Repairs & Maint Buildings	705.02	20252520	20-2542-323-00-79
					\$705.02	Payee Vendor Total	
Johnson Controls Fire Pro							
	75774	04/21/2025	20-2542-323-00-79	Repairs & Maint Buildings	1,912.43	20252473	20-2542-323-00-79
					\$1,912.43	Payee Vendor Total	
Johnson, Samantha							
	75681	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	6.30		10-1200-332-00-79-600-14
	75681	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	6.30		10-1200-332-00-79-600-14
	75681	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	3.29	0	10-1200-332-00-79-600-14
					\$15.89	Payee Vendor Total	

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Jostens							
	75775	04/21/2025	10-1999	Other Revenue	16.80	20252474	10-1999
	75775	04/21/2025	10-1120-360-00-74-210-13	Printing Heineman	12.90	20252355	10-1120-360-00-74-210-13
	75775	04/21/2025	10-1120-360-00-74-210-13	Printing Heineman	70.43	20252356	10-1120-360-00-74-210-13
	75775	04/21/2025	10-1120-360-00-74-210-13	Printing Heineman	102.95	20252357	10-1120-360-00-74-210-13
	75775	04/21/2025	10-1120-360-00-74-210-13	Printing Heineman	936.00	20252357	10-1120-360-00-74-210-13
	75775	04/21/2025	10-1120-410-13-72-220-08	Marlowe Science Supplies 8	102.95	20252565	10-1120-410-13-72-220-08
	75775	04/21/2025	10-1120-410-13-72-220-08	Marlowe Science Supplies 8	712.00	20252565	10-1120-410-13-72-220-08
	75775	04/21/2025	10-1120-360-00-74-210-13	Printing Heineman	33.46	20252356	10-1120-360-00-74-210-13
					\$1,987.49	Payee Vendor Total	
Kar-Fre Flowers							
	75776	04/21/2025	10-2190-410-00-71-300-12	Graduation Supplies HHS	460.00	20252521	10-2190-410-00-71-300-12
					\$460.00	Payee Vendor Total	
Kasper, Lita							
	75682	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	253.40	0	10-1200-332-00-79-600-14
	75682	04/21/2025	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	45.00	0	10-2210-314-92-79-605-14
					\$298.40	Payee Vendor Total	
Kelly, Jill							
	75683	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	71.68	0	10-1200-332-00-79-600-14
					\$71.68	Payee Vendor Total	
Kelso Burnett Co							
	75777	04/21/2025	10-2546-323-00-79-600-14	Security Officer Repairs	478.50	20252418	10-2546-323-00-79-600-14
					\$478.50	Payee Vendor Total	
Kirwin, Emily							
	75684	04/21/2025	10-1130-332-00-71-300-13	Teacher Travel HS	4.20	0	10-1130-332-00-71-300-13
					\$4.20	Payee Vendor Total	
K-Log Inc							
	992300728	03/31/2025	10-1200-310-92-79-600-14	IDEA General Purchased Service	284.09	20252188	10-1200-310-92-79-600-14
	992300728	03/31/2025	10-3000-710-92-79-600-14	IDEA Comm Serv Non Cap	744.80	20252188	10-3000-710-92-79-600-14
	992300728	03/31/2025	10-3000-710-92-79-600-14	IDEA Comm Serv Non Cap	940.50	20252188	10-3000-710-92-79-600-14
					\$1,969.39	Payee Vendor Total	
Kossivas, Theodora							
	75685	04/21/2025	10-1130-332-00-71-300-13	Teacher Travel HS	4.20	0	10-1130-332-00-71-300-13

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					<u>\$4.20</u>	Payee Vendor Total	
Kramer, Valerie							
	75686	04/21/2025	10-2213-415-00-71-300-13	HHS Staff Devel Supplies	26.06	0	10-2213-415-00-71-300-13
					<u>\$26.06</u>	Payee Vendor Total	
Krawcewicz, Wioletta							
	75687	04/21/2025	10-1130-332-00-71-300-13	Teacher Travel HS	4.20	0	10-1130-332-00-71-300-13
					<u>\$4.20</u>	Payee Vendor Total	
Krebs, Patricia							
	75688	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	4.76	0	10-1200-332-00-79-600-14
	75688	04/21/2025	10-1101-314-00-79-605-14	Homebound Tutoring	4.48	0	10-1101-314-00-79-605-14
	75688	04/21/2025	10-1101-314-00-79-605-14	Homebound Tutoring	6.86	0	10-1101-314-00-79-605-14
	75688	04/21/2025	10-1101-314-00-79-605-14	Homebound Tutoring	5.74	0	10-1101-314-00-79-605-14
	75688	04/21/2025	10-1101-314-00-79-605-14	Homebound Tutoring	4.48	0	10-1101-314-00-79-605-14
	75688	04/21/2025	10-1101-314-00-79-605-14	Homebound Tutoring	6.86	0	10-1101-314-00-79-605-14
					<u>\$33.18</u>	Payee Vendor Total	
Krueger, James							
	75689	04/21/2025	20-2540-332-00-79	Travel	36.12	0	20-2540-332-00-79
					<u>\$36.12</u>	Payee Vendor Total	
Kunde, Ryan							
	75690	04/21/2025	10-2660-332-00-79-600-14	Travel Technology	50.05	0	10-2660-332-00-79-600-14
	75690	04/21/2025	10-2660-332-00-79-600-14	Travel Technology	143.01	0	10-2660-332-00-79-600-14
					<u>\$193.06</u>	Payee Vendor Total	
Kurek, Richard							
	75691	04/21/2025	10-1130-332-00-71-300-13	Teacher Travel HS	41.30	0	10-1130-332-00-71-300-13
					<u>\$41.30</u>	Payee Vendor Total	
L and M Installations Ltd							
	75622	04/11/2025	20-2542-323-00-79	Repairs & Maint Buildings	23,600.00	20251908	20-2542-323-00-79
					<u>\$23,600.00</u>	Payee Vendor Total	
Lake In The Hills Sanitar							
	75589	04/03/2025	20-2540-370-00-79	Water/Sewer	360.00	0	20-2540-370-00-79
	75589	04/03/2025	20-2540-370-00-79	Water/Sewer	432.00	0	20-2540-370-00-79
	75589	04/03/2025	20-2540-370-00-79	Water/Sewer	432.00	0	20-2540-370-00-79
					<u>\$1,224.00</u>	Payee Vendor Total	

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Landvick, Matthew	75692	04/21/2025	10-1500-335-00-71-300-13	Conference Travel HS	64.40		10-1500-335-00-71-300-13
					\$64.40	Payee Vendor Total	
Laser Pro Company	75567	04/03/2025	10-2410-410-00-74-150-14	Copier Paper & Toner Conley	364.50	20251469	10-2410-410-00-74-150-14
					\$364.50	Payee Vendor Total	
LaTour, Kelly A	75693	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	183.19	0	10-1200-332-00-79-600-14
					\$183.19	Payee Vendor Total	
Laughlin, Laura	75694	04/21/2025	10-1110-410-00-71-100-13	Inst Supplies Leggee	35.05	0	10-1110-410-00-71-100-13
					\$35.05	Payee Vendor Total	
Leach Enterprises Inc	992300732	04/10/2025	40-2554-410-00-79	Fleet Supplies	2,613.64	25030787	40-2554-410-00-79
	992300732	04/10/2025	40-2554-410-00-79	Fleet Supplies	(297.38)	25030787	40-2554-410-00-79
	992300732	04/10/2025	40-2554-410-00-79	Fleet Supplies	378.24	25030787	40-2554-410-00-79
	992300738	04/14/2025	40-2554-410-00-79	Fleet Supplies	970.40	25040787	40-2554-410-00-79
					\$3,664.90	Payee Vendor Total	
Learning Without Tears	75623	04/11/2025	10-2130-410-92-79-605-14	IDEA Health OTPT & Nurse Sup	6.50	20252399	10-2130-410-92-79-605-14
	75623	04/11/2025	10-2130-410-92-79-605-14	IDEA Health OTPT & Nurse Sup	49.95	20252399	10-2130-410-92-79-605-14
					\$56.45	Payee Vendor Total	
Leffler, Bonnie	75695	04/21/2025	10-1130-332-00-71-300-13	Teacher Travel HS	4.20	0	10-1130-332-00-71-300-13
					\$4.20	Payee Vendor Total	
Letheby, Corey	75696	04/21/2025	20-2540-332-00-79	Travel	22.54	0	20-2540-332-00-79
					\$22.54	Payee Vendor Total	
LGMC	75827	04/23/2025	10-2642-640-00-74-500-14	Dues & Fees Human Res	50.00	20252638	10-2642-640-00-74-500-14
					\$50.00	Payee Vendor Total	
Little City Foundation	75568	04/03/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	10,201.36	25020587	10-4220-670-00-79-600-14

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	75568	04/03/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	10,201.36	25020587	10-4220-670-00-79-600-14
					\$20,402.72	Payee Vendor Total	
LRP Publication							
	75778	04/21/2025	10-2210-410-92-79-600-14	IDEA Impr of Instruction Suppl	54.26	20252290	10-2210-410-92-79-600-14
	75778	04/21/2025	10-2210-410-92-79-600-14	IDEA Impr of Instruction Suppl	70.56	20252290	10-2210-410-92-79-600-14
	75778	04/21/2025	10-2210-410-92-79-600-14	IDEA Impr of Instruction Suppl	81.42	20252290	10-2210-410-92-79-600-14
	75778	04/21/2025	10-2210-410-92-79-600-14	IDEA Impr of Instruction Suppl	70.56	20252290	10-2210-410-92-79-600-14
					\$276.80	Payee Vendor Total	
MacGill & Co							
	75550	03/31/2025	10-2130-410-00-79-600-14	Supplies Health	100.78	20250029	10-2130-410-00-79-600-14
	75550	03/31/2025	10-2130-410-00-79-600-14	Supplies Health	36.85	20250029	10-2130-410-00-79-600-14
	75550	03/31/2025	10-2130-410-00-79-600-14	Supplies Health	71.94	20250029	10-2130-410-00-79-600-14
	75550	03/31/2025	10-2130-410-00-79-600-14	Supplies Health	68.00	20250029	10-2130-410-00-79-600-14
					\$277.57	Payee Vendor Total	
Marklund Children's Home							
	75569	04/03/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	20,718.00	25030507	10-4220-670-00-79-600-14
	75569	04/03/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	10,359.00	25030507	10-4220-670-00-79-600-14
					\$31,077.00	Payee Vendor Total	
McEnery Barrett, Maureen							
	75697	04/21/2025	10-2660-332-00-79-600-14	Travel Technology	50.05	0	10-2660-332-00-79-600-14
	75697	04/21/2025	10-2660-332-00-79-600-14	Travel Technology	53.85	0	10-2660-332-00-79-600-14
	75697	04/21/2025	10-2660-332-00-79-600-14	Travel Technology	36.82	0	10-2660-332-00-79-600-14
	75697	04/21/2025	10-2660-332-00-79-600-14	Travel Technology	33.52	0	10-2660-332-00-79-600-14
					\$174.24	Payee Vendor Total	
McHenry County College							
	75779	04/21/2025	10-1400-310-00-74-305-13	Voc Ed Tuition	19,656.00	20252590	10-1400-310-00-74-305-13
	75779	04/21/2025	10-1400-310-00-74-305-13	Voc Ed Tuition	21,180.62	20252590	10-1400-310-00-74-305-13
	75779	04/21/2025	10-1400-310-00-74-305-13	Voc Ed Tuition	19,346.50	20252602	10-1400-310-00-74-305-13
	75779	04/21/2025	10-1400-310-00-74-305-13	Voc Ed Tuition	29,170.47	20252602	10-1400-310-00-74-305-13
					\$89,353.59	Payee Vendor Total	
McHenry Specialties							
	75780	04/21/2025	10-1130-410-33-71-305-13	Academies Supplies	13.50	20252417	10-1130-410-33-71-305-13
					\$13.50	Payee Vendor Total	

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MCSEEP							
	75781	04/21/2025	10-1120-399-00-74-210-13	Student Field Trips	300.00	20252448	10-1120-399-00-74-210-13
	75781	04/21/2025	10-1120-399-00-74-210-13	Student Field Trips	300.00	20252448	10-1120-399-00-74-210-13
	75781	04/21/2025	10-1120-399-00-74-210-13	Student Field Trips	300.00	20252448	10-1120-399-00-74-210-13
					\$900.00	Payee Vendor Total	
MDC Environmental Serv							
	75624	04/11/2025	20-2542-321-00-79	Sanitation/Exterminating	3,522.60	25040117	20-2542-321-00-79
					\$3,522.60	Payee Vendor Total	
Meindl, Alison							
	75698	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	3.50	0	10-1200-332-00-79-600-14
					\$3.50	Payee Vendor Total	
Metlife							
	75625	04/11/2025	10-1100-220-00-79-600-14	Regular Programs Insurance	78,459.24	25041597	10-1100-220-00-79-600-14
	75625	04/11/2025	10-2310-220-00-79-600-14	Support Serv-Gen Adm Insurance	22,034.36	25040447	10-2310-220-00-79-600-14
					\$100,493.60	Payee Vendor Total	
Midland Paper							
	75782	04/21/2025	10-2410-410-00-74-150-14	Copier Paper & Toner Conley	1,740.02	20252434	10-2410-410-00-74-150-14
					\$1,740.02	Payee Vendor Total	
Midland Standard Engineer							
	992300742	04/22/2025	20-2542-390-00-79	Other Purchased Service	1,725.50	20252303	20-2542-390-00-79
					\$1,725.50	Payee Vendor Total	
Midwest Computer Products							
	75783	04/21/2025	10-1200-310-92-79-600-14	IDEA General Purchased Service	982.50	20252304	10-1200-310-92-79-600-14
					\$982.50	Payee Vendor Total	
Midwest Mechanical Group							
	75784	04/21/2025	10192	Prepaid Expenses	64,879.00	20252351	10-192
					\$64,879.00	Payee Vendor Total	
Midwest Mechanical Insula							
	75570	04/03/2025	20-2542-323-00-79	Repairs & Maint Buildings	650.00	20252113	20-2542-323-00-79
					\$650.00	Payee Vendor Total	
Midwest Transit Equip Kan							
	75571	04/03/2025	40-2550-323-00-79	Repairs and Maintenance	343.35	25030697	40-2550-323-00-79
	75571	04/03/2025	40-2550-323-00-79	Repairs and Maintenance	119.97	25030697	40-2550-323-00-79

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	75626	04/11/2025	40-2550-323-00-79	Repairs and Maintenance	839.21	25030697	40-2550-323-00-79
	75626	04/11/2025	40-2550-323-00-79	Repairs and Maintenance	317.20	25030697	40-2550-323-00-79
	75626	04/11/2025	40-2550-323-00-79	Repairs and Maintenance	89.70	25030697	40-2550-323-00-79
	75571	04/03/2025	40-2550-323-00-79	Repairs and Maintenance	163.00	25030697	40-2550-323-00-79
					\$1,872.43	Payee Vendor Total	
Miguel, Crystal							
	75699	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	18.20	0	10-1200-332-00-79-600-14
	75699	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	235.69	0	10-1200-332-00-79-600-14
	75699	04/21/2025	10-1200-410-00-79-600-14	Supplies Sp Ed	26.96	0	10-1200-410-00-79-600-14
	75699	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	21.44	0	10-1200-332-00-79-600-14
	75699	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	23.05	0	10-1200-332-00-79-600-14
					\$325.34	Payee Vendor Total	
Monaco, Sylvia							
	75590	04/03/2025	10-1611-305	Student Food Svc - HS	23.75	0	10-1611-305
					\$23.75	Payee Vendor Total	
Mueller, Sally							
	75700	04/21/2025	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	45.00	0	10-2210-314-92-79-605-14
	75700	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	235.84	0	10-1200-332-00-79-600-14
					\$280.84	Payee Vendor Total	
Murphy, Kathy							
	75701	04/21/2025	10-2130-410-92-79-605-14	IDEA Health OTPT & Nurse Sup	176.91	0	10-2130-410-92-79-605-14
					\$176.91	Payee Vendor Total	
Naperville Psychiatric Ve							
	75785	04/21/2025	10-4210-670-00-79-600-14	Dist Hospital Instruct./Safe School	499.20	20252522	10-4210-670-00-79-600-14
	75785	04/21/2025	10-4210-670-00-79-600-14	Dist Hospital Instruct./Safe School	187.20	20252523	10-4210-670-00-79-600-14
	75785	04/21/2025	10-4210-670-00-79-600-14	Dist Hospital Instruct./Safe School	124.80	20252524	10-4210-670-00-79-600-14
	75785	04/21/2025	10-4210-670-00-79-600-14	Dist Hospital Instruct./Safe School	124.80	20252525	10-4210-670-00-79-600-14
					\$936.00	Payee Vendor Total	
Nasiatka, Joe							
	75591	04/03/2025	10-1611-105	Student Food Svc - Leggee	10.65	0	10-1611-105
					\$10.65	Payee Vendor Total	
National Lift Truck Inc							
	992300729	03/31/2025	20-2542-390-00-79	Other Purchased Service	281.72	20252168	20-2542-390-00-79

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	992300729	03/31/2025	20-2542-390-00-79	Other Purchased Service	297.43	20252168	20-2542-390-00-79
	992300743	04/22/2025	20-2542-390-00-79	Other Purchased Service	250.65	20252419	20-2542-390-00-79
	992300729	03/31/2025	20-2542-390-00-79	Other Purchased Service	406.95	20252168	20-2542-390-00-79
					\$1,236.75	Payee Vendor Total	
NCPERS Group Life Ins							
	75786	04/21/2025	50454	IMRF & SS (Board)	16.00	0	50-481
					\$16.00	Payee Vendor Total	
New Connections Academy							
	75572	04/03/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	5,453.55	25030397	10-4220-670-00-79-600-14
	75572	04/03/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	6,907.83	25020397	10-4220-670-00-79-600-14
					\$12,361.38	Payee Vendor Total	
Nicor Gas							
	75599	04/11/2025	20-2540-465-00-79	Natural Gas	1,127.16	0	20-2540-465-00-79
	75599	04/11/2025	20-2540-465-00-79	Natural Gas	1,165.58	0	20-2540-465-00-79
	75599	04/11/2025	20-2540-465-00-79	Natural Gas	597.89	0	20-2540-465-00-79
	75599	04/11/2025	20-2540-465-00-79	Natural Gas	954.30	0	20-2540-465-00-79
	75599	04/11/2025	20-2540-465-00-79	Natural Gas	1,066.59	0	20-2540-465-00-79
	75599	04/11/2025	20-2540-465-00-79	Natural Gas	1,146.00	0	20-2540-465-00-79
	75599	04/11/2025	20-2540-465-00-79	Natural Gas	1,115.30	0	20-2540-465-00-79
	75599	04/11/2025	20-2540-465-00-79	Natural Gas	2,477.09	0	20-2540-465-00-79
	75592	04/03/2025	20-2540-465-00-79	Natural Gas	148.57	0	20-2540-465-00-79
	75592	04/03/2025	10-3000-310-92-79-600-14	IDEA Comm Engage PS	171.51	0	10-3000-310-92-79-600-14
	75599	04/11/2025	20-2540-465-00-79	Natural Gas	1,000.83	0	20-2540-465-00-79
	75644	04/21/2025	20-2540-465-00-79	Natural Gas	216.35	0	20-2540-465-00-79
					\$11,187.17	Payee Vendor Total	
Nicor							
	75327	04/21/2025	20-2540-465-00-79	Natural Gas	(216.35)	0	20-2540-465-00-79
					(\$216.35)	Payee Vendor Total	
North American Corporatio							
	75627	04/11/2025	20-2542-410-00-79	Supplies B & G	6,326.79	25020017	20-2542-410-00-79
	75627	04/11/2025	20-2542-410-00-79	Supplies B & G	2,339.59	25030017	20-2542-410-00-79
					\$8,666.38	Payee Vendor Total	
North Shore Transit Inc							
	75787	04/21/2025	40-2552-331-00-79	Contracted Transportation	1,469.23	20252574	40-2552-331-00-79

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					\$1,469.23	Payee Vendor Total	
Northwestern Illinois Ass							
	75788	04/21/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	48,750.00	20252475	10-4220-670-00-79-600-14
					\$48,750.00	Payee Vendor Total	
Northwestern Medicine Hun							
	75573	04/03/2025	10-1200-310-66-71-300-13	STEP Purchased Services	500.00	25030527	10-1200-310-66-71-300-13
					\$500.00	Payee Vendor Total	
Northwestern Memorial Hea							
	75789	04/21/2025	10-2546-390-00-79-600-14	Security Officer Gnl Purch Svc	330.00	20252575	10-2546-390-00-79-600-14
					\$330.00	Payee Vendor Total	
Norton, Gina							
	74695	04/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	(64.25)	0	10-1200-332-00-79-600-14
	74695	04/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	(62.85)	0	10-1200-332-00-79-600-14
	75641	04/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	64.25	0	10-1200-332-00-79-600-14
	75641	04/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	62.85	0	10-1200-332-00-79-600-14
	75702	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	106.96	0	10-1200-332-00-79-600-14
					\$106.96	Payee Vendor Total	
Olivet Nazerene Universit							
	75790	04/21/2025	10-2210-670-98-79-600-14	Teacher Vacancy Tuit	39,600.00	20252476	10-2210-670-98-79-600-14
					\$39,600.00	Payee Vendor Total	
Oriental Trading Company							
	75574	04/03/2025	10-2130-410-92-79-605-14	IDEA Health OTPT & Nurse Sup	3.48	20252248	10-2130-410-92-79-605-14
	75574	04/03/2025	10-2130-410-92-79-605-14	IDEA Health OTPT & Nurse Sup	24.99	20252248	10-2130-410-92-79-605-14
	75574	04/03/2025	10-2130-410-92-79-605-14	IDEA Health OTPT & Nurse Sup	9.99	20252248	10-2130-410-92-79-605-14
	75574	04/03/2025	10-2130-410-92-79-605-14	IDEA Health OTPT & Nurse Sup	9.98	20252248	10-2130-410-92-79-605-14
	75574	04/03/2025	10-2130-410-92-79-605-14	IDEA Health OTPT & Nurse Sup	9.99	20252248	10-2130-410-92-79-605-14
	75574	04/03/2025	10-2130-410-92-79-605-14	IDEA Health OTPT & Nurse Sup	9.98	20252248	10-2130-410-92-79-605-14
	75574	04/03/2025	10-2130-410-92-79-605-14	IDEA Health OTPT & Nurse Sup	17.96	20252248	10-2130-410-92-79-605-14
	75574	04/03/2025	10-2130-410-92-79-605-14	IDEA Health OTPT & Nurse Sup	11.98	20252248	10-2130-410-92-79-605-14
	75574	04/03/2025	10-2130-410-92-79-605-14	IDEA Health OTPT & Nurse Sup	2.98	20252248	10-2130-410-92-79-605-14
	75574	04/03/2025	10-2130-410-92-79-605-14	IDEA Health OTPT & Nurse Sup	7.98	20252248	10-2130-410-92-79-605-14
	75574	04/03/2025	10-2130-410-92-79-605-14	IDEA Health OTPT & Nurse Sup	7.98	20252248	10-2130-410-92-79-605-14
	75574	04/03/2025	10-2130-410-92-79-605-14	IDEA Health OTPT & Nurse Sup	7.44	20252248	10-2130-410-92-79-605-14
	75574	04/03/2025	10-2130-410-92-79-605-14	IDEA Health OTPT & Nurse Sup	5.94	20252248	10-2130-410-92-79-605-14

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	75574	04/03/2025	10-2130-410-92-79-605-14	IDEA Health OTPT & Nurse Sup	1.99	20252248	10-2130-410-92-79-605-14
					<u>\$132.66</u>	Payee Vendor Total	
P & M Distributors Inc							
	75791	04/21/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	502.60	20252526	10-2560-415-00-72-220-13
	75791	04/21/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	179.50	20252425	10-2560-415-00-72-220-13
	75791	04/21/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	744.00	20252426	10-2560-415-00-72-220-13
					<u>\$1,426.10</u>	Payee Vendor Total	
PAHCS II Northwestern Med							
	75792	04/21/2025	40-2550-310-00-79	Prof & Tech Service Trans	170.00	20252420	40-2550-310-00-79
	75792	04/21/2025	40-2550-310-00-79	Prof & Tech Service Trans	260.00	20252421	40-2550-310-00-79
	75792	04/21/2025	40-2550-310-00-79	Prof & Tech Service Trans	1,360.00	20252422	40-2550-310-00-79
	75792	04/21/2025	40-2550-310-00-79	Prof & Tech Service Trans	1,295.00	20252423	40-2550-310-00-79
	75792	04/21/2025	40-2550-310-00-79	Prof & Tech Service Trans	944.00	20252424	40-2550-310-00-79
					<u>\$4,029.00</u>	Payee Vendor Total	180
Palmer, Jessica							
	75703	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	35.00		10-1200-332-00-79-600-14
					<u>\$35.00</u>	Payee Vendor Total	
Panke, Keith							
	75704	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	212.80	0	10-1200-332-00-79-600-14
	75704	04/21/2025	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	31.28	0	10-2210-314-92-79-605-14
					<u>\$244.08</u>	Payee Vendor Total	
Parker, Danielle							
	75705	04/21/2025	10-1130-420-00-71-300-13	HS Curriculum Textbooks	39.95	0	10-1130-420-00-71-300-13
					<u>\$39.95</u>	Payee Vendor Total	
Parkland Preparatory Acad							
	75575	04/03/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	3,842.85	25031960	10-4220-670-00-79-600-14
	75575	04/03/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	3,842.85	25031960	10-4220-670-00-79-600-14
	75575	04/03/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	3,842.85	25031960	10-4220-670-00-79-600-14
					<u>\$11,528.55</u>	Payee Vendor Total	
Partnering for Prevention							
	75628	04/11/2025	10-3600-390-82-79-605-14	Community Svcs Purchased Svcs	7,105.00	25041777	10-3600-390-82-79-605-14
	75628	04/11/2025	10-1130-390-00-71-300-13	Consulting HS	325.00	25041777	10-1130-390-00-71-300-13
	75628	04/11/2025	10-1130-390-00-71-300-13	Consulting HS	1,320.00	25041777	10-1130-390-00-71-300-13



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					\$8,750.00	Payee Vendor Total	
PEARSON Education							
	75629	04/11/2025	10-1130-420-00-71-300-13	HS Curriculum Textbooks	29.00	20252284	10-1130-420-00-71-300-13
	75629	04/11/2025	10-1130-420-00-71-300-13	HS Curriculum Textbooks	289.94	20252284	10-1130-420-00-71-300-13
					\$318.94	Payee Vendor Total	
Perspectives Ltd							
	75630	04/11/2025	10-2510-220-00-79-600-14	Direction of Business Serv Ins	1,326.00	25040277	10-2510-220-00-79-600-14
					\$1,326.00	Payee Vendor Total	
Petty Cash-HHS SpEd							
	75600	04/11/2025	10-3000-410-92-79-600-14	IDEA Comm Engage Supplies	63.60	0	10-3000-410-92-79-600-14
	75593	04/03/2025	10-3000-310-92-79-600-14	IDEA Comm Engage PS	180.00	0	10-3000-310-92-79-600-14
	75593	04/03/2025	10-3000-310-92-79-600-14	IDEA Comm Engage PS	91.00	0	10-3000-310-92-79-600-14
	75600	04/11/2025	10-1200-410-00-79-600-14	Supplies Sp Ed	28.95	0	10-1200-410-00-79-600-14
					\$363.55	Payee Vendor Total	
Piemonte, Sharon							
	73956	04/14/2025	10-2310-640-00-74-500-14	Dues & Fees Board	(42.88)	0	10-2310-640-00-74-500-14
	73956	04/14/2025	10-2310-640-00-74-500-14	Dues & Fees Board	(21.44)	0	10-2310-640-00-74-500-14
	75642	04/14/2025	10-2310-640-00-74-500-14	Dues & Fees Board	42.88	0	10-2310-640-00-74-500-14
	75642	04/14/2025	10-2310-640-00-74-500-14	Dues & Fees Board	21.44	0	10-2310-640-00-74-500-14
					\$0.00	Payee Vendor Total	
Pioneer Center for Human							
	75793	04/21/2025	10-1200-310-66-71-300-13	STEP Purchased Services	870.00	20252527	10-1200-310-66-71-300-13
					\$870.00	Payee Vendor Total	
Pioneer Manufacturing - A							
	75794	04/21/2025	20-2543-410-00-79	Grounds Supplies	192.43	20252550	20-2543-410-00-79
					\$192.43	Payee Vendor Total	
PMA Securities LLC							
	75795	04/21/2025	10-2520-390-00-74-500-14	Purch Serv Fiscal	2,250.00	20252528	10-2520-390-00-74-500-14
					\$2,250.00	Payee Vendor Total	
Pocztowski, Shaina							
	75706	04/21/2025	10-1130-332-00-71-300-13	Teacher Travel HS	56.00	0	10-1130-332-00-71-300-13
	75706	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	64.40	0	10-1200-332-00-79-600-14
					\$120.40	Payee Vendor Total	

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Pomps Tire Service Inc							
	75631	04/11/2025	40-2554-410-00-79	Fleet Supplies	954.46	25040837	40-2554-410-00-79
					\$954.46	Payee Vendor Total	
Porter Pipe & Supply							
	75796	04/21/2025	20-2542-410-00-79	Supplies B & G	400.60	20252305	20-2542-410-00-79
					\$400.60	Payee Vendor Total	
Prairie Farms Rockford							
	75632	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	120.47	25031327	10-2560-415-00-71-300-13
	75632	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	211.59	25031327	10-2560-415-00-71-300-13
	75632	04/11/2025	10-2560-415-00-71-100-13	Cafe Food Leggee	499.36	25031317	10-2560-415-00-71-100-13
	75632	04/11/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	150.96	25031375	10-2560-415-00-72-220-13
	75632	04/11/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	89.98	25031375	10-2560-415-00-72-220-13
	75632	04/11/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	226.44	25031375	10-2560-415-00-72-220-13
	75632	04/11/2025	10-2560-415-00-72-120-13	Cafe Food Martin	332.41	25031374	10-2560-415-00-72-120-13
	75632	04/11/2025	10-2560-415-00-72-120-13	Cafe Food Martin	181.45	25031374	10-2560-415-00-72-120-13
	75632	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	120.47	25031327	10-2560-415-00-71-300-13
	75632	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	297.05	25031327	10-2560-415-00-71-300-13
	75632	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	313.98	25031327	10-2560-415-00-71-300-13
	75632	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	89.98	25031327	10-2560-415-00-71-300-13
	75632	04/11/2025	10-2560-415-00-71-100-13	Cafe Food Leggee	377.40	25031317	10-2560-415-00-71-100-13
	75632	04/11/2025	10-2560-415-00-71-100-13	Cafe Food Leggee	362.90	25031317	10-2560-415-00-71-100-13
	75632	04/11/2025	10-2560-415-00-71-100-13	Cafe Food Leggee	378.15	25031317	10-2560-415-00-71-100-13
	75632	04/11/2025	10-2560-415-00-72-120-13	Cafe Food Martin	89.98	25031374	10-2560-415-00-72-120-13
	75632	04/11/2025	10-2560-415-00-72-120-13	Cafe Food Martin	528.36	25031374	10-2560-415-00-72-120-13
	75632	04/11/2025	10-2560-415-00-72-110-13	Cafe Food Chesak	425.37	25031373	10-2560-415-00-72-110-13
	75632	04/11/2025	10-2560-415-00-72-110-13	Cafe Food Chesak	455.12	25031373	10-2560-415-00-72-110-13
	75632	04/11/2025	10-2560-415-00-72-110-13	Cafe Food Chesak	242.43	25031373	10-2560-415-00-72-110-13
	75632	04/11/2025	10-2560-415-00-72-110-13	Cafe Food Chesak	652.56	25031373	10-2560-415-00-72-110-13
	75632	04/11/2025	10-2560-415-97-79-600-14	All Children Snacks	50.02	25031397	10-2560-415-97-79-600-14
	75632	04/11/2025	10-2560-415-97-79-600-14	All Children Snacks	50.02	25031397	10-2560-415-97-79-600-14
	75632	04/11/2025	10-2560-415-97-79-600-14	All Children Snacks	50.02	25031397	10-2560-415-97-79-600-14
	75632	04/11/2025	10-2560-415-00-74-210-13	Cafe Food Heineman	135.72	25031387	10-2560-415-00-74-210-13
	75632	04/11/2025	10-2560-415-00-74-210-13	Cafe Food Heineman	150.96	25031387	10-2560-415-00-74-210-13
	75632	04/11/2025	10-2560-415-00-74-210-13	Cafe Food Heineman	121.22	25031387	10-2560-415-00-74-210-13
	75632	04/11/2025	10-2560-415-00-74-210-13	Cafe Food Heineman	150.96	25031387	10-2560-415-00-74-210-13

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	75632	04/11/2025	10-2560-415-00-74-150-13	Cafe Food Conley	181.45	25031377	10-2560-415-00-74-150-13
	75632	04/11/2025	10-2560-415-00-74-150-13	Cafe Food Conley	181.45	25031377	10-2560-415-00-74-150-13
	75632	04/11/2025	10-2560-415-00-74-150-13	Cafe Food Conley	15.25	25031377	10-2560-415-00-74-150-13
	75632	04/11/2025	10-2560-415-00-74-150-13	Cafe Food Conley	241.69	25031377	10-2560-415-00-74-150-13
	75632	04/11/2025	10-2560-415-00-74-140-13	Cafe Food Mackeben	286.68	25031367	10-2560-415-00-74-140-13
	75632	04/11/2025	10-2560-415-00-74-140-13	Cafe Food Mackeben	242.43	25031367	10-2560-415-00-74-140-13
	75632	04/11/2025	10-2560-415-00-74-140-13	Cafe Food Mackeben	136.46	25031367	10-2560-415-00-74-140-13
	75632	04/11/2025	10-2560-415-00-74-140-13	Cafe Food Mackeben	407.89	25031367	10-2560-415-00-74-140-13
	75632	04/11/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	105.97	25031375	10-2560-415-00-72-220-13
					\$8,654.60	Payee Vendor Total	
Precour, Lori							
	75707	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	3.50	0	10-1200-332-00-79-600-14
					\$3.50	Payee Vendor Total	
Purkeypile, Amanda							
	75651	04/21/2025	10-2310-230-00-74-500-14	Tuition Reimbursement	420.00	0	10-2310-230-00-74-500-14
	75651	04/21/2025	10-2310-230-00-74-500-14	Tuition Reimbursement	420.00	0	10-2310-230-00-74-500-14
					\$840.00	Payee Vendor Total	
Quest Food Management							
	75797	04/21/2025	10-2560-310-00-71-300-13	Cafe Prof & Tech HS	183.76	20252576	10-2560-310-00-71-300-13
	75797	04/21/2025	10-2560-315-00-74-500-14	Coffee Bar Mgmt Fees-Quest	3,000.00	20252576	10-2560-315-00-74-500-14
	75797	04/21/2025	10-2560-310-00-71-300-13	Cafe Prof & Tech HS	1,410.07	20252576	10-2560-310-00-71-300-13
	75797	04/21/2025	10-2560-310-00-71-300-13	Cafe Prof & Tech HS	3,710.70	20252576	10-2560-310-00-71-300-13
					\$8,304.53	Payee Vendor Total	
Quinlan & Fabish Music Co							
	992300744	04/22/2025	10-1110-410-00-71-100-13	Inst Supplies Leggee	200.00	20252477	10-1110-410-00-71-100-13
	992300744	04/22/2025	10-1130-410-12-71-300-13	Music Supplies HS	355.70	20252306	10-1130-410-12-71-300-13
	992300744	04/22/2025	10-1130-410-12-71-300-13	Music Supplies HS	15.00	20252306	10-1130-410-12-71-300-13
	992300744	04/22/2025	10-1130-410-12-71-300-13	Music Supplies HS	25.00	20252306	10-1130-410-12-71-300-13
	992300744	04/22/2025	10-1130-410-12-71-300-13	Music Supplies HS	9.89	20252306	10-1130-410-12-71-300-13
	992300744	04/22/2025	10-1130-410-12-71-300-13	Music Supplies HS	69.99	20252306	10-1130-410-12-71-300-13
	992300744	04/22/2025	10-1130-410-12-71-300-13	Music Supplies HS	23.99	20252306	10-1130-410-12-71-300-13
	992300744	04/22/2025	10-1130-410-12-71-300-13	Music Supplies HS	188.00	20252306	10-1130-410-12-71-300-13
					\$887.57	Payee Vendor Total	
Ramirez, Ferney							

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	75798	04/21/2025	10-3900-339-89-79-905-14	Title I Comm Rel P.S.	60.00	20252307	10-3900-339-89-79-605-14
	75798	04/21/2025	10-3900-339-89-79-905-14	Title I Comm Rel P.S.	60.00	20252307	10-3900-339-89-79-605-14
	75798	04/21/2025	10-3900-339-89-79-905-14	Title I Comm Rel P.S.	60.00	20252307	10-3900-339-89-79-605-14
	75798	04/21/2025	10-3900-339-89-79-905-14	Title I Comm Rel P.S.	40.00	20252307	10-3900-339-89-79-605-14
					\$220.00	Payee Vendor Total	
Randazzo, Deborah							
	75708	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	6.86	0	10-1200-332-00-79-600-14
					\$6.86	Payee Vendor Total	
Raptor Technologies LLC							
	75799	04/21/2025	10-2546-390-00-79-600-14	Security Officer Gnl Purch Svc	14,714.40	20252577	10-2546-390-00-79-600-14
					\$14,714.40	Payee Vendor Total	
Read Naturally Inc							
	75800	04/21/2025	10-1800-410-82-79-605-14	TBE/TPI Instructional Supplies	670.15	20252070	10-1800-410-82-79-605-14
					\$670.15	Payee Vendor Total	184
Redden, Scott							
	75709	04/21/2025	20-2540-332-00-79	Travel	23.94	0	20-2540-332-00-79
	75709	04/21/2025	20-2540-332-00-79	Travel	24.92	0	20-2540-332-00-79
					\$48.86	Payee Vendor Total	
Regan, Bridget							
	75710	04/21/2025	10-1543-332-00-71-305-13	Activities Travel	188.14	0	10-1543-332-00-71-305-13
	75710	04/21/2025	10-1543-332-00-71-305-13	Activities Travel	588.28	0	10-1543-332-00-71-305-13
					\$776.42	Payee Vendor Total	
Regional Office of Educat							
	75801	04/21/2025	10-4210-670-00-79-600-14	Dist Hospital Instruct./Safe School	225.00	20252478	10-4210-670-00-79-600-14
	75801	04/21/2025	10-4210-670-00-79-600-14	Dist Hospital Instruct./Safe School	540.00	20252478	10-4210-670-00-79-600-14
					\$765.00	Payee Vendor Total	
RelayHub LLC							
	75802	04/21/2025	10-2520-310-00-74-500-14	Prof & Tech Fiscal	4,868.76	20252308	10-2520-310-00-74-500-14
					\$4,868.76	Payee Vendor Total	
Rossi, Vincenza							
	75711	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	3.50	0	10-1200-332-00-79-600-14
					\$3.50	Payee Vendor Total	
Rush Truck Center Huntley							



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	75576	04/03/2025	40-2554-410-00-79	Fleet Supplies	125.00	25030747	40-2554-410-00-79
	75634	04/11/2025	40-2554-410-00-79	Fleet Supplies	(266.00)	25030747	40-2554-410-00-79
	75634	04/11/2025	40-2554-410-00-79	Fleet Supplies	(127.68)	25030747	40-2554-410-00-79
	75634	04/11/2025	40-2554-410-00-79	Fleet Supplies	244.72	25030747	40-2554-410-00-79
	75634	04/11/2025	40-2554-410-00-79	Fleet Supplies	176.48	25030747	40-2554-410-00-79
	75634	04/11/2025	40-2554-410-00-79	Fleet Supplies	145.04	25040747	40-2554-410-00-79
	75634	04/11/2025	40-2554-410-00-79	Fleet Supplies	1,094.43	25040747	40-2554-410-00-79
	75634	04/11/2025	40-2554-410-00-79	Fleet Supplies	(63.84)	25040747	40-2554-410-00-79
	75634	04/11/2025	40-2554-410-00-79	Fleet Supplies	294.40	25040747	40-2554-410-00-79
	75634	04/11/2025	40-2554-410-00-79	Fleet Supplies	123.56	25040747	40-2554-410-00-79
	75634	04/11/2025	40-2554-410-00-79	Fleet Supplies	4,874.41	25040747	40-2554-410-00-79
	75634	04/11/2025	40-2554-410-00-79	Fleet Supplies	22.26	25040747	40-2554-410-00-79
	75634	04/11/2025	40-2554-410-00-79	Fleet Supplies	1,079.76	25040747	40-2554-410-00-79
	75634	04/11/2025	40-2554-410-00-79	Fleet Supplies	6.20	25040747	40-2554-410-00-79
					\$7,728.74	Payee Vendor Total	
Ryan, Debra							
	75712	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	62.02	0	10-1200-332-00-79-600-14
					\$62.02	Payee Vendor Total	
Rychtarczyk, Dorota							
	75713	04/21/2025	10-2560-410-00-72-220-13	Cafe Supplies Marlowe	179.00	0	10-2560-410-00-72-220-13
					\$179.00	Payee Vendor Total	
Safety Kleen Systems Inc							
	75803	04/21/2025	40-2550-310-00-79	Prof & Tech Service Trans	53.82	20252427	40-2550-310-00-79
					\$53.82	Payee Vendor Total	
Saylor, Alexa							
	75714	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	33.60	0	10-1200-332-00-79-600-14
	75714	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	25.20	0	10-1200-332-00-79-600-14
	75714	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	16.80	0	10-1200-332-00-79-600-14
					\$75.60	Payee Vendor Total	
Scarso, Gretchen							
	75652	04/21/2025	10-2310-230-00-74-500-14	Tuition Reimbursement	420.00	0	10-2310-230-00-74-500-14
					\$420.00	Payee Vendor Total	
Schmuhl, Jessica							
	75715	04/21/2025	10-1120-410-09-72-220-13	Home Ec Marlowe	79.87	0	10-1120-410-09-72-220-13

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					<u>\$79.87</u>	Payee Vendor Total	
Schocks Towing							
	75804	04/21/2025	40-2550-323-00-79	Repairs and Maintenance	155.00	20252578	40-2550-323-00-79
					<u>\$155.00</u>	Payee Vendor Total	
Scholastic Inc							
	75805	04/21/2025	10-1200-310-92-79-600-14	IDEA General Purchased Service	76.78	20252428	10-1200-310-92-79-600-14
	75805	04/21/2025	10-1200-310-92-79-600-14	IDEA General Purchased Service	79.07	20252429	10-1200-310-92-79-600-14
					<u>\$155.85</u>	Payee Vendor Total	
School Health Corporation							
	75577	04/03/2025	10-2130-410-00-79-600-14	Supplies Health	12.17	20250038	10-2130-410-00-79-600-14
	75577	04/03/2025	10-2130-410-00-79-600-14	Supplies Health	2.12	20250031	10-2130-410-00-79-600-14
	75577	04/03/2025	10-2130-410-00-79-600-14	Supplies Health	55.55	20250033	10-2130-410-00-79-600-14
	75577	04/03/2025	10-2130-410-00-79-600-14	Supplies Health	26.08	20250033	10-2130-410-00-79-600-14
	75577	04/03/2025	10-2130-410-00-79-600-14	Supplies Health	6.95	20250038	10-2130-410-00-79-600-14
	75577	04/03/2025	10-2130-410-00-79-600-14	Supplies Health	103.34	20250032	10-2130-410-00-79-600-14
	75577	04/03/2025	10-2130-410-00-79-600-14	Supplies Health	213.03	20250032	10-2130-410-00-79-600-14
	75577	04/03/2025	10-2130-410-00-79-600-14	Supplies Health	171.33	20250036	10-2130-410-00-79-600-14
	75577	04/03/2025	10-2130-410-00-79-600-14	Supplies Health	33.89	20250037	10-2130-410-00-79-600-14
	75577	04/03/2025	10-2130-410-00-79-600-14	Supplies Health	67.78	20250037	10-2130-410-00-79-600-14
	75577	04/03/2025	10-2130-410-00-79-600-14	Supplies Health	75.38	20250031	10-2130-410-00-79-600-14
	75577	04/03/2025	10-2130-410-00-79-600-14	Supplies Health	67.73	20250034	10-2130-410-00-79-600-14
	75577	04/03/2025	10-2130-410-00-79-600-14	Supplies Health	65.26	20250032	10-2130-410-00-79-600-14
	75577	04/03/2025	10-2130-410-00-79-600-14	Supplies Health	135.22	20250037	10-2130-410-00-79-600-14
	75577	04/03/2025	10-2130-410-00-79-600-14	Supplies Health	2.17	20250037	10-2130-410-00-79-600-14
	75577	04/03/2025	10-2130-410-00-79-600-14	Supplies Health	48.94	20250035	10-2130-410-00-79-600-14
					<u>\$1,086.94</u>	Payee Vendor Total	
Schoolbells Ltd							
	75595	04/11/2025	40-2552-331-00-79	Contracted Transportation	36,115.00	25040657	40-2552-331-00-79
					<u>\$36,115.00</u>	Payee Vendor Total	
Schuldt, Kathi							
	75716	04/21/2025	10-1130-332-00-71-300-13	Teacher Travel HS	4.20	0	10-1130-332-00-71-300-13
					<u>\$4.20</u>	Payee Vendor Total	
Schwerzler, Therese							
	75717	04/21/2025	10-2410-332-00-71-300-13	Prin Travel HS	16.38	0	10-2410-332-00-71-300-13

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					\$16.38	Payee Vendor Total	
Scianna, Brittany							
	73969	04/14/2025	10-1101-314-00-79-605-14	Homebound Tutoring	(9.38)	0	10-1101-314-00-79-605-14
	75643	04/14/2025	10-1101-314-00-79-605-14	Homebound Tutoring	9.38	0	10-1101-314-00-79-605-14
					\$0.00	Payee Vendor Total	
Seal of Illinois							
	75578	04/03/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	20,244.00	25031537	10-4220-670-00-79-600-14
					\$20,244.00	Payee Vendor Total	
Select Savvy LLC							
	75579	04/03/2025	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	1,581.00	25030667	10-1101-310-00-79-605-14
	75579	04/03/2025	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	1,581.00	25030667	10-1101-310-00-79-605-14
					\$3,162.00	Payee Vendor Total	
Senase, Judith							
	75806	04/21/2025	10-2150-310-92-79-600-14	IDEA Sp Path & Audiology Serv	925.00	20252579	10-2150-310-92-79-600-14
					\$925.00	Payee Vendor Total	
Service Sanitation Inc							
	75807	04/21/2025	10-1500-320-00-71-300-13	HHS Athletics Grounds Svcs	906.51	20252529	10-1500-320-00-71-300-13
	75807	04/21/2025	10-1500-320-00-71-300-13	HHS Athletics Grounds Svcs	137.85	20252439	10-1500-320-00-71-300-13
					\$1,044.36	Payee Vendor Total	
Severin, Nicole							
	75718	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	46.20	0	10-1200-332-00-79-600-14
					\$46.20	Payee Vendor Total	
Shadel, Jill							
	75719	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	45.50	0	10-1200-332-00-79-600-14
					\$45.50	Payee Vendor Total	
Sherwin Williams Co							
	75808	04/21/2025	20-2542-410-00-79	Supplies B & G	144.50	20252430	20-2542-410-00-79
	75808	04/21/2025	20-2542-410-00-79	Supplies B & G	58.19	20252309	20-2542-410-00-79
					\$202.69	Payee Vendor Total	
Sign Language Interpreter							
	75809	04/21/2025	10-1130-410-00-71-300-13	Inst Supplies HS	234.00	20252530	10-1130-410-00-71-300-13
					\$234.00	Payee Vendor Total	
Smith, Sandra							

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	75720	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	148.74	0	10-1200-332-00-79-600-14
					\$148.74	Payee Vendor Total	
Sonova USA Inc							
	75810	04/21/2025	10-2150-410-92-79-605-14	IDEA Sp Path & Audiol Supplies	19.99	20252401	10-2150-410-92-79-605-14
	75810	04/21/2025	10-2150-410-92-79-605-14	IDEA Sp Path & Audiol Supplies	257.14	20252401	10-2150-410-92-79-605-14
					\$277.13	Payee Vendor Total	
South Campus							
	75580	04/03/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	5,409.00	25031961	10-4220-670-00-79-600-14
	75580	04/03/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	4,653.60	25031961	10-4220-670-00-79-600-14
	75580	04/03/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	6,851.40	25021961	10-4220-670-00-79-600-14
	75580	04/03/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	5,894.56	25021961	10-4220-670-00-79-600-14
					\$22,808.56	Payee Vendor Total	
Special Education Service							
	75811	04/21/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	2,069.10	20252479	10-4220-670-00-79-600-14
					\$2,069.10	Payee Vendor Total	
Speech Corner LLC							
	75812	04/21/2025	10-2150-410-92-79-605-14	IDEA Sp Path & Audiol Supplies	8.99	20252291	10-2150-410-92-79-605-14
	75812	04/21/2025	10-2150-410-92-79-605-14	IDEA Sp Path & Audiol Supplies	27.99	20252291	10-2150-410-92-79-605-14
	75812	04/21/2025	10-2150-410-92-79-605-14	IDEA Sp Path & Audiol Supplies	79.99	20252291	10-2150-410-92-79-605-14
	75812	04/21/2025	10-2150-410-92-79-605-14	IDEA Sp Path & Audiol Supplies	64.99	20252291	10-2150-410-92-79-605-14
	75812	04/21/2025	10-2150-410-92-79-605-14	IDEA Sp Path & Audiol Supplies	23.99	20252291	10-2150-410-92-79-605-14
	75812	04/21/2025	10-2150-410-92-79-605-14	IDEA Sp Path & Audiol Supplies	23.99	20252291	10-2150-410-92-79-605-14
	75812	04/21/2025	10-2150-410-92-79-605-14	IDEA Sp Path & Audiol Supplies	14.99	20252291	10-2150-410-92-79-605-14
					\$244.93	Payee Vendor Total	
Spoeth, Holly							
	75721	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	113.47	0	10-1200-332-00-79-600-14
					\$113.47	Payee Vendor Total	
St Charles North H.S.							
	75601	04/11/2025	10-1500-640-00-71-300-13	Sports Dues & Fees HS	325.00	0	10-1500-640-00-71-300-13
					\$325.00	Payee Vendor Total	
Stanek, Michael							
	72287	04/17/2025	10-1611-305	Student Food Svc - HS	(10.30)	0	10-1611-305
					(\$10.30)	Payee Vendor Total	

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Stanfa, L Denise	75722	04/21/2025	10-1100-410-98-79-600-14	Rep Instr Supplies	45.10	0	10-1100-410-98-79-600-14
					<u>\$45.10</u>	Payee Vendor Total	
Steiner Electric Company	75635	04/11/2025	20-2542-410-00-79	Supplies B & G	724.87	25021637	20-2542-410-00-79
	75635	04/11/2025	20-2542-410-00-79	Supplies B & G	342.60	25011637	20-2542-410-00-79
	75635	04/11/2025	20-2542-410-00-79	Supplies B & G	137.40	25021637	20-2542-410-00-79
	75813	04/21/2025	20-2542-410-00-79	Supplies B & G	277.38	25031637	20-2542-410-00-79
	75813	04/21/2025	20-2542-410-00-79	Supplies B & G	152.34	25021637	20-2542-410-00-79
					<u>\$1,634.59</u>	Payee Vendor Total	
Stevens Group LLC, The	75814	04/21/2025	10-2633-360-00-74-500-14	Communications Purch Services	25.00	20252440	10-2633-360-00-74-500-14
	75814	04/21/2025	10-2633-360-00-74-500-14	Communications Purch Services	1,225.00	20252440	10-2633-360-00-74-500-14
	75814	04/21/2025	10-2633-360-00-74-500-14	Communications Purch Services	66.33	20252441	10-2633-360-00-74-500-14
	75814	04/21/2025	10-2633-360-00-74-500-14	Communications Purch Services	205.00	20252441	10-2633-360-00-74-500-14
					<u>\$1,521.33</u>	Payee Vendor Total	
Summit School Inc	75581	04/03/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	8,373.04	25031962	10-4220-670-00-79-600-14
					<u>\$8,373.04</u>	Payee Vendor Total	
Sunrise Southwest LLC	75815	04/21/2025	40-2552-331-00-79	Contracted Transportation	3,875.40	20252431	40-2552-331-00-79
	75815	04/21/2025	40-2552-331-00-79	Contracted Transportation	3,444.80	20252580	40-2552-331-00-79
					<u>\$7,320.20</u>	Payee Vendor Total	
Symmetry Energy Solutions	75602	04/11/2025	20-2540-465-00-79	Natural Gas	35,499.90	0	20-2540-465-00-79
					<u>\$35,499.90</u>	Payee Vendor Total	
Talerico Martin Corp	75636	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	76.08	25030378	10-2560-415-00-71-300-13
	75636	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	417.74	25030378	10-2560-415-00-71-300-13
	75636	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	65.88	25030378	10-2560-415-00-71-300-13
	75636	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	65.88	25030378	10-2560-415-00-71-300-13
	75636	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	76.08	25030378	10-2560-415-00-71-300-13
	75636	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	417.74	25030378	10-2560-415-00-71-300-13
	75636	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	76.08	25030378	10-2560-415-00-71-300-13

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	75636	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	417.74	25030378	10-2560-415-00-71-300-13
	75636	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	405.84	25030378	10-2560-415-00-71-300-13
	75636	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	405.84	25030378	10-2560-415-00-71-300-13
	75636	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	417.74	25030378	10-2560-415-00-71-300-13
	75636	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	76.08	25030378	10-2560-415-00-71-300-13
	75636	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	76.08	25030378	10-2560-415-00-71-300-13
	75636	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	417.74	25030378	10-2560-415-00-71-300-13
	75636	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	427.94	25030378	10-2560-415-00-71-300-13
	75636	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	76.08	25030378	10-2560-415-00-71-300-13
	75636	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	76.08	25030378	10-2560-415-00-71-300-13
	75636	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	427.94	25030378	10-2560-415-00-71-300-13
	75636	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	76.08	25030378	10-2560-415-00-71-300-13
	75636	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	427.94	25030378	10-2560-415-00-71-300-13
	75636	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	76.08	25030378	10-2560-415-00-71-300-13
	75636	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	417.74	25030378	10-2560-415-00-71-300-13
	75636	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	417.74	25030378	10-2560-415-00-71-300-13
	75636	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	76.08	25030378	10-2560-415-00-71-300-13
	75636	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	381.08	25030378	10-2560-415-00-71-300-13
	75636	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	60.78	25030378	10-2560-415-00-71-300-13
	75636	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	427.64	25030378	10-2560-415-00-71-300-13
	75636	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	417.74	25030378	10-2560-415-00-71-300-13
	75636	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	76.08	25030378	10-2560-415-00-71-300-13
	75636	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	90.20	25030378	10-2560-415-00-71-300-13
	75636	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	405.84	25030378	10-2560-415-00-71-300-13
	75636	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	76.08	25030378	10-2560-415-00-71-300-13
	75636	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	76.08	25030378	10-2560-415-00-71-300-13
	75636	04/11/2025	10-2560-415-00-71-300-13	Cafe Food HS	417.74	25030378	10-2560-415-00-71-300-13
					\$8,341.50	Payee Vendor Total	
Tanke, Amanda	75653	04/21/2025	10-2310-230-00-74-500-14	Tuition Reimbursement	420.00	0	10-2310-230-00-74-500-14
					\$420.00	Payee Vendor Total	
Taylor, Nicole	75723	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	4.48	0	10-1200-332-00-79-600-14
	75723	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	4.48	0	10-1200-332-00-79-600-14
	75723	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	8.96	0	10-1200-332-00-79-600-14



Huntley Community School District 158 Disbursements

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Vendor Name	Check #	Check Date	A.S.N.	Account# Description	Amount	P.O. #	State Account Number
					<u>\$17.92</u>	Payee Vendor Total	
Thomson Reuters							
	75637	04/11/2025	10-2660-319-61-79-600-14	Software Maintenance	1,129.21	25040307	10-2660-319-61-79-600-14
					<u>\$1,129.21</u>	Payee Vendor Total	
TPI Tyler Press Inc							
	75816	04/21/2025	10-2114-410-00-74-500-14	Supplies Registration	166.15	20252442	10-2114-410-00-74-500-14
					<u>\$166.15</u>	Payee Vendor Total	
Trane							
	992300733	04/10/2025	20-2542-410-00-79	Supplies B & G	513.00	20252402	20-2542-410-00-79
	992300745	04/22/2025	20-2542-410-00-79	Supplies B & G	157.86	20252443	20-2542-410-00-79
	992300745	04/22/2025	20-2542-410-00-79	Supplies B & G	271.63	20252531	20-2542-410-00-79
	992300745	04/22/2025	20-2542-410-00-79	Supplies B & G	271.63	20252443	20-2542-410-00-79
	992300745	04/22/2025	20-2542-410-00-79	Supplies B & G	157.86	20252531	20-2542-410-00-79
	992300745	04/22/2025	20-2542-410-00-79	Supplies B & G	(513.00)	20252531	20-2542-410-00-79
	992300745	04/22/2025	20-2542-410-00-79	Supplies B & G	56.86	20252531	20-2542-410-00-79
	992300745	04/22/2025	20-2542-410-00-79	Supplies B & G	429.49	20252531	20-2542-410-00-79
					<u>\$1,345.33</u>	Payee Vendor Total	
Tribe Country Farms Inc							
	75817	04/21/2025	10-2560-415-00-74-210-13	Cafe Food Heineman	60.75	20252532	10-2560-415-00-74-210-13
	75817	04/21/2025	10-2560-415-00-71-300-13	Cafe Food HS	108.00	20252532	10-2560-415-00-71-300-13
	75817	04/21/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	74.25	20252532	10-2560-415-00-72-220-13
	75817	04/21/2025	10-2560-415-00-71-300-13	Cafe Food HS	108.00	20252358	10-2560-415-00-71-300-13
	75817	04/21/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	74.25	20252358	10-2560-415-00-72-220-13
	75817	04/21/2025	10-2560-415-00-74-210-13	Cafe Food Heineman	60.75	20252358	10-2560-415-00-74-210-13
					<u>\$486.00</u>	Payee Vendor Total	
Uline							
	75818	04/21/2025	20-2542-410-00-79	Supplies B & G	234.16	20252533	20-2542-410-00-79
	75818	04/21/2025	20-2542-410-00-79	Supplies B & G	102.37	20252352	20-2542-410-00-79
	75818	04/21/2025	10-2546-490-00-79-600-14	Security Officer Supplies	1,800.13	20252581	10-2546-490-00-79-600-14
					<u>\$2,136.66</u>	Payee Vendor Total	
United Way of McHenry Co							
	75582	04/03/2025	10461	United Way Payable	175.45	0	10-498
					<u>\$175.45</u>	Payee Vendor Total	

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Huntley Community School District 158 Disbursements

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Vendor Name	Check #	Check Date	A.S.N.	Account# Description	Amount	P.O. #	State Account Number
Unity School Bus Parts, I							
	75819	04/21/2025	40-2554-410-00-79	Fleet Supplies	206.79	20252582	40-2554-410-00-79
	75819	04/21/2025	40-2554-410-00-79	Fleet Supplies	1,308.68	20252583	40-2554-410-00-79
	75819	04/21/2025	40-2554-410-00-79	Fleet Supplies	591.60	20252584	40-2554-410-00-79
					\$2,107.07	Payee Vendor Total	
VAC Group Inc							
	75726	04/21/2025	10-2220-430-00-79-600-14	Media Center Per Capita Grant	7,438.20	20252365	10-2220-430-00-79-600-14
	75726	04/21/2025	10-1800-410-82-79-605-14	TBE/TPI Instructional Supplies	1,423.80	20252365	10-1800-410-82-79-605-14
					\$8,862.00	Payee Vendor Total	
Ventris Learning LLC							
	75820	04/21/2025	10-1200-410-92-79-600-14	IDEA Instructional Supplies	84.00	20252346	10-1200-410-92-79-600-14
	75820	04/21/2025	10-1200-410-92-79-600-14	IDEA Instructional Supplies	1,120.00	20252346	10-1200-410-92-79-600-14
					\$1,204.00	Payee Vendor Total	
Verizon Wireless							
	75583	04/03/2025	20-2540-340-00-79	Telephone - Districtwide	3,308.77	25041607	20-2540-340-00-79
					\$3,308.77	Payee Vendor Total	
VILLAGE OF ALGONQUIN							
	75638	04/11/2025	20-2546-310-00-71-305	Resource Officer	8,633.58	25040137	20-2546-310-00-71-305
	75594	04/03/2025	20-2540-370-00-79	Water/Sewer	1,085.90	0	20-2540-370-00-79
	75594	04/03/2025	20-2540-370-00-79	Water/Sewer	325.35	0	20-2540-370-00-79
	75594	04/03/2025	20-2540-370-00-79	Water/Sewer	1,197.20	0	20-2540-370-00-79
	75594	04/03/2025	20-2540-370-00-79	Water/Sewer	1,289.95	0	20-2540-370-00-79
	75594	04/03/2025	20-2540-370-00-79	Water/Sewer	10.00	0	20-2540-370-00-79
					\$12,541.98	Payee Vendor Total	
Village of Huntley							
	75821	04/21/2025	20-2546-310-00-71-305	Resource Officer	292.50	20252585	20-2546-310-00-71-305
	75821	04/21/2025	20-2546-310-00-71-305	Resource Officer	195.00	20252586	20-2546-310-00-71-305
	75821	04/21/2025	20-2546-310-00-71-305	Resource Officer	585.00	20252587	20-2546-310-00-71-305
					\$1,072.50	Payee Vendor Total	
Village of Lake in the Hi							
	75584	04/03/2025	20-2546-310-00-71-305	Resource Officer	5,255.00	25010687	20-2546-310-00-71-305
	75639	04/11/2025	20-2546-310-00-71-305	Resource Officer	5,255.00	25040687	20-2546-310-00-71-305
					\$10,510.00	Payee Vendor Total	

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Vendor Name	Check #	Check Date	A.S.N.	Account# Description	Amount	P.O. #	State Account Number
Virtual Connections Acade							
	75585	04/03/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	5,070.00	25031757	10-4220-670-00-79-600-14
	75585	04/03/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	5,070.00	25031757	10-4220-670-00-79-600-14
	75585	04/03/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	6,422.00	25021757	10-4220-670-00-79-600-14
	75585	04/03/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	6,422.00	25021757	10-4220-670-00-79-600-14
					\$22,984.00	Payee Vendor Total	
VSP of Illinois NFP							
	75640	04/11/2025	10-2310-220-00-79-600-14	Support Serv-Gen Adm Insurance	9,556.16	25030457	10-2310-220-00-79-600-14
	75640	04/11/2025	10-2310-220-00-79-600-14	Support Serv-Gen Adm Insurance	9,640.73	25040457	10-2310-220-00-79-600-14
					\$19,196.89	Payee Vendor Total	
WEX BANK							
	75596	04/11/2025	10-1500-332-00-71-300-13	Athletic Trips HS	40.06	25030777	10-1500-332-00-71-300-13
	75596	04/11/2025	10-1700-464-21-71-300-13	Driver Education Gasoline	542.47	25030777	10-1700-464-21-71-300-13
					\$582.53	Payee Vendor Total	
Wilson Language Training							
	75822	04/21/2025	10-1200-310-92-79-600-14	IDEA General Purchased Service	37.76	20252403	10-1200-310-92-79-600-14
	75822	04/21/2025	10-1200-410-92-79-600-14	IDEA Instructional Supplies	53.00	20252403	10-1200-410-92-79-600-14
	75822	04/21/2025	10-1200-410-92-79-600-14	IDEA Instructional Supplies	419.00	20252403	10-1200-410-92-79-600-14
					\$509.76	Payee Vendor Total	
Wold Architects and Engin							
	75586	04/03/2025	20-2540-310-00-79	Professional & Technical	1,025.00	20251992	20-2540-310-00-79
	75823	04/21/2025	20-2540-310-00-79	Professional & Technical	636.72	20252480	20-2540-310-00-79
					\$1,661.72	Payee Vendor Total	
Woodstock Community Unit							
	75824	04/21/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	603.45	20252353	10-4220-670-00-79-600-14
	75824	04/21/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	4,344.84	20252353	10-4220-670-00-79-600-14
	75824	04/21/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	4,344.84	20252353	10-4220-670-00-79-600-14
					\$9,293.13	Payee Vendor Total	
WPS							
	75825	04/21/2025	10-2150-410-92-79-605-14	IDEA Sp Path & Audiol Supplies	197.40	20252456	10-2150-410-92-79-605-14
	75825	04/21/2025	10-2150-410-92-79-605-14	IDEA Sp Path & Audiol Supplies	67.00	20252456	10-2150-410-92-79-605-14
	75825	04/21/2025	10-2150-410-92-79-605-14	IDEA Sp Path & Audiol Supplies	45.00	20252456	10-2150-410-92-79-605-14
	75825	04/21/2025	10-2150-410-92-79-605-14	IDEA Sp Path & Audiol Supplies	90.00	20252456	10-2150-410-92-79-605-14
	75825	04/21/2025	10-2150-410-92-79-605-14	IDEA Sp Path & Audiol Supplies	220.00	20252456	10-2150-410-92-79-605-14

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Huntley Community School District 158 Disbursements

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Vendor Name	Check #	Check Date	A.S.N.	Account# Description	Amount	P.O. #	State Account Number
	75825	04/21/2025	10-2150-410-92-79-605-14	IDEA Sp Path & Audiol Supplies	54.00	20252456	10-2150-410-92-79-605-14
	75825	04/21/2025	10-2150-410-92-79-605-14	IDEA Sp Path & Audiol Supplies	239.00	20252456	10-2150-410-92-79-605-14
	75825	04/21/2025	10-2150-410-92-79-605-14	IDEA Sp Path & Audiol Supplies	54.00	20252456	10-2150-410-92-79-605-14
	75825	04/21/2025	10-2150-410-92-79-605-14	IDEA Sp Path & Audiol Supplies	130.00	20252456	10-2150-410-92-79-605-14
	75825	04/21/2025	10-2150-410-92-79-605-14	IDEA Sp Path & Audiol Supplies	899.00	20252456	10-2150-410-92-79-605-14
	75825	04/21/2025	10-2150-410-92-79-605-14	IDEA Sp Path & Audiol Supplies	176.00	20252456	10-2150-410-92-79-605-14
	75825	04/21/2025	10-1200-310-92-79-600-14	IDEA General Purchased Service	45.00	20252404	10-1200-310-92-79-600-14
	75825	04/21/2025	10-1200-310-92-79-600-14	IDEA General Purchased Service	45.00	20252404	10-1200-310-92-79-600-14
	75825	04/21/2025	10-1200-310-92-79-600-14	IDEA General Purchased Service	436.00	20252404	10-1200-310-92-79-600-14
	75825	04/21/2025	10-1200-310-92-79-600-14	IDEA General Purchased Service	45.00	20252404	10-1200-310-92-79-600-14
	75825	04/21/2025	10-1200-310-92-79-600-14	IDEA General Purchased Service	436.00	20252404	10-1200-310-92-79-600-14
					\$3,178.40	Payee Vendor Total	
Wroble, Brian							
	75654	04/21/2025	10-2310-230-00-74-500-14	Tuition Reimbursement	420.00	0	10-2310-230-00-74-500-14
	75654	04/21/2025	10-2310-230-00-74-500-14	Tuition Reimbursement	420.00	0	10-2310-230-00-74-500-14
					\$840.00	Payee Vendor Total	
Wyman, Tami							
	75724	04/21/2025	10-1200-332-00-79-600-14	Travel Sp Ed	5.74	0	10-1200-332-00-79-600-14
					\$5.74	Payee Vendor Total	
Zastrow, Kieran							
	75725	04/21/2025	10-1110-410-00-71-100-13	Inst Supplies Leggee	60.20	0	10-1110-410-00-71-100-13
					\$60.20	Payee Vendor Total	
Zieglers Ace Hardware							
	75587	04/03/2025	20-2542-410-00-79	Supplies B & G	55.97	25120267	20-2542-410-00-79
	75587	04/03/2025	20-2542-410-00-79	Supplies B & G	19.99	25120267	20-2542-410-00-79
	75826	04/21/2025	20-2542-410-00-79	Supplies B & G	(19.99)	25030267	20-2542-410-00-79
	75826	04/21/2025	20-2542-410-00-79	Supplies B & G	35.97	25030267	20-2542-410-00-79
	75826	04/21/2025	20-2542-410-00-79	Supplies B & G	7.99	25030267	20-2542-410-00-79
	75826	04/21/2025	20-2542-410-00-79	Supplies B & G	12.96	25030267	20-2542-410-00-79
					\$112.89	Payee Vendor Total	
				Report Total	\$3,514,784.50		

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Huntley Community School District 158

650 Dr. John Burkey Drive (formerly Academic Drive)

Algonquin, Illinois 60102

(847) 659-6158 • huntley158.org

March 2025 Financial Executive Summary

The March 2025 month and YTD results are as follows:

Operating Funds: 10, 20, 40, 50, and 70

	FY25 March	FY25 YTD	FY25 Budget	
Total Local	\$ 7,929,597	\$ 65,179,197	\$ 90,758,598	72%
Total State	3,052,323	29,793,020	\$ 38,774,782	77%
Total Federal	118,488	1,847,882	\$ 3,920,625	47%
Operating Revenues	\$ 11,100,407	\$ 96,820,099	\$ 133,454,005	73%
Salaries	\$ 6,721,922	\$ 60,401,449	\$ 81,071,209	75%
Employee Benefits	\$ 2,366,651	\$ 19,453,981	\$ 24,505,586	79%
Purchased Services	\$ 721,917	\$ 8,687,818	\$ 11,784,504	74%
Supplies & Materials	\$ 740,969	\$ 6,294,927	\$ 8,846,973	71%
Capital Outlay	\$ 761	\$ 1,996,764	\$ 2,780,105	72%
Other Objects	\$ 250,585	\$ 2,433,393	\$ 3,585,734	68%
Operating Expenses	10,802,806	99,268,333	132,574,111	75%
Net Operating Surplus (Deficit)	\$ 297,601	\$ (2,448,233)	\$ 879,894	

All Funds:

	FY25 March	FY25 YTD	FY25 Budget	
Total Revenues	\$ 11,962,386	\$ 106,481,276	\$ 146,014,284	73%
Total Expenses	11,785,030	111,542,558	145,291,499	77%
Net All Funds Surplus (Deficit)	\$ 177,356	\$ (5,061,282)	\$ 722,785	

Primarily driven by timing of revenues and expenses, the District closed March 2025 with a YTD net operating deficit of (\$2.4M). In addition, Capital Project expenses are generally frontloaded as shown by Capital Projects at 72% of budget.

March operating revenues of \$11.1M are mainly due to the recognition of \$7.4M levy 2023 property taxes, \$3M Evidence Based Funding (EBF), Food Service \$229k, interest Earnings \$126k, and National School Lunch \$92k.

Approximately 84% of March operating expenditures cover Salaries and Benefits. Major expenditures making up the \$721k in operating Purchased Services for the month was for contracted custodial service (\$195k), contracted transportation (\$45k), software maintenance (\$41k), substitute contracted (\$37k), and contracted substitutes (\$40k). The \$740k in monthly Supplies and Materials includes curriculum adoption (\$215k), cafeteria supplies (\$187k), natural gas (\$67k), electricity (\$52k), and buildings and grounds supplies (\$41k). The majority of the Other Objects for the month is for special ed tuition.

The District began FY25 with \$58.4 million in cash and as of the end of March 2025, the cash balance approximated \$28 million. The District holds \$2M with BMO, \$18.3M through PMA, and \$8.2M with Fifth Third.

March 2025 Financial Executive Summary

Major transactions for March include:

Non-Salary Major Cash Expenditures		Major Revenues Received/Recognized	
Blue Cross Blue Shield (Medical Ins)	\$ 1,349,473	Monthly Levy 2023 Recognition	\$7,450,747
MetLife (Dental Ins)	\$ 301,368	Evidence Based Funding	\$3,015,386
Benchmark Education (Curriculum)	\$ 251,579	Food Service	\$229,582
GSF USA Inc (Contracted Maint)	\$ 207,118	Interest	\$126,958
BMO Mastercard (P-Card)	\$ 166,875	National School Lunch	\$92,064
Gordon Food Service (Café Supplies)	\$ 129,951	CPPRT	\$42,493
PAHCS Northwestern (Hlth Screenings)	\$ 67,831		
Easterseals (SpEd Tuition)	\$ 62,058		
Symmetry Energy (Natural Gas)	\$ 53,235	March 2025 ISBE (State) Receivable	
ComEd (Electricity)	\$ 52,367		
Northwestern IL Assoc (SpEd Tuition)	\$ 48,750	Teacher Vacancy	\$835
CDW (Technology)	\$ 40,774	Drivers Ed	\$5,900
Schoolbells (Cont Transportation)	\$ 40,009	State Free Lunch & Breakfast	\$557
Teachercentric (Curriculum)	\$ 37,500	Total	\$7,292
Stor-LOC (Curriculum)	\$ 31,839		
Blu Petroleum (Diesel)	\$ 31,080		
Marklund Childrens (SpEd Tuition)	\$ 29,253		

Monthly Insurance Update:

Claims Paid

	Jan 2025	Feb 2025	Mar 2025	FY25 YTD
	\$ 1,918,071	\$ 1,202,523	\$ 1,187,772	\$ 11,008,743
Total	\$ 1,918,071	\$ 1,202,523	\$ 1,187,772	\$ 11,008,743
Settlement Costs - BC/BS	225,962	266,424	273,548	2,050,749
Average Monthly Claims	\$ 1,116,137	\$ 1,110,221	\$ 1,024,764	
Based upon the last 12 months of claims				
Total Insurance Costs	\$ 1,655,807	\$ 1,535,544	\$ 1,414,599	\$ 11,864,674

Includes employee contributions

FY25 Budget

\$ 14,224,393

March 2025 claims of \$1.1M are comparable to \$1M in March 2024. (These figures include stop loss credits of \$109k.)

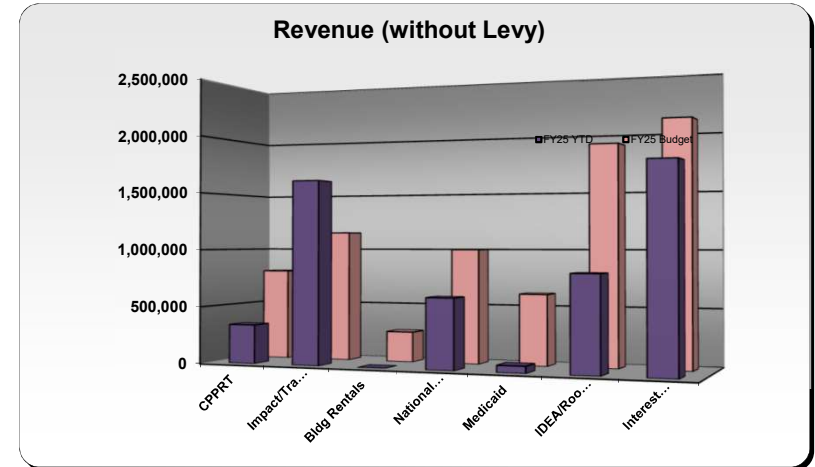
March 2025 Dashboard

Revenue					
	Prior YTD	FY25 YTD	FY25 Budget	%	Variance
Operating Levies	55,338,629	59,501,890	86,587,245	69%	27,085,355
MCATs	3,741,150	2,085,327	4,981,052	42%	2,895,725
CPPRT	541,406	339,051	800,000	42%	460,949
Impact/Transition Fees	1,218,335	1,598,284	1,150,000	139%	(448,284)
Bldg Rentals	0	0	265,000	0%	265,000
National School Lunch	774,943	603,697	1,000,000	60%	396,303
Medicaid	115,561	60,146	617,000	10%	556,854
IDEA/Room & Board	829,233	816,162	1,900,527	43%	1,084,365
Interest Earnings-Total	1,880,361	1,725,385	2,099,999	82%	374,614

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

Monthly Notes - Revenue

- ▶ Impact transition fees and interest earnings are both trending favorably.
- ▶ All other items in red trading as expected due to timing or recognition.



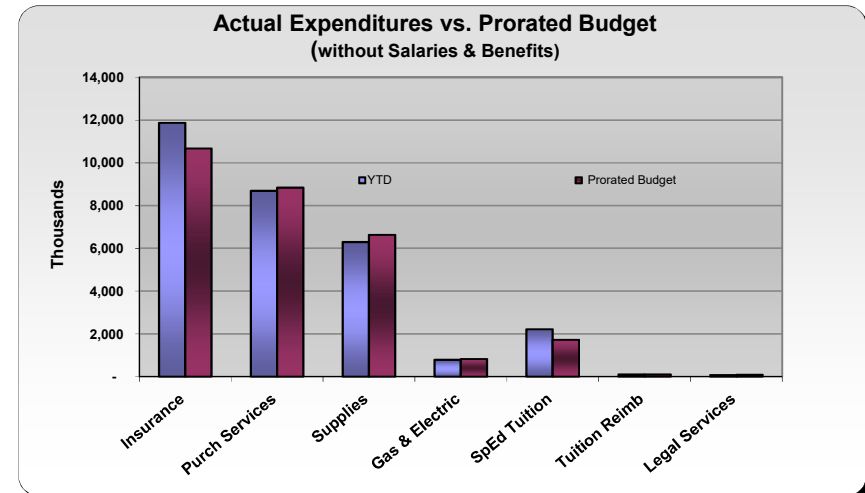
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Key Operating Expenditures					
	Prior YTD	FY25 YTD	FY25 Budget	%	Budget Bal.
Salaries & Benefits	74,560,600	79,855,430	105,442,575	76%	25,587,145
Insurance	10,497,475	11,864,674	14,224,393	83%	2,359,719
Purchased Services	9,042,955	8,687,818	11,784,507	74%	3,096,689
Supplies	5,700,857	6,294,927	8,846,973	71%	2,552,046
Gas & Electric	634,432	792,312	1,108,000	72%	315,688
SpEd Tuition	1,585,812	2,218,199	2,297,500	97%	79,301
Tuition Reimb	102,834	100,009	150,000	67%	49,991
Legal Services	115,953	83,733	125,000	67%	41,267

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

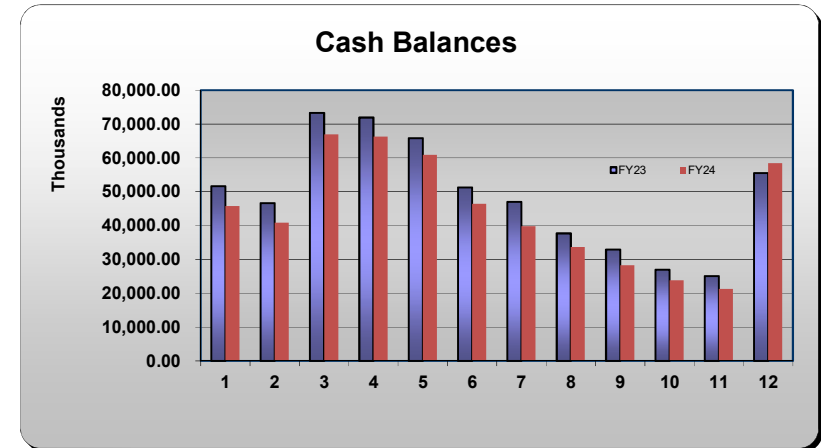
Monthly Notes - Expenditures

- ▶ Expenses are on track with budget.
- ▶ SpEd Tuition is trending a bit high.



March 2025 Dashboard

Balance Sheet - Cash Flow				
	Prior YTD	FY25 YTD	%	Variance
Cash and Investments	28,339,760	28,488,682	101%	148,922
A/R Total	1,778,627	439,082	25%	(1,339,545)
A/R State	1,614,134	120,040	7%	(1,494,093)
Deferred Revenue	67,632,553	71,060,820	105%	3,428,267
Contracts Payable	7,978,429	10,125,962	127%	2,147,533
Self Insurance Res.	3,340,050	3,340,050	100%	0

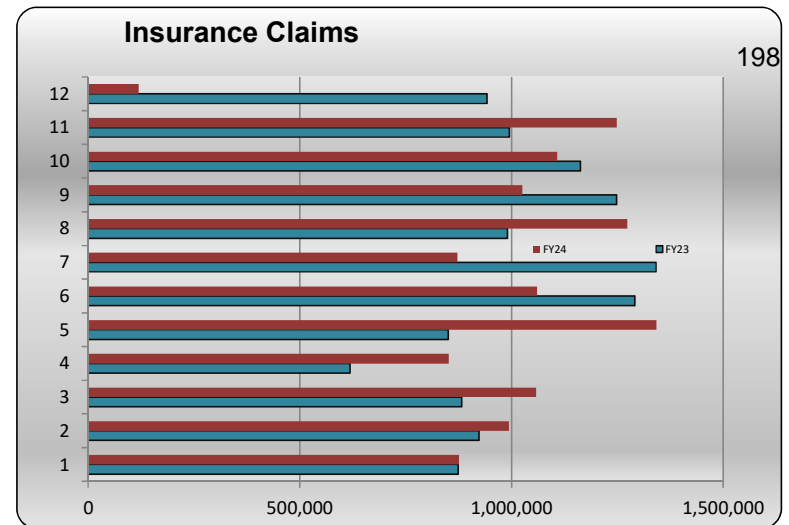


Monthly Notes - Balance Sheet

► Contracts Payable has been adjusted for 2025 summer payrolls.

FY24 AFR Data				
	FY24	FY23	%	Variance
Fund Balance to Revenue Ratio	0.29	0.30	96%	(0.01)
Expenditure to Revenue Ratio	1.00	1.02	102%	0.02
Days Cash on Hand	136.90	134.59	102%	2.31
Percent Short-Term Borrowing Max Rem	100.00	100.00	100%	0.00
Percent Long-Term Debt Margin Remain	58.77	57.99	101%	0.78
ISBE Rating	3.80	3.45	110%	0.35
Operating Expense per Pupil	15,537.00	15,164.00	102%	373.00
	RECOGNITION	REVIEW		

► The District ISBE rating increased to Financial Recognition in FY24.



Revenue Report

Printed: 4/14/2025 8:47 AM
Huntley Community School District 158

Educational Fund 10						
Source of Revenue	1000	RECEIPTS/REVENUE FROM LOCAL SOURCES				
Source of Revenue	1100	Designated Levies				
Description	M.T.D. Revenue	Y.T.D. Revenue	Adopted Budget	Budget Balance	% of Budget Revenue	Account Number
1100 Designated Levies	5,929,114.00	47,390,698.23	(64,783,389.00)	(17,392,690.77)	73.15	
1200 Payments In Lieu Of Taxes	42,493.30	339,050.64	(684,292.00)	(345,241.36)	49.55	
1300 Tuition	750.00	9,810.00	(336,982.00)	(327,172.00)	2.91	
1500 Earnings On Investments	21.67	284,577.42	(672,952.00)	(388,374.58)	42.29	
1600 Food Service	229,582.39	1,830,995.15	(2,675,196.00)	(844,200.85)	68.58	
1700 District/School Activity Income	36,605.00	470,257.36	(1,393,613.00)	(923,355.64)	33.74	
1800 Textbook Income	(100,110.07)	758,505.71	(1,350,367.00)	(591,861.29)	56.17	
1900 Other Local Revenues	12,451.65	610,103.20	(545,624.00)	79,462.40	114.56	
1000 RECEIPTS/REVENUE FROM LOCAL SOURCES	6,150,907.94	51,693,997.71	(72,442,415.00)	(20,733,434.09)	71.38	* Source of Revenue
3001 General State Aide	3,015,386.00	24,123,088.00	(31,072,418.00)	(6,949,330.00)	77.64	
3100 Special Education	0.00	523,492.29	(1,328,982.00)	(805,489.71)	39.39	
3200 Career And Technical Education (Cte) - Tech Prep	0.00	17,250.00	(34,500.00)	(17,250.00)	50.00	
3300 Bilingual/StateFreeLunch/Dr Ed	6,456.50	28,678.13	(77,280.00)	(48,601.87)	37.11	
3500 Transportation - Reg/Voc/SpEd	0.00	0.00	0.00	0.00	0.00	
3700 Early Childhood	30,480.00	199,315.00	(305,634.00)	(106,319.00)	65.21	
3900 Other State Revenue	0.00	319,904.00	(319,435.00)	469.00	100.15	
3000 RECEIPTS/REVENUE FROM STATE SOURCES	3,052,322.50	25,211,727.42	(33,138,249.00)	(7,926,521.58)	76.08	* Source of Revenue
4100 Title V	0.00	0.00	0.00	0.00	0.00	
4200 Child Nutrition	99,662.86	646,340.20	(1,005,803.00)	(359,462.80)	64.26	
4300 Title I - Low Income	0.00	49,788.00	(176,151.00)	(126,363.00)	28.26	
4400 Title IV - Safe And Drug-Free Schools - Formula	0.00	0.00	(13,169.00)	(13,169.00)	0.00	
4620 Federal Special Education - IDEA Flow-Through/ Low	0.00	816,162.00	(1,900,527.00)	(1,084,365.00)	42.94	
4700 CTE	0.00	19,500.00	(39,500.00)	(20,000.00)	49.37	
4800 Federal - ARRA	0.00	0.00	0.00	0.00	0.00	
4900 Other Restricted Grants Received From Federal	18,825.00	316,091.61	(785,475.00)	(1,229,383.39)	20.45	
4000 RECEIPTS/REVENUE FROM FEDERAL SOURCES	118,487.86	1,847,881.81	(3,920,625.00)	(2,832,743.19)	39.48	* Source of Revenue
7100 Transfers From Various Funds	0.00	0.00	0.00	0.00	0.00	
7200 Proceeds From The Sale Of Bonds	0.00	0.00	0.00	0.00	0.00	
7300 Sale Or Compensation For Loss Of Fixed Assets	0.00	0.00	0.00	0.00	0.00	

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Revenue Report

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Huntley Community School District 158

Educational Fund 10						
Source of Revenue	7000	SOURCES OF FUNDS				
Source of Revenue	7400	Transfers From Other Funds To Pay Principal On Cap				
Description	M.T.D. Revenue	Y.T.D. Revenue	Adopted Budget	Budget Balance Revenue	% of Budget	Account Number
7400 Transfers From Other Funds To Pay Principal On Cap	0.00	0.00	0.00	0.00	0.00	
7500 Transfers From Other Funds To Pay Interest On Capi	0.00	0.00	0.00	0.00	0.00	
7900 Isbe Loan Proceeds	0.00	0.00	0.00	0.00	0.00	
7000 SOURCES OF FUNDS	0.00	0.00	0.00	0.00	0.00	* Source of Revenue
10 Educational Fund	<u>9,321,718.30</u>	<u>78,753,606.94</u>	<u>(109,501,289.00)</u>	<u>(31,492,698.86)</u>	<u>71.44</u>	Fund

Revenue Report

Printed: 4/14/2025 8:47 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 Balance	% of Budget Revenue	Account Number
1100 Designated Levies	789,540.00	6,281,954.05	(8,701,215.00)	(2,419,260.95)	72.20	
1500 Earnings On Investments	40,299.50	366,664.08	(483,684.00)	(117,019.92)	75.81	
1900 Other Local Revenues	178,647.53	452,932.62	(280,000.00)	174,647.62	162.37	
1000 RECEIPTS/REVENUE FROM LOCAL SOURCES	1,008,487.03	7,101,550.75	(9,464,899.00)	(2,361,633.25)	75.05	* Source of Revenue
3001 General State Aide	0.00	0.00	(2,096,243.00)	(2,096,243.00)	0.00	
3900 Other State Revenue	0.00	50,000.00	0.00	50,000.00	0.00	
3000 RECEIPTS/REVENUE FROM STATE SOURCES	0.00	50,000.00	(2,096,243.00)	(2,046,243.00)	2.39	* Source of Revenue
4500	0.00	0.00	0.00	0.00	0.00	
4900 Other Restricted Grants Received From Federal	0.00	0.00	0.00	0.00	0.00	
4000 RECEIPTS/REVENUE FROM FEDERAL SOURCES	0.00	0.00	0.00	0.00	0.00	* Source of Revenue
7100 Transfers From Various Funds	0.00	0.00	0.00	0.00	0.00	
7200 Proceeds From The Sale Of Bonds	0.00	0.00	0.00	0.00	0.00	
7300 Sale Or Compensation For Loss Of Fixed Assets	0.00	0.00	0.00	0.00	0.00	
7900 Isbe Loan Proceeds	0.00	0.00	0.00	0.00	0.00	
7000 SOURCES OF FUNDS	0.00	0.00	0.00	0.00	0.00	* Source of Revenue
20 Operations & Maintenance Fund	1,008,487.03	7,151,550.75	(11,561,142.00)	(4,407,876.25)	61.87	Fund

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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 Balance Revenue	% of Budget	Account Number
1100 Designated Levies	894,458.00	7,792,261.22	(11,272,891.00)	(3,480,629.78)	69.12	
1500 Earnings On Investments	66,674.70	668,947.11	(374,298.00)	294,649.11	178.72	
1900 Other Local Revenues	0.00	229.10	0.00	229.10	0.00	
1000 RECEIPTS/REVENUE FROM LOCAL SOURCES	961,132.70	8,461,437.43	(11,647,189.00)	(3,185,751.57)	72.65	* Source of Revenue
7100 Transfers From Various Funds	0.00	0.00	0.00	0.00	0.00	
7200 Proceeds From The Sale Of Bonds	0.00	0.00	0.00	0.00	0.00	
7400 Transfers From Other Funds To Pay Principal On Cap	0.00	0.00	0.00	0.00	0.00	
7500 Transfers From Other Funds To Pay Interest On Capi	0.00	0.00	0.00	0.00	0.00	
7600 Transfers From Other Funds To Pay Principal On Rev	0.00	0.00	0.00	0.00	0.00	
7700 Transfers From Other Funds To Pay Interest On Reve	0.00	0.00	0.00	0.00	0.00	
7900 Isbe Loan Proceeds	0.00	0.00	0.00	0.00	0.00	
7000 SOURCES OF FUNDS	0.00	0.00	0.00	0.00	0.00	* Source of Revenue
30 Debt Service Fund or Fund Group	961,132.70	8,461,437.43	(11,647,189.00)	(3,185,751.57)	72.65	Fund

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Revenue Report

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Huntley Community School District 158

Transportation Fund 40						
Source of Revenue	1000	RECEIPTS/REVENUE FROM LOCAL SOURCES				
Source of Revenue	1100	Designated Levies				
Description	M.T.D. Revenue	Y.T.D. Revenue	Adopted Budget	Budget Balance Revenue	% of Budget	Account Number
1100 Designated Levies	374,483.00	2,982,206.03	(4,223,007.00)	(1,240,800.97)	70.62	
1400 Transportation Fees	0.00	0.00	(69,700.00)	(69,700.00)	0.00	
1500 Earnings On Investments	19,607.41	178,918.70	(273,387.00)	(94,468.30)	65.45	
1900 Other Local Revenues	(150,000.00)	459.20	0.00	459.20	0.00	
1000 RECEIPTS/REVENUE FROM LOCAL SOURCES	244,090.41	3,161,583.93	(4,566,094.00)	(1,404,510.07)	69.24	* Source of Revenue
3500 Transportation - Reg/Voc/SpEd	0.00	1,515,906.82	(3,540,290.00)	(2,024,383.18)	42.82	
3900 Other State Revenue	0.00	0.00	0.00	0.00	0.00	
3000 RECEIPTS/REVENUE FROM STATE SOURCES	0.00	1,515,906.82	(3,540,290.00)	(2,024,383.18)	42.82	* 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	3,399.16	0.00	3,399.16	0.00	
7000 SOURCES OF FUNDS	0.00	3,399.16	0.00	3,399.16	0.00	* Source of Revenue
40 Transportation Fund	244,090.41	4,680,889.91	(8,106,384.00)	(3,425,494.09)	57.74	Fund

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Revenue Report

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Huntley Community School District 158

Municipal Retirement and Social Security Fund 50						
Source of Revenue	1000	RECEIPTS/REVENUE FROM LOCAL SOURCES				
Source of Revenue	1100	Designated Levies				
Description	M.T.D. Revenue	Y.T.D. Revenue	Adopted Budget	Budget Balance	% of Budget Revenue	Account Number
1100 Designated Levies	312,465.00	2,487,616.31	(3,441,005.00)	(953,388.69)	72.29	
1200 Payments In Lieu Of Taxes	0.00	0.00	(115,708.00)	(115,708.00)	0.00	
1500 Earnings On Investments	20,875.86	195,146.51	(168,238.00)	26,908.51	115.99	
1000 RECEIPTS/REVENUE FROM LOCAL SOURCES	<u>333,340.86</u>	<u>2,682,762.82</u>	<u>(3,724,951.00)</u>	<u>(1,042,188.18)</u>	<u>72.02</u>	* Source of Revenue
50 Municipal Retirement and Social Security Fund	<u>333,340.86</u>	<u>2,682,762.82</u>	<u>(3,724,951.00)</u>	<u>(1,042,188.18)</u>	<u>72.02</u>	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 Balance Revenue	% of Budget	Account Number
1500 Earnings On Investments	375.98	3,595.88	(63,089.00)	(59,493.12)	5.70	
1900 Other Local Revenues	0.00	1,348,494.60	(850,000.00)	498,494.60	158.65	
1000 RECEIPTS/REVENUE FROM LOCAL SOURCES	375.98	1,352,090.48	(913,089.00)	439,001.48	148.08	* 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	375.98	1,352,090.48	(913,089.00)	439,001.48	148.08	Fund

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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 Balance Revenue	% of Budget	Account Number
1100 Designated Levies	90,290.00	359,415.52	(497,151.00)	(137,735.48)	72.30	
1500 Earnings On Investments	2,951.18	27,535.70	(63,089.00)	(35,553.30)	43.65	
1000 RECEIPTS/REVENUE FROM LOCAL SOURCES	93,241.18	386,951.22	(560,240.00)	(173,288.78)	69.07	* Source of Revenue
70 Working Cash Fund	93,241.18	386,951.22	(560,240.00)	(173,288.78)	69.07	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 Balance Revenue	% of Budget	Account Number
1100 Designated Levies	0.00	0.00	0.00	0.00	0.00	
1500 Earnings On Investments	0.00	0.04	(1,262.00)	(1,261.96)	0.00	
1000 RECEIPTS/REVENUE FROM LOCAL SOURCES	0.00	0.04	(1,262.00)	(1,261.96)	0.00	* Source of Revenue
90 Fire Prevention and Safety Fund or Fund Group	0.00	0.04	(1,262.00)	(1,261.96)	0.00	Fund
Report Total:	<u>11,962,386.46</u>	<u>103,469,289.59</u>	<u>(146,015,546.00)</u>	<u>(43,289,558.21)</u>	<u>70.51</u>	

Expenditure Report - Board of Education

Printed: 4/14/2025 8:52 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	4,600,100.79	40,880,595.23	0.00	55,408,472.00	14,788,782.77	73.43		
200 EMPLOYEE BENEFITS	94,852.03	10,882,915.19	1,828,838.25	14,277,774.00	588,999.52	95.87		
300 PURCHASED SERVICES	127,588.91	952,621.54	296,886.91	1,464,892.00	89,242.17	93.53		
400 SUPPLIES & MATERIALS	265,345.10	1,975,437.69	219,417.33	2,964,468.00	689,193.57	76.42		
500 CAPITAL OUTLAY	0.00	18,700.00	0.00	20,000.00	38,550.00	32.66		
600 OTHER OBJECTS	1,540.50	63,326.77	390.00	1,017,689.00	951,922.23	6.32		
700 NON-CAPITALIZED EQUIPMENT	0.00	52,638.70	13,426.59	142,005.00	(13,370.29)	125.37		
1000 INSTRUCTION	5,089,427.33	54,826,235.12	2,358,959.08	75,295,300.00	17,133,319.97	77.27		* Function
100 SALARIES	1,760,258.83	16,094,509.99	0.00	20,659,597.00	4,285,146.01	78.97		
200 EMPLOYEE BENEFITS	779,177.75	3,746,471.04	23,562.55	4,199,729.00	378,464.07	90.99		
300 PURCHASED SERVICES	212,143.09	3,136,520.83	542,076.92	4,170,527.00	780,785.58	83.03		
400 SUPPLIES & MATERIALS	245,866.69	2,591,641.14	816,786.59	3,163,662.00	(608,080.87)	118.78		208
500 CAPITAL OUTLAY	4,070.63	4,070.63	0.00	35,000.00	5,929.37	40.71		
600 OTHER OBJECTS	5,357.95	157,600.12	40,343.00	97,374.00	50,930.88	79.54		
700 NON-CAPITALIZED EQUIPMENT	0.00	13,091.95	0.00	21,947.00	19,185.05	40.56		
2000 SUPPORT SERVICES	3,006,874.94	25,743,905.70	1,422,769.06	32,347,836.00	4,912,360.09	84.98		* Function
100 SALARIES	10,947.92	70,600.39	0.00	90,295.00	9,399.61	88.25		
300 PURCHASED SERVICES	7,430.76	106,803.56	726.50	104,300.00	(58,977.57)	205.13		
400 SUPPLIES & MATERIALS	185.30	13,805.29	1,029.12	5,000.00	20,551.99	42.03		
700 NON-CAPITALIZED EQUIPMENT	1,685.30	6,487.90	429.00	0.00	12,583.10	35.47		
3000 COMMUNITY SERVICES	20,249.28	197,697.14	2,184.62	199,595.00	(16,442.87)	108.61		* Function
300 PURCHASED SERVICES	150.00	2,662.50	918.75	10,000.00	25,918.75	12.14		
600 OTHER OBJECTS	241,072.09	2,119,176.64	970,359.30	2,297,500.00	(951,124.29)	141.40		
4000 PAYMENTS TO OTHER DISTRICTS AND GOVERNMENTAL UNITS	241,222.09	2,121,839.14	971,278.05	2,307,500.00	(925,205.54)	139.76		* Function
10 Educational Fund	8,357,773.64	82,889,677.10	4,755,190.81	110,150,231.00	21,104,031.65	80.92		Fund

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	89,327.52	1,208,356.91	0.00	1,625,995.00	417,638.09	74.31	
200 EMPLOYEE BENEFITS	1,364,090.38	2,136,767.30	0.00	324,006.00	(1,812,761.30)	659.48	
300 PURCHASED SERVICES	318,613.79	3,647,110.97	651,829.21	4,948,368.00	347,113.62	92.99	
400 SUPPLIES & MATERIALS	160,743.05	1,192,154.56	91,552.72	1,828,843.00	454,190.14	75.17	
500 CAPITAL OUTLAY	0.00	1,977,303.59	247,064.05	2,325,105.00	100,737.36	95.67	
600 OTHER OBJECTS	890.00	3,929.47	200.00	3,000.00	(1,129.47)	137.65	
2000 SUPPORT SERVICES	1,933,664.74	10,165,622.80	990,645.98	11,055,317.00	(494,211.56)	104.47	* Function
600 OTHER OBJECTS	0.00	0.00	0.00	0.00	0.00	0.00	
5000 DEBT SERVICE	0.00	0.00	0.00	0.00	0.00	0.00	* Function
20 Operations & Maintenance Fund	1,933,664.74	10,165,622.80	990,645.98	11,055,317.00	(494,211.56)	104.47	Fund

Expenditure Report - Board of Education

Printed: 4/14/2025 8:52 AM
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	12,415,963.89	0.00	12,249,890.00	(166,073.89)	101.36		
5000 DEBT SERVICE	0.00	12,415,963.89	0.00	12,249,890.00	(166,073.89)	101.36	*	Function
30 Debt Service Fund or Fund Group	0.00	12,415,963.89	0.00	12,249,890.00	(166,073.89)	101.36		Fund

Expenditure Report - Board of Education

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Huntley Community School District 158

Transportation Fund 40								
Function	2000	SUPPORT SERVICES						
Object	100	SALARIES						
Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number	
100 SALARIES	261,287.32	2,147,386.81	0.00	3,286,852.00	1,139,465.19	65.33		
200 EMPLOYEE BENEFITS	(261,856.13)	146,802.92	0.00	2,165,697.00	2,018,894.08	6.78		
300 PURCHASED SERVICES	55,990.48	842,098.24	175,159.33	1,086,420.00	4,641.66	99.56		
400 SUPPLIES & MATERIALS	68,828.80	521,888.53	175,552.84	885,000.00	147,246.93	83.36		
500 CAPITAL OUTLAY	(3,309.80)	(3,309.80)	1,045,800.00	400,000.00	(642,490.20)	260.62		
600 OTHER OBJECTS	39.30	17,141.60	281.00	6,219.00	(11,203.60)	280.15		
2000 SUPPORT SERVICES	120,979.97	3,672,008.30	1,396,793.17	7,830,188.00	2,656,554.06	65.98	*	Function
40 Transportation Fund	120,979.97	3,672,008.30	1,396,793.17	7,830,188.00	2,656,554.06	65.98		Fund

Expenditure Report - Board of Education

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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	118,854.25	851,890.31	0.00	1,423,715.75	571,825.44	59.84		
1000 INSTRUCTION	118,854.25	851,890.31	0.00	1,423,715.75	571,825.44	59.84	*	Function
200 EMPLOYEE BENEFITS	270,578.24	1,680,004.47	0.00	2,113,271.00	433,266.53	79.50		
2000 SUPPORT SERVICES	270,578.24	1,680,004.47	0.00	2,113,271.00	433,266.53	79.50	*	Function
200 EMPLOYEE BENEFITS	954.92	9,129.78	0.00	0.00	(9,129.78)	0.00		
3000 COMMUNITY SERVICES	954.92	9,129.78	0.00	0.00	(9,129.78)	0.00	*	Function
50 Municipal Retirement and Social Security Fund	390,387.41	2,541,024.56	0.00	3,536,986.75	995,962.19	71.84	Fund	

Expenditure Report - Board of Education

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Capital Projects Fund or Fund Group 60							
Function	5000	DEBT SERVICE					
Object	600	OTHER OBJECTS					
Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number
600 OTHER OBJECTS	0.00	0.00	0.00	467,498.00	467,498.00	0.00	
5000 DEBT SERVICE	0.00	0.00	0.00	467,498.00	467,498.00	0.00	* Function
60 Capital Projects Fund or Fund Group	0.00	0.00	0.00	467,498.00	467,498.00	0.00	Fund
Report Total:	<u>10,802,805.76</u>	<u>111,684,296.65</u>	<u>7,142,629.96</u>	<u>145,290,110.75</u>	<u>24,563,760.45</u>	<u>83.14</u>	



Huntley Community School District 158

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

To: Board of Education and Administration
From: Mark Altmayer, Chief Financial Officer
Date: May 1, 2025
Subject: **Revenue Contract Approval**
Committee of the Whole Meeting – May 1, 2025
Finance Committee

Presented are Fundraising/Crowdfunding Authorization forms for the organizations listed below.

<u>Organization Benefited</u>	<u>Vendor</u>	<u>Net Revenue</u>
HHS Boys Lacrosse	Raise 365 Adrenaline	\$10,000

RECOMMENDATION

Administration requests that the Finance Committee recommend the Board of Education approve the Fundraising/Crowdfunding Authorization forms at the May 15, 2025 Regular Board Meeting.

Fundraising Authorization Form Fiscal Services

All fundraising activities for school organizations require pre-approval. Please complete this form **in its entirety** and submit the form to your Building Principal a minimum of 45 days prior to the desired starting date of the event. The Building Principal will then forward all documents to the Chief Financial Officer.

Today's Date: 3/20 School: Huntley High School

Name of School Organization: Boys Lacrosse

Sponsor / Coach's Name: Dominic Saccomanno Phone: 847-804-4690

Starting Date of Event: 05/05/25 Ending Date of Event: 5/15/25

Anticipated Revenue and Approximate Value of Non-Monetary Items/Compensation: \$ 10,000.00

Type of Sale / Event: Raise 365

Will a Vendor Be Used: Yes* No * *Attach all contracts and agreements to this form.*

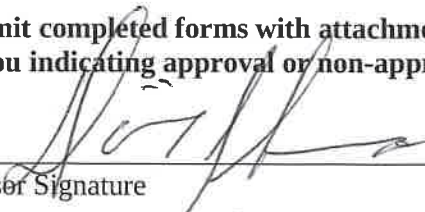
Name of Vendor (if applicable): Raise 365 - Adrenaline

Type of Product or Service Provided by Vendor: Application based fundraising.



How will compensation be used/distributed? Check

Name of Activity Account: Boys Lacrosse Activity Account #: 555


Submit completed forms with attachments to the Chief Financial Officer. A signed copy will be returned to you indicating approval or non-approval for fundraisers which require Board approval (over \$1,000).


Sponsor Signature

3/20/25
Date

 
Principal Signature – *I certify that it is a minimum of 45 days prior to the desired starting date of the event*

3/20/2025
Date


Chief Financial Officer Signature

4-3-25
Date

* Public Act 94-0714 requires all contracts and agreements that pertain to goods and services that are intended to generate additional revenue and other remunerations for the school district in excess of \$1,000.00 be approved by the board.

Superintendent's Copy Fiscal Services Copy 215 Date of Board Approval: _____

**Adrenaline Fundraiser Agreement
(Raise 365)**

_____ d/b/a Adrenaline Fundraising ("Adrenaline" herein) and Organization identified below enter into the following Fundraiser Agreement ("Agreement") for the purpose of providing an Adrenaline Fundraising Program ("Program") designed to facilitate Organization's fundraising efforts, using the Raise 365 Platform.

1. **Program terms.** Adrenaline and Organization agree to use the Raise 365 Fundraiser system to facilitate the fundraiser. Organization and Adrenaline agree to the terms and conditions on the Raise 365 website. Organization agrees to the Date and Profit % stated below. In this agreement, "Profit %" means the percentage of the total funds raised that is payable to Organization.
2. **Adrenaline Obligations.**
 - Adrenaline agrees to use its best efforts to assist Organization with its fundraising efforts.
 - Adrenaline agrees, at its discretion, to provide training and incentives to individuals involved in the fundraising process along with program materials appropriate to facilitate Organization's fundraising efforts.
 - Adrenaline Representative will deliver payment to Organization within a reasonable amount of time.
3. **Organization Obligations.**
 - Organization confirms that it is not under a contractual obligation to participate in a competing non-Adrenaline fundraising program.
 - Organization agrees to allow Adrenaline reasonable access to Organization's facilities at mutually agreed upon times in order to conduct the Program.
4. **Intellectual Property Ownership and Product Distribution.** Adrenaline retains all intellectual property rights associated with the products but agrees to license these rights for the limited purpose of conducting the Program. Organization agrees not to disclose any forms, materials, technical information or methods employed by Adrenaline or intellectual property rights owned by Adrenaline for any purpose except in association with the Program absent Adrenaline's express written consent.
5. **Authorization and implementation.** Organization's representative hereby asserts that he/she understands the terms and conditions of the Agreement, agrees to be bound by them, and has the authority to bind Organization. Organization holds Adrenaline harmless of any liability regarding the actions of, and/or injuries to Program participants.

Adrenaline - Raise 365 Fundraiser				
Month	Day	Year	Time	Fundraiser Type
5	10	25	2:45	Operation

Profit Structure	
Total Raised	Profit %
	75
Total Raised	Profit %

Length of Contract: 1yr 2yr 3yr 4yr 5yr

<u>Authorized Organization Representative (Signature)</u> <i>[Signature]</i>	<u>Print Name & Title</u> Pete Ittersagen (President)	<u>Date</u> 3-20-25
<u>Authorized Adrenaline Representative (Signature)</u>	<u>Print Name & Title</u>	<u>Date</u>

Information below is to be completed by Adrenaline sales representative			
School / Organization Huntley HS	Group Boys Lax	Number of Students	Adrenaline record number
Address 13719 Harmony Rd	City Huntley	State IL	Zip 60142
Contact Name Dominie Saccomanno	Best time to contact	Contact Phone Number 847-804-4690	Contact email address Dsaccomanno@district158.org



Huntley Community School District 158

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

DATE: May 1, 2025
TO: Building and Ground Committee and Administration
FROM: Kevin Lindquist, Director of Operations and Maintenance
RE: O & M Updates (R)
Building and Grounds Committee
Committee of the Whole May 1, 2025

Below is a recap of O&M Department activities since the April 17, 2025, Board of Education meeting and highlights of upcoming events.

1. **Community Solar Installation at Reed Road Campus** – Crews are continuing to install the racking system for the solar panels and will be installing the panels soon. The substantial completion date is 11/03/2025, with a final completion date of 01/01/2026.
2. **Consolidated Flooring Sourcewell contract #061323-IFA for Conley, Mackeben, and Martin** – The pre-construction meeting was held on April 23rd. The project is set to start on May 28th.
3. **FY26 Asphalt Pavement Improvements Project** – The pre-construction meeting was April 11th. The project is set to start May 27th.
4. **Huntley High School East Chiller replacement NCPA Contract: 02-91** – The pre-construction meeting was April 11th. The chiller has arrived to their facility, and the project is set to start May 27th.
5. **SEM 2024 Certificate of Achievement:** Attached is the certificate we received for our yearly participation in the Strategic Energy Management Program (SEM). A notable increase in electricity savings was recognized.

Attachments:

- A. Strategic Energy Management Certificate of Achievement

KL/jk

Certificate of Achievement

Strategic Energy Management

For completion of the ComEd and Nicor Gas SEM Program to improve Energy Efficiency at your facilities.

*This Certificate of Completion
is hereby awarded to:*

Huntley CSD 158

Year:

2024

Special recognition:

Notable increase in electricity savings



Matthew Throop

Darin Davenport

Patrick Affaraboni



Energy Efficiency



Energy
Efficiency
Program

Special Meeting Minutes
Tuesday, April 29, 2025 6:00 PM Central

District Office
650 Dr. John Burkey Drive
Door 2
Algonquin, IL 60102

Mr. Andrew Bittman: Present
Rich Bobby: Present
Sean Cratty: Present
Andy Fekete: Present
Melissa Maiorino: Present
Mrs. Laura Murray: Present
Mr. Tony Quagliano: Present
Mr. Michael Thompson: Present
Mr. Paul Troy: Present
Mrs. Dana Wiley: Absent

Present: 9, Absent: 1.

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

Call to Order the Special Meeting for Tuesday at _____ p.m.

A quorum must be met.

Roll Call: Ayes 6 / Absent 1 / Motion Carried

Members: Mr. Quagliano, Mr. Troy, Mr. Cratty, Mr. Bittman, Mrs. Murray, Mr. Thompson, Mrs. Wiley

Mr. Bittman called to order the Special Board of Education Meeting on Tuesday, April 29, 2025 at 6:00 p.m.

2. **Pledge of Allegiance** (Mr. Bittman)

The Board of Education led us in the Pledge of Allegiance.

3. **Public Comment** 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.

Kari Cross made comments about the special education program and the Board of Education and the board leadership.

4. **Minutes (A)** (Mr. Bittman)

4.1. **Minutes (A)** (Mr. Bittman)

The following minutes are presented for review and will be moved forward for approval at the next Board of Education meeting.

April 17, 2025 Regular Meeting Minutes

Recommendation: Seeking to move these minutes forward for approval at the next regular Board of Education meeting.

April 17, 2025 minutes were moved forward for approval at the next Board of Education meeting.

4.2. **Minutes (A)** (Mr. Bittman)

The following minutes were reviewed at the April 17, 2025 Board of Education meeting and are presented for approval.

April 3, 2025 COW Meeting Minutes

April 3, 2025 Executive Session Minutes

Recommendation: Seeking approval of the Board as presented.

Roll Call: Ayes 6 / Nays 0 / Motion Carried

Mr. Bittman moved and Mr. Troy seconded to approve the April 3, 2025 COW meeting Minutes and the April 3, 2025 Executive Session minutes as presented.

5. **Results of Canvass from the April 1, 2025 Consolidated Election (R) (Mr. Bittman)**

Discussion: The Canvass results from the McHenry County Clerk and Kane County Clerk will be shared and seeking adoption of the results as presented (Policy 2:30). Motion and a 2nd required.

Roll Call: Ayes 6 / Nays 0 / Motion Carried

Attachments: (1)

Mr. Bittman moved and Mrs. Murray seconded to adopt the Canvass results from the April 1, 2025 Consolidated Election.

6. **Adjourn Sine Die (A) (Mr. Bittman)**

The Board follows Roberts Rules and the traditional of *adjourn sine die* before reorganizing. Motion to adjourn this portion of the meeting.

Voice Call: Ayes 6 / Nays 0 / Motion Carried

Mr. Bittman moved and Mr. Troy seconded to adjourn sine die before reorganizing.

7. **Oath of Office of New Board Members and Reaffirmation of Current Board Members (A) (Mr. Bittman)**

As part of the Organizational Board of Education meeting (Policy 2:210), the school board members take an official oath according to P.A. 49-0881 and Policy 2:80 and adopt the Code of Conduct.

Rich Bobby, Sean Cratty, Andy Fekete, Melissa Maiorino and Paul Troy took the Oath of Office as new board members or as a reaffirmation.

8. **Seat New Board Members / Call to Order / Roll Call (A) (Mr. Bittman)**

Resume the special meeting on Thursday, April 29, 2025 at _____ p.m. to seat the new members, election of officers, and set the meeting time and place for the 2025-2026 regular meetings (Policy 2:210). A quorum must be met.

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

Mr. Bittman resumed the April 29, 2025 Special Board of Education meeting at 6:12 p.m. to seat the new members, election of officers, and set the meeting time and place for the 2025-2026 regular meetings. A quorum was met.

9. **Nominations of Board of Education Officers (President)**

Nominations are in order for the Election of BOE Officers: President, Vice President, and Secretary. The Secretary naming Sharon Piemonte to continue as the Recording Secretary of the Board. A motion and a second are required for election of officers.

Roll Call: Ayes 7 / Nays 0 / Motion Carried

Mrs. Murray nominated Mr. Bittman for president, presented her reasoning and Mr. Bittman seconded the nomination.

Roll Call: Ayes 2 / Nays 5

Ayes: Mrs. Murray, Mr. Bittman / Nays: Mr. Bobby, Mr. Cratty, Mr. Fekete, Mrs. Maiorino, Paul Troy

Mr. Bobby nominated Mr. Troy for president and Mr. Fekete seconded the nomination. Mr. Troy was elected Board of Education President and accepted the position.

Roll Call: Ayes 4 / Nays 2 / Abstain 1

Ayes: Mr. Bobby, Mr. Cratty, Mr. Fekete, Mrs. Maiorino / Nays: Mr. Bittman, Mrs. Murray / Abstain: Paul Troy

Mr. Fekete nominated Sean Cratty as Vice President and Mrs. Maiorino seconded the nomination.

Mr. Cratty was elected Board of Education Vice President and accepted the position.

Roll Call: Ayes 4 / Nays 2 / Abstain 1

Ayes: Mr. Bobby, Mr. Fekete, Mrs. Maiorino, Mr. Troy / Nays: Mr. Bittman, Mrs. Murray / Abstain: Mr. Cratty

Mr. Bobby nominated Mrs. Maiorino as Secretary and Mr. Fekete seconded the nomination.

Mrs. Maiorino was elected Board of Education Secretary and accepted the position.

Roll Call: Ayes 6 / Nays 0 / Abstain 1

Ayes: Mr. Bittman, Mr. Bobby, Mr. Cratty, Mr. Fekete, Mrs. Murray, Mr. Troy / Abstain: Mrs. Maiorino

The Secretary naming Sharon Piemonte to continue as the Recording Secretary of the Board.

10. Establish Regular Meetings 2025-2026 (A) (President)

All school boards are required to hold regular meetings, establish a schedule for them and provide a public notice as required by the OMA. The administration is requesting the Board to continue with the 3rd Thursday of each month, except for November.

Establish the meeting location in the Administrative Building in the Board Room, beginning at 6:00 p.m. (Policy 2:210) Motion and a 2nd required.

Voice Call: Ayes 7 / Nays 0 / Motion Carried

Establish Regular Meetings 2025-2026. This motion, made by Mr. Paul Troy and seconded by Sean Cratty, Passed.

Mr. Andrew Bittman: Yea, Rich Bobby: Yea, Sean Cratty: Yea, Andy Fekete: Yea, Melissa Maiorino: Yea, Mrs. Laura Murray: Yea, Mr. Paul Troy: Yea

Yea: 7, Nay: 0

11. Mandatory Board Training (R) (President)

State law requires any school board member either appointed or elected to complete the four-hour Professional Development Leadership Training with the first year of his or her first term. In addition, a board member is required to complete training on the Performance Evaluation Reform Act (PERA). (Policy 2:120)

The Board is activated in Illinois Association of School Boards so they can complete their mandatory school board trainings.

12. **Committee Structure 2025-2026 (D)** (*President*)

The Board President makes all Board committee appointments, subject to Board approval (Policy 2:150). Members are asked to submit three committee preferences to the President prior to the next regular meeting.

Mr. Troy received the Board members preferences for Committees and will determine the appointments.

13. **Adjournment (A)** (*President*)

Motion to adjourn the meeting at 6:20 p.m.

Voice Call: Ayes 7 / Nays 0 / Motion Carried

Adjourn the April 29, 2025 Special Board of Education Meeting at 6:20 p.m. This motion, made by Mr. Paul Troy and seconded by Sean Cratty, Passed.

Mr. Andrew Bittman: Yea, Rich Bobby: Yea, Sean Cratty: Yea, Andy Fekete: Yea,

Melissa Maiorino: Yea, Mrs. Laura Murray: Yea, Mr. Paul Troy: Yea

Yea: 7, Nay: 0

Submitted by,
Sharon Piemonte, Board Operations
Melissa Maiorino, Board Secretary

President

Date

Secretary

Date