

Hinckley-Big Rock CUSD

#429



Co-Curricular Handbook

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Introduction

HBR Philosophy

It is the philosophy of the Hinckley-Big Rock Community Unit School District #429 that student academic achievement, student achievement and personal enrichment in activities, and student growth as persons of character are at the core of the work of the District. The District is committed to providing the highest quality personnel, practices, services, and support to provide for the above stated purposes. In addition, the District is committed to serving the community and taxpayers at the highest levels. To meet this commitment, the District is dedicated to acting in a fiscally responsible manner, providing effective communication and transparent practices on all District work to its community members, and forming working relationships with the community and the District.

HBR Vision

All Hinckley-Big Rock students will be prepared to take hold of their tomorrow.

Purpose

The purpose of this handbook is to ensure alignment with our co-curricular and extra-curricular activities and our philosophy. These personal enrichment activities, which will develop student growth as persons of character, are at the core work of our District. In order to meet this demanding task, we must clearly communicate expectations and guidelines. Through this communication and resultant aligned practices, our District as a whole is more able to provide high quality personnel, practices, and services.

Guiding Principles

The following principles serve as the foundation of our co-curricular and extra-curricular activities:

- Activities outside of the classroom should be balanced with students' academic responsibilities and considerations
- Student engagement in activities outside of the classroom enhances their skill development in time management, team mentality, growth mindset, and ownership in the school
- Student growth in the activity should develop both individual character and physical development
- HBR strives to develop excellent teams and programs of which the participants, school, and community can be proud
- Hard work and good sportsmanship are held in high regard

Advisor Qualifications and Certifications

Qualifications

Advisors must be a staff member or substitute teacher at HBR CUSD #429 and/or have knowledge in the activity related to the position. Advisors must be at least 19 years old and hold an appropriate Illinois Driver's License for transporting students to activities (as necessary for the co-curricular activities). The Board may find alternatives to the above qualifications that they find appropriate and acceptable.

Certifications

All advisors (stipend, volunteer, district and non-district employees) must have an application, fingerprints, completed TB test, background check on file, and be approved by the Board of Education. The Principal has the responsibility to make sure all advisors (stipend or volunteer) have completed all items before they begin meeting and/or practicing with the students. Advisors who do not comply with the above conditions face possible forfeits of their contests and further disciplinary action.

All new advisors must be recommended by the Principal prior to contacting the District Office.

All volunteer advisors must be recommended by the Principal prior to starting his/her assignment.

Activity Offerings

Hinckley-Big Rock Elementary School

Co-Curricular

5th Grade Student Council

Tech Team*

* Organized activity with no advisor stipend

Extra-Curricular

None

Hinckley-Big Rock Middle School

Co-Curricular

Community Service Club*

Student Council

Jazz Band

Technology Club

Outdoor Education

Yearbook Club

Science Club

* Organized activity with no advisor stipend

Extra-Curricular

6th Grade

Intramural Basketball

Track

7th and 8th Grade

Basketball

Track

Cheerleading

Volleyball

Soccer

Hinckley-Big Rock High School

Co-Curricular

Academic Bowl

National Honor Society

Bass Fishing*

Pep Club

Class Advisor

Renaissance*

FEA

SOS

FFA

Spanish Club

Jazz Band

Student Council

Leadership

WYSE

Library Club

Yearbook Club

* Organized activity with no advisor stipend

Extra-Curricular

Baseball

Basketball

Cheerleading

Cross Country**

Golf

** District sponsored, but not funded, sport

Royalties

Soccer

Softball

Track

Volleyball

Professional and Administrative Expectations

The following expectations are communicated in advance to all staff acting as an advisor and/or coach. These expectations must be adhered to by each advisor.

- Staff are expected to follow all conference, IESA, and IHSA rules as well as HBR Board Policies
- Staff are expected to support and reinforce the philosophy, vision, and guiding principles of Hinckley-Big Rock CUSD #429
- Staff are expected to develop a cohesive team atmosphere in which the guiding principles are reinforced
- Staff are expected to build a team atmosphere void of hazing or bullying in any form between students and amongst staff and students
- Staff are expected to conduct themselves in a manner that is respectful to the players, parents, opposing team, officials, and attendees of events
- Staff are expected to provide in-season and out-of-season instruction and development opportunities that are constructive and provide an opportunity for growth of the students' skillset
- Staff are expected to collaboratively develop programs with noted specific emphasis areas and a cohesive development process when there are multiple levels in the co-curricular or extra-curricular activity
- Staff are expected to stay current in methodologies and best practices to model and demonstrate life-long learning
- Staff are expected to reflect on their preparation and implementation with the possibility of making adjustments in an effort to meet the guiding principles
- Staff are expected to keep academics as the top priority for all involved students

Professional and Administrative Responsibilities

The following expectations are communicated in advance to all staff acting as an advisor and/or coach. These responsibilities must be met by each advisor.

- Staff are responsible for all the components of the developed job descriptions including, but not limited to:
 - o Be prompt in starting and ending practice and/or events as shared on the schedule
 - o Stay current with first aid, CPR, concussion protocol, and AED training
 - o Enforce safety guidelines and provide adequate medical attention within the boundaries of knowledge
 - o Coordinate transportation for away games with the District Office, utilizing the activity bus or activity van when possible
 - o Report and share season individual and team statistics
 - o Report game results to the media (High School Only) and post the results on our website
 - o Prepare for and attend the awards program for the season, as applicable

Financial Responsibilities

The following areas are meant to clearly articulate the responsibilities for all advisors at all times during the year related to fundraising, handling cash, overnight travel, and purchasing procedures. If there are any questions, the advisor should contact the building Principal for clarification.

Fundraising

Co-curricular activities may hold fundraisers at various times throughout the year. Before holding a fundraiser you must follow these steps:

- Check the fundraising calendar to be sure that no similar fundraisers are occurring during the time you have chosen. The fundraising calendar is located on the District website under the Staff tab. If your fundraising goal is \$1,000.00 or more, the Board of Education must also approve your fundraiser. Be sure and allow enough time for your request to be put on the Board agenda and approved prior to your planned date(s)
- Get approval for your fundraiser from your building principal using the Fundraising Request form also located on the District website under Staff Forms. Fill out and submit the form to your principal for approval. Once approved, the Fundraising Request form should be sent to the District Office for placement on the calendar. If you need Board approval, the District Office staff will place the request on the next Board agenda.
- Once your fundraiser is completed, download the Fundraising Report from the District website, fill it out and turn it into Fiscal Services in the District Office. Keep a copy for your own records.
- Any fundraiser purchases (equipment, uniforms, etc.) remain the property of the District and are not for individual purchase.

For guidance on how to handle fundraising money, please see "Handling Cash".

Handling Cash

The following process should be utilized when handling cash from events and fundraisers:

- Advisors should never keep money in their possession overnight
- At the end of the day, money should be counted and brought to the school office and given directly to the building secretary.
- If the building secretary is not available, deposit forms and envelopes are located on the file cabinet outside her door. Place the money and form in the envelope and put it in the locked box across from her office door
- The building secretary will count the money and issue a receipt to the advisor.

Overnight Travel

Prior Board approval must be secured before traveling overnight for a tournament, competition, etc. If Board approval occurs, consider the following when planning for the trip:

- Out of season travel is funded by the program/activity. Transportation will be funded by the District if a coach drives. If a bus driver is required, all expenses related to transportation will be paid for by the program/activity.

- In season travel is funded by the District with the following guidelines adhered to:
 - o A district credit card can be signed out and used for meals and lodging for the participants and advisors.
 - o In the event that there are expenses which cannot be charged to the credit card, the advisor will be reimbursed by the district with accompanying itemized receipts.
 - o The advisor is responsible for turning in all receipts for expenses. The receipts must be itemized, or show each food item ordered and not just a total charge. Meals are limited to \$10 per person for breakfast, \$10 per person for lunch, and \$20 person for dinner. The meal limit does not constitute a per diem value of \$40. Each meal allowance is exclusive to that meal and is not a cumulative amount for the day. The district does not pay for snacks.
 - o All staff are expected to be fiscally responsible with district funds. If staff exceed the allotted reimbursement rate(s), the staff member is financially responsible to pay the difference.

Purchasing Procedures

Activity accounts are used for items purchased by the participating students or with fundraising money. For example, shirts that the students pay for and will keep, are purchased with activity account funds, but shirts that are used from year to year are purchased with district funds. The following process must be followed when purchasing an item using activity account funds:

- Complete a requisition form and submit it to the building secretary
- The building secretary will process/print purchase order and return it to the advisor
- The advisor places the order. Note: an order SHOULD NOT be placed without a generated purchase order number
- The advisor is notified when the order arrives. The advisor then verifies the order and gives the high school secretary the packing slip or sends a confirmation that the order is correct and okay to pay
- If the activity account is negative, orders cannot be placed without the Principal's consent
- Supplies, equipment, etc. that need to be purchased with district funds need to be ordered through the Principal.

Pre-Season Responsibilities

The following areas are meant to clearly articulate the responsibilities for all advisors during the pre-season. If there are any questions, the advisor should contact the Principal for clarification.

Meetings With Students

- Hold an interest meeting for potential student participants
- Provide a sign-up information sheet for potential student participants
- Meet with students to distribute
 - o schedules (practice and/or competition)
 - o list of needed proper equipment for practice and/or competition
 - o co-curricular activity rules and guidelines

Paperwork

- Practice times distributed to students and school secretary
- Physicals are current
- Provide club shirt order forms for participants as relevant
- Submit bus requests to transportation
- Submit any early dismissal times to the building secretary to be communicated with teacher
- Submit practice schedules and/or competition schedules that were shared with the students/parents to the building Principal

Equipment Check

- Inventory any material for the co-curricular activity. If questions/issues arise as a result of the inventory process, see the Principal.
- Ensure that facilities are prepared and organized for the first co-curricular activity meeting/practice

Season Responsibilities

The following areas are meant to clearly articulate the responsibilities for all advisors during the season. If there are any questions, the advisor should contact the Principal for clarification.

Eligibility

- Monitor the eligibility list weekly
- Communicate with affected students and ensure that parental communication has occurred
- Ensure students follow eligibility rules

Practice/Meeting Schedules

- Post practice/meeting schedules on the 8 to 18 website
- Remain punctual with posted practice/meeting times
- Communicate changes to the schedules to students and parents
- Coordinate student engagement in participating events
- Ensure the stated key areas of focus are experienced by all student participants

Game Results (As Applicable)

- Post results on the 8 to 18 website within 24 hours
- Provide results to local media (WSPY, DeKalb Chronicle, Aurora Beacon News) each night after the event

Bus Requests

Advisors are responsible for scheduling buses for away events. Scheduling should be done as early as possible prior to the start of your season and can be done on the District website at [hbr429.org](https://sites.google.com/hbr429.org/hbr429-staff-page/staff-forms) under the Staff Forms tab (<https://sites.google.com/hbr429.org/hbr429-staff-page/staff-forms>). Communicate early dismissal times to the building secretary at least one day in advance. Use this form to schedule buses for all needed transportation. Any changes to bus schedules, including departure time, date changes or cancellations should be communicated to the Superintendent's Secretary in the District Office (815-286-7578) or the District Vehicle Manager (815-286-7539) as soon as possible.

For tournaments, please send a copy of the tournament bracket to Ms. Slosar as soon as you receive it.

The District also has an Activity Bus and an Activity Van available with seating for 14 or less athletes/students. Any advisor who has a small group and wishes to drive a team to an event must go through a 1 hour class, which includes a test drive, prior to using the Activity Bus or Activity Van for the first time. You can schedule your class by calling the District Vehicle Manager (815-286-7539). A convenient time will be scheduled to familiarize yourself with the vehicle. To request the use of the Activity Bus or Activity Van, please use the corresponding request form on the website.

Bus Seating Charts

When traveling by bus, coaches/sponsors shall maintain a seating chart listing the location of all persons riding on the bus. The process of creating a seating chart is up to the discretion of the advisor/coach that is age and level appropriate.

Check Out Procedures

The following language will be used for parents/guardians to sign out their child from a school sanctioned activity at a location away from HBR schools:

All coaches and advisors must provide a sign out sheet for guardians to release their student from a school sanctioned event. If the student is riding home with another adult, the student's parent/guardian must provide a signed written note, or email to the coach/advisor verbalizing their release to the adult.

Note: parent/guardians can only grant release to an adult (18 years of age or older). A student cannot be released to any minor, regardless of their relation to the student.

Student Medications

- District and state policy prohibit staff members from administering any medications
- With the exception of an asthma inhaler or an epi-pen, if a student is going to need medication during practice or competitions, then a parent/guardian will need to administer the medication

Medical Forms for events/activities outside of HBR

- All students are required to have an [extra-curricular/co-curricular permission form](#) on file with the office and advisor/coach prior to traveling on busses for planned trips associated with that activity.
- Once gathered, advisors/coaches need to have physical copies for bus drivers and other chaperones/coaches for each trip to have readily available.
- Completed [extra-curricular/co-curricular permission forms](#) for each student, [concussion protocol](#), and blank [student accident forms](#) are to be carried by advisors/coaches on all trips.
- For extra-curricular activities, a new form must be filled out for each sports season in case of changes in medication, phone numbers or contact individuals.
- For co-curricular activities, a new form must be filled out each quarter in case of changes in medication, phone numbers or contact individuals.

Once the event/season is finished, forms should be shredded.

Student Injuries

- Inform parents of an injury if there is any potential that additional treatment will be needed
- Follow the concussion protocol found in Appendix A
- Report head injuries to parents at all times, even if the student is cleared by the sideline concussion evaluation
- When the injury needs immediate treatment, a parent/guardian should be contacted as soon as possible. Call an ambulance if a student experiences any loss of consciousness or uncontrollable bleeding.
- In the case of any injury, fill out an accident report which can be found in Appendix B.

Communication With Parents

- Provide avenues for parental contact (email, phone number)
- Post announcements or emails on the 8to18 site for those who sign-up for announcements

Post-Season Responsibilities

The following areas are meant to clearly articulate the responsibilities for all advisors during the post-season. If there are any questions, the advisor should contact the Principal for clarification.

Awards Program (As Applicable)

- Determine activity specific award winners based on established and shared criteria
- Attend the awards program at the end of the season

Summer Activities

- In conjunction with the Principal, schedule meetings, trips, and events or competitions

Equipment Return

- Communicate with students expectations to return uniforms, equipment, etc. (as applicable)
- Document each student's returned uniform and/or equipment (as applicable)
- Inventory any uniforms or equipment. If questions/issues arise as a result of the inventory process, see the building Principal.

End of Year Report

- Report out student engagement in events and attendance at meetings at the end of the school year to the building principal

Activity Specific Responsibilities

The following areas are meant to clearly articulate the responsibilities for each advisor as described. If there are any questions, the advisor should contact the Principal for clarification.

HBRES

5th Grade Student Council

- Events that are participated in
 - HBR Homecoming Parade
- Responsibilities
 - Communicate regularly with administration regarding planning for activities and events
 - Organize an election of student representatives
 - Work with members of the student council to select, plan and run a variety of student activities throughout the school year (i.e. Walk-to-School Day)
 - Work with students to plan and implement "Spirit Week" activities during HBR Homecoming
 - Work with students to plan a school-wide activity each quarter. (i.e. dance, lock-in, game night, etc.)
 - Assist the students in one service project each semester
 - Facilitate the "Mock Election" for students in November
 - Promote Student Council activities through a variety of outlets and provide a quarterly update to the Principal
- Key areas of focus
 - Create activities that promote student leadership and a positive school environment
 - Engage students in the planning and promotion of planned activities
 - Be a liaison to students and parents regarding all student council activities
- Student membership and leadership positions
 - Membership is open to 5th grade students.
 - A rubric process is used for membership selection from 3 areas: student voice after participant speech, administration, previous year's teacher
 - Students rotate through leadership opportunities throughout the year
- Practice/meeting frequency
 - Interest/organization meeting
 - Members meet 2 times per month throughout the year
- Fundraising
 - Facilitate with students one fundraiser per year

Tech Team

- Events that are participated in
 - HBRES Good Character Video Production
- Responsibilities
 - Work with administration regarding interviewing interested students
 - Work with Tech Team members to plan video content for all Community Fridays

- Create system for organizing and delivery of character nominations
- Supervise the taping and editing of character videos
- Supervise the presentation of video at Community Fridays
- Communicate technology needs/concerns with the district technology director
- Key areas of focus
 - Create opportunities that promote student leadership and a positive school environment
 - Engage students in advancing their technology skills
 - Be a liaison to students and parents regarding all tech team activities
- Student membership and leadership positions
 - Membership is open to 5th grade students
 - An interview process with the principal is used for membership selection
 - Students rotate through leadership opportunities throughout the year
- Practice/meeting frequency
 - Interest/organization meeting
 - Members meet 4 times per month throughout the year
- Fundraising - none

HB RMS

Community Service Club

- Events that are participated in
 - Volleyball and Basketball Concessions
 - PTO book sales
 - PTO market days
 - Ball/lines at HB RMS and HB R HS soccer games
 - Project Help
 - Royal Jaunt
 - Fundraisers for Hinckley Historical Society
 - Plowing Match
 - Feed My Starving Children
 - Hinckley & Big Rock Libraries
 - Hinckley & Big Rock Park District events
- Responsibilities
 - Act as a point person for both in and out of district individuals looking for volunteers
 - Coordinate student volunteers as needed
 - Provide guidance to students on attire, actions, and responsibilities based on the event
- Key areas of focus
 - Get involved with the local community
 - Experience and understand what it means to “Pay it Forward” and to make a difference in the lives of others
 - Learn and develop new skills, resulting in increased self-esteem and self-confidence
 - Build a mentoring relationship amongst each other and with the community

- Develop a lifelong interest in serving others
- Student membership and leadership positions
 - Any student can participate in volunteering at any time
- Practice/meeting frequency
 - Interest/organization meeting
 - Coordination meeting before major volunteering events
- Fundraising - none

Jazz Band

- Events that are participated in
 - Jazz Cafe Concert
 - Potential assemblies at the ES and/or MS
- Competitions that are participated in
 - Option to participate in IGSMA Jazz Contest
- Responsibilities
 - Coordinate and plan for practices
 - Direct and guide student development in jazz music
 - Coordinate and plan for Jazz Cafe Concert
- Key areas of focus
 - Expose students to various styles of music
 - Performances for community and other school events
- Student membership and leadership positions
 - Members must be in band
 - Members may be asked to audition
- Practice/meeting frequency
 - Tuesday and Thursday practice at 7:10 am beginning in February
 - Interest/organization meeting
- Fundraising
 - Voluntary donations will be taken at the Jazz Cafe Concert
 - The Fall Band Fundraiser will be used to partially fund Jazz Band

Outdoor Education

- Events that are participated in
 - Annual 2 day overnight trip for 6th graders to Covenant Harbor/Snake Road in Lake Geneva, WI. Activities include:
 - zip lining, high ropes courses, low ropes courses, canoeing, lake hike, archery, meals, wall climb, swimming, campfire, and team building activities
- Competitions that are participated in - none
- Responsibilities
 - Pre-trip coordination – coordinate fundraisers with vendors and families, coordinate health and safety forms, coordinate events and activities with Covenant Harbor
 - During the trip, 24-hour supervision of all students and chaperones, including health and

safety needs

- Key areas of focus
 - Development of student leadership skills
 - Development of student confidence
 - Development of team-building skills
- Student membership and leadership positions
 - All 6th grade students are eligible to participate in this opportunity
- Practice/meeting frequency
 - Spring fundraising meeting, communication with families and vendors
 - Spring fundraiser collection of money and distribution of fundraised goods
 - Two meetings in the fall prior to the trip for parents and students
- Fundraising
 - Current fundraising is with Middle Davids candles

Science Club

- Events that are participated in
 - Classroom Science Fair
 - HBRMS Science Fair
- Competitions that are participated in - none at this time
 - Staff is investigating other places to take science fair participants compete in
- Responsibilities
 - Arrange and manage all science fair meetings
 - Focus all HBRMS Science Fair meetings for approval of projects, monitoring progress of projects, reviewing conclusions, and reviewing final project presentations
 - Mentor students to find appropriate and relatable projects
 - Mentor students throughout all phases of the project
 - Judge the final projects
 - Plan for, host, and advertise the HBRMS Science Fair night to parents, staff, and community
- Key areas of focus
 - Create an enthusiasm for students in the area of science
 - Scientific method
 - Experimental design
 - Presentations
- Student membership and leadership positions
 - Membership is open to all HBRMS students
- Practice/meeting frequency
 - Students meet after school monthly for an hour throughout the school year
 - Students also meet during study hall time
- Fundraising - none

Student Council

- Events that are participated in
 - Spirit weeks
 - Red ribbon week
 - Teacher appreciation week
 - Valentine Dance
 - Candy Grams
 - Promotion prep
 - Welcome Back Night
 - Sixth Grade Orientation
 - Help with Parent/Teacher conferences
- Competitions that are participated in - none
- Responsibilities
 - Attend and plan weekly meetings
 - Attend events with council members
- Key areas of focus
 - School spirit
 - Help to plan and promote fundraising for the school's benefit
 - Organize and plan the annual Carmi Olympics
 - Act as the liaison with welcome back night and career day or any other activity where outside volunteers are present in the building
- Student membership and leadership positions
 - 8th grade president and vice president
 - One representative per home room
- Practice/meeting frequency
 - Weekly during lunch study halls
- Fundraising
 - Candy Grams
 - Gatorade and water machine
 - Dance

Technology Club

- Events that are participated in
 - Daily morning announcement broadcast
 - Spelling bee finals live broadcast
 - Bowling day bingo live broadcast
- Competitions that are participated in - none
- Responsibilities
 - Daily announcements
 - Read daily announcements
 - Receive and type up any announcements from teachers/staff
 - Use any recorded event video clips from students

- Record, produce, and edit video of daily announcements
- Upload complete video to MS News YouTube channel
- Email link to video to all homeroom teachers.
- Create a news/announcements slide show for TVs to continuously run
- Live Broadcasts
 - Link video system to TV broadcast system, set up room for live broadcast
 - Direct students during live feeds
- Key areas of focus
 - Broadcasting and Journalism
 - Video editing, recording, and producing
 - Public speaking
- Student membership and leadership positions
 - Open to all interested students; 8th grade students get first priority
 - Students must be able to arrive to school by 8 am to record announcements
 - Leadership positions
 - Lead Anchors - Go to announcements readers
 - Video Producer- Does editing of video to be added to YouTube- By request and must learn to use the editing software
 - Student recorders (during sporting and other events at school can use broadcast camera to get clips of events to use in announcements)
- Practice/meeting frequency
 - Every morning (when no building meeting) 8am-8:15 or 8:20
 - Occasional after school meetings to compile event clips
 - Occasional after school meetings for extra-long special announcement recordings
- Fundraising - none

Yearbook Club

- Events that are participated in
 - Middle school students creating the school's yearbook with advisors guidance and direction
 - Attend co-curricular, extra-curricular, and other after school activities for pictures
- Competitions that are participated in - none
- Responsibilities
 - Produce yearbook publication
 - Plan and coordinate publication schedule
 - Recruit and maintain student participants
 - Plan, schedule, and manage each weekly club session
 - Plan, supervise, and coordinate photography of school activities
 - Train and supervise the production of yearbook template
 - Train and supervise image manipulation
 - Plan, instruct, and supervise image and copy editing
 - Coordinate the sale and distribution of yearbooks to students

- Plan, instruct, train, and supervise students with technology
- Coordinate student assignments as they relate to yearbook construction
- Key areas of focus
 - Learn how to create and produce a yearbook
 - Photography
 - Being part of a team to create something to benefit all our students
- Student membership and leadership positions
 - Teachers asks students at the beginning of the school year about interest in being part of the yearbook club
 - Students are selected based on academic and behavior standings
- Practice/meeting frequency
 - Yearbook meets weekly for an hour after school starting in September
 - As the deadline approaches, meeting frequency may increase to bi-weekly, or as needed
- Fundraising - none

HBRHS

Academic Bowl

- Events that are participated in - competition only
- Competitions that are participated in
 - Prior attended tournaments to consider (if they they are held):
 - Winnebago Fresh Soph
 - Auburn Fresh Soph
 - Kaneland Fresh Soph
 - Little 10 Fresh Soph
 - Seneca Township Varsity
 - Winnebago Varsity
 - Kaneland Varsity
- Responsibilities
 - Register with the IHSSBCA each year as a coach
 - Register for events throughout the year as they become available
 - Talk to other coaches each year to see if there are other good tournaments for small schools
 - Pay for events that are registered for
 - Register for transportation for competitions
 - Coordinate and maintain equipment
 - Maintain Buzzer System
 - Use score sheets to keep track of match progress and to make sure the current score is free of errors
 - Provide scratch paper and pencils for math problems
 - Maintain name plates for each student participating that day
 - Bring emergency contact info sheets with you in case they are needed
 - Help design and arrange payment for club shirts

- Practice preparation
 - Set up a schedule of morning morning club meetings during activity sign up
 - Create announcements to invite students to come to these meetings
 - Create a morning meeting/tournament handout for students
 - Give students the emergency contact form to fill out before they can participate in the tournaments
 - Have questions for students to answer
 - Bring food and other incentives if needed
- Coordinate home games for Little 10 Tournament
 - HBR usually hosts two home games during these tournaments which begin the last week of April
 - Find (paid) volunteers to moderate, and time for the two hosted games
 - Reserve rooms for these tournaments
 - Make copies of the questions for the other coaches and the moderators
- Attend awards night and give a speech about the team
- Key areas of focus
 - Provide students with an opportunity to compete with integrity and sportsmanship
 - Create a fun and competitive environment for students to test their knowledge of trivia
 - Coordinate competitions with other schools' Academic Bowl teams
- Student membership and leadership positions
 - Open to all interested students
 - At least one team captain
- Practice/meeting frequency
 - Morning meetings from 8:00-8:35 are held throughout the year as scheduled during the initial club sponsor meeting in August
 - Practices are after school from 3:30 to 4:30 during the season an in preparation for competition
 - Practice frequency is determined by the availability of members
 - There is usually an increase in frequency of practices during the two weeks prior to a competition
- Fundraising - none

Bass Fishing

- Events that are participated in
 - IHSA Sectionals and State Finals
 - Possibly more to be added in future years
- Responsibilities
 - Register for Sectionals and verify rosters are complete
 - Ensure boat drivers are approved as volunteers by the Board of Education
- Key areas of focus
 - Provide students with an opportunity to compete with integrity and sportsmanship

- Student membership
 - Open to any student at HBRHS
 - Maximum of 8 can compete at sectionals
- Practice/meeting frequency
 - Interest/organization meeting
 - Sectionals are an annual event
- Fundraising - none

Class Advisor

- Events that are participated in
 - **Freshman**
 - Homecoming (float building, Taste of HBR)
 - Renaissance (two video skits)
 - Carnival
 - **Sophomore**
 - Homecoming (float building & Taste of HBR)
 - Renaissance (two video skits)
 - Carnival
 - **Junior**
 - Homecoming (float building & Taste of HBR);
 - Renaissance (two video skits)
 - Carnival
 - Prom committee
 - **Senior**
 - Homecoming (float building, Taste of HBR)
 - Renaissance (Skits)
 - Carnival
 - Soccer concessions
 - Senior Outings/Class trip
 - Senior Service (landscaping/cleaning up around grounds/soccer field)
 - Annual Pork Chop Dinner
- Competitions that are participated in
 - **Freshman**
 - Float building
 - **Sophomore**
 - Float building
 - Hall Decoration (Christmas Time)
 - **Junior**
 - Float building
 - Hall Decoration (Christmas Time)
 - Powder puff football

- **Senior**
 - Float building,
 - Hall Decoration (Christmas Time)
 - Powder puff football
 - Staff/VB game
- Responsibilities
 - **Freshman**
 - Help students participate in activities (i.e. float building)
 - Encourage students to become involved in school activities
 - Run the Taste of HBR booth and Carnival booth
 - Help students write scripts for Renaissance skits
 - Run activity periods based on reason for activity period
 - **Sophomore**
 - Help students participate in activities (i.e. float building)
 - Encourage students to become involved in school activities
 - Run the Taste of HBR booth and Carnival booth
 - Help students write scripts for Renaissance skits
 - Run activity periods based on reason for activity period
 - **Junior**
 - Help students participate in activities (i.e. float building)
 - Encourage students to become involved in school activities
 - Run the Taste of HBR booth and Carnival booth
 - Help students write and film scripts for Renaissance skits
 - Run activity periods based on reason for activity period
 - Plan and execute Prom
 - Organize fundraising for Prom needs
 - **Senior**
 - Assist class officers in the selection of their Graduation Announcements
 - Assist in selection of class motto
 - Help with homecoming activities (Student/Staff Volleyball, float building, powder puff)
 - Coordinate fundraisers
 - Model and help with senior service around the school (landscaping, cleaning up after soccer games, etc.)
 - Concessions for soccer games
 - Class outings (Six Flags, Medieval Times, Cubs, etc)
- Key areas of focus
 - Guide students in planning and/or participating in school events
 - Develop an understanding in students of
 - Student leadership
 - **Freshman**
 - Class officers are in charge of rallying their peers to help with

Homecoming, Carnival, and Renaissance

- **Sophomore**
 - Class officers are in charge of organizing and encouraging peers with Homecoming, Carnival, and Renaissance
- **Junior**
 - Class officers are in charge of organizing and encouraging peers with Homecoming, Carnival, and Renaissance, as well as organizing Prom and all related fundraising activities
- **Senior**
 - Class President helps to find concession workers and organizes the officer team to find class motto and come to a consensus on the graduation announcement with the Jostens Representative
- Facing challenges and deadlines
 - **Freshman**
 - Work within the collaborative deadlines created by classes, Student Council, and/or Renaissance
 - **Sophomore**
 - Work within the collaborative deadlines created by classes, Student Council, and/or Renaissance
 - **Junior**
 - Work within the collaborative deadlines created by classes, Student Council, and/or Renaissance
 - Plan long-term for Prom and related deadlines for announcements
 - Advertise for fundraisers
 - **Senior**
 - Work within the collaborative deadlines for Jostens, Student Council, and/or Renaissance
 - Work with the athletic schedule for soccer games
- Doing whatever it takes for an organization to be successful
- Student membership and leadership positions
 - **Freshman**
 - Class officers (President, Vice-President, Secretary/Treasurer, Activity Chairperson)
 - Four student council representative
 - All freshmen students have membership
 - **Sophomore**
 - Class officers (President, Vice-President, Secretary/Treasurer, Activity Chairperson)
 - Four student council representative
 - All sophomore students have membership

- **Junior**
 - Class officers (President, Vice-President, Secretary/Treasurer, Activity Chairperson)
 - Four student council representative
 - All junior students have membership
- **Senior**
 - Class Officers (President, Vice-President, Secretary/Treasurer, Activity Chairperson)
 - All Senior students have membership and attend class meetings.
- Practice/meeting frequency
 - **Freshman**
 - Meet during scheduled activity periods
 - Various meetings before/after school to prepare for school activities (i.e. Homecoming, Renaissance, etc.) - all freshman students are encouraged to attend meetings
 - **Sophomore**
 - Meet during scheduled activity periods
 - Various meetings before/after school to prepare for school activities (i.e. Homecoming, Renaissance, etc.) - all sophomore students are encouraged to attend meetings
 - **Junior**
 - Meet during scheduled activity periods
 - Various meetings before/after school to prepare for school activities (i.e. Homecoming, Renaissance, etc.) - all junior students are encouraged to attend meetings; Prom committee meets about 10 times throughout school year to prepare decorations, timeline, choose venue and meals
 - **Senior**
 - Meet during scheduled activity periods
 - various meetings occur to prepare for upcoming events (Homecoming, Renaissance, Jostens, etc.)
 - The concession workers meet for every game (approximately 12-15 games in a season) to provide snacks/beverages for the community, 2.5-4 hours a game
 - The Senior Service time meetings occur as needed (after games to clean up bleachers, clean up flower beds established by this group, plant various other areas around the parking lot and building)
- Fundraising
 - **Freshman**
 - Taste of HBR
 - Carnival
 - **Sophomore**
 - Taste of HBR
 - Carnival

- Outside Fundraising (needed)
- **Junior**
 - Taste of HBR
 - Carnival
 - Outside fundraising including: Panera night, pork chop dinners, cookie dough/Great American Opportunities, South Moon fundraiser, and any additional fundraisers as needed to fund Prom (venue, dj, decor, administrator and chaperone meals, etc.)
- **Senior**
 - Taste of HBR
 - Carnival
 - Fruit
 - Boys soccer concessions
 - Pork chop dinner
 - Fundraisers help defray costs of those wanting to attend Senior outings. Extra funds are used to beautify the HBRHS grounds for the Senior Service projects. Instill in the class to leave this building better than it was when they came in as Freshmen utilizing extra funds for the good of everyone. Fundraisers account for roughly 5-10 hours time outside of school.

FEA

- Events that are participated in
 - Fall Kick-off event at Aurora University
 - Reading with HBRES students as part of Read for the Record
 - Participate in the Walk for Education with other local chapters in November
 - Attend the spring partnership luncheon at Aurora University
 - Teacher appreciations activities throughout the school year
- Responsibilities
 - Coordinate and plan for productive and meaningful meetings
 - Coordinate with Aurora University (AU) and other local chapters to provide meaningful experiences for FEA members
 - Maintain prompt communication with AU coordinators, including all necessary paperwork
- Key areas of focus
 - Aimed at potential future educators or students who may pursue a career that works with children in some capacity
 - Guide students on a path to become accomplished teachers
 - Engage in activities that expose future educators to the profession
 - Provide tools through activities which enhance members' learning about being a future educator
- Student membership and leadership positions
 - Students can join at anytime during the school year

- Students can join by attending meetings and participating in events through the year
- No leadership positions are utilized at this time, however, upperclassmen typically lead the club
- Practice/meeting frequency
 - Interest/organization meeting at the beginning of the year
 - 2 meetings in October and November
 - 1 meeting in September, January, February, March, and May
- Fundraising - none

FFA

- Events that are participated in
 - Volunteer Service (Hinckley Food Pantry, Feed My Starving Children, etc.)
 - CDE (Career Development Events), i.e. public speaking, parliamentary procedure, and Land Use (Soils)
 - Attend Conventions/Conferences - 212 Leadership Conference (Chicago), State FFA Convention (Springfield), National FFA Convention (Indianapolis), Washington Leadership Conference (Washington D.C.)
 - HBR Events: Homecoming BBQ, Agricultural Plot planting/harvesting, leadership training, Sandwich Fair Petting Zoo
 - Cooperatively work with both Kane and DeKalb County Farm Bureaus and other agricultural organization in both counties
- Competitions that are participated in
 - Career Development Events such as Public Speaking, Land Use, Parliamentary Procedure, Livestock Judging, Dairy Products, Agronomy. For complete list please see Illinois FFA Advisory Guide. Located on Illinois FFA Website under downloads.
<http://www.illinoisffa.org/downloads.html>
- Responsibilities
 - Adhere to the FFA Mission- FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.
 - Engage students in events and competitions appropriate to their interest and skill level
- Key areas of focus
 - Develop student potential for premier leadership
 - Develop personal growth and career success
 - Encourage achievement in supervised agricultural experience programs
 - Build character and promote citizenship, volunteerism, and patriotism
- Student membership and leadership positions
 - Local membership is open to all students of HBR
 - Local officer team is elected yearly, and the opportunity for section FFA, and State FFA leadership positions are obtainable if desired
- Practice/meeting frequency
 - At minimum, there are monthly meetings August through May

- Interest/organization meeting
- Fundraising - none

Jazz Band

- Events that are participated in
 - Perform prior to the HBR Band Festival
 - Annual Jazz Concert
 - Perform at other community events as the calendar allows
- Competitions that are participated in
 - ILMEA Jazz Festival
- Responsibilities
 - Assign parts to students
 - Select literature to rehearse and perform
 - Plan rehearsals
 - Help students to understand the history of jazz and the pieces they are playing
 - Schedule performances
 - Maintain equipment
 - Work through concert logistics
- Key areas of focus
 - Expose students to all styles of jazz music
- Student membership and leadership positions
 - Jazz Band membership is approximately 20 students
 - Students have leadership positions in each section
 - Section leader
 - Running small group sectionals
 - Volunteer to perform solos in the chosen pieces
- Practice/meeting frequency
 - Jazz Band rehearses for an hour two mornings each week from November through April
- Fundraising
 - The annual jazz concert is used to fundraise for the following year's jazz bands
 - The yearly band fundraiser partially funds the jazz program

Leadership

- Events that are participated in
 - Leadership retreat - Beginning of September (10:00 AM Saturday through 12:00 PM Sunday)
- Responsibilities
 - Coordinate the logistics of the leadership retreat
 - Meet with the eight student leaders to plan the activities for the event
- Key areas of focus
 - Develop student leadership skills
 - Engage students in collaborative decision making

- Engage students in team building activities
- Student membership and leadership positions
 - Students elected to leadership positions are automatically invited
 - Student Council Officers
 - Student Council Representatives
 - Class Officers
 - FFA Officers
 - NHS Officers
 - Renaissance Board Members
 - In addition, in May students are invited to apply to attend the Leadership Retreat
 - Eight student leaders are made up of juniors and seniors. Current seniors vote on prospective junior leaders selected by the advisor
- Practice/meeting frequency
 - May - Meeting with the current leaders to discuss students to invite to replace the graduating seniors
 - May - Meeting with the new leader team to set dates for summer meetings
 - Two to three summer planning meetings
 - Meetings at least once a week before/after school until the retreat
- Fundraising
 - Wreath sales in November with the FFA

Library Club

- Events that are participated in
 - Trivia Night
 - Summer Workshop
 - Movie nights - hosted at HBR and local movie theaters
 - Family Fun Fest (Hinckley Fireworks)
 - Homecoming Taste and Parade
 - Carnival
 - Library lock in
- Responsibilities
 - Host events focused on reading
 - Coordinate and plan for trivia night
 - Coordinate and plan for one-day summer workshop focused on activities and discussion about the selected novel
 - Coordinate and plan for movie nights
- Key areas of focus
 - Promote literacy as a lifelong practice
 - Provide students the opportunity to select independent reading books from current, popular texts
 - Raise funds to purchase, cover, and update the library's collection of books

- Raise funds to update/maintain HBRHS Library (painting, seating, etc.)
- Student membership and leadership positions
 - Any student is eligible for membership
 - There are no leadership positions, all students are equal members
- Practice/meeting frequency
 - Interest/organization meeting
 - Monthly meetings August through May
- Fundraising
 - Homecoming Taste and Parade
 - Ice Cream Social
 - Hinckley Family Fun Fest
 - Carnival
 - Thirty-One Fundraiser
 - Donut days (Fridays)

National Honor Society

- Events that are participated in
 - Taste of HBR
 - Induction
 - Blood Drives
 - Food Drives
 - Carnival
 - Honors Program
- Responsibilities
 - Host all NHS events
 - Coordinate and plan all NHS events
 - Attend monthly meetings
 - Monitor each members accrual of 10 hours of community service throughout the year
- Key areas of focus
 - Service to the school community
 - Develop student leadership skills
- Student membership and leadership positions
 - Elected officers - four officers are elected by the National Honor Society members in early Spring
 - Members are elected each Fall by the National Honor Society selection committee based on specific criteria
- Practice/meeting frequency
 - Interest/organization meeting
 - Monthly meetings
- Fundraising
 - Taste of HBR
 - Blood Drives

- RAK week
- Carnival

Pep Club

- Events that are participated in
 - Homecoming
 - Carnival
 - Home games student section
 - Away games student section for HBR
 - School spirit events
 - Hosting school spirit competitions throughout the school year
 - Collaboratively planning blue and white night events
- Responsibilities
 - Organize meeting agendas
 - Provide school calendar for events
 - Coordinate themed games for sports
 - Coordinate and execute spirit days/weeks
 - Coordinate and execute spirit contests and giveaways
 - Collaborate with Boosters to build spirit
 - Encourage active participation in events at HBR
- Key areas of focus
 - Developing a strong sense of community among HBR students, staff, and community members
 - Demonstrating support for student athletes and club members
 - Furthering the positive school climate and culture
 - Develop student leadership skills
- Student membership and leadership positions
 - Any student is eligible to join -- membership is ongoing throughout the school year
 - Any staff member is able to participate in Pep Club meetings and activities
- Practice/meeting frequency
 - Monthly meetings in the morning
 - Some special meetings held prior to assemblies or pep rallies as needed
 - Google Classroom available for all students and staff
- Fundraising
 - Yard signs customized per person (extra and co-curricular options available)
 - School spirit items (poms, signs, keychains, etc.)

Renaissance

- Events that are participated in
 - Renaissance assemblies in March and November
- Responsibilities
 - Coordinate and plan the Renaissance Assemblies utilizing student member voice

- Provide guidance and direction to student members to achieve the key areas of focus
- Ensure that a productive and effective Renaissance assembly occurs
- Guide the students in the reflection process continually seeking ways to improve the program
- Coordinate the card level determination with the main office
- Key areas of focus
 - Inspire an acceptance, appreciation, and excitement for academics
 - Increase student performance and teacher enthusiasm
 - Raise the level of community participation at HBRHS
 - Instill the belief that everyone can achieve excellence through continual improvement
- Student membership and leadership positions
 - Student members are accepted through an application process in the Spring for the following school year
- Practice/meeting frequency
 - 3 meetings in March
 - 2 meetings in October, November, February, and May
 - 1 meeting in December, January, and April
 - Interest/organization meeting in the Spring
- Fundraising
 - Cafe - sell muffins and other breakfast items usually on Wednesdays
 - Culver's Cares Fundraiser 2-3 time a year

SOS

- Events that are participated in
 - Dekalb County Drug Prevention Task Force Committee
 - School wide drug prevention activities
 - School wide wellness promotion activities
- Responsibilities
 - Coordinate meetings with other local high schools
 - Coordinate and plan meetings which engage members in leadership
- Key areas of focus
 - Promote drug and alcohol prevention
 - Enhance the wellness of the student body
 - Create a support network
 - Learn about important health promotion strategies
 - Have a life-long impact
- Student membership and leadership positions
 - Membership is predicated on the signing of a pledge to be free from alcohol and other harmful drugs
 - President, Vice President, Secretary, Treasurer selected by club members
- Practice/meeting frequency
 - Interest/organization meeting

- Monthly meetings with the schedule determined in August through a collaborative approach with other advisors
- Fundraising
 - Taste of HBR
 - Royal Jaunt - 5k run

Spanish Club

- Events that are participated in
 - Homecoming
 - Halloween
 - Carnival
- Responsibilities
 - Coordinate meetings
 - Plan field trip for The Day of the Dead exhibit at the National Museum of Mexican Art
 - Coordinate Taste of HBR booth
 - Coordinate Carnival booth
- Key areas of focus
 - Promote Hispanic culture, customs, and language among the students
 - Offer services to the community
- Student membership and leadership positions
 - Membership is open to any student who is currently, or previously, enrolled in a Spanish course
 - Four officers are elected
- Practice/meeting frequency
 - Interest/organization meeting
 - 1 meeting in October, November, December, February, April, and May
- Fundraising
 - Taste of HBR
 - Calabaza Grams at Halloween
 - Carnival

Student Council

- Events that are participated in
 - Homecoming
 - Christmas week
 - Valentine's Day
 - Carnival
 - Student Council week
 - Faculty luncheon
- Responsibilities
 - Provide direction and guidance for students
 - Provide leadership opportunities for students with a goal of self-directed leadership

- Provide communication channels to all people who make up the school community
- Provide fun, excitement, and relevance for the student body
- Key areas of focus
 - Service to the school community
 - Provide students with a voice in the school community
 - Impact the practices of HBRHS
 - Develop student leadership skills
- Student membership and leadership positions
 - Members are elected each spring by the student body
 - Four officers are elected by the Student Council in March
 - Four representatives for each class are elected in May
- Practice/meeting frequency
 - 3 meetings in September and March
 - 2 meetings in January, February, and May
 - 1 meeting in October, November, December, April, and May (for next year members)
 - Interest/organization meeting in February
- Fundraising - none

WYSE

- Events that are participated in - competition only
- Competitions that are participated in
 - Academic Challenge
 - Regional at Waubensee Community College (late Jan - early Feb)
 - Sectional at Northern Illinois University (early March)
 - State at the University of Illinois, Champaign (mid April, when students qualify)
- Responsibilities
 - Coordinate student development in selected academic areas
 - Coordinate the logistics for each competition
- Key areas of focus
 - Utilize academic knowledge in a competitive manner in the areas of Biology, Chemistry, Computer Science, Engineering Graphics, English, Math, and Physics
- Student membership and leadership positions
 - 14 students in grades 10-12 by teacher recommendation
 - Four representatives for each class are elected in May by their class
- Practice/meeting frequency
 - Students practice independently with material provided by the coach; students seek guidance from teachers and other resources in their subject area of competition (i.e. math, physics, english)
- Fundraising - none

Yearbook Club

- Events that are participated in

- Production of the HBRHS Yearbook
- Responsibilities
 - Coordinate design and theme with yearbook members
 - Assign student roles based on strengths, interests, and needs
 - Provide assistance and direction to members in order to meet deadlines
- Key areas of focus
 - Provide input to the members for the yearbook production
 - Design the yearbook from cover to cover
- Student membership and leadership positions
 - Membership needs are tied to drawing, designing, writing, and photography
- Practice/meeting frequency
 - Interest/organization meeting
 - 2 meetings in November, January, and April
 - 1 meeting in September, October, February, and May
 - Other meetings called when needed
- Fundraising
 - Ongoing candy and water sales during school days
 - Selling personal ads for the yearbook to senior parents
 - Selling business ads for the yearbook to local businesses
 - Selling old yearbooks for \$4
 - Booth at taste of HBR

Continuance of Co-Curricular Activities

It is the desire to offer situations for our students to participate and excel in their overall growth. Taking this into consideration, the continuation of a co-curricular activity will be determined as follows:

- A sustainable number of participants in the co-curricular activity of at least 8 students as shown in the End of Year Report.

The co-curricular activity will cease to exist as a result of non-sustainable numbers for two consecutive years, with a projected non-sustainable number for the third year. If the position is retained in the third year (due to a projected sustainable number as shown in the student interest survey), the fourth year must have an actual sustainable number or the co-curricular activity will no longer be offered..

If the co-curricular activity is no longer offered, the co-curricular activity will remain on the student interest survey for the next three years to monitor student interest. If student interest shows a sustainable number, and an interest meeting yields confirmation of the sustainable number of participants, then a faculty member may begin conversations with administration about adding this co-curricular activity with a stipend to be paid. If the co-curricular activity is added back to the stipend list, attendance at each meeting and/or event, if applicable, must show sustainable numbers in order for the co-curricular activity to continue in the next school year.

New Club Organizational/Development Requirements

Our student co-curricular activities should develop leadership skills in our students, meet the needs and

interests of our students, and provide an opportunity to extend academic and social learning outside of the classroom. Trying to balance a new activity with existing activities can be a delicate matter. While we want to provide options to our students, we do not want to create a situation where the effectiveness of our activities are diminished due to too many options. Clarity of purpose for a new activity that does not mirror an existing club is of paramount importance. The staff member bringing forth the proposed new co-curricular activity, herein referred to as the proposed advisor, must complete the following steps in order for a new activity to be considered:

- Analyze the most recent student interest survey to provide a rationale for the proposed new activity. An interest meeting is recommended to gauge student interest in the proposed new activity. If such a meeting is desired, approval from the building Principal must occur.
- Analyze the current co-curricular activity offerings and distinguish how the proposed new activity would differ from existing activities in developing leadership skills in our students, meeting the needs and interests of our students, and providing an opportunity to extend academic and social learning outside of the classroom.
- If the proposed advisor has a solid rationale for the proposed new activity, the Co-Curricular Proposal Form, in Appendix C of this document, should be completed.
- Turn in the Co-Curricular Proposal Form to the building Principal and schedule a meeting to discuss the proposal at least one month before the desired start date of the proposed co-curricular activity.
- If approved for a pilot year the proposed advisor must complete the Proposed Advisor Expectations Form in Appendix D of this document. This document will be collaboratively shared, discussed, and edited with the building Principal at least 2 weeks before the activity begins. The following information, in addition to other information, will be collected with this document:
 - Events that will be participated in
 - Responsibilities of Advisor
 - Key areas of focus for the club
 - Student membership and leadership positions
 - Practice/meeting frequency
 - Date of interest/organization meeting
 - Planned fundraising

Note: The length of time, as well as the start and end dates, that the proposed activity meets during the pilot year must be the same as the proposed activity if approved in subsequent years.

- Document how the stated components in the Proposed Advisor Expectations Form were carried out and compile a log of student attendance. A log of hours outside of the regular school day as the advisor in the pilot year will also be compiled.
- Set up a follow-up meeting, no later than April, with the building Principal to review the pilot year and discuss the plans, including adjustments to the responsibilities and activities experienced in the pilot year.

For the 2017-2018 school year, any activity that is currently being supervised by a staff member in a non-paid capacity, there will be consideration to waive the pilot year in the 2018-2019 school year. In

order for consideration to occur, the staff member must be able to provide documentation as required in the approval process. The frequency of meetings and/or events must be the same from current practices when compared to future planned meetings and/or events. To be considered, the building Principal will meet with the Superintendent to determine if the proposed co-curricular activity should have the pilot year waived and brought as a recommendation to the HBR Board of Education for approval. If deemed that the activity should have the pilot year waived and be approved, the Co-Curricular Committee will convene and discuss stipend consideration to include in the recommendation to the HBR Board of Education.

The building Principal will meet with the Superintendent to determine if the proposed co-curricular activity should be brought as a recommendation to the HBR Board of Education for approval. If deemed that the activity should be approved, the Co-Curricular Committee will convene and discuss stipend consideration to include in the recommendation to the HBR Board of Education. The proposed advisor may be asked to provide further insight to the Co-Curricular Committee while determining the stipend amount. If the position is approved by the HBR Board of Education for the next school year, the stipend percentage will be paid using the base salary of the next school year. The first year of the Board approved activity will be year one in the position.

This new co-curricular activity will experience an annual review for the first three years to determine whether the activity should continue in existence. The advisor will construct a report to show the rationale for the existence of the activity. Administration will make a recommendation to the Board in either the May or June meeting to determine the existence of the activity for the next school year. The annual student interest survey will be used to provide additional justification for the continuation of this activity as well as all of the HBR co-curricular activities in existence.

Supervisors

The expectations for an advisor of a school sponsored co-curricular activity and a supervisor of a student led organization are different. Supervisors of a student led organization should adhere to the following expectations during a meeting:

- The role of a supervisor is to monitor the student group and make sure they are abiding by the student handbook.
- The role of a supervisor is not the same as an advisor. A supervisor is not to give any suggestions or guidance to the student led group.
- The supervisor should only inject a comment or direction if student behavior is not appropriate.

If students try to engage a supervisor to provide comments or opinions, the supervisor should respond with a statement such as, "My role is to solely supervise your student led organization and if you need any assistance in setting up meeting times and/or locations, I'm glad to do so."

Bullying and Hazing Board Policy

To reinforce our commitment in creating an atmosphere void of hazing or bullying in any form between students and amongst staff and students, the Board Policy is shared below. If any hazing or bullying is observed by any staff or students, section (d) should be referenced and follow through must occur.

7:180 - Prevention of and Response to Bullying, Intimidation, and Harassment

As stated in HBR CUSD #429 Board Policy 7:180:

The Superintendent or designee shall post this policy on the District's website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted.

The Superintendent or designee shall fully inform staff members of the District's goal to prevent students from engaging in bullying and the measures being used to accomplish it. This includes each of the following:

- (a) Communicating the District's expectation and State law requirement that teachers and other certificated or licensed employees maintain discipline.
- (b) Establishing the expectation that staff members: (1) intervene immediately to stop a bullying incident that they witness or immediately contact building security and/or law enforcement if the incident involves a weapon or other illegal activity, (2) report bullying, whether they witness it or not, to an administrator, and (3) inform the administration of locations on school grounds where additional supervision or monitoring may be needed to prevent bullying.
- (c) Where appropriate in the staff development program, providing strategies to staff members to effectively prevent bullying and intervene when it occurs.
- (d) Establishing a process for staff members to fulfill their obligation to report alleged acts of bullying.

Parts (b) and (c), as stated, provide the needed information for appropriate action and possible training for staff members. Further clarification from HBR CUSD #429 Board Policy 7:180 is provided below for (a) and (d).

(a) Communicating the District's expectation and State law requirement that teachers and other certificated or licensed employees maintain discipline.

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 on the basis of 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 a school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This item (4) applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred and it does not require a district or school to staff or monitor any non school-related activity, function, or program.

Definitions from 105 ILCS 5/27-23.7

Bullying includes cyber-bullying and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects

enumerated in the definition of bullying.

Restorative measures means 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 in order to keep students in school.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school guidance counselors, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

(d) Establishing a process for staff members to fulfill their obligation to report alleged acts of bullying.

Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District Complaint Manager or any staff member as noted below. Reports can also be submitted by completing the [HBR Royal Reporting](#) form. Anonymous reports are also accepted.

Nondiscrimination Coordinator:

High School Principal
P.O. Box 1210, 700 E. Lincoln Hwy.
Hinckley, IL 60520
HBRreport@hbr429.org
815.286.7501

Complaint Managers:

Elementary School Principal
600 W. Lincoln Hwy.
Hinckley, IL 60520
HBRreport@hbr429.org
815.286.3400

Middle School Principal
P.O. Box 247, 47W 984 Rt.30
Big Rock, IL 60511
HBRreport@hbr429.org
630.556.4190

For access to the entire HBR CUSD #429 Board Policy 7:180 Prevention of and Response to Bullying, Intimidation, and Harassment, click [here](#).

Stipend Calculation and Payment

Certain positions included in the Collective Bargaining Agreement receive stipends. For those positions, the following sections are designed to provide additional information on how the stipend is calculated and when payments for the stipends are made.

Calculations

Stipend calculations are dependent on the base salary and years of experience. Each activity has a corresponding percentage that is multiplied by the base salary for the school year in which the staff is hired as the advisor. The following chart represents the years in the position and the corresponding percentage increase:

Years in Activity/Position	Stipend
1-5 years	Base x %
6-10 years	Base x (% + 1%)
11-15 years	Base x (% + 1.5%)
16+ years	Base x (% + 2%)

The corresponding percentages tied to levels can be found in Appendix B of the Collective Bargaining Agreement.

If it is the desire of two individuals to split a co-curricular activity, and they receive prior approval to do such, the pay will be calculated as follows:

- For each individual, take the number of years in the position to find the appropriate percentage of the base salary. Calculate the dollar amount and cut that amount in half.
- Example: Individual A, 12 years' experience as the MS Student Council Advisor, and Individual B, entering the first year of experience, are going to split this co-curricular position.
 - o Individual A stipend amount: 4.5% of base salary divided by 2
 - o Individual B stipend amount: 3% of base salary divided by 2

Petition for review of position values

The Co-Curricular Committee is charged with the task of preparing a recommendation for negotiations related to stipends associated with both co-curricular and extra-curricular positions. With that in mind, an advisor or a coach may petition for a review of their stipend amount in the last year of the contract between the Board of Education of Community Unit School District No. 429 and the Hinckley-Big Rock Education Association. In order for the Co-Curricular Committee to have enough time to prepare a recommendation, the petitions will be received between August and November of the last year of the contract. The Co-Curricular Committee will then meet starting in December as they review the petitions and the values for all positions. The Co-Curricular Committee will have a recommendation to those involved in negotiations by February 1st of the last year of the contract.

Payments

Half of the stipend will be paid at the beginning of the season/activity and the remaining half of the stipend will be paid when the season/activity is completed. Any advisors that are not full-time staff of HBR CUSD #429 must submit a timesheet representing hours worked before the last stipend check is paid. For co-curricular activities that are year-long, the stipend will be split amongst all paychecks.

Co-Curricular Committee Recommendations to the Board

The Co-Curricular Committee will make recommendations to the Board for stipend considerations for new advisor positions that are being recommended for approval as a result of following the process in the New Club Organizational/Development Requirements section of this document. When needed, the Co-Curricular Committee will meet no later than May to determine each stipend amount and make a recommendation to the Board of Education for either the May or June Board meeting.

Appendix A

CUSD 429 is committed to the safety and security of our student athletes and in accordance with 105 ILCS 5/10-20.54 as such has implemented the following steps in managing a concussion.

The following document contains the protocol which will be followed by CUSD 429 in regards to the education, evaluation and follow up of an Athlete (and their family) in the case a suspected concussion occurs. For the purposes of this protocol and the safety of the student athlete, there will be no interpretation of the level of the sustained concussion, as to the steps we will follow. Each athlete who is evaluated with a concussion will be evaluated by the Return to Learn(RTL) team and will follow the the Return To Play (RTP) guidelines set forth. If a doctor restriction is greater than the RTP guidelines, the doctor criteria will be followed. If a doctor restriction is less than the RTP guidelines, based on research related to recovery time needed for healing from a concussion, we will err on the side of caution and follow our RTP and RTL guidelines.

- 1) Training requirements for all IESA and IHSA Coaches
 - a. Legal compliance of S.B. 7:
 - i. If you work as an athletic director, athletic coach (head or assistant), sideline cheer or dance coach, or marching band director, you must pass the Concussion Management Program examination with a score of 80% (24 out of 30) in order to be in compliance with state law. You may take the examination as many times as necessary to reach the 80% grade. You must retake the exam every two years to remain certified.
 - ii. In order to be in compliance with the legislation, individuals must access the links and complete the following:
 1. Watch the IHSA / IESA Concussion presentation. (Coach must log on to insure compliance is documented.)
 2. Complete the [NFHS Concussion Course](#). This is a free course provided by the NFHS. The course is comprised of a video presentation and test. Individuals will have to create an account and order the free course in order to complete this component.
 3. Review all of the [General Resource .pdf's](#) listed on the Concussion Certification webpage.

4. Successfully pass the [IHSA/IESA Concussion Test](#). (Coach must log on to insure compliance is documented.)
 - a. Individuals should print the final page that indicates their test score as proof of compliance.
 - b. Athletes and Families
 - i. Athletes are required to view the IHSA concussion presentation each year. This is also in line with state law.
 - ii. Families and the student athlete must sign the Concussion Information Form which is a part of our Student-Athlete Handbook. This is part of required documents which must be submitted in order to play.
 1. An Explanation will be provided to families concerning IMPACT baseline training, what it is, how it works and when it will be performed.
 - c. Teacher Training
 - i. Initial training (Who and How)
 1. Current teachers at the inservice in the fall
 - a. Teachers, Administrators, Paraprofessionals
 2. New teachers at “New teacher” orientation each fall
 - ii. What gets covered.
 1. Concussion overview video (samples below)
 - a. [Concussions in the classroom](#)
 - b. [Concussion management and Return to Learn Video](#)
 2. Train on the CUSD 429 protocol, including
 - a. Return to Learn (RTP) procedures
 - b. Return to Participate (RTP) overview
 - iii. Subsequent training
 1. Every two years- (Everyone who has gone thru the initial training retrains every two years as part of a GCN segment)
- 2) Student Athlete Baseline Testing
- a. ImPACT (Immediate Post-Concussion Assessment and Cognitive Test) testing is available to any athlete participating in sports. ImPACT testing provides a cognitive evaluation of brain functions based on speed and accuracy. A baseline test is given and if a suspected concussion is sustained, a post injury test can be given. This test is not used by the school or district to determine a concussion. It is used as a tool to be given to a physician in order to help diagnose the level of

concussion and treatment needed.

- b. ImPACT testing is not mandatory.
- c. ImPACT testing is given every two years, preferably freshman and junior years.

3) Injury evaluation and procedures.

- a. If an athlete suffers a head injury, coaches will remove the athlete and:
 - i. If a trainer is available, the trainer will provide the evaluation and make the next step recommendation.
 - ii. If no trainer is available, an assistant coach will evaluate the athlete on the sideline using one of the following options. (If no trainer or assistant coach is available, the head coach will evaluate the athlete)
 - iii. Acceptable methods of evaluation
 - 1. [Sideline evaluation tool](#)
 - 2. Sideline App
 - 3. Evaluation steps known via prior training and education
- b. If a concussion is suspected, or if any head injury has lingering concussion like symptoms, the following will occur:
 - i. Remove athlete from “play.”
 - ii. Inform the athlete’s parents or guardians, the athletic director and the nurse.
 - iii. Have them further evaluated by a trainer if available, or physician
 - 1. When going to a physician, athlete should retake the ImPact test
 - 2. Take the pre and post concussion tests to the physician
 - iv. Once cleared by a physician, Follow the RTL and RTP steps outlined in #4 and #5 below.
 - v. Provide parents with the [Post-concussion Consent Form](#), informing them of the steps to be taken by the school, and their rights to information.

4) RTL (Return To Learn) Procedures

- a. Prior to returning to the classroom:
 - i. The athlete will meet with the Nurse to review the RTL steps
 - 1. We will follow [RTL Recovery Stages](#) recommended by the Sports Concussion Institute
 - a. Recovery Stage 1:

- i. Complete physical and cognitive rest until medical clearance
 - b. Recovery Stage 2:
 - i. Return to School with Academic Accommodations
 - c. Recovery Stage 3
 - i. Continue more advanced Academic Accommodations
 - d. Recovery Stage 4
 - i. Full Recovery to Academics
 - ii. The Nurse will inform the affected teachers and principal at the affected school level (high school or middle school) along with the high school Student Assistance Team (SAT) of RTL protocol required for that student
 - 1. CUSD 429 will follow [the guidelines in the RTL Protocol sheet](#), provided by Lurie Children's Hospital of Chicago
 - a. Each morning before class, the Nurse and student will meet to determine the step to be followed that day, given the symptoms which exist from the previous day.
 - b. The Nurse will communicate the daily evaluation to the affected teacher(s) along with the members of the HBRHS SAT.
 - c. The full "RTL" process must be completed prior to beginning the "RTP" process.
- 5) RTP (Return To Participation) Procedures
- a. RTP may begin once released by a doctor and RTL process is complete
 - i. The athlete must present to the coach the RTL document signed off by the nurse.
 - b. See attached ["RTP" document](#) for process required in order to return to participation. (Sports and Concussion Institute)
 - i. The athlete and the nurse will meet daily to evaluate progress each day.
 - ii. The nurse and athlete will validate each level of progression
 - c. Once an athlete completes Stage 4 of the RTL protocol, they will begin at Stage 3 "Sport Specific Exercise".

- i. Stage 4 of the RTL will overlap Stage 2 of the RTP (because Light Aerobic occurs in PE Class during Stage 2 of RTL).
 - ii. If an athlete is not in PE, or they have not gone through Stage 2 of RTP, they will begin at Stage 2 of RTP their first day back.
- d. Progression through the listed steps occurs when the student athlete completes the previous step and remains symptom free for 24 hours. Symptom free means no lingering headaches, sensitivity to light/noise, fogginess, drowsiness, etc.
 - i. Light Aerobic Exercise
 - ii. Sport-Specific Exercise
 - iii. Non-Contact Training Drills
 - iv. Full-contact practice
 - v. Full Contact/participation in game play
- e. The athlete and coach will monitor the progress together on a daily basis, and review each day before practice.
- f. Once the athlete completes the five steps, symptom free, the athlete has completed RTP.
- g. In order to return to full participation the following must be submitted to the nurse:
 - i. The Doctor clearance note
 - ii. The completed RTL and RTP documents
 - iii. The signed Post-concussion Release Form
- h. The nurse will provide a note to the coach and Athletic Director that the Athlete is cleared and all paperwork on file.

References

Sterling Newman High School
 Plano High School
 Indian Creek High School
 Somonauk High School
 The Illinois High School Athletic Association
 The Illinois Elementary School Administration
 The Center for Disease Control
 The Sports Concussion Institute

Appendix B
HINCKLEY-BIG ROCK CUSD #429
ACCIDENT REPORT

BUILDING ☐ HBRES ☐ HBRMS ☐ HBRHS

STUDENT _____ GRADE _____

DATE _____ TIME _____

WHERE DID ACCIDENT/INCIDENT OCCUR

EXPLANATION OF ACCIDENT/INJURY

FIRST AID/ACTION TAKEN

ADMINISTERED BY _____

WHERE DID THE PERSON GO AFTER FIRST AID?

☐ Classroom ☐ Hospital ☐ Home ☐ Doctor

WITNESS(ES) _____

PERSON IN CHARGE _____

COMPLETED BY OFFICE

TURNED INTO BUILDING OFFICE ON _____ AT _____

DATE

TIME

RECEIVED BY _____

Appendix C
HINCKLEY-BIG ROCK CUSD #429
Co-Curricular Proposal Form

Staff name: _____

Date: _____

Co-curricular activities currently advising:

Extra-curricular activities currently coaching:

Proposed co-curricular activity:

1. What is the purpose of the proposed activity?

2. How does the proposed activity differ from existing activities offered to HBR students?

3. How does the proposed activity provide leadership opportunities to students?

4. How does the proposed activity meet the needs and interests of HBR students?

5. How does the proposed activity extend academic and social learning to HBR students outside of the classroom? Will any of the activities pull students out of the classroom?

6. What is your experience with the proposed activity?

7. What skill set do you bring to meet the stated purpose of the proposed activity?

8. How many students do you anticipate engaging in the proposed activity? How do you know?

9. What is the target population for the proposed activity?

10. What type of area will the proposed activity meet in (Classroom, Gym, Cafeteria, Computer Lab, etc.)?

11. When and how often will the proposed activity meet?

12. What is the proposed start and end dates for the proposed activity? (Note: The length of time, as well as the start and end dates, that the proposed activity meets during the pilot year must be the same as the proposed activity if approved in subsequent years.)

13. How many hours will be devoted as the advisor to the proposed activity outside of the school day?
How will you document these hours?

14. Are there any associated costs related the proposed activity?

15. Any additional comments?

When completed, turn in this form to your building Principal. A meeting will be scheduled to discuss the proposal. This meeting must occur at least one month in advance of the proposed start date of the proposed activity.

To be completed by the building Principal

Date turned in:

Scheduled meeting date:

Pilot year approved (Circle): Yes No

Signature of building principal

Date

Appendix D
HINCKLEY-BIG ROCK CUSD #429
Proposed Advisor Expectations Form

Staff name: _____

Proposed co-curricular activity: _____

Purpose of the proposed activity:

Start and end dates of the proposed activity:

Expectations of the proposed advisor:

- Events that will be participated in
-
- Responsibilities of Advisor
-
- Key areas of focus for the club
-
- Student membership and leadership positions
-
- Practice/meeting frequency
-
- Date of interest/organization meeting
-
- Planned fundraising_____
-

The following information has been shared with my building Principal and I agree to adhere to these plans and expectations_during the pilot year of this proposed co-curricular activity. I will also document and share student attendance, the number of hours invested during this pilot year, and obtain feedback from the students engaged in the activity.

Staff Signature

Date__

I approve of the following shared information and will provide assistance and monitor the progression of this proposed co-curricular activity during this school year.

Principal Signature

Date