



Committee of the Whole Meeting Agenda

Township High School District 214 Board of Education
Thursday, August 7, 2025, 6:30 PM
Forest View Educational Center
2121 South Goebbert Road
Arlington Heights, IL 60005

1. **Call to Order (6:30 pm)**

1.1. Roll Call

2. **Closed Session**

2.1. Motion to go into closed session for the purposes of discussing:

- The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in an educational setting, or legal counsel for the public body.

2.2. Motion to adjourn closed session

3. **Reconvene in Open Session (7:00 pm)**

4. **Pledge of Allegiance**

5. **Approval of the Agenda**

6. **Approval of the Minutes**

Seeking approval of the Minutes from July 10, 2025.

7. **Public Comments**

Members of the public, especially residents of District 214, are welcome to contribute during public comments. To do so, you must sign up before the start of the meeting.

8. **Department Reports**

8.1. Teaching and Learning

8.1.1. Summer School 2025 Report

Presentation of the Summer School 2025 Report.

9. **Superintendent Report**

10. **Roll Call Action Items**

10.1. Business Services

10.1.1. Approval of Accounts Payable

Seeking approval of Accounts Payable for August 7, 2025.

10.1.2. Approval of Menu Pricing

Seeking approval of menu pricing for the 2026-2027 school year.

10.2. Community Engagement and Outreach

- 10.2.1. Approval of Power Ad Contract
Seeking approval of the Power Ad Contract.

10.3. Human Resources

- 10.3.1. Approval of Personnel Transaction Reports
Seeking approval of Personnel Transaction Reports for August 7, 2025.

- 10.3.2. Approval of Job Descriptions
Seeking approval of Job Descriptions for Health Services Supervisor and Registrar.

10.3.2.1. Health Services Supervisor

10.3.2.2. Registrar

10.4. Teaching and Learning

- 10.4.1. Approval of Resolution Authorizing Purchase of Real Estate for the Practical Architecture Construction (PAC) Program
Seeking approval of the purchase of real estate for the Practical Architecture Construction (PAC) Program.

11. Discussion Items

11.1. Business of the Board

- 11.1.1. Proposed Changes to Board Policy
Discussion of the proposed changes to Board Policy as suggested by the IASB PRESS Service.

- 11.1.2. Proposed 2026-2027 School Calendars
Discussion of the proposed calendars for the 2026-2027 school year.

11.2. Activities and Operations

- 11.2.1. Purchase of Replacement Radios
Discussion of the purchase of replacement radios.

11.3. Teaching and Learning

- 11.3.1. Consolidated District Plan
Discussion of the D214 Consolidated District Plan.

11.4. Student Services

- 11.4.1. LearnWell Contract
Discussion of the LearnWell contract.

12. Adjournment



BUSINESS MEETING MINUTES

Township High School District 214 Board of Education
Thursday, July 10, 2025 at 6:30 p.m.
Forest View Educational Center
2121 South Goebbert Road
Arlington Heights, IL 60005

Present: Mary Kay Baldino, Dr. Vicki Chung, Bill Dussling, Frank Fiarito, Mark Hineman, Alva Kreutzer, Dr. Joe Sagerer

1. Call to Order

1.1. President Alva Kreutzer called the meeting to order at 6:30 p.m.

2. Closed Session

2.1. Motion to go into closed session for the purpose of discussing:

- The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in an educational setting, or legal counsel for the public body
- Setting a price for sale or lease of property

Motion by Dr. Vicki Chung with second by Frank Fiarito.

Aye: Mary Kay Baldino, Dr. Vicki Chung, Bill Dussling, Frank Fiarito, Mark Hineman, Alva Kreutzer, Dr. Joe Sagerer

The Board went into Closed Session at 6:31 p.m.

3. Reconvene in Open Session

The Board reconvened in open session at 7:02 p.m.

4. Pledge of Allegiance

5. Approval of the Agenda

Dr. Vicki Chung requested the Consent Item 10.3.1 “NOW Arena Contract” be removed from Consent and considered separately.

Motion to approve the Agenda (with requested change) by Frank Fiarito with second by Dr. Vicki Chung.

Aye: Mary Kay Baldino, Dr. Vicki Chung, Bill Dussling, Frank Fiarito, Mark Hineman, Alva Kreutzer, Dr. Joe Sagerer

6. Approval of the Minutes from June 26, 2025

Motion by Mark Hineman with second by Mary Kay Baldino.

Aye: Mary Kay Baldino, Dr. Vicki Chung, Bill Dussling, Frank Fiarito, Mark Hineman, Alva Kreutzer, Dr. Joe Sagerer

7. Public Comments

- Halbert Katzen spoke about his research regarding the topic of Eurantia, as well as journalism on the topic. He stated his concern is with good journalistic practices and review processes on the topic.
- Lee Bennett spoke about the Mid-Suburban League (MSL) conference volleyball and how many boys are willing to commit to playing volleyball, based on summer camp enrollment. He would like a fourth boys volleyball team added to improve MSL competition. Mr. Bennett also commended the choice of the NOW Arena as a graduation venue.

8. Department Reports

8.1. Business Services

8.1.1. Annual District Report of Gifts Received

Dr. Justin Attaway, Associate Superintendent of Business Services, presented the Annual District Report of Gifts Received in 2024-2025.

9. Board Member Updates

- Mary Kay Baldino attended the Arlington Heights 4th of July Parade and enjoyed watching the D214 bands perform.
- Frank Fiarito attended the Mt. Prospect Village Committee of the Whole Meeting, where the Wheeling Township Supervisor presented on township activities. He suggested inviting the Wheeling Township Supervisor or the Elk Grove Township Supervisor to a D214 Board of Education meeting to discuss their impact on District stakeholders.
- Alva Kreutzer agreed, and stated that she has heard a similar presentation by the Elk Grove Township Supervisor.
- Dr. Vicki Chung suggested that Dr. Rowe attending a similar meeting could be beneficial, to educate residents on the Strategic Plan or building needs.

10. Consent Items

Motion by Mark Hineman with second by Mary Kay Baldino to approve items 10.1.1 and 10.2.1 as presented.

Aye: Mary Kay Baldino, Dr. Vicki Chung, Bill Dussling, Frank Fiarito, Mark Hineman, Alva Kreutzer, Dr. Joe Sagerer

10.1. Teaching and Learning

10.1.1. Subject Technologies Contract

10.2. Operations and Activities

10.2.1. McKinstry Contract

10.3. Community Engagement and Outreach

10.3.1. NOW Arena Contract

Discussion of this item moved to Roll Call Action Items.

11. Roll Call Action Items

11.1. Community Engagement and Outreach

11.1.1. NOW Arena Contract

- Frank Fiarito stated that there is a cost savings with the new plan. He also applauded staff for the large effort it took to move graduations indoors and is glad this change will alleviate that.
- Dr. Joe Sagerer said the dates next year, while not typical, helped the District lock in the NOW Arena moving forward.
- Alva Kreutzer reflected on the inclement weather of past years, and how difficult it was for families to be limited in tickets.

Motion by Dr. Vicki Chung with second by Frank Fiarito.

Aye: Mary Kay Baldino, Dr. Vicki Chung, Bill Dussling, Frank Fiarito, Mark Hineman, Alva Kreutzer, Dr. Joe Sagerer

11.2. Business of the Board

11.2.1. Approval to Dispose of Closed Session Audio Recordings Pursuant to the Open Meetings Act

Motion by Dr. Joe Sagerer with second by Dr. Vicki Chung.

Aye: Mary Kay Baldino, Dr. Vicki Chung, Bill Dussling, Frank Fiarito, Mark Hineman, Alva Kreutzer, Dr. Joe Sagerer

11.2.2. Approval of Six-Month Review of Closed Session Minutes

Motion by Frank Fiarito with second by Dr. Joe Sagerer.

Aye: Mary Kay Baldino, Dr. Vicki Chung, Bill Dussling, Frank Fiarito, Mark Hineman, Alva Kreutzer, Dr. Joe Sagerer

11.2.3. Approval of D214 Board of Education President Alva Kreutzer's nomination for Vice President of Illinois Association of School Boards

Motion by Frank Fiarito with second by Dr. Vicki Chung.

Aye: Mary Kay Baldino, Dr. Vicki Chung, Bill Dussling, Frank Fiarito, Mark Hineman, Alva Kreutzer, Dr. Joe Sagerer

11.2.4. Approval of Prospect High School Theater Re-Naming

Dr. Scott Rowe, Superintendent, outlined the recommendation to rename the theater at Prospect High School to “Prospect Theater,” and took questions from the Board.

Motion by Dr. Vicki Chung with second by Mary Kay Baldino.

Aye: Mary Kay Baldino, Dr. Vicki Chung, Bill Dussling, Frank Fiarito, Mark Hineman, Alva Kreutzer, Dr. Joe Sagerer

11.3. Business Services

11.3.1. Approval of Accounts Payable

Motion by Frank Fiarito with second by Dr. Vicki Chung.

Aye: Mary Kay Baldino, Dr. Vicki Chung, Bill Dussling, Frank Fiarito, Mark Hineman, Alva Kreutzer, Dr. Joe Sagerer

11.3.2. Approval of May Financial Report

Motion by Mark Hineman with second by Mary Kay Baldino.

Aye: Mary Kay Baldino, Dr. Vicki Chung, Bill Dussling, Frank Fiarito, Mark Hineman, Alva Kreutzer, Dr. Joe Sagerer

11.3.3. Approval of Resolution Authorizing the Sale of 2123 S. Arlington Heights Road Property

- Bill Dussling stated that he believes the property is too valuable to let go at this time. He believes EO Sullivan can gauge what the community might want in this area.
- Dr. Scott Rowe, Superintendent, and Chris Uhle, Associate Superintendent of Operations, answered questions from the Board.
- Mary Kay Baldino stated that she is more focused on initial purchase price than sunk costs.
- Frank Fiarito expressed that the property adds no value to the District currently and the money spent maintaining the property is wasteful.
- Dr. Joe Sagerer stated that you cannot count the cost sunk into the property because the District has had use of the property for more than two years. With what the District would like to accomplish, we should not be sitting on an asset such as this, and we should use it to immediately benefit students.
- Dr. Vicki Chung stated that maintenance costs spent on this property could be better used on current buildings and students.
- Alva Kreutzer stated that the District’s needs are for current buildings and any further spending on care for this property is wasted.
- Dr. Justin Attaway, Associate Superintendent for Business Services, stated that a public notice of the sale will be posted for three consecutive weeks. The August 21 Board of Education meeting will be the target for final approval of sale.

Motion by Frank Fiarito with second by Dr. Joe Sagerer.

Aye: Mary Kay Baldino, Dr. Vicki Chung, Frank Fiarito, Mark Hineman, Alva Kreutzer, Dr. Joe Sagerer

Nay: Bill Dussling

11.4. Human Resources

11.4.1. Approval of Personnel Transaction Reports

Motion by Mary Kay Baldino with second by Dr. Vicki Chung.

Aye: Mary Kay Baldino, Dr. Vicki Chung, Bill Dussling, Frank Fiarito, Mark Hineman, Alva Kreutzer, Dr. Joe Sagerer

11.4.2. Approval of Job Descriptions

Motion by Frank Fiarito with second by Dr. Vicki Chung.

Aye: Mary Kay Baldino, Dr. Vicki Chung, Bill Dussling, Frank Fiarito, Mark Hineman, Alva Kreutzer, Dr. Joe Sagerer

11.5. Community Engagement and Outreach

11.5.1. Approval of Freedom of Information Act

Motion by Dr. Joe Sagerer with second by Mary Kay Baldino.

Aye: Mary Kay Baldino, Dr. Vicki Chung, Bill Dussling, Frank Fiarito, Mark Hineman, Alva Kreutzer, Dr. Joe Sagerer

12. Discussion Items

12.1. Power Ad Company Contract

Patrick Mogge, Director of Community Engagement and Outreach, outlined the contract with Power Ad Company. Chris Uhle, Associate Superintendent of Operations, stated that Power Ad has done a lot of work with local districts and believes Power Ad will be able to advance the district. Dr. Scott Rowe, Superintendent, stated that this will provide beneficial infrastructure that the District needs, but the District and Board will maintain control of content and advertising. Mr. Mogge and Mr. Uhle took questions from the Board.

13. Adjournment

Motion by Dr. Vicki Chung with second by Mark Hineman.

The meeting adjourned at 7:59 p.m.

Alva Kreutzer, President

Frank Fiarito, Vice President



High School District 214
2121 South Goebbert Road
Arlington Heights, Illinois 60005
847-718-7600 | www.d214.org

Dr. Scott Rowe
Superintendent

Date: August 7, 2025

To: Board of Education

From: Dr. Bradford Hubbard, Associate Superintendent

Subject: Summer Experience 2025 Review – Board of Education Report

Executive Summary

Summer Experience encompasses all educational programs offered within District 214 during the summer months, both onsite and online. These offerings include academic and non-academic courses, driver education, as well as enrichment and experiential programs, available to both current and incoming students.

The 2025 Summer Experience program was successfully delivered at Rolling Meadows High School and Forest View Educational Center between June 9 and July 24, 2025 with 3,013 student enrollments across all programs.

Attached is the **Summer School 2025 Board of Education Report** for your review.



Summer School 2025 Board of Education Report

Schedule

Semester one:	
June 9 - June 26, 2025	7:30am - 12:30pm
Semester two:	
July 7 - July 24, 2025	7:30am - 12:30pm
Online:	
June 9 - July 24, 2025	Scheduled teacher check-ins throughout

Sites & Administrators

Site	Program	Administrator
Rolling Meadows High School	Traditional In-Person Summer School Bridge to High School Bridge to English Language Preparation for Algebra Preparation for Honors Math Excelling in Honors & AP Newcomer Academy ESL Driver's Education	<u>Semester 1:</u> Scott Scholten Emily Rodriguez Janice Aponte (Newcomer) <u>Semester 2:</u> Mary Luckritz Emily Rodriguez Janice Aponte (Newcomer)
The Academy at Forestview	Extended School Year	Caitlyn Druger
Online (www.edgenuity.com)	Online courses	Matt Wrobel

District Summer School Administrative Team:

Laz Lopez/Brad Hubbard, SE Administrator	Associate Principals for Instruction
Kelly Martin, T & L Supervisor	Associate Principal for Student Services
Math/Science DLT	Social Science/World Language DLT
English/Fine Arts DLT	CTE DLT

Academic Courses Offered

Content Area	Semester 1	Semester 2	Online (S1/S2)	Total
<u>Get Ahead Classes:</u>				<u>10</u>
Fine Art	1	1		2
Consumer Ed/Pers. Fin.	1	1	1	3
Driver's Ed	2			2
Health			1	1
Honors Geometry	1	1		2
<u>Transition/Invitation Only Classes:</u>				<u>16</u>
Bridge Classes	2	2		4
Preparation/Excelling Classes	3	3		6
International Newcomer (INA)	1	1		2
ESL Reading/Writing	1	1		2
Extended School Year (ESY)	1			1
Popular Lit (IEP)	1			1
<u>Credit Recovery Classes:</u>				<u>43</u>
English	1	1	7	9

Math	6	5	11	22
Science	2	2		4
Social Science			7	7
Health			1	1
<u>Enrichment/TDP Classes</u>	11	4		<u>15</u>
TOTAL	22	18	29	84

Number of Course Enrollments

	Semester 1	Semester 2*	Online	Total
Total Enrollments	881	1,060	1,072	3,013

*Includes 2-semester in-person classes, including Driver's Ed and Internships

Summer School Edgenuity (online) Data

	Edgenuity
Online courses taken in Summer School 2025	1,072
Total course completions	989
Initial credit course completions (consumer ed, fine arts, etc.)	655
Credit recovery course completions	334
COURSE COMPLETION RATE	92%

Special Program Enrollments

Program	Semester 1	Semester 2	Total
Bridge to High School	15	7	22
Bridge to English Language	50	13	63
Preparation for Algebra	26	18	44
Preparation for Honors Math	40	27	67
Excelling in Honors/AP	35	18	53

Honors Geometry	94		94
Int'l Newcomer Academy	68	45	113
ESL Reading/Writing	24	18	42
Driver's Education	240		240
Extended School Year	163		163
Micro-Internships/Internships	347		347

Career Discovery / Work Based Learning Experiences

Program	Tier	Semester 1	Semester 2	Total
Micro Internship Program (30 hours)	1	327		327
Internship Program (60 hours)	1	20		20
Vocational Work Experience	2	78	19	97
TOTAL		78	19	444

Credit Recovery Efforts

(Credit recovery courses in Math, English Language Arts, Science & Social Science)

Received Credit	86%
Received an A, B or C	80%
Received a D, P	6%
Did NOT Receive Credit	14%
Received an F	0%
Received a NC, I, W or AU	14%

TDP Summer Enrichment

High School	Enrollments
Buffalo Grove High School	24
Elk Grove High School	15
John Hersey High School	52
Prospect High School	47
Rolling Meadows High School	67
Wheeling High School	35
TOTAL	240

TDP Summer Enrichment Course Offerings

In Person (12):

- Becoming an iStudent
- Becoming a Multimedia Storyteller
- Reality Style Cooking
- Space Science
- Graphic Design T-Shirt Making
- All Creatures Great and Small: A Look into Veterinary Science
- Cooking on a Budget
- Beginning Guitar
- Filmmaking 101
- STEM/CAD
- ACT Test Preparation
- College App 1st Gen Seniors

TOWNSHIP HIGH SCHOOL DISTRICT 214
2121 S GOEBBERT RD
ARLINGTON HEIGHTS, IL 60005



ACCOUNTS PAYABLE LISTING

CHECKS DATED August 7, 2025

BOARD APPROVAL DATE August 7, 2025

“An Equal Employment and Equal Education Opportunity Agency”

Dr. Justin Attaway
Associate Superintendent of Business Services

Township High School District 214

Reprint Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date: 08/07/2025

To Date: 08/07/2025

From Check:

To Check:

From Voucher: 1075

To Voucher: 1075

Fund: 10 Education

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
776255	08/07/2025	5 STAR INTERPRETING	\$805.00	1075	Printed	Expense	<input type="checkbox"/>		
776257	08/07/2025	Abt Electronics, Inc.	\$1,388.00	1075	Printed	Expense	<input type="checkbox"/>		
776259	08/07/2025	Accurate Biometrics Inc.	\$7,161.50	1075	Printed	Expense	<input type="checkbox"/>		
776260	08/07/2025	ACTIVE INTERNET TECHNOLOGIES LLC	\$20,001.50	1075	Printed	Expense	<input type="checkbox"/>		
776267	08/07/2025	ALLENDALE ASSOCIATION	\$41,929.06	1075	Printed	Expense	<input type="checkbox"/>		
776268	08/07/2025	Alpha Baking Co Inc	\$79.21	1075	Printed	Expense	<input type="checkbox"/>		
776270	08/07/2025	American Registry For Internet Numbers	\$262.50	1075	Printed	Expense	<input type="checkbox"/>		
776276	08/07/2025	Anthony De Salvo	\$242.50	1075	Printed	Expense	<input type="checkbox"/>		
776277	08/07/2025	Apple	\$298.00	1075	Printed	Expense	<input type="checkbox"/>		
776278	08/07/2025	Apple Computer, Inc	\$238.00	1075	Printed	Expense	<input type="checkbox"/>		
776280	08/07/2025	ARBITERSPORTS LLC	\$1,679.00	1075	Printed	Expense	<input type="checkbox"/>		
776281	08/07/2025	Arbor Scientific	\$405.74	1075	Printed	Expense	<input type="checkbox"/>		
776284	08/07/2025	Audio Enhancement Inc	\$3,410.00	1075	Printed	Expense	<input type="checkbox"/>		
776287	08/07/2025	B & H Photo Video Inc	\$1,616.55	1075	Printed	Expense	<input type="checkbox"/>		
776289	08/07/2025	Band Today Llc	\$1,687.00	1075	Printed	Expense	<input type="checkbox"/>		
776290	08/07/2025	BARBIERI, NICOLE	\$168.00	1075	Printed	Expense	<input type="checkbox"/>		
776291	08/07/2025	Barrington H.S.	\$300.00	1075	Printed	Expense	<input type="checkbox"/>		
776292	08/07/2025	BLOOMSBURY PUBLISHING INC	\$19,887.24	1075	Printed	Expense	<input type="checkbox"/>		
776293	08/07/2025	Book Depot	\$391.29	1075	Printed	Expense	<input type="checkbox"/>		
776294	08/07/2025	BOTTLEROCKET MEDIA LLC	\$4,881.25	1075	Printed	Expense	<input type="checkbox"/>		
776295	08/07/2025	Brainpop Llc	\$2,025.01	1075	Printed	Expense	<input type="checkbox"/>		
776297	08/07/2025	Brightmont Academy	\$4,333.00	1075	Printed	Expense	<input type="checkbox"/>		
776298	08/07/2025	Brookes Publishing Co	\$499.90	1075	Printed	Expense	<input type="checkbox"/>		

Township High School District 214

Reprint Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date: 08/07/2025

To Date: 08/07/2025

From Check:

To Check:

From Voucher: 1075

To Voucher: 1075

Fund: 10 Education

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
776300	08/07/2025	BRYNNPARK PRODUCTIONS LLC	\$2,450.00	1075	Printed	Expense	<input type="checkbox"/>		
776301	08/07/2025	BSN Sports	\$26,391.36	1075	Printed	Expense	<input type="checkbox"/>		
776302	08/07/2025	Buffalo Grove Golf Club	\$2,500.00	1075	Printed	Expense	<input type="checkbox"/>		
776303	08/07/2025	Buffalo Grove HS	\$250.00	1075	Printed	Expense	<input type="checkbox"/>		
776304	08/07/2025	Buffalo Grove HS	\$275.00	1075	Printed	Expense	<input type="checkbox"/>		
776305	08/07/2025	Buffalo Grove HS	\$275.00	1075	Printed	Expense	<input type="checkbox"/>		
776306	08/07/2025	Buffalo Grove HS	\$275.00	1075	Printed	Expense	<input type="checkbox"/>		
776307	08/07/2025	BUSINESSOLVER.COM	\$12,662.51	1075	Printed	Expense	<input type="checkbox"/>		
776308	08/07/2025	Butz, Barbara T	\$200.00	1075	Printed	Expense	<input type="checkbox"/>		
776309	08/07/2025	Camcor.Com	\$2,200.00	1075	Printed	Expense	<input type="checkbox"/>		
776310	08/07/2025	Camelot Therapeutic School LLC	\$9,150.48	1075	Printed	Expense	<input type="checkbox"/>		
776311	08/07/2025	Castle Chevrolet North Llc	\$88.74	1075	Printed	Expense	<input type="checkbox"/>		
776312	08/07/2025	CDW GOVERNMENT INC - 2	\$156,707.25	1075	Printed	Expense	<input type="checkbox"/>		
776313	08/07/2025	Cengage Learning Inc	\$82,282.04	1075	Printed	Expense	<input type="checkbox"/>		
776314	08/07/2025	CESO COMMUNICATIONS	\$4,166.67	1075	Printed	Expense	<input type="checkbox"/>		
776315	08/07/2025	Chicago Classic Coach Llc	\$5,851.00	1075	Printed	Expense	<input type="checkbox"/>		
776317	08/07/2025	Classkick	\$6,998.00	1075	Printed	Expense	<input type="checkbox"/>		
776318	08/07/2025	CLIENT FIRST TECHNOLOGY CONSULTING	\$555.00	1075	Printed	Expense	<input type="checkbox"/>		
776320	08/07/2025	Comcast Cable	\$112.68	1075	Printed	Expense	<input type="checkbox"/>		
776322	08/07/2025	Commonwealth Edison	\$1.67	1075	Printed	Expense	<input type="checkbox"/>		
776323	08/07/2025	Conant H.S.	\$300.00	1075	Printed	Expense	<input type="checkbox"/>		
776324	08/07/2025	Connections Day School South Campus	\$3,722.88	1075	Printed	Expense	<input type="checkbox"/>		
776326	08/07/2025	CONVERGINT TECHNOLOGIES LLC	\$124,426.53	1075	Printed	Expense	<input type="checkbox"/>		

Township High School District 214

Reprint Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date: 08/07/2025

To Date: 08/07/2025

From Check:

To Check:

From Voucher: 1075

To Voucher: 1075

Fund: 10 Education

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
776329	08/07/2025	Cr Promotions Inc	\$948.00	1075	Printed	Expense	<input type="checkbox"/>		
776330	08/07/2025	Curriculum Associates Inc	\$38,839.50	1075	Printed	Expense	<input type="checkbox"/>		
776331	08/07/2025	DATA PROCESSING DESIGN INC	\$1,052.88	1075	Printed	Expense	<input type="checkbox"/>		
776332	08/07/2025	Deerfield H.S.	\$150.00	1075	Printed	Expense	<input type="checkbox"/>		
776333	08/07/2025	Dell Marketing L.P.	\$11,271.55	1075	Printed	Expense	<input type="checkbox"/>		
776334	08/07/2025	Deltamath Solutions Inc	\$11,328.00	1075	Printed	Expense	<input type="checkbox"/>		
776335	08/07/2025	DISCOVERY RANCH	\$85,400.00	1075	Printed	Expense	<input type="checkbox"/>		
776336	08/07/2025	Downers Grove South H.S.	\$90.00	1075	Printed	Expense	<input type="checkbox"/>		
776337	08/07/2025	Dramatic Publishing	\$620.65	1075	Printed	Expense	<input type="checkbox"/>		
776340	08/07/2025	E-Ling Lou	\$150.00	1075	Printed	Expense	<input type="checkbox"/>		
776341	08/07/2025	Eagle Ridge Resort & Spa	\$2,821.26	1075	Printed	Expense	<input type="checkbox"/>		
776342	08/07/2025	EBSCO INDUSTRIES INC.	\$4,725.00	1075	Printed	Expense	<input type="checkbox"/>		
776343	08/07/2025	ED-RED	\$5,350.00	1075	Printed	Expense	<input type="checkbox"/>		
776344	08/07/2025	Edge Sports Apparel Llc	\$1,205.50	1075	Printed	Expense	<input type="checkbox"/>		
776346	08/07/2025	Elk Grove H S	\$300.00	1075	Printed	Expense	<input type="checkbox"/>		
776347	08/07/2025	Elk Grove H S	\$525.00	1075	Printed	Expense	<input type="checkbox"/>		
776348	08/07/2025	Elk Grove H S	\$525.00	1075	Printed	Expense	<input type="checkbox"/>		
776349	08/07/2025	Elk Grove H S	\$300.00	1075	Printed	Expense	<input type="checkbox"/>		
776350	08/07/2025	EMBRACE EDUCATION	\$1,279.54	1075	Printed	Expense	<input type="checkbox"/>		
776351	08/07/2025	EMPIRACAL RESOLUTION INC	\$1,800.00	1075	Printed	Expense	<input type="checkbox"/>		
776354	08/07/2025	Esscoe Llc	\$12,431.00	1075	Printed	Expense	<input type="checkbox"/>		
776355	08/07/2025	Evanston Township High School	\$175.00	1075	Printed	Expense	<input type="checkbox"/>		
776356	08/07/2025	Evanston/Skokie School Dist 65	\$22,639.26	1075	Printed	Expense	<input type="checkbox"/>		

Township High School District 214

Reprint Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date: 08/07/2025

To Date: 08/07/2025

From Check:

To Check:

From Voucher: 1075

To Voucher: 1075

Fund: 10 Education

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
776357	08/07/2025	EXCEL SCREEN PRINTING & EMBROIDERY INC	\$2,749.00	1075	Printed	Expense	<input type="checkbox"/>		
776360	08/07/2025	Felicity Schools Llc	\$8,775.74	1075	Printed	Expense	<input type="checkbox"/>		
776361	08/07/2025	Fiber Platform Llc	\$27,771.16	1075	Printed	Expense	<input type="checkbox"/>		
776362	08/07/2025	Fix This! Musical Instrument Repair, Inc	\$3,302.45	1075	Printed	Expense	<input type="checkbox"/>		
776363	08/07/2025	Flinn Scientific Inc	\$792.34	1075	Printed	Expense	<input type="checkbox"/>		
776364	08/07/2025	Follett Content Solutions, LLC	\$1,309.03	1075	Printed	Expense	<input type="checkbox"/>		
776366	08/07/2025	Fremd H.S.	\$400.00	1075	Printed	Expense	<input type="checkbox"/>		
776367	08/07/2025	Fremd H.S.	\$400.00	1075	Printed	Expense	<input type="checkbox"/>		
776368	08/07/2025	Fremd H.S.	\$150.00	1075	Printed	Expense	<input type="checkbox"/>		
776369	08/07/2025	Fremd H.S.	\$300.00	1075	Printed	Expense	<input type="checkbox"/>		
776370	08/07/2025	Full Compass Systems Ltd	\$2,922.48	1075	Printed	Expense	<input type="checkbox"/>		
776372	08/07/2025	Giant Steps	\$39,752.37	1075	Printed	Expense	<input type="checkbox"/>		
776373	08/07/2025	Glenbrook North H.S.	\$350.00	1075	Printed	Expense	<input type="checkbox"/>		
776374	08/07/2025	Glenbrook South H.S.	\$375.00	1075	Printed	Expense	<input type="checkbox"/>		
776375	08/07/2025	Glenbrook South H.S.	\$75.00	1075	Printed	Expense	<input type="checkbox"/>		
776376	08/07/2025	Glenbrook South H.S.	\$40.00	1075	Printed	Expense	<input type="checkbox"/>		
776377	08/07/2025	GlenOaks TDS	\$9,361.08	1075	Printed	Expense	<input type="checkbox"/>		
776378	08/07/2025	GOA Regional Business Association	\$475.00	1075	Printed	Expense	<input type="checkbox"/>		
776380	08/07/2025	Grainger	\$75.76	1075	Printed	Expense	<input type="checkbox"/>		
776382	08/07/2025	Graybar Electric Co Inc	\$2,264.92	1075	Printed	Expense	<input type="checkbox"/>		
776383	08/07/2025	Grayslake Central H.S.	\$270.00	1075	Printed	Expense	<input type="checkbox"/>		
776384	08/07/2025	Grayslake Central H.S.	\$425.00	1075	Printed	Expense	<input type="checkbox"/>		
776385	08/07/2025	Guilford H.S.	\$300.00	1075	Printed	Expense	<input type="checkbox"/>		

Township High School District 214

Reprint Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date: 08/07/2025

To Date: 08/07/2025

From Check:

To Check:

From Voucher: 1075

To Voucher: 1075

Fund: 10 Education

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
776386	08/07/2025	Guilford H.S.	\$300.00	1075	Printed	Expense	<input type="checkbox"/>		
776387	08/07/2025	Harper College c/o Acct Srvc	\$3,974.03	1075	Printed	Expense	<input type="checkbox"/>		
776388	08/07/2025	Harvest Christian Academy	\$200.00	1075	Printed	Expense	<input type="checkbox"/>		
776390	08/07/2025	Hersey Instrumental Assn	\$200.00	1075	Printed	Expense	<input type="checkbox"/>		
776391	08/07/2025	HEWLETT PACKARD FINANCIAL SERVICES	\$66,656.86	1075	Printed	Expense	<input type="checkbox"/>		
776392	08/07/2025	HF GROUP LLC	\$111.00	1075	Printed	Expense	<input type="checkbox"/>		
776393	08/07/2025	High 5 Print Wear Inc	\$3,953.70	1075	Printed	Expense	<input type="checkbox"/>		
776395	08/07/2025	Hinckley Springs	\$171.38	1075	Printed	Expense	<input type="checkbox"/>		
776396	08/07/2025	Hinsdale Central H.S.	\$250.00	1075	Printed	Expense	<input type="checkbox"/>		
776397	08/07/2025	Hinsdale Central H.S.	\$250.00	1075	Printed	Expense	<input type="checkbox"/>		
776398	08/07/2025	Hoffman Estates H.S.	\$350.00	1075	Printed	Expense	<input type="checkbox"/>		
776399	08/07/2025	HP INC	\$4,788.00	1075	Printed	Expense	<input type="checkbox"/>		
776400	08/07/2025	Ihls-Oclc	\$2,586.21	1075	Printed	Expense	<input type="checkbox"/>		
776401	08/07/2025	IL ASSN OF SCHOOL ADMINISTRATORS (IASA)	\$5,129.69	1075	Printed	Expense	<input type="checkbox"/>		
776402	08/07/2025	IL HIGH SCHOOL DISTRICT ORGANIZATION	\$2,500.00	1075	Printed	Expense	<input type="checkbox"/>		
776405	08/07/2025	Illinois Theatre Association	\$650.00	1075	Printed	Expense	<input type="checkbox"/>		
776406	08/07/2025	IMAGINE LEARNING LLC	\$250.00	1075	Printed	Expense	<input type="checkbox"/>		
776407	08/07/2025	Infobase Learning	\$6,467.76	1075	Printed	Expense	<input type="checkbox"/>		
776408	08/07/2025	Ingram Library Services	\$1,131.88	1075	Printed	Expense	<input type="checkbox"/>		
776409	08/07/2025	Inn Partners Lc	\$195.00	1075	Printed	Expense	<input type="checkbox"/>		
776410	08/07/2025	J W Pepper & Son Inc	\$475.89	1075	Printed	Expense	<input type="checkbox"/>		
776411	08/07/2025	JACK NADEL INC	\$1,639.00	1075	Printed	Expense	<input type="checkbox"/>		

Township High School District 214

Reprint Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date: 08/07/2025

To Date: 08/07/2025

From Check:

To Check:

From Voucher: 1075

To Voucher: 1075

Fund: 10 Education

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
776412	08/07/2025	Jacobs H.S.	\$100.00	1075	Printed	Expense	<input type="checkbox"/>		
776413	08/07/2025	Jamf Software	\$200,542.00	1075	Printed	Expense	<input type="checkbox"/>		
776414	08/07/2025	Jared Picchietti	\$1,921.48	1075	Printed	Expense	<input type="checkbox"/>		
776415	08/07/2025	John Hersey HS	\$375.00	1075	Printed	Expense	<input type="checkbox"/>		
776416	08/07/2025	John Hersey HS	\$425.00	1075	Printed	Expense	<input type="checkbox"/>		
776417	08/07/2025	John Hersey HS	\$425.00	1075	Printed	Expense	<input type="checkbox"/>		
776418	08/07/2025	John Hersey HS	\$375.00	1075	Printed	Expense	<input type="checkbox"/>		
776419	08/07/2025	John Hersey HS	\$325.00	1075	Printed	Expense	<input type="checkbox"/>		
776420	08/07/2025	John Hersey HS	\$400.00	1075	Printed	Expense	<input type="checkbox"/>		
776422	08/07/2025	Joliet Central HS	\$400.00	1075	Printed	Expense	<input type="checkbox"/>		
776423	08/07/2025	Joseph Cunniff	\$212.50	1075	Printed	Expense	<input type="checkbox"/>		
776424	08/07/2025	Journeyed.Com Inc	\$239,315.30	1075	Printed	Expense	<input type="checkbox"/>		
776425	08/07/2025	JUDGE ROTENBERG EDUCATIONAL CENTER	\$35,352.60	1075	Printed	Expense	<input type="checkbox"/>		
776427	08/07/2025	K12 FUTURE COLLABORATIVE LLC	\$2,500.00	1075	Printed	Expense	<input type="checkbox"/>		
776428	08/07/2025	Keeper Goals	\$40.00	1075	Printed	Expense	<input type="checkbox"/>		
776430	08/07/2025	Kinasthetics	\$1,950.00	1075	Printed	Expense	<input type="checkbox"/>		
776431	08/07/2025	Kriha Boucek LLC	\$3,832.00	1075	Printed	Expense	<input type="checkbox"/>		
776433	08/07/2025	LA MICHOACANA	\$630.00	1075	Printed	Expense	<input type="checkbox"/>		
776435	08/07/2025	Lake County High Schools Technology Camp	\$7,298.72	1075	Printed	Expense	<input type="checkbox"/>		
776436	08/07/2025	Lake Forest H.S.	\$300.00	1075	Printed	Expense	<input type="checkbox"/>		
776437	08/07/2025	Lake Forest H.S.	\$300.00	1075	Printed	Expense	<input type="checkbox"/>		
776438	08/07/2025	Lake Forest H.S.	\$250.00	1075	Printed	Expense	<input type="checkbox"/>		
776440	08/07/2025	Language Line Services Inc	\$7,178.44	1075	Printed	Expense	<input type="checkbox"/>		

Township High School District 214

Reprint Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date: 08/07/2025

To Date: 08/07/2025

From Check:

To Check:

From Voucher: 1075

To Voucher: 1075

Fund: 10 Education

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
776441	08/07/2025	LEARNING BY DESIGN	\$1,103.00	1075	Printed	Expense	<input type="checkbox"/>		
776442	08/07/2025	Learning Effects Inc	\$31,482.15	1075	Printed	Expense	<input type="checkbox"/>		
776443	08/07/2025	Learning House	\$12,956.10	1075	Printed	Expense	<input type="checkbox"/>		
776444	08/07/2025	Learnwell	\$4,752.00	1075	Printed	Expense	<input type="checkbox"/>		
776446	08/07/2025	Leslie Shankman School Corporation	\$6,504.37	1075	Printed	Expense	<input type="checkbox"/>		
776447	08/07/2025	LINDENMEYR MUNROE	\$9,617.49	1075	Printed	Expense	<input type="checkbox"/>		
776448	08/07/2025	Linkedin Corporation	\$9,680.00	1075	Printed	Expense	<input type="checkbox"/>		
776450	08/07/2025	LOYOLA UNIVERSITY CHICAGO	\$775.00	1075	Printed	Expense	<input type="checkbox"/>		
776452	08/07/2025	Lyons Township H.S.	\$100.00	1075	Printed	Expense	<input type="checkbox"/>		
776454	08/07/2025	Maine South HS	\$310.00	1075	Printed	Expense	<input type="checkbox"/>		
776455	08/07/2025	MALLY, JACKSON	\$1,500.00	1075	Printed	Expense	<input type="checkbox"/>		
776457	08/07/2025	MARYVILLE ACADEMY	\$52,691.70	1075	Printed	Expense	<input type="checkbox"/>		
776458	08/07/2025	Mccormicks Group LLC	\$1,889.75	1075	Printed	Expense	<input type="checkbox"/>		
776459	08/07/2025	MCGRAW HILL, LLC	\$8,250.00	1075	Printed	Expense	<input type="checkbox"/>		
776460	08/07/2025	McKone, Denice C	\$200.00	1075	Printed	Expense	<input type="checkbox"/>		
776462	08/07/2025	Medco Supply	\$1,693.05	1075	Printed	Expense	<input type="checkbox"/>		
776463	08/07/2025	Metro Prep	\$65,974.23	1075	Printed	Expense	<input type="checkbox"/>		
776469	08/07/2025	Midwest Principals' Center	\$885.00	1075	Printed	Expense	<input type="checkbox"/>		
776473	08/07/2025	MOLINE HIGH SCHOOL	\$370.00	1075	Printed	Expense	<input type="checkbox"/>		
776475	08/07/2025	Mundelein H.S.	\$325.00	1075	Printed	Expense	<input type="checkbox"/>		
776476	08/07/2025	Mutual Target Associates	\$7,448.00	1075	Printed	Expense	<input type="checkbox"/>		
776479	08/07/2025	NCS PEARSON INC	\$287.85	1075	Printed	Expense	<input type="checkbox"/>		
776481	08/07/2025	NeuroRestorative	\$27,393.03	1075	Printed	Expense	<input type="checkbox"/>		
776482	08/07/2025	New Connections Academy	\$43,628.40	1075	Printed	Expense	<input type="checkbox"/>		

Township High School District 214

Reprint Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date: 08/07/2025

To Date: 08/07/2025

From Check:

To Check:

From Voucher: 1075

To Voucher: 1075

Fund: 10 Education

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
776483	08/07/2025	NEW SCHOOL LOGOS LLC	\$1,289.20	1075	Printed	Expense	<input type="checkbox"/>		
776484	08/07/2025	Nexus - Onarga Family Healing	\$20,330.84	1075	Printed	Expense	<input type="checkbox"/>		
776485	08/07/2025	Nicor - 2	\$16.66	1075	Printed	Expense	<input type="checkbox"/>		
776486	08/07/2025	Niles West H.S.	\$195.00	1075	Printed	Expense	<input type="checkbox"/>		
776487	08/07/2025	Niles West H.S.	\$195.00	1075	Printed	Expense	<input type="checkbox"/>		
776488	08/07/2025	Nino'S Pizzeria & Catering	\$190.00	1075	Printed	Expense	<input type="checkbox"/>		
776490	08/07/2025	North Cook Isc	\$7,500.00	1075	Printed	Expense	<input type="checkbox"/>		
776491	08/07/2025	Northlight Color Digital Printing Soluti	\$12,101.75	1075	Printed	Expense	<input type="checkbox"/>		
776493	08/07/2025	Office Depot Inc	\$396.08	1075	Printed	Expense	<input type="checkbox"/>		
776494	08/07/2025	Opportunity Franchising Inc	\$242.89	1075	Printed	Expense	<input type="checkbox"/>		
776495	08/07/2025	Palatine H.S.	\$325.00	1075	Printed	Expense	<input type="checkbox"/>		
776496	08/07/2025	Palatine H.S.	\$200.00	1075	Printed	Expense	<input type="checkbox"/>		
776497	08/07/2025	Palatine H.S.	\$300.00	1075	Printed	Expense	<input type="checkbox"/>		
776498	08/07/2025	Palatine H.S.	\$300.00	1075	Printed	Expense	<input type="checkbox"/>		
776499	08/07/2025	Palatine H.S.	\$325.00	1075	Printed	Expense	<input type="checkbox"/>		
776500	08/07/2025	Palatine H.S.	\$325.00	1075	Printed	Expense	<input type="checkbox"/>		
776501	08/07/2025	Parkland Preparatory Academy Inc	\$22,680.20	1075	Printed	Expense	<input type="checkbox"/>		
776503	08/07/2025	Pearson Education	\$13,788.50	1075	Printed	Expense	<input type="checkbox"/>		
776504	08/07/2025	Pentegra Systems	\$377.50	1075	Printed	Expense	<input type="checkbox"/>		
776505	08/07/2025	Peoria H.S.	\$175.00	1075	Printed	Expense	<input type="checkbox"/>		
776506	08/07/2025	Peoria H.S.	\$200.00	1075	Printed	Expense	<input type="checkbox"/>		
776507	08/07/2025	Peoria Notre Dame H.S.	\$800.00	1075	Printed	Expense	<input type="checkbox"/>		
776508	08/07/2025	Perspectives Ltd	\$7,326.00	1075	Printed	Expense	<input type="checkbox"/>		
776510	08/07/2025	Plainfield North H.S.	\$310.00	1075	Printed	Expense	<input type="checkbox"/>		

Township High School District 214

Reprint Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date: 08/07/2025

To Date: 08/07/2025

From Check:

To Check:

From Voucher: 1075

To Voucher: 1075

Fund: 10 Education

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
776511	08/07/2025	Pocket Nurse	\$160.39	1075	Printed	Expense	<input type="checkbox"/>		
776515	08/07/2025	Proquest LLC	\$27,525.82	1075	Printed	Expense	<input type="checkbox"/>		
776516	08/07/2025	Prospect HS	\$1,227.50	1075	Printed	Expense	<input type="checkbox"/>		
776517	08/07/2025	Prospect HS	\$200.00	1075	Printed	Expense	<input type="checkbox"/>		
776518	08/07/2025	R & M Specialties	\$369.00	1075	Printed	Expense	<input type="checkbox"/>		
776519	08/07/2025	REALITYWORKS, INC	\$3,637.09	1075	Printed	Expense	<input type="checkbox"/>		
776520	08/07/2025	REDWOOD LITERACY	\$504.00	1075	Printed	Expense	<input type="checkbox"/>		
776521	08/07/2025	Renaissance Learning Inc	\$41,500.25	1075	Printed	Expense	<input type="checkbox"/>		
776522	08/07/2025	Rolling Meadows HS	\$380.00	1075	Printed	Expense	<input type="checkbox"/>		
776523	08/07/2025	Rolling Meadows HS	\$380.00	1075	Printed	Expense	<input type="checkbox"/>		
776524	08/07/2025	Rolling Meadows HS	\$380.00	1075	Printed	Expense	<input type="checkbox"/>		
776525	08/07/2025	Rolling Meadows HS	\$380.00	1075	Printed	Expense	<input type="checkbox"/>		
776526	08/07/2025	Rolling Meadows HS	\$170.00	1075	Printed	Expense	<input type="checkbox"/>		
776527	08/07/2025	Rolling Meadows HS	\$100.00	1075	Printed	Expense	<input type="checkbox"/>		
776528	08/07/2025	Rosen Publishing Group Inc	\$4,200.00	1075	Printed	Expense	<input type="checkbox"/>		
776529	08/07/2025	Rotary Club of Arlington Hts	\$96.00	1075	Printed	Expense	<input type="checkbox"/>		
776534	08/07/2025	Saddleback Educational Inc	\$11.95	1075	Printed	Expense	<input type="checkbox"/>		
776535	08/07/2025	Safe Haven School	\$10,890.90	1075	Printed	Expense	<input type="checkbox"/>		
776536	08/07/2025	Sage Publications Inc	\$1,504.00	1075	Printed	Expense	<input type="checkbox"/>		
776537	08/07/2025	Sandra Moore	\$782.31	1075	Printed	Expense	<input type="checkbox"/>		
776538	08/07/2025	Savvas Learning Co Llc	\$82,607.58	1075	Printed	Expense	<input type="checkbox"/>		
776539	08/07/2025	Savvas Learning Co Llc	\$43,459.20	1075	Printed	Expense	<input type="checkbox"/>		
776541	08/07/2025	Schaumburg H.S.	\$90.00	1075	Printed	Expense	<input type="checkbox"/>		
776542	08/07/2025	Schaumburg H.S.	\$90.00	1075	Printed	Expense	<input type="checkbox"/>		

Township High School District 214

Reprint Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date: 08/07/2025

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From Check:

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From Voucher: 1075

To Voucher: 1075

Fund: 10 Education

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
776543	08/07/2025	Schaumburg H.S.	\$300.00	1075	Printed	Expense	<input type="checkbox"/>		
776544	08/07/2025	School Nurse Supply Inc	\$464.64	1075	Printed	Expense	<input type="checkbox"/>		
776545	08/07/2025	Scope Shoppe Inc	\$8,375.00	1075	Printed	Expense	<input type="checkbox"/>		
776546	08/07/2025	Seal of Illinois	\$10,679.10	1075	Printed	Expense	<input type="checkbox"/>		
776547	08/07/2025	Secondary School Cooperative Risk (Sscrm	\$117,993.00	1075	Printed	Expense	<input type="checkbox"/>		
776548	08/07/2025	Service Sanitation	\$108.15	1075	Printed	Expense	<input type="checkbox"/>		
776550	08/07/2025	Shred First Inc	\$470.00	1075	Printed	Expense	<input type="checkbox"/>		
776551	08/07/2025	Sign Warehouse Inc	\$1,116.98	1075	Printed	Expense	<input type="checkbox"/>		
776553	08/07/2025	SNO Sites	\$500.00	1075	Printed	Expense	<input type="checkbox"/>		
776554	08/07/2025	SPEAKABLE TECHNOLOGIES INC	\$9,023.33	1075	Printed	Expense	<input type="checkbox"/>		
776556	08/07/2025	SPECIAL EDUCATION SERVICES	\$14,236.20	1075	Printed	Expense	<input type="checkbox"/>		
776558	08/07/2025	SPORTSWEARONLINE	\$440.00	1075	Printed	Expense	<input type="checkbox"/>		
776559	08/07/2025	St Mary'S Services	\$5,144.43	1075	Printed	Expense	<input type="checkbox"/>		
776560	08/07/2025	St Viator H.S.	\$300.00	1075	Printed	Expense	<input type="checkbox"/>		
776561	08/07/2025	Stahls Id Direct	\$2,627.80	1075	Printed	Expense	<input type="checkbox"/>		
776563	08/07/2025	Stevenson HS	\$150.00	1075	Printed	Expense	<input type="checkbox"/>		
776564	08/07/2025	Stevenson HS	\$150.00	1075	Printed	Expense	<input type="checkbox"/>		
776565	08/07/2025	Stevenson HS	\$215.00	1075	Printed	Expense	<input type="checkbox"/>		
776566	08/07/2025	SUBJECT TECHNOLOGIES INC	\$68,800.00	1075	Printed	Expense	<input type="checkbox"/>		
776567	08/07/2025	Sunburst Sportswear	\$1,397.00	1075	Printed	Expense	<input type="checkbox"/>		
776568	08/07/2025	Swank Movie Licensing USA	\$15,488.00	1075	Printed	Expense	<input type="checkbox"/>		
776569	08/07/2025	T-Mobile Usa	\$3,735.07	1075	Printed	Expense	<input type="checkbox"/>		
776570	08/07/2025	TeamBuildr	\$2,400.00	1075	Printed	Expense	<input type="checkbox"/>		

Township High School District 214

Reprint Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date: 08/07/2025

To Date: 08/07/2025

From Check:

To Check:

From Voucher: 1075

To Voucher: 1075

Fund: 10 Education

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
776572	08/07/2025	THE WEEK JUNIOR	\$670.80	1075	Printed	Expense	<input type="checkbox"/>		
776573	08/07/2025	Thomson Reuters	\$1,342.74	1075	Printed	Expense	<input type="checkbox"/>		
776575	08/07/2025	Transunion Risk And Alternative Data Sol	\$75.00	1075	Printed	Expense	<input type="checkbox"/>		
776576	08/07/2025	Tyler Technologies, Inc.	\$185,912.00	1075	Printed	Expense	<input type="checkbox"/>		
776577	08/07/2025	Uline	\$345.13	1075	Printed	Expense	<input type="checkbox"/>		
776578	08/07/2025	United Parcel Service	\$80.66	1075	Printed	Expense	<input type="checkbox"/>		
776579	08/07/2025	United Parcel Service	\$127.57	1075	Printed	Expense	<input type="checkbox"/>		
776580	08/07/2025	United Parcel Service	\$5.10	1075	Printed	Expense	<input type="checkbox"/>		
776581	08/07/2025	United Parcel Service	\$59.44	1075	Printed	Expense	<input type="checkbox"/>		
776582	08/07/2025	US GAS	\$90.00	1075	Printed	Expense	<input type="checkbox"/>		
776584	08/07/2025	Valley Litho Supply	\$2,260.00	1075	Printed	Expense	<input type="checkbox"/>		
776585	08/07/2025	Vernon Hills H.S.	\$125.00	1075	Printed	Expense	<input type="checkbox"/>		
776588	08/07/2025	Village of Buffalo Grove	\$654.00	1075	Printed	Expense	<input type="checkbox"/>		
776589	08/07/2025	VIRTRU CORPORATION	\$10,916.97	1075	Printed	Expense	<input type="checkbox"/>		
776590	08/07/2025	Virtual Connections Academy	\$54,080.00	1075	Printed	Expense	<input type="checkbox"/>		
776591	08/07/2025	VISION21 - US BANK NATIONAL ASSOCIATION	\$137,343.18	1075	Printed	Expense	<input type="checkbox"/>		
776592	08/07/2025	Visual Image Photography Inc	\$800.00	1075	Printed	Expense	<input type="checkbox"/>		
776593	08/07/2025	Vs Athletics	\$352.00	1075	Printed	Expense	<input type="checkbox"/>		
776594	08/07/2025	VWR INTERNATIONAL INC	\$337.98	1075	Printed	Expense	<input type="checkbox"/>		
776595	08/07/2025	Waist Up Imprinted Sportswear, Llc	\$511.26	1075	Printed	Expense	<input type="checkbox"/>		
776596	08/07/2025	WALLACE ACADEMY LLC	\$22,863.60	1075	Printed	Expense	<input type="checkbox"/>		
776597	08/07/2025	Warehouse Direct	\$495.50	1075	Printed	Expense	<input type="checkbox"/>		
776598	08/07/2025	Warren Township H.S.	\$250.00	1075	Printed	Expense	<input type="checkbox"/>		

Township High School District 214

Reprint Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date: 08/07/2025

To Date: 08/07/2025

From Check:

To Check:

From Voucher: 1075

To Voucher: 1075

Fund: 10 Education

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
776599	08/07/2025	Warren Township H.S.	\$250.00	1075	Printed	Expense	<input type="checkbox"/>		
776600	08/07/2025	Warren Township H.S.	\$250.00	1075	Printed	Expense	<input type="checkbox"/>		
776601	08/07/2025	Warren Township H.S.	\$300.00	1075	Printed	Expense	<input type="checkbox"/>		
776602	08/07/2025	Wauconda H.S.	\$300.00	1075	Printed	Expense	<input type="checkbox"/>		
776603	08/07/2025	Waukegan H.S.	\$360.00	1075	Printed	Expense	<input type="checkbox"/>		
776604	08/07/2025	Waukegan H.S.	\$360.00	1075	Printed	Expense	<input type="checkbox"/>		
776605	08/07/2025	Wheaton North H.S.	\$450.00	1075	Printed	Expense	<input type="checkbox"/>		
776606	08/07/2025	Wheeling HS	\$425.00	1075	Printed	Expense	<input type="checkbox"/>		
776607	08/07/2025	Wheeling HS	\$425.00	1075	Printed	Expense	<input type="checkbox"/>		
776608	08/07/2025	WILL ENTERPRISES	\$8,035.62	1075	Printed	Expense	<input type="checkbox"/>		
776609	08/07/2025	WILMETTE TRUCK & BUS SALES & SERVICE	\$107.10	1075	Printed	Expense	<input type="checkbox"/>		
776611	08/07/2025	Xerox Corporation	\$14,670.20	1075	Printed	Expense	<input type="checkbox"/>		
776612	08/07/2025	YAMAHA CORPORATION OF AMERICA	\$8,129.97	1075	Printed	Expense	<input type="checkbox"/>		
776613	08/07/2025	Zoom Video Communications Inc	\$100.00	1075	Printed	Expense	<input type="checkbox"/>		

Total Checks for Fund: 269 Total Amount: \$2,787,099.22

Fund: 20 Operations & Maintenance

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
776256	08/07/2025	A & J Sewer Service Inc	\$19,984.00	1075	Printed	Expense	<input type="checkbox"/>		
776258	08/07/2025	Access One Inc	\$10,785.88	1075	Printed	Expense	<input type="checkbox"/>		
776261	08/07/2025	Addison Building Material Co	\$306.88	1075	Printed	Expense	<input type="checkbox"/>		
776262	08/07/2025	Aetna Plywood	\$596.71	1075	Printed	Expense	<input type="checkbox"/>		
776263	08/07/2025	AHW LLC	\$69,909.30	1075	Printed	Expense	<input type="checkbox"/>		

Township High School District 214

Reprint Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date: 08/07/2025

To Date: 08/07/2025

From Check:

To Check:

From Voucher: 1075

To Voucher: 1075

Fund: 20 Operations & Maintenance

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
776264	08/07/2025	Air Products Equipment Co	\$3,090.00	1075	Printed	Expense	<input type="checkbox"/>		
776269	08/07/2025	ALRO	\$1,142.46	1075	Printed	Expense	<input type="checkbox"/>		
776272	08/07/2025	Amperage Electrical Supply Inc.	\$573.69	1075	Printed	Expense	<input type="checkbox"/>		
776273	08/07/2025	Anderson Elevator	\$3,108.00	1075	Printed	Expense	<input type="checkbox"/>		
776274	08/07/2025	Anderson Lock Company Ltd	\$10,886.96	1075	Printed	Expense	<input type="checkbox"/>		
776275	08/07/2025	Anderson Pest Control	\$1,824.49	1075	Printed	Expense	<input type="checkbox"/>		
776279	08/07/2025	Aqua Pure Enterprises Inc	\$2,104.45	1075	Printed	Expense	<input type="checkbox"/>		
776282	08/07/2025	ARJO INC	\$931.73	1075	Printed	Expense	<input type="checkbox"/>		
776283	08/07/2025	At&T	\$212.96	1075	Printed	Expense	<input type="checkbox"/>		
776284	08/07/2025	Audio Enhancement Inc	\$11,534.00	1075	Printed	Expense	<input type="checkbox"/>		
776288	08/07/2025	B&W Machine Co Inc	\$1,050.00	1075	Printed	Expense	<input type="checkbox"/>		
776299	08/07/2025	Brucker Company	\$960.00	1075	Printed	Expense	<input type="checkbox"/>		
776311	08/07/2025	Castle Chevrolet North Llc	\$218.69	1075	Printed	Expense	<input type="checkbox"/>		
776319	08/07/2025	CoatX Professional Painting LLC	\$17,502.36	1075	Printed	Expense	<input type="checkbox"/>		
776321	08/07/2025	COMMERCIAL SPECIALTIES, INC.	\$8,539.00	1075	Printed	Expense	<input type="checkbox"/>		
776325	08/07/2025	Conserv Farm Supply	\$11,373.90	1075	Printed	Expense	<input type="checkbox"/>		
776327	08/07/2025	Cornerstone Energy Group Inc	\$2,280.01	1075	Printed	Expense	<input type="checkbox"/>		
776338	08/07/2025	Dreisilker Elec Motors Inc	\$161.69	1075	Printed	Expense	<input type="checkbox"/>		
776339	08/07/2025	Durabilt Fence II, Inc.	\$1,395.00	1075	Printed	Expense	<input type="checkbox"/>		
776345	08/07/2025	EDWARDS ENGINEERING INC	\$21,374.50	1075	Printed	Expense	<input type="checkbox"/>		
776352	08/07/2025	Engineering Consulting Servs Ltd	\$3,700.00	1075	Printed	Expense	<input type="checkbox"/>		
776353	08/07/2025	Eriksson Engineering Associates Ltd	\$2,008.75	1075	Printed	Expense	<input type="checkbox"/>		
776358	08/07/2025	Exelon Corporation	\$266,785.48	1075	Printed	Expense	<input type="checkbox"/>		

Township High School District 214

Reprint Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date: 08/07/2025

To Date: 08/07/2025

From Check:

To Check:

From Voucher: 1075

To Voucher: 1075

Fund: 20 Operations & Maintenance

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
776359	08/07/2025	FACILITIES MANAGEMENT EXPRESS LLC	\$46,800.00	1075	Printed	Expense	<input type="checkbox"/>		
776365	08/07/2025	Fox Valley Fire & Safety	\$1,847.05	1075	Printed	Expense	<input type="checkbox"/>		
776371	08/07/2025	G W Berkheimer Co Inc	\$348.48	1075	Printed	Expense	<input type="checkbox"/>		
776379	08/07/2025	GOLF MILL CHEVROLET	\$38,694.12	1075	Printed	Expense	<input type="checkbox"/>		
776380	08/07/2025	Grainger	\$3,183.38	1075	Printed	Expense	<input type="checkbox"/>		
776382	08/07/2025	Graybar Electric Co Inc	\$3,223.69	1075	Printed	Expense	<input type="checkbox"/>		
776389	08/07/2025	Heller Lumber Co Inc	\$1,324.50	1075	Printed	Expense	<input type="checkbox"/>		
776394	08/07/2025	Hilti Inc	\$1,468.57	1075	Printed	Expense	<input type="checkbox"/>		
776404	08/07/2025	Illinois Dept of Agriculture	\$90.00	1075	Printed	Expense	<input type="checkbox"/>		
776421	08/07/2025	Johnson Floor Company Inc	\$38,149.84	1075	Printed	Expense	<input type="checkbox"/>		
776426	08/07/2025	K&K CONCRETE llc	\$11,680.00	1075	Printed	Expense	<input type="checkbox"/>		
776429	08/07/2025	Kimball Midwest, Inc.	\$1,336.95	1075	Printed	Expense	<input type="checkbox"/>		
776432	08/07/2025	L & W Supply Corp	\$5,164.46	1075	Printed	Expense	<input type="checkbox"/>		
776434	08/07/2025	Lab Development LLC	\$3,664.96	1075	Printed	Expense	<input type="checkbox"/>		
776439	08/07/2025	Landmark Visibility Solutions	\$6,950.00	1075	Printed	Expense	<input type="checkbox"/>		
776445	08/07/2025	Lenscrafters	\$186.67	1075	Printed	Expense	<input type="checkbox"/>		
776449	08/07/2025	Lionheart Critical Power Specialists Inc	\$673.00	1075	Printed	Expense	<input type="checkbox"/>		
776451	08/07/2025	Lucky Locators	\$900.00	1075	Printed	Expense	<input type="checkbox"/>		
776453	08/07/2025	MACCARB INC	\$821.00	1075	Printed	Expense	<input type="checkbox"/>		
776456	08/07/2025	Mansfield Oil Company	\$786.72	1075	Printed	Expense	<input type="checkbox"/>		
776461	08/07/2025	Mcmaster Carr Supply Co	\$96.45	1075	Printed	Expense	<input type="checkbox"/>		
776464	08/07/2025	Michael Wagner & Sons Inc	\$4,250.74	1075	Printed	Expense	<input type="checkbox"/>		
776465	08/07/2025	Michaels Uniform Co	\$131.70	1075	Printed	Expense	<input type="checkbox"/>		

Township High School District 214

Reprint Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date: 08/07/2025

To Date: 08/07/2025

From Check:

To Check:

From Voucher: 1075

To Voucher: 1075

Fund: 20 Operations & Maintenance

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
776466	08/07/2025	MIDWAY FLOORING INC	\$55,092.48	1075	Printed	Expense	<input type="checkbox"/>		
776467	08/07/2025	MIDWEST DECORATING INC	\$11,500.00	1075	Printed	Expense	<input type="checkbox"/>		
776468	08/07/2025	Midwest Groundcovers Llc	\$1,744.73	1075	Printed	Expense	<input type="checkbox"/>		
776470	08/07/2025	MIDWEST RADON SERVICES	\$62,708.50	1075	Printed	Expense	<input type="checkbox"/>		
776474	08/07/2025	MOUNT PROSPECT PAINT	\$4,776.45	1075	Printed	Expense	<input type="checkbox"/>		
776477	08/07/2025	National Decorating Service Inc	\$10,000.00	1075	Printed	Expense	<input type="checkbox"/>		
776478	08/07/2025	NATIONAL LIFT TRUCK INC	\$3,229.89	1075	Printed	Expense	<input type="checkbox"/>		
776480	08/07/2025	Neuco Inc	\$17,445.97	1075	Printed	Expense	<input type="checkbox"/>		
776489	08/07/2025	NORTH AMERICAN CORPORATION OF IL	\$81,307.34	1075	Printed	Expense	<input type="checkbox"/>		
776492	08/07/2025	O'Reilly Auto Parts	\$2,028.47	1075	Printed	Expense	<input type="checkbox"/>		
776502	08/07/2025	Partition Pros	\$14,127.00	1075	Printed	Expense	<input type="checkbox"/>		
776509	08/07/2025	Pioneer Athletics	\$2,839.92	1075	Printed	Expense	<input type="checkbox"/>		
776512	08/07/2025	Porter Pipe & Supply	\$20,833.23	1075	Printed	Expense	<input type="checkbox"/>		
776514	08/07/2025	PRIME SCAFFOLD INC	\$850.00	1075	Printed	Expense	<input type="checkbox"/>		
776530	08/07/2025	Route 12 Rental Company	\$1,889.00	1075	Printed	Expense	<input type="checkbox"/>		
776531	08/07/2025	RST Inc	\$1,283.44	1075	Printed	Expense	<input type="checkbox"/>		
776532	08/07/2025	Russo Power Equipment	\$214.95	1075	Printed	Expense	<input type="checkbox"/>		
776533	08/07/2025	Ryder Transportations Services	\$1,930.21	1075	Printed	Expense	<input type="checkbox"/>		
776540	08/07/2025	SCARAVELLE COMPANY INC	\$112,725.00	1075	Printed	Expense	<input type="checkbox"/>		
776548	08/07/2025	Service Sanitation	\$10,084.73	1075	Printed	Expense	<input type="checkbox"/>		
776549	08/07/2025	Sherrick Tools	\$1,421.00	1075	Printed	Expense	<input type="checkbox"/>		
776552	08/07/2025	SIGNARAMA (ELGIN)	\$1,050.00	1075	Printed	Expense	<input type="checkbox"/>		
776555	08/07/2025	Spear Corporation	\$10,313.30	1075	Printed	Expense	<input type="checkbox"/>		

Township High School District 214

Reprint Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date: 08/07/2025

To Date: 08/07/2025

From Check:

To Check:

From Voucher: 1075

To Voucher: 1075

Fund: 20 Operations & Maintenance

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
776557	08/07/2025	SPI LLC	\$161.64	1075	Printed	Expense	<input type="checkbox"/>		
776562	08/07/2025	Stanton Mechanical Inc	\$27,600.00	1075	Printed	Expense	<input type="checkbox"/>		
776571	08/07/2025	Terrace Supply Co	\$79.27	1075	Printed	Expense	<input type="checkbox"/>		
776574	08/07/2025	Track Surfaces Co	\$2,800.00	1075	Printed	Expense	<input type="checkbox"/>		
776583	08/07/2025	Usa Fire Protection, Inc	\$2,600.00	1075	Printed	Expense	<input type="checkbox"/>		
776586	08/07/2025	Veterans Floors Inc	\$9,615.00	1075	Printed	Expense	<input type="checkbox"/>		
776587	08/07/2025	Villa Park Office Equipment	\$2,259.90	1075	Printed	Expense	<input type="checkbox"/>		
776597	08/07/2025	Warehouse Direct	\$5,344.33	1075	Printed	Expense	<input type="checkbox"/>		
776609	08/07/2025	WILMETTE TRUCK & BUS SALES & SERVICE	\$153.00	1075	Printed	Expense	<input type="checkbox"/>		
776610	08/07/2025	World Security & Control	\$9,605.00	1075	Printed	Expense	<input type="checkbox"/>		
776614	08/07/2025	Zoro Tools Inc	\$1,393.27	1075	Printed	Expense	<input type="checkbox"/>		

Total Checks for Fund: 85 Total Amount: \$1,137,120.19

Fund: 40 Transportation

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
776254	08/07/2025	303 Taxi	\$11,768.60	1075	Printed	Expense	<input type="checkbox"/>		
776265	08/07/2025	Al Warren Oil Co	\$20,097.78	1075	Printed	Expense	<input type="checkbox"/>		
776266	08/07/2025	All-Ways Transportation Services	\$131,133.00	1075	Printed	Expense	<input type="checkbox"/>		
776271	08/07/2025	American Taxi Dispatch Inc	\$3,916.00	1075	Printed	Expense	<input type="checkbox"/>		
776285	08/07/2025	Axess Transportation	\$13,948.00	1075	Printed	Expense	<input type="checkbox"/>		
776296	08/07/2025	BREX SOLUTIONS LLC	\$48,918.00	1075	Printed	Expense	<input type="checkbox"/>		
776316	08/07/2025	CITICARE SERVICES LLC	\$30,990.00	1075	Printed	Expense	<input type="checkbox"/>		
776381	08/07/2025	Grand Prairie Transit Elk Grove	\$218,823.50	1075	Printed	Expense	<input type="checkbox"/>		
776403	08/07/2025	IL Tollway	\$2,625.85	1075	Printed	Expense	<input type="checkbox"/>		

Township High School District 214

Reprint Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date: 08/07/2025

To Date: 08/07/2025

From Check:

To Check:

From Voucher: 1075

To Voucher: 1075

Fund: 40 Transportation

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
776471	08/07/2025	Midwest Transit Equipment Inc	\$50,717.49	1075	Printed	Expense	<input type="checkbox"/>		
776472	08/07/2025	Midwest Transit Equipment Inc	\$161.25	1075	Printed	Expense	<input type="checkbox"/>		
776492	08/07/2025	O'Reilly Auto Parts	\$174.99	1075	Printed	Expense	<input type="checkbox"/>		
776576	08/07/2025	Tyler Technologies, Inc.	\$87,710.92	1075	Printed	Expense	<input type="checkbox"/>		
776609	08/07/2025	WILMETTE TRUCK & BUS SALES & SERVICE	\$504.90	1075	Printed	Expense	<input type="checkbox"/>		

Total Checks for Fund: 14 Total Amount: \$621,490.28

Fund: 60 Capital Projects

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
776286	08/07/2025	B & F Construction Code Serv	\$250.00	1075	Printed	Expense	<input type="checkbox"/>		
776328	08/07/2025	Correct Digital Displays Inc	\$20,294.50	1075	Printed	Expense	<input type="checkbox"/>		
776513	08/07/2025	PRASINO ENGINEERING LLC	\$6,000.00	1075	Printed	Expense	<input type="checkbox"/>		

Total Checks for Fund: 3 Total Amount: \$26,544.50

Total Amount: \$4,572,254.19

End of Report

TOWNSHIP HIGH SCHOOL DISTRICT 214
2121 S GOEBBERT RD
ARLINGTON HEIGHTS, IL 60005



ACCOUNTS PAYABLE LISTING

EFT LISTING DATED August 7, 2025

BOARD APPROVAL DATE August 7, 2025

“An Equal Employment and Equal Education Opportunity Agency”

Dr. Justin Attaway
Associate Superintendent of Business Services

Township High School District 214

Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date:
From Voucher: 1076

To Date:
To Voucher: 1076

Account: 444-371-9

Fund:	10	Education						
	Date	Payee	Amount	Voucher	Status	Type	Paid?	Pay Date
	08/07/2025	Amazon Capital Services, Inc.	\$22.99	1076	Posted to G/L	AP	<input type="checkbox"/>	
	08/07/2025	Amazon Capital Services, Inc.	\$11.94	1076	Posted to G/L	AP	<input type="checkbox"/>	
	08/07/2025	Amazon Capital Services, Inc.	\$9.35	1076	Posted to G/L	AP	<input type="checkbox"/>	
	08/07/2025	Amazon Capital Services, Inc.	\$49.95	1076	Posted to G/L	AP	<input type="checkbox"/>	
	08/07/2025	Amazon Capital Services, Inc.	-\$142.20	1076	Posted to G/L	AP	<input type="checkbox"/>	
	08/07/2025	Amazon Capital Services, Inc.	-\$14.98	1076	Posted to G/L	AP	<input type="checkbox"/>	
	08/07/2025	Amazon Capital Services, Inc.	\$27.96	1076	Posted to G/L	AP	<input type="checkbox"/>	
	08/07/2025	Amazon Capital Services, Inc.	\$27.96	1076	Posted to G/L	AP	<input type="checkbox"/>	
	08/07/2025	Amazon Capital Services, Inc.	\$27.96	1076	Posted to G/L	AP	<input type="checkbox"/>	
	08/07/2025	Amazon Capital Services, Inc.	\$27.96	1076	Posted to G/L	AP	<input type="checkbox"/>	
	08/07/2025	Amazon Capital Services, Inc.	\$63.74	1076	Posted to G/L	AP	<input type="checkbox"/>	
	08/07/2025	Amazon Capital Services, Inc.	\$8.98	1076	Posted to G/L	AP	<input type="checkbox"/>	
	08/07/2025	Amazon Capital Services, Inc.	\$11.99	1076	Posted to G/L	AP	<input type="checkbox"/>	
	08/07/2025	Amazon Capital Services, Inc.	\$23.98	1076	Posted to G/L	AP	<input type="checkbox"/>	
	08/07/2025	Amazon Capital Services, Inc.	\$18.04	1076	Posted to G/L	AP	<input type="checkbox"/>	

Township High School District 214

Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date:

From Voucher: 1076

To Date:

To Voucher: 1076

08/07/2025	Amazon Capital Services, Inc.	\$16.99	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$16.99	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$16.99	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$16.99	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$16.99	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$178.50	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$23.99	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$23.90	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$49.05	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$37.88	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$49.00	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$65.78	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$9.34	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$16.85	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$63.98	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$35.07	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$14.99	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$6.49	1076	Posted to G/L AP	<input type="checkbox"/>

Township High School District 214

Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date:

From Voucher: 1076

To Date:

To Voucher: 1076

Date	Description	Amount	Voucher	Posting	AP
08/07/2025	Amazon Capital Services, Inc.	\$524.80	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$164.80	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$307.72	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$139.86	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$25.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$9.95	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$6.15	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$6.98	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$9.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$13.85	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$7.48	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$91.95	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$6.64	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$7.40	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$75.96	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$13.08	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$19.62	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$8.99	1076	Posted to G/L	<input type="checkbox"/>

Township High School District 214

Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date:

From Voucher: 1076

To Date:

To Voucher: 1076

Date	Description	Amount	Voucher	Posting	AP
08/07/2025	Amazon Capital Services, Inc.	\$6.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$4.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$18.97	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$12.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$8.83	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$9.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$24.95	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$15.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$32.96	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$23.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$26.87	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$28.88	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$310.44	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$32.29	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$56.98	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$19.78	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$191.92	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$41.79	1076	Posted to G/L	<input type="checkbox"/>

Township High School District 214

Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date:

From Voucher: 1076

To Date:

To Voucher: 1076

Date	Description	Amount	Voucher	Posting	AP
08/07/2025	Amazon Capital Services, Inc.	\$37.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$34.19	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$86.20	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$349.90	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$62.95	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$9.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$201.54	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$95.80	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$147.96	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$79.97	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$218.26	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$15.98	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$95.50	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$7.90	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$5.89	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$61.08	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$39.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$151.90	1076	Posted to G/L	<input type="checkbox"/>

Township High School District 214

Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date:

From Voucher: 1076

To Date:

To Voucher: 1076

Date	Description	Amount	Voucher	Posting	AP
08/07/2025	Amazon Capital Services, Inc.	\$399.60	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$15.53	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$4.75	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$15.66	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$31.98	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$31.91	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$6.39	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$6.39	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$40.89	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$9.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$17.56	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$6.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Jewel Food Store	\$13.47	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$61.76	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$54.56	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$88.96	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$113.96	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$209.99	1076	Posted to G/L	<input type="checkbox"/>

Township High School District 214

Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date:

From Voucher: 1076

To Date:

To Voucher: 1076

Date	Description	Amount	Voucher	Posting	AP
08/07/2025	Amazon Capital Services, Inc.	\$129.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	-\$92.18	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$7.47	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$19.98	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$23.49	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$23.38	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$10.40	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$10.27	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$31.88	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$17.97	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$212.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$212.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$15.98	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	-\$31.09	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	-\$31.03	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$49.95	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	-\$30.60	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$57.49	1076	Posted to G/L	<input type="checkbox"/>

Township High School District 214

Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date:

From Voucher: 1076

To Date:

To Voucher: 1076

Date	Description	Amount	Voucher	Posting	AP
08/07/2025	Amazon Capital Services, Inc.	\$24.93	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$34.18	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$9.95	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$119.00	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$7.69	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$9.72	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$3.97	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$19.13	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$6.92	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$17.85	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$16.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$21.98	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$99.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$29.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$7.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$237.00	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$29.39	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$229.80	1076	Posted to G/L	<input type="checkbox"/>

Township High School District 214

Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date:

From Voucher: 1076

To Date:

To Voucher: 1076

Date	Description	Amount	Voucher	Posting	AP
08/07/2025	Amazon Capital Services, Inc.	\$35.98	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$143.20	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$199.00	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$169.90	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$12.01	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$25.62	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$18.04	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$5.35	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$11.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$5.48	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$21.71	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$12.62	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$28.88	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$16.95	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$8.46	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$4.19	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$14.98	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$8.95	1076	Posted to G/L	<input type="checkbox"/>

Township High School District 214

Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date:

From Voucher: 1076

To Date:

To Voucher: 1076

Date	Description	Amount	Voucher	Posting	AP
08/07/2025	Amazon Capital Services, Inc.	\$4.79	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$7.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$6.64	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$7.49	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$3.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$17.09	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$5.98	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$8.95	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$6.50	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$6.74	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$12.73	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$8.39	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$21.79	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$17.94	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$189.88	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$40.98	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$29.66	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$26.45	1076	Posted to G/L	<input type="checkbox"/>

Township High School District 214

Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date:

From Voucher: 1076

To Date:

To Voucher: 1076

Date	Description	Amount	Voucher	Posting	AP
08/07/2025	Amazon Capital Services, Inc.	\$11.39	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$46.90	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$8.98	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$15.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$20.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$32.79	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$29.20	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	-\$30.60	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	-\$31.11	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	-\$30.60	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	-\$22.70	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	-\$23.27	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	-\$68.41	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Jewel Food Store	\$44.96	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Jewel Food Store	\$14.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$10.97	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$11.87	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$27.26	1076	Posted to G/L	<input type="checkbox"/>

Township High School District 214

Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date:

From Voucher: 1076

To Date:

To Voucher: 1076

Date	Description	Amount	Voucher	Posting	AP
08/07/2025	Amazon Capital Services, Inc.	\$9.98	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$34.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$15.77	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$17.20	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$24.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$5.74	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$5.94	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$13.96	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$27.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$13.88	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$6.49	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$35.46	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$16.89	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$11.94	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$121.28	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$9.98	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$11.38	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$11.98	1076	Posted to G/L	<input type="checkbox"/>

Township High School District 214

Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date:

From Voucher: 1076

To Date:

To Voucher: 1076

08/07/2025	Amazon Capital Services, Inc.	\$16.79	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$15.00	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$169.70	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$19.03	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$12.88	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$5.99	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$46.25	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$44.25	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$28.34	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$30.96	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$85.08	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$29.79	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$9.88	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$90.96	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$3.25	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$58.69	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$22.88	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$6.99	1076	Posted to G/L AP	<input type="checkbox"/>

Township High School District 214

Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date:

From Voucher: 1076

To Date:

To Voucher: 1076

Date	Description	Amount	Voucher	Posting	AP
08/07/2025	Amazon Capital Services, Inc.	\$9.89	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$22.79	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$15.98	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$27.00	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$47.94	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$5.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$24.49	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$16.92	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$17.98	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$9.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$17.98	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$13.95	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$17.98	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$17.98	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$24.21	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$19.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$104.96	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$97.70	1076	Posted to G/L	<input type="checkbox"/>

Township High School District 214

Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date:

From Voucher: 1076

To Date:

To Voucher: 1076

Date	Description	Amount	Voucher	Posting	AP
08/07/2025	Amazon Capital Services, Inc.	\$7.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$98.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	-\$11.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	-\$62.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	-\$69.86	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	-\$20.97	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Jewel Food Store	\$88.53	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$34.37	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$61.34	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$8.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$18.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$179.88	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$28.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$36.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$53.98	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$16.14	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$10.67	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$9.99	1076	Posted to G/L	<input type="checkbox"/>

Township High School District 214

Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date:

From Voucher: 1076

To Date:

To Voucher: 1076

Date	Description	Amount	Voucher	Posting	AP
08/07/2025	Amazon Capital Services, Inc.	\$19.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$28.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$6.19	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$26.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$9.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$7.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$49.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$16.87	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$182.85	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$178.41	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$43.43	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$18.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$71.98	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$151.96	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$97.70	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$144.25	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$59.36	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$69.93	1076	Posted to G/L	<input type="checkbox"/>

Township High School District 214

Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date:

From Voucher: 1076

To Date:

To Voucher: 1076

Date	Description	Amount	Voucher	Posting	AP
08/07/2025	Amazon Capital Services, Inc.	\$109.44	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$43.76	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$411.00	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$88.20	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$19.79	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$149.00	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$129.00	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$499.95	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$189.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$177.00	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$24.59	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$16.98	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$59.36	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$249.00	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$12.53	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$12.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$18.59	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$23.99	1076	Posted to G/L	<input type="checkbox"/>

Township High School District 214

Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date:

From Voucher: 1076

To Date:

To Voucher: 1076

Date	Description	Amount	Voucher	Posting	AP
08/07/2025	Amazon Capital Services, Inc.	\$28.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$102.90	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$25.55	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$16.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$51.46	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$28.88	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$7.12	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$18.04	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$18.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$11.97	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$18.97	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$6.89	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$26.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$24.19	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$59.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	-\$14.39	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	-\$10.98	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	-\$5.99	1076	Posted to G/L	<input type="checkbox"/>

Township High School District 214

Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date:

From Voucher: 1076

To Date:

To Voucher: 1076

Date	Description	Amount	Voucher	Posting	AP
08/07/2025	Amazon Capital Services, Inc.	-\$49.95	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$181.92	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$60.64	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$17.84	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$4.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$10.90	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$29.09	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$15.98	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$19.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$56.52	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$13.15	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$223.60	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$156.32	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$6.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$12.59	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$41.98	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$36.78	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$31.98	1076	Posted to G/L	<input type="checkbox"/>

Township High School District 214

Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date:

From Voucher: 1076

To Date:

To Voucher: 1076

Date	Description	Amount	Voucher	Posting	AP
08/07/2025	Amazon Capital Services, Inc.	\$40.60	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$12.86	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$41.98	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$39.98	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$87.30	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$71.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$16.61	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$3.49	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$18.68	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$22.49	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$21.19	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$39.00	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$8.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$19.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$23.57	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$19.50	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$8.25	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$12.49	1076	Posted to G/L	<input type="checkbox"/>

Township High School District 214

Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date:

From Voucher: 1076

To Date:

To Voucher: 1076

08/07/2025	Amazon Capital Services, Inc.	\$8.72	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$19.12	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$21.99	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$9.48	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$5.49	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$12.99	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$24.95	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$31.98	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$34.39	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$29.98	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$5.91	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$3.60	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$12.98	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$3.58	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$71.00	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$24.21	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$19.99	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$111.98	1076	Posted to G/L AP	<input type="checkbox"/>

Township High School District 214

Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date:

From Voucher: 1076

To Date:

To Voucher: 1076

08/07/2025	Amazon Capital Services, Inc.	\$5.49	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$20.89	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$6.89	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$26.98	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$6.46	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$71.99	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$2.42	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$14.39	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$10.98	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$5.99	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$11.99	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$62.99	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$69.86	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$41.94	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$27.96	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$9.09	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$2.35	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$60.96	1076	Posted to G/L AP	<input type="checkbox"/>

Township High School District 214

Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date:

From Voucher: 1076

To Date:

To Voucher: 1076

Date	Description	Amount	Voucher	Posting	AP
08/07/2025	Amazon Capital Services, Inc.	\$13.49	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$15.56	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$39.00	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$5.19	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$3.58	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$19.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$56.87	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$8.07	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$118.80	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$19.85	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$139.98	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$218.25	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$12.35	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$8.82	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$4.49	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$5.30	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$8.16	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$9.49	1076	Posted to G/L	<input type="checkbox"/>

Township High School District 214

Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date:

From Voucher: 1076

To Date:

To Voucher: 1076

Date	Description	Amount	Voucher	Posting	AP
08/07/2025	Amazon Capital Services, Inc.	\$15.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$16.14	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$134.76	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$4.20	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$16.95	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$49.41	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$199.75	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$10.90	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$44.35	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$29.69	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$5.94	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$23.51	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$18.70	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$27.77	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$73.98	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$524.40	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$7.99	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$84.88	1076	Posted to G/L	<input type="checkbox"/>

Township High School District 214

Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date:

From Voucher: 1076

To Date:

To Voucher: 1076

08/07/2025	Amazon Capital Services, Inc.	\$22.47	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$231.88	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$32.98	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$6.99	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$119.92	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$299.75	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$200.00	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$222.30	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$229.25	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$543.00	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$286.25	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$39.99	1076	Posted to G/L AP	<input type="checkbox"/>

Total for Fund:	459	Total Amount:	\$21,514.82
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Fund: 20 Operations & Maintenance

Date	Payee	Amount	Voucher	Status	Type	Paid?	Pay Date
08/07/2025	Amazon Capital Services, Inc.	\$380.00	1076	Posted to G/L AP		<input type="checkbox"/>	
08/07/2025	Amazon Capital Services, Inc.	\$100.92	1076	Posted to G/L AP		<input type="checkbox"/>	
08/07/2025	Amazon Capital Services, Inc.	\$94.50	1076	Posted to G/L AP		<input type="checkbox"/>	

Township High School District 214

Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date:

From Voucher: 1076

To Date:

To Voucher: 1076

Date	Description	Amount	Voucher	Posting	AP
08/07/2025	Amazon Capital Services, Inc.	\$143.76	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	HDSupply Facilities Maintenance Ltd	\$4,667.50	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$19.34	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$18.96	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$162.18	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$117.50	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$97.20	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$697.66	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$92.00	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Trane Us Inc	\$2,137.00	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$148.94	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$127.50	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$1,019.95	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Trane Us Inc	\$748.04	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Trane Us Inc	\$748.04	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Trane Us Inc	\$1,893.08	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Trane Us Inc	\$1,957.08	1076	Posted to G/L	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$116.72	1076	Posted to G/L	<input type="checkbox"/>

Township High School District 214

Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date:

From Voucher: 1076

To Date:

To Voucher: 1076

08/07/2025	Amazon Capital Services, Inc.	\$79.95	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$79.95	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$190.60	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$120.89	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	Amazon Capital Services, Inc.	\$94.99	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	HDSupply Facilities Maintenance Ltd	\$693.00	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	HDSupply Facilities Maintenance Ltd	\$699.00	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	HDSupply Facilities Maintenance Ltd	\$88.92	1076	Posted to G/L AP	<input type="checkbox"/>
08/07/2025	HDSupply Facilities Maintenance Ltd	\$116.20	1076	Posted to G/L AP	<input type="checkbox"/>

Total for Fund: 30 Total Amount: \$17,651.37

Fund: 40 Transportation

Date	Payee	Amount	Voucher	Status	Type	Paid?	Pay Date
08/07/2025	NSSEO	\$3,524.33	1076	Posted to G/L AP		<input type="checkbox"/>	

Total for Fund: 1 Total Amount: \$3,524.33

Fund: 60 Capital Projects

Date	Payee	Amount	Voucher	Status	Type	Paid?	Pay Date
08/07/2025	Trane Us Inc	\$144,552.60	1076	Posted to G/L AP		<input type="checkbox"/>	
08/07/2025	Pepper Construction Co	\$192,991.37	1076	Posted to G/L AP		<input type="checkbox"/>	

Township High School District 214

Non-Check Batch Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: District 214 Accounts Payable 444-371-9

From Date:

From Voucher: 1076

To Date:

To Voucher: 1076

08/07/2025	Trane Us Inc	\$186,105.60	1076	Posted to G/L AP	☐
08/07/2025	Trane Us Inc	\$22,415.20	1076	Posted to G/L AP	☐
08/07/2025	Pepper Construction Co	\$1,094,186.92	1076	Posted to G/L AP	☐

Total for Fund:	5	Total Amount:	\$1,640,251.69	
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	Total Amount:	\$1,682,942.21	
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End of Report



High School District 214
2121 South Goebbert Road
Arlington Heights, Illinois 60005
847-718-7600 | www.d214.org

Dr. Scott Rowe
Superintendent

To: Board of Education

From: Dr. Justin Attaway, Associate Superintendent of Business Services

Date: August 7, 2025

Re: Food Pricing for 2025-26 School Year - Action

Background Information

On March 13, 2025, the Board of Education entered into a contract with Quest Food Management Services for management consultant solutions within the Food Service Department. This opportunity will allow us to enhance our food service program through high quality scratch made food, improved allergen awareness, consistent product labeling and menu transparency.

Administrative Considerations

After a review of all menus at the different schools, we have determined the need to align prices to ensure consistency and equity through the District. Current pricing varies at each location.

Quest will propose price increases on all menu items annually. Proposals are based on CPI "Food Away from Home" data. Some proposals may be based on changes to products that align with their Food Philosophy and commitment to ensure the highest quality products are being served. Further, there may be requests made for items that experience higher increases in costs than CPI (e.g., the cost of french fries increasing by 30% this year).

The price listing attached shows the current pricing and variability at each school and the proposed pricing for the 2025-26 school year.

Recommended Action

That the Board of Education approve the attached proposed food pricing for the 2025-26 school year.

CONCEPT STATIONS

Item	Current Selling Price	Proposed Pricing
Daily Special	\$4.00	\$5.00
Pasta Bar		
Pasta bar with breadstick	\$4-\$5.25	\$6.00
Extra Breadstick	\$0.75-\$1.00	\$1.00
Bosco Sticks(order of 2)	\$3.50	\$3.50
Deli		
Deli Sandwich MTO	\$4-\$5.75	\$5.75
Panini MTO	\$4.50-\$6.75	\$5.75
Soup	n/a	\$2.50
Pizza		
Cheese Pizza	\$3.50	\$3.75
Sausage/Pepperoni Pizza	\$3.50	\$4.00
Specialty Pizza	n/a	\$4.75
Grill		
Grill Meal	\$3.75-\$4.75	\$5.75
Fries	\$2.25	\$2.75
Wrapped Cheeseburger	\$3.50-\$5.00	\$4.00
Wrapped Chicken Sandwich	\$350-\$5.00	\$4.00
Wrapped Hamburger	n/a	\$3.75
Picante		
2 Tacos	\$3.75-\$4.50	\$5.50
Burrito Bowl/Burrito	\$4.50-\$5.75	\$6.00
Nachos	\$4.00	\$4.00
Nachos w/ Meat	\$4.00-\$4.75	\$6.00
Guacamole	n/a	\$1.25
Specials		
Asian Bowl	\$5.00-\$5.75	\$5.75
Breakfast		
Bagel	\$2.50	\$2.75
Cereal	\$1.50	\$2.75
Breakfast Sandwich	\$2.50-\$3.50	\$3.00
Hashbrown -2	\$1.50-\$2.00	\$2.25

SNACKS AND BEVERAGES

Item	Current Selling Price	Current Food Cost	Proposed D214 Prices	Notes
Prepacked Snacks				
Cheez-It	\$1.25-\$2.50	18%	\$2.00	
Chips	\$1.50	47%	\$2.00	
Candy	\$1.75	66%	\$2.50	
Cliff Bar	\$2.50	52%	\$3.25	
Gold Fish	\$1.50		\$2.00	
Nutrigrain/Granola Bar	\$1.50	30%	\$1.60	
Fruit Snack	\$1.75	57%	\$2.00	
Oreo	\$1.75	59%	\$2.00	
Poptart	\$2.00	30%	\$2.00	
Pringles	\$2.00	40%	\$2.00	
Rice Kirsipies	\$1.75	57%	\$2.00	
Takis	\$1.75	47%	\$2.50	
Cereal Bar	\$1.50			
Beverages				
Aquafina	\$2.00	38%	\$2.00	
Bubbler	\$3.00	40%	\$3.00	
Starbucks Double Shot	\$4.75	49%	\$4.75	
Gatorade 20oz	\$2.50	38%	\$2.50	
Juice - Tropicana	\$2.75	62%	\$2.85	
Kickstart	\$2.75	49%	\$3.00	
Coke 20oz	\$2.50	52%	\$2.75	
Pepsi 20oz	\$2.50	40%	\$2.50	
Pepsi 12oz can	\$1.50	36%	\$1.50	
Life Water	n/a		\$3.00	
Milk	\$0.60	67%	\$0.90	
Propel	\$2.25	64%	\$2.75	
Pure Leaf Tea	\$3.00	47%	\$3.00	
Arizona/Arnold Palmer	\$2.75	30%	\$2.75	
Arnold Palmer 12oz	\$1.50	30%	\$1.50	

DASH GRAB 'N GO

Dash -Fresh grab n go	Current Pricing	Proposed D214 Pricing	Notes
Grab & Go Sandwich	\$4.00-\$5.00	\$4.75	\$4-\$5
Grab & Go Salad	\$3.75-\$5.75	<u>\$5.00</u>	
Un crustable	\$3.50	\$3.00	
Pudding Parfait	\$3.50	\$3.00	
Yogurt Parfait	\$3.75-\$4.75	\$3.00	
Fruit Cup	\$3.00-\$4.75	\$3.00	
Bagel	\$2.50	\$2.75	
Jello	\$0.60	\$2.00	9oz portion
Hummus Box	3.75-\$.4.50	\$4.50	
CCcheese	\$0.75	\$0.60	
Veggie Cup	\$3.00	\$3.00	
Pasta Salad	\$3.50	\$3.50	
PC Fruit	\$0.60	\$0.75	
Ice Cream Standard	\$2.75	\$2.75	
Ice Cream Premium	\$3.75	\$3.75	
Bakery/Sweets			
Brownie	\$2.75-\$3.50	\$2.50	
Cookie	\$1.00-\$1.75	\$2.00	
Croissant	\$2.25	\$2.50	
Special Croissant	\$2.75	\$2.75	



High School District 214
2121 South Goebbert Road
Arlington Heights, Illinois 60005
847-718-7600 | www.d214.org

Dr. Scott Rowe
Superintendent

Date: August 7, 2025
To: Board of Education
From: Chris Uhle, Associate Superintendent for Operations
Patrick Mogge, Director of Community Engagement and Outreach
Subject: Sponsorship and Advertising Agreement – Power Ad Company – Discussion

Background:

High School District 214 is seeking to enter into an agreement with Side Effects, Inc., doing business as Power Ad Company, to provide advertising and sponsorship services for athletic facilities. The company specializes in working with school districts to secure corporate sponsors for physical spaces such as scoreboards, windscreens, banners, and naming rights.

Power Ad Company has supported sponsorship development in other Illinois districts, including Hinsdale, and offers multiple sponsorship levels (Title, Diamond, Gold, LED, and Windscreen). Under this agreement, they will focus initially on identifying sponsors for two new digital scoreboards recently installed in District 214. No upfront investment is required from the District.

The company manages outreach to potential sponsors, facilitates ad placement, and coordinates with district staff for approvals and fulfillment of sponsorship obligations. District 214 retains final approval over all ad content, and sponsorship revenue will be shared based on the level of sponsorship secured. Revenue is not guaranteed but may provide an additional funding stream for student programming and facility enhancements.

Administrative Considerations:

The agreement represents a new opportunity for the district to professionally manage advertising and sponsorship outreach across key facilities. The services offered align with efforts to generate sustainable, community-based revenue without placing additional financial burden on the district.

District staff will coordinate closely with Power Ad Company and retain control over ad approvals, messaging, and brand alignment. While sponsorship revenue varies by market and partner participation, the district anticipates that this effort will build long-term value and visibility in the community.

Recommendation:

That the Board of Education approve the agreement with Power Ad Company to provide sponsorship and advertising services for District 214 athletic facilities, beginning with the new digital scoreboards.

ADVERTISING AGREEMENT

This Agreement is entered into between Side Effects, Inc. DBA Power Ad Company, hereinafter called the “Company” and Township **High School District 214**, Cook County, Illinois, herein called the “School.” whereas, the Company is engaged in the sale of advertising sponsorships, naming right opportunities and/or other advertising opportunities; and whereas, the Company contracts with advertising sponsors, hereinafter called the “Advertising Sponsor” to be placed in the designated areas as specified in the Addendum;

Now therefore, for good and adequate consideration, the sufficiency of which is agreed upon by all parties hereto, it is agreed as follows:

1. Equipment:

- a. The Company shall contract with Advertising Sponsors to be featured at the School-
- b. The School and Company may negotiate alternative equipment solutions if the initial fundraising goal is not met, but the School is required to feature each Advertising Sponsor secured by the School and Company subject to the terms of this Agreement.
- c. School agrees that, in addition to any other commissions earned hereunder, Company shall receive a marketing fee in the amount of Five Thousand Dollars (\$5,000.00) per Title (Naming Rights) sponsorship secured, per venue, for each sponsorship term, to be withheld from the initial payment from the Title Sponsor.

2. Sponsorship Levels:

- a. The Sponsorship Levels shall be as follows:
 - i. Title Sponsors
 - ii. Diamond Sponsors
 - iii. Gold Sponsors
 - iv. LED Sponsors
 - v. Windscreen Sponsors

3. School Responsibilities.

- a. The School will assist Company with securing Title and Diamond Sponsors. The School acknowledges and agrees that the likelihood of securing Advertising Sponsors increases with School’s active involvement in Advertising Sponsor recruitment. The School is responsible for all aspects of installation.
- b. The School shall honor all Advertising Sponsor contracts until their expiration or termination unless the School in its reasonable discretion determines that the advertising no longer conforms with School policy, is not appropriate for display in a school context, or the School has reasonable legal concerns with continuing to display the advertisement.

4. Company/School Advertising Sponsor Relations.

- a. The Company and the School shall establish the Advertising Sponsor contribution levels/amounts and duration of Company secured Advertising Sponsor contracts.
- b. The School agrees to perform and/or provide all of the incentives listed in Addendum D (Incentives) for each Advertising Sponsor during the duration of the Advertising Sponsor’s contract term.
- c. The Company shall be responsible for all efforts in collecting Advertising Sponsor payments.

5. Commissions and Fees:

- a. The Commission Schedule is set forth in Addendum E (the “Commissions Addendum”).

- b. The School may utilize internal resources for the production and installation of any advertisements.
 - c. The Company shall remit the School's prorated annual Commission to the School annually at the end of the anniversary of proof of Advertising Sponsor signage installation, based on the percentage of collected Advertising Sponsor revenue procured by the Company, less the initial funds required to cover material advertising costs and \$5,000 marketing fee for the Title sponsor(s) (if applicable).
 - d. The School is responsible for any replacement and/or additional signage, maintenance and installation costs for any equipment displaying the Advertising Sponsor ad copy during the term of this Agreement. All advertising panel costs associated with this agreement will be deducted from the School's Commissions unless the signage is sourced through the district, as detailed in Addendum A.
6. Ad Approval:
- a. The School retains the right to approve all Advertising Sponsor's ad copy at any time. In exercising approval rights, the Company shall provide ad copy review within 30 (thirty) days of the execution of this Agreement. Upon receipt of any ad copy, if School does not send a written notice, within thirty (30) days of receiving such ad copy, that School disapproves of such ad copy, then the ad copy shall be deemed approved for all purposes herein. Should the School initially allow the Advertising Sponsor and/or the Advertising Sponsor's ad copy on the project and later choose to disapprove the Advertising Sponsor and/or have the Advertising Sponsor's advertisement removed, the School shall be responsible for all of the costs associated with the removal. These costs include, but are not limited to the immediate payment of the entire Advertising Sponsor's contracted dollar amount from the School to the Company plus any removal, installation, equipment costs, and legal fees that the company may incur associated with that request. The School, however, shall have no obligation to pay such costs if removal is due to events or information of which School was previously unaware and the School determines that the advertising no longer conforms with School policy, is not appropriate for display in a school context, or the School has reasonable legal concerns with continuing to display the advertisement.
7. Ad Display:
- a. The School shall display all Advertising Sponsor's ad copy on the equipment throughout the duration of Advertising Sponsor's Sponsorship Agreement, any and all such Agreements being incorporated completely herein by reference.
 - b. In the event that the School fails to use the equipment or the Advertising Sponsors are not displayed at any time for any length of time throughout the duration of the Advertising Sponsor's Sponsorship Agreement, the length of time in missed exposure will be added to the Advertising Sponsor contract term as a default, otherwise the School shall be responsible for payment to the Company of all refunds due or otherwise owed to Advertising Sponsors for missed exposure.
8. Ownership:
- a. The School owns the equipment.
9. Installation, Maintenance and Repair:
- a. The School shall be responsible for the installation, maintenance, repair and operation of all of the

equipment. The School shall be responsible for receiving, unloading, and storing the equipment upon delivery. The School must report any damage to the equipment on the shipping manifest at the time of delivery and thereafter shall immediately report such damage to the Company.

a.—The School shall be responsible for the initial installation of the equipment unless Addendum A states otherwise. The initial installation shall take place within 45 (forty-five) days of receiving the equipment. If the equipment is not installed within forty-five (45) days of its receipt, Company may, but shall not be obligated to arrange for the installation of the equipment and School shall be solely responsible for the cost of such installation. If the Company chooses to install such equipment, the Company has complete and unrestricted access to the stadium and all areas necessary to complete the installation of the equipment. The School shall provide all necessary electrical service and installation and is responsible for providing and maintaining a viable ongoing power source for the equipment. The Company shall not be responsible for any electrical service, installation or initial connection. The School is responsible for any clean up and removal and disposal of any old equipment, signage, structure or other items. Company is not responsible for any damage to existing equipment, structures, landscaping or any other item of whatever type or kind, in any way related to the installation, or ongoing use, of the equipment.

b.

b.—The School shall be responsible for the cost of installing all initial Advertising Sponsor's ad copy onto the equipment. School shall thereafter be responsible for the cost of replacing or maintaining any Advertising Sponsor's ad copy during the duration of Advertising Sponsor's Sponsorship Agreement.

c.

d. The School, when applicable, will provide ethernet/internet/computer connection and capabilities, as is required for specific equipment.

e. The School shall benefit from all OEM equipment warranties.

10. Term:

a. This contract shall be effective as of the date of execution.

b. The School shall utilize and operate the equipment delivered pursuant to this Agreement until June 30, 2031; provided that either party may terminate this Agreement after June 30, 2026 after providing the other party with 120 days written notice (the "Initial Term").

c. The School is required to adhere to and be bound by all Advertising Sponsor Sponsorship Agreements. The School shall take no action to limit or inhibit such Agreements. School agrees

that it shall perform or provide all incentives set forth in the Addendum D (the Incentives Addendum).

- d. Upon the expiration of the Initial Term, the parties may renew this Agreement in writing.
- e. Early cancellation of this contract may incur buy-out fees relating but not limited to unfulfilled length of contract term, reimbursements for lost exposure, commissions, and potential lost revenue.
- f. Termination of this Agreement may occur in event of the following:
 - i. Company becomes insolvent or subject to proceedings under any law relating to bankruptcy, insolvency, or relief of debtors;
 - ii. By mutual agreement of the parties.
 - iii. In the event that School seeks to terminate this Agreement, School agrees that it shall be restricted from obtaining or receiving any monies, of any type or kind, from any of the Advertising Sponsors secured pursuant to this Agreement for a period of three (3) years.
- g. In the event of termination by the Company:
 - iv. The Company shall be responsible for the Company's share of refunds due to Advertising Sponsors. All refunds are determined on a pro-rated basis according to time earned versus contract term and the Company shall be entitled to any further fees from the School.
 - v. Except as provided herein, the School shall honor all Advertising Sponsor Sponsorship Agreements in effect until their expiration, including any obligations School may have pursuant to the Incentives Addendum.

11. Promotion:

- a. The School agrees that photographs, videos, or other media of any type or kind (provided they do not include student images), of this project may be used by the Company to promote the Company's products and services.

12. Insurance:

- a. All contractors or subcontractors installing equipment or Advertising Sponsor ads shall Meet District 214 insurance requirements

13. Other Projects:

- a. School agrees that Company shall be entitled to School's specific performance of this Agreement. School also acknowledges and agrees that, **except as otherwise provided in this Agreement,** it shall honor all Advertising Sponsor's Sponsorship Agreements during the duration of such Agreements. Company shall have the right to enforce such Agreements on behalf of the Advertising Sponsor if School does not honor such agreements. The Company shall be the exclusive marketing agent for the School with respect to outdoor stadiums and **mutually agreed upon projects, which must be memorialized in writing.**

14.

Governing Law:

- a. This agreement will be governed by and constructed in accordance with the laws of the State of Illinois without reference or regard to conflict of law provisions or other laws of any jurisdiction that



would cause the application of the laws of any jurisdiction other than the State of Illinois. The School agrees that any litigation arising directly or indirectly out of, or in any way relating to this Agreement shall commence exclusively in the Cook County Circuit Courts in the State of Illinois, and that the School and the Company, by this Agreement consents to the jurisdiction of these courts.

15. Authorized Agent:

- a. The authorized representatives of the School and the Company have received School Board and Company approval and all parties to this agreement have the authority to bind the School District and Company to this Agreement.

16. Limitation of Liability. Neither party shall be liable for any special, incidental, punitive, indirect, or consequential damages whatsoever, even if said party has been advised of the possibility of such damages. The School’s total liability shall not exceed the total commissions it receives in a twelve-month period.

17. Waiver. The Company shall release, hold harmless, and indemnify the School from any claims by an Advertising Sponsor or other third party regarding disputes related to the Advertising Sponsor contract solely between the Advertising Sponsor and the Company or related to any failure of the equipment.

18. Notices. Any notice, request, demand, or other communication provided for by this Agreement must be in writing and will be deemed to have been duly received upon (a) actual receipt if personally delivered and the sender received written confirmation of personal delivery, (b) receipt as indicated by the written or electronic verification of delivery when delivered by overnight courier, or (c) three calendar days after the sender deposits the notice with the U.S. Post Office when sent by certified or registered mail, return receipt requested. Notice must be sent to the School’s administrative office or the Company’s corporate headquarters displayed on-line at the time of notice.

19. Amendment. No amendment or modification to this Agreement shall be effective unless and until the amendment or modification is in writing and signed by all parties to this Agreement.

20. Effective Date. This Agreement shall be deemed dated and become effective on the date the last of the parties signs as set forth below the signature of their duly authorized representatives.

Authorized School Representative (date)

Power Ad Company (date)

Print Name / Title

Print Name / Title



Addendum A:

High School District 214 / 2121 South Goebbert Road Arlington Heights, IL 60005
Patrick Mogge / Director of Community Engagement and Outreach
847-718-7690 / patrick.mogge@d214.org

Costs do not apply if signage equipment is sourced internally through the district

Static Scoreboard Panels: \$38/SqFt

Windscreens / banners (if applicable): \$3.75/SqFt

Ads on digital video board displays: \$0

Overlay Panels: \$28/SqFt

Shipping: TBD

Addendum D: Incentives

Due to the scale of this project, the Advertising Sponsors are more partners than advertisers. Additional areas for exposure are unique to each project and to each Advertising Sponsor. Below is a list of “incentives” that are common to a conventional scoreboard project. Pre-selected incentives are mandatory for the success of the project. Non-selected incentives provide additional value for the Advertising Sponsors and as many as possible are encouraged.

Social Media mentions on the School’s athletic social media to promote the sales of the project as well as thank Advertising Sponsors upon completion and two times a year after the project is complete.

Sponsor night: One night for each Advertising Sponsor to be honored and have the opportunity to hand out fliers or coupons at one home game.

Special recognition at Dedication Night (first year only)

Public Address announcement for each Advertising Sponsor at every regular season Varsity athletic event.

Ad in the fall _____, winter _____, spring _____ athletic program. Size _____

Family passes to all regular season home Varsity Athletic events. # of passes per

Advertising Sponsor: _____

Additional Incentives: _____



Addendum E: Commissions

Commission percent as a result of Advertising Sponsor revenue received:

	The School shall receive:	The Company shall receive:
Title Sponsors <i>*Marketing fee of \$5,000 deducted from this amount.</i>	100%*	0%
Diamond Sponsors <i>(Generally \$25,000-\$49,999 for less than 10 years)</i>	70%	30%
Gold Sponsors <i>(Generally under \$25,000 for less than 5 years)</i>	60%	40%
LED and Windscreen sponsors	50%	50%
National Partner Sponsors <i>(National brands that purchase Advertising Sponsorships through online marketing platforms)</i>	35%	65%

Once all payments due under this agreement are paid in full, the School credit shall become a payment and shall be paid as set forth in this Agreement.

Education Association and Administrative/Supervisory Personnel Report
August 7, 2025

ADMINISTRATORS/SUPERVISORS

Position	Location	Name	Salary	Effective Date
Health Services Supervisor	EGHS	Robert Flores	\$83,384	July 1, 2025
Health Services Supervisor	WHS	Rebekah Gavril	\$87,425	July 1, 2025
Health Services Supervisor	JHHS	Maria Rice	\$87,425	July 1, 2025
Health Services Supervisor	PHS	Megan Struck	\$87,425	July 1, 2025
Dean of Students	WHS	Patrick Conlin	\$130,000.00	August 1, 2025

EDUCATION ASSOCIATION

Position	Location	Name	Salary	Effective Date
0.4 Special Education Teacher	EGHS	Janine Freedlund	\$31,850.40	August 11, 2025
1.0 School Social Worker	SS-TAFV	Emily Georgou	\$82,917.00	August 11, 2025
1.0 Business Education Teacher	0.6 JHHS/0.4 WHS	Nickolas Halkias	\$89,498.00	August 11, 2025
1.0 English/EL Teacher	BGHS	Jenna Daube	\$65,807.00	August 11, 2025
0.4 Science Teacher	SS-INA	Cathy Polymenakos	\$36,852.00	August 11, 2025
0.8 Speech Language Pathologist	SS-TAFV	Jenna Cairo	\$73,178.00	August 11, 2025

Job Description

Health Services Supervisor

Township High School District 214 - Board of Education

Personnel Transaction Report

August 7, 2025

Custodial Maintenance Personnel 2025-2026

Change	Location	Name	Salary	Hours	Effective Date
Lead Custodian - 3rd Shift (Initial Location: RMHS) (From: Custodian I - 3rd Shift)	CM	Enrique Avellaneda	\$29.93	40	August 8, 2025
New	Location	Name	Salary	Hours	Effective Date
Custodian I - 3rd Shift (Initial Location: PHS)	CM	Sandy Villalba	\$23.29	40	August 8, 2025
Custodian I - 2nd Shift (Tues-Sat) (Initial Location: JHHS)	CM	Hristina Dimitrova	\$23.29	40	August 8, 2025

Educational Support Personnel 2025-2026

Change	Location	Name	Salary	Hours	Effective Dates
Resignation (From: Division Assistant/Post Secondary Counseling Assistant)	JHHS	Shannon Anne			July 24, 2025
Resignation (From: Instructional Assistant - EL)	WHS	Antonia Arismendis			August 8, 2025
Leave of Absence	WHS	Alexander Brown			August 11, 2025 - December 5, 2025
Resignation (From: Instructional Assistant - EL)	SS/INA	Jacob Del Toro			August 1, 2025
Resignation (From: Instructional Assistant - Student Services)	PHS	Katherine Eppinger			May 30, 2025
Resignation (From: Student Success Coach)	FVEC	Angela Ferrazza			August 1, 2025
Instructional Assistant - Student Services (from: 37.5 at WHS)	EGHS	Janine Freedlund	\$27.41	21.5	August 11, 2025 - May 29, 2026
Resignation (From: Instructional Assistant - Student Services)	SS/life	Bonnie Graham			August 4, 2025
Program Assistant - Medically Fragile Student (From: IA-SS, JHHS)	SS/life	Elizabeth Higgins	\$29.03	37.5	August 11, 2025 - May 29, 2026
Resource Assistant (From: Attendance Interventionist)	RMHS	Maria Kossowski	\$25.28	37.5	August 11, 2025
Campus Safety (From: 12.5 hours)	BGHS	Darren Llewellyn	\$27.91	22.5	August 11, 2025
Instructional Assistant - EL (From: BGHS)	WHS	Maria Cristina Lopez	\$37.63	37.5	August 11, 2025
Resignation (From: Master Scheduler)	RMHS	Katherine Morris			July 31, 2025
Campus Safety (From: 30 hours)	BGHS	Colette Warden	\$30.21	40	August 11, 2025

New	Location	Name	Salary	Hours	Effective Date
Campus Safety - Lead	RMHS	Corey Dugan	\$26.82	40	August 8, 2025
Instructional Assistant - EL	BGHS	Angel Llavona	\$25.83	37.5	August 11, 2025
Resource Assistant	EGHS	Michael Maize	\$24.78	37.5	August 11, 2025
Pre School Assistant	BGHS	Jordyn Marks	\$25.83	22.5	August 11, 2025
Campus Safety	PHS	Daren Rhoney	\$24.78	40	August 11, 2025
Administrative Assistant I	SS	Rosa Tosado	\$25.83	40	August 11, 2025
Instructional Assistant - EL	RMHS	Diana Vasylego	\$25.83	37.5	August 11, 2025

Retrun from RIF	Location	Name	Salary	Hours	Effective Date
Attendance Assistant	SS	Norma Rothers	\$36.10	40	August 11, 2025

Temporary and Grant Funded Personnel 2025-2026

Position	Location	Name	Salary	Hours	Effective Dates
Instructional Assistant - Student Services	SS/life	RoseAnn Cwidak	\$26.35	37.5	August 11, 2025 - May 29, 2026
Job Placment Specialist	FVEC	Michael Fanella	\$25.83	37.5	August 11, 2025 - May 29, 2026
Instructional Assistant - Student Services	SS/life	Daniela Jimenez	\$25.83	37.5	August 11, 2025 - May 29, 2026
Instructional Assistant - Student Services	JHHS	Jennifer Johnson	\$25.83	37.5	August 11, 2025 - May 29, 2026
Instructional Assistant - Student Services	WHS	Laura Santaolaya	\$25.83	37.5	August 11, 2025 - May 29, 2026
Instructional Assistant - Student Services	SS/life	Evan Shacklette	\$25.83	37.5	August 11, 2025 - May 29, 2026
Campus Safety	JHHS	Samuel Smith	\$24.78	37.5	August 11, 2025 - May 29, 2026

Voluntary Retirement Incentive 2025-2026

Intent to Particpate	Location	Name	Salary	Hours	Effective Date
Administrative Assistant I	FVEC	Lisa Cavaiani			June 30, 2029
Instructional Assistant - Student Services	EGHS	Antonia Pytel			End of the School Year, 2029
Bookkeeper	WHS	Catherine Tomasetti			June 30, 2029

Community Education Personnel 2025-2026

Position	Location	Name	Salary	Hours	Effective Date
Adult Education Instructor	CE	Mia Muniz	\$29.50		August 8, 2025
Adult Education Instructor	CE	Tiphany Schlau	\$29.50		August 8, 2025
Adult Education Instructor	CE	Amy Bartay	\$29.50		August 8, 2025
Adult Education Instructor	CE	Claudia Dos Santos Zanon	\$26.00		August 8, 2025

Township High School District 214 - Board of Education
August 7th, 2025
Out of District Co-Curricular Personnel Report

Position	Location	Name	Amount	Effective Date
Co-Curr Asst Competitive Dance	Wheeling High School	Brueckert, Kaitlyn L	\$5,712.00	8/8/2025

Township High School District 214 - Board of Education
Intern Personnel Report
August 7th, 2025

Interns				
Position	Location	Name	Salary	Effective Date:
Intern - SW	BGHS	Kira Huffaker	\$7,200	8/11/2025
Intern - SW	WHS	Madeleine Carrane	\$7,200	8/11/2025
Intern - SW	JHHS	Olivia Higdon	\$7,200	8/11/2025



High School District 214
2121 South Goebbert Road
Arlington Heights, Illinois 60005
847-718-7600 | www.d214.org

Dr. Scott Rowe
Superintendent

Date: August 7, 2025

To: Board of Education

From: Kate Kraft, Deputy Superintendent

Subject: Job Description

Background

We are proposing a revision to the current Health Services Supervisor II job description to streamline our structure and improve clarity in our organizational hierarchy.

Specifically, we recommend removing the numerical designation from the title “Health Services Supervisor 2” and sunsetting the “Health Services Supervisor 1” position. All current Health Services Supervisors will be consolidated under one unified job description titled “Health Services Supervisor.”

The changes made to the job description are minimal and consist solely of title updates to reflect this consolidation. There have been no changes to the scope of duties or responsibilities outlined in the existing descriptions.

Administrative Consideration

This job description has been reviewed by the administration. This revision ensures consistency across the district and eliminates unnecessary differentiation between the roles.

Recommendation

We respectfully recommend that the Board of Education review and approve the proposed job description for Health Services Supervisor.

TOWNSHIP HIGH SCHOOL DISTRICT 214

JOB TITLE: Health Services Supervisor

ORGANIZATIONAL UNIT: High School

ORGANIZATIONAL RELATIONSHIPS:

Reports to: Associate Superintendent for Student Services
Associate Principal Student Services

Supervises: Health Services Office Staff

LENGTH OF CONTRACT: Full Year

SALARY GRADE: Supervisory Grade Three

LICENSURE: Illinois Department of Public Health
Registered Professional Nurse

GENERAL RESPONSIBILITIES:

The (BSN) registered nurse supervises the school health program and staff which meets the existing needs and identifies future needs of all students, including special populations, the school, and the community.

SPECIFIC DUTIES:

1. Oversees and participates in local comprehensive health planning (immunization clinics, blood drives, flu vaccination programs).
2. Oversees the maintenance and procedures of health records.
3. Provides Communicable Disease reports to the Department of Public Health and alerts school administration of health trends and problems.
4. Supervises and evaluates staff and provides leadership in the day-to-day functioning of the health office in their assigned building(s).
5. Oversees and reviews implementation of emergency care procedures and the reporting of accidents for students and staff under the jurisdiction of school.
6. Responds and assists with medically related tasks and emergencies in their assigned building(s).
7. Administers compliance with physical and immunization regulations.
8. Is the liaison between school, student, parent, and physician regarding the student's health status when under a physician's care.
9. Oversees and conducts vision screenings, making the necessary referrals for follow-up when indicated under a physician's care. Connects families to available resources.
10. Oversees the review and revision, the objectives, standards, policies, and operating procedures of the health office and the total school health program for approval by the administration.

11. Provides leadership in health care related matters on the problem-solving team and makes educational adaptations as necessary for individual student needs.
12. Supervises the process and implementation of health care plans, medication management, medical 504 plans, and individual care plans (diabetes, seizures, asthma) to ensure consistency across the district.
13. Coordinates, conducts and maintains records of mandated training for health care office staff.
14. Coordinates, conducts and maintains records of mandated training for school staff who work with students with unique medical needs.
15. Seek and facilitate opportunities and partnerships with community agencies that benefit the health and wellness of students and staff.
16. Oversees the review and revision of the standard operating procedure manual every two years, consulting with the medical advisory board.
17. Gathers and evaluates information for the health and development component of the case study and IEP process.
18. Conducts and provides an annual review, analysis, and report of district health data to the administration.
19. Manages and plans the annual budget for the school health program, making recommendations for facilities, equipment, and supplies.
20. Provides ongoing communication to the Associate Superintendent for Student Services and student services administration team on best practices regarding the health and wellness of students.
21. Collaborates with district and building leadership to ensure equity is infused in practice and remains at the forefront of efforts to disrupt inequities.
22. Other duties as assigned.

BOE 6/11/2020

Rev. 1/20/2022. 8/7/2025



High School District 214
2121 South Goebbert Road
Arlington Heights, Illinois 60005
847-718-7600 | www.d214.org

Dr. Scott Rowe
Superintendent

Date: August 7, 2025
To: Board of Education
From: Felix Negron, Director of Employee Relations
Subject: Job Description Approval for ESPA

Background Information

The Registrar role has evolved over the years to take on additional responsibilities to support the efficiency of student data, transcripts and records.

Executive Summary

The adjusted job description has been reviewed by the administration and ESPA leadership and is created to increase responsibilities and expectations of the role to support the broader Student Services department and student needs,

Recommendation

The requested recommendation is that the Board of Education review and approve the newly developed Registrar job description to facilitate the posting and subsequent hiring for the role.

JOB TITLE: Registrar

ORGANIZATIONAL UNIT: High School

SUPERVISOR: Associate Principal

ASSIGNMENT: 12 MONTH EMPLOYEE SALARY GRADE: 5

POSITION OUTCOMES:

To enter and maintain accurate student, staff and course records on the district student information system. To manage storage and coordinate access to student records while maintaining accuracy and confidentiality. To assist building administrators and certificated staff by compiling data and creating reports. The position also requires a collaborative team approach aligned with the mission including supporting all members of the Student Services Department as needed.

GENERAL RESPONSIBILITIES:

This is specialized work involving the maintenance and accuracy of confidential student academic records, processing registrations and withdrawals, and ensuring compliance with district and state regulations. There is considerable contact and coordination with students, staff, parents, the public, and government agencies. The Registrar must keep informed of rules regarding student records as well as new procedures, technology, and grading requirements.

An employee in this position works within clearly established systems and procedures, must exhibit organizational skills and exercise independent judgment and confidentiality in the performance of duties. The Registrar must exhibit initiative and embrace a collaborative team approach to accomplish the mission of the district.

QUALIFICATIONS:

- Must have a High School Diploma or equivalent.
- Must have physical ability to lift/move supplies, materials and office equipment up to 40 lbs.
- Must sit at workstation for extended period of time and/or move frequently from workstation to various other areas of building.
- Must organize and prioritize workflow.
- Must be proficient in the use of computers , office practices, procedures and office equipment.
- Must be proficient in data entry and student information systems (e.g., Infinite Campus, SchoolLinks, Discovery, Yellow Folder, Parchment, PowerSchool, Skyward).
- Must project a positive image of the district to students, staff and parents as well as exhibit a positive employee attitude.

- Must demonstrate appropriate interpersonal skills, and communicate clearly and respectfully with students, staff, parents, visitors and the general public.
- Must have the ability to handle sensitive information with confidentiality and discretion.
- Must have awareness of a variety of student needs including physical and social emotional needs.
- Must have knowledge of the use of equipment for data processing and its related operations.
- Must have knowledge of college deadlines for submitting transcripts.
- Must have knowledge of school, district, state and federal rules and regulations regarding the confidentiality of student records.

POSITION EXPECTATIONS:

1. Maintaining accurate student permanent records and cumulative folders.
2. Updating transcripts of current in-district students as well as students offsite placements which are out of the district.
3. Processing report cards, progress reports, and other academic documents (including grade changes, credit recovery grading entries, managing of W/WF and RE grades, incompletes).
4. Providing support to students and families regarding enrollment and records.
5. Updating TEAM changes in Infinite Campus on an ongoing basis for current students throughout the school year.
6. Researching and interpreting student records to create and build transcripts for transfer students.
7. Sending and receiving student record by communication with elementary, secondary or post-secondary institutions
8. Verifying student information for local, state, and federal agencies as well as potential employers by confirming the accuracy of information in the student records.
9. Maintaining records, regarding students' applications to post-secondary institutions and scholarships. Sending official transcripts for seniors initial, mid-year and final transcripts.
10. Assisting administrators by helping compile data for county, state and federal reports.
11. Interpreting and explaining transcripts upon request of schools, students and parents.

12. Facilitating division cash handling by collecting and reporting all monies due for transcripts, immunization and copying fees.
13. Updating records to ensure accuracy of student flags pertaining to Transfer Students and Protections.
14. Participating in appropriate professional development activities in order to enhance job performance.
15. Cultivating and developing inclusive and equitable working relationships with staff, students and community members.



High School District 214
2121 South Goebbert Road
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847-718-7600 | www.d214.org

Dr. Scott Rowe
Superintendent

DATE: August 7, 2025

TO: Board of Education

FROM: Bradford Hubbard, Associate Superintendent for Teaching and Learning

SUBJECT: Practical Architectural Construction (PAC) House Purchase

BACKGROUND

The District Practical Architectural Construction program requires a property for the Spring 2026 student architectural design process and for the PAC student build process beginning in Fall 2026. The renovation of an existing home continues to be the focus of the program, an approach through which students continue to experience a combination of new construction and renovation through the redesign of an existing structure. Through this purchase, PAC and Design214 students will continue to be provided with diverse, embedded work-based learning experiences in alignment with the Architecture and Construction Building Trades Career Pathway.

After a real estate search with Aaron and Jessica Pluda of Berkshire Hathaway Home Services, Starck Real Estate, a potential existing home for purchase was located at 2310 Bluebird Lane in Rolling Meadows. The one-story home was built in 1954, is 1,003 square feet, and has 3 bedrooms, 1 bath, and a detached 2-car garage. It is located on less than a 0.25 acre lot. A market analysis of comparable homes in the area indicated this to be a favorable property for renovation and addition, considering both the initial purchase price as well as the anticipated sale price. A final contract price of \$276,000 was accepted by the seller, subject to District 214 Board of Education approval.

ADMINISTRATIVE CONSIDERATION

The district's offer of \$276,000 has been accepted by the seller through negotiations. The purchase price will be reclaimed in the sale price of the home. The home will be purchased through the law firm of Wiedner & McAuliffe who will finalize the real estate contract for the purchase of the home.

RECOMMENDATION

The administration recommends the Board of Education approve the purchase of the home located at 2310 Bluebird Lane, Rolling Meadows, IL for the purchase price of \$276,000.

RESOLUTION OF THE BOARD OF EDUCATION OF
TOWNSHIP HIGH SCHOOL DISTRICT NO. 214
COOK COUNTY, ILLINOIS, ADOPTING AND APPROVING PURCHASE OF CERTAIN
PROPERTY FROM
Maureen M. Moskal Trust

WHEREAS, it has been proposed that the Board of Education of Township High School District No. 214, Cook County, Illinois (the "School District"), purchase certain property commonly known as 2310 Bluebird Ln., Rolling Meadows, Illinois, legally described on Exhibit A attached hereto and incorporated herein by reference (the "Property"); and,

WHEREAS, the School District has offered a Contract to purchase the property from Maureen M. Moskal Trust (the "Seller"), dated July 23, 2025 (the "Contract"); and,

WHEREAS, the Board of Education is authorized and empowered, pursuant to Section 10-23.3 of the Illinois School Code, 105 ILCS 5/10-23.3, to purchase the Property for vocational and other educational training of pupils.

NOW, THEREFORE, BE IT RESOLVED, by the Board of Education of Township High School District No. 214, Cook County, Illinois:

Section 1. That the Board hereby finds and determines that all the recitals and the preamble to this Resolution are full, true and correct and does hereby incorporate them into this Resolution by reference.

Section 2. That the Property, legally described on Exhibit A attached hereto and incorporated herein by reference, shall be purchased for the purpose of renovating and building an addition to a single-family residence for the purpose of vocational training of pupils.

Section 3. That the Board hereby finds and determines it to be in the best interest of the School District to purchase the Property, legally described on Exhibit A attached hereto,

from the Seller, according to the terms and conditions of the Contract attached hereto as Exhibit B incorporated herein by reference (the "Contract").

Section 4. That the Board shall purchase the Property as provided in the Contract.

Section 5. That Rafal G. Dobek, the attorney retained by the Board to represent it in connection with the purchase of the Property pursuant to the Contract, is authorized to execute all documents at closing reasonably required to consummate the purchase of the Property.

Section 6. That all other Resolutions or parts of Resolutions in conflict herewith be and the same hereby are repealed and this Resolution shall be in full force and effect immediately and forthwith upon its passage.

It was moved by _____ and seconded by _____ that this Resolution be adopted. Upon roll call, this Resolution was adopted by at least two-thirds of the members of the Board of Education voting as follows:

AYES: _____

NAYS: _____

ABSENT: _____

Adopted this 7th day of August 2025.

ATTEST:

President, Board of Education

Secretary, Board of Education

EXHIBIT "A"

LOT 497 IN ROLLING MEADOWS UNIT NO. 3, BEING A SUBDIVISION IN THE SOUTH
HALF (1/2) OF COOK COUNTY, ILLINOIS.
SECTION 25, TOWNSHIP 42 NORTH, RANGE 10, EAST OF THE THIRD PRINCIPAL
MERIDIAN, IN COOK COUNTY, ILLINOIS.

EXHIBIT "B"

See Executed Contract - Attachment



High School District 214
2121 South Goebbert Road
Arlington Heights, Illinois 60005
847-718-7600 | www.d214.org

Dr. Scott Rowe
Superintendent

Date: August 7, 2025
To: Board of Education
From: Vicki Marini
Subject: Proposed Changes to Board Policy

Background:

District 214 subscribes to the Policy Reference Education Subscription Service (PRESS), a part of the Illinois Association of School Boards. PRESS monitors and reviews state legislation and recommends changes to Board Policy throughout the year. In addition, several policies are re-approved on an annual basis.

Information:

The following policies have been recommended for changes, noted below:

- 2:80 Board Member Oath and Conduct
- 2:120 Website Listing of Development and Training Completed by Board Members
- 2:130 Board-Superintendent Relationship
- 4:30 Revenue and Investments
- 5:80 Court Duty
- 5:320 Evaluation
- 5:330 Sick Days, Vacation, Holidays, and Leaves
- 7:140 Search and Seizure
- 7:300 Co-Curricular Athletics
- 8:30 Visitors to and Conduct on School Property

Recommendation:

Administration has reviewed the proposed changes and recommends adopting the proposed Board Policy updates at the August 21, 2025 Board of Education meeting.

Document Status: Draft Update

Board of Education

2:80 Board Member Oath and Conduct

Each Board of Education member, before taking his or her seat on the Board, shall take the following oath of office:

I, (*name*), **do solemnly swear** (or affirm) that I will faithfully discharge the duties of the office of member of the Board of Education of Township High School District 214, in accordance with the Constitution of the United States, the Constitution of the State of Illinois, and the laws of the State of Illinois, to the best of my ability.

I further swear (or affirm) that:

I shall respect taxpayer interests by serving as a faithful protector of the school district's assets;

I shall encourage and respect the free expression of opinion by my fellow Board members and others who seek a hearing before the Board, while respecting the privacy of students and employees;

I shall recognize that a Board member has no legal authority as an individual and that decisions can be made only by a majority vote at a public Board meeting;

I shall abide by majority decisions of the Board, while retaining the right to seek changes in such decisions through ethical and constructive channels;

As part of the Board of Education, I shall accept the responsibility for my role in the equitable and quality education of every student in the School District;

I shall foster with the Board extensive participation of the community, formulate goals, define outcomes, and set the course for High School District 214;

I shall assist in establishing a structure and an environment designed to ensure all students have the opportunity to attain their maximum potential through a sound organizational framework;

I shall strive to ensure a continuous assessment of student achievement and all conditions affecting the education of our children, in compliance with State law;

I shall serve as education's key advocate on behalf of students and our community's school (or schools) to advance the vision for Township High School District 214; and

I shall strive to work together with the District Superintendent to lead the School District toward fulfilling the vision the Board has created, fostering excellence for every student in the areas of academic skills, knowledge, citizenship, and personal development.

The oath will be administered in an open Board meeting.

The Board adopts the "Code of Conduct" contained in Exhibit 2:80-E (*Board Member Code of Conduct*).[Q1](#)

LEGAL REF:

[105 ILCS 5/10-16.5.](#)

CROSS REF.: 1:30 (School District Philosophy), 2:20 (Powers and Duties of the School Board; Indemnification), 2:50 (Board Member Term of Office), [2:60 \(Board Member Removal from Office\)](#), 2:100 (Board Member Conflict of Interest), 2:105 (Ethics and Gift Ban), 2:210 (Organizational Board of Education Meeting)

Adopted: August 24, 2023

Questions and Answers:

***Required Question 1. The School Code does not specifically address what happens when board members violate their oath of office, nor does it create an opportunity to take legal action for such violations. *Collins v. Bd. of Educ. of North Chicago Comm. Unit Sch. Dist. 187*, 792 F.Supp.2d 992 (N.D.Ill. 2011). **Consult the board attorney for guidance when considering any type of disciplinary action or sanction against a board member.**

Depending on the situation, a board self-evaluation or private one-on-one meetings with a board member may be appropriate to address an issue relating to board member behavior (for a list of IASB workshops, see www.iasb.com/conference-training-and-events/training/workshops/). When a board member's violation of the oath of office also constitutes a willful failure to perform his or her official duties, the board may request the regional superintendent to remove the member from office. See sample policy 2:60, *Board Member Removal from Office*, available at PRESS Online by logging in at www.iasb.com, at footnote 2, for further discussion. A board member whose conduct violates conflict of interest laws may also be subject to criminal liability and removal from office. See sample policy 2:100, *Board Member Conflict of Interest*, and its footnotes, for additional information. In consultation with the board attorney, a board may also consider other actions to address a member's violation of the oath of office, such as publicly censuring a member. *Houston Comm. College System v. Wilson*, 595 U.S. 468 (2022) (holding that a college board of trustees did not violate a trustee's First Amendment rights when it adopted a resolution censuring him for "reprehensible" conduct). Other sanctions may be also warranted, depending on the facts. For example, in *Earnest v. Jasper Cty. Comm. Unit Sch. Dist. No. 1*, 371 F.Supp.3d 459 (S.D.Ill 2019), a court held a board member was not deprived of his liberty interest under the 14th Amendment when the board limited his access to confidential board packet information after it found the board member shared confidential personnel and student information with members of the public.

To encourage appropriate conduct, boards may wish to have their policy express potential consequences for violating the oath of office or the *Code of Conduct for Members of School Boards*. Such boards may add the following sentence to the end of this policy:

"A board member who fails to abide by the oath of office or the *Code* may be subject to action by the Board, including, but not limited to, formal censure and/or referral to the Regional Superintendent for removal from office under Board policy 2:60, *Board Member Removal from Office*."

Has the Board adopted this policy to include the optional sentence shown above?

- No. (Default)
 - Yes. (For districts in suburban Cook County, IASB will replace "Regional Superintendent" with "appropriate Intermediate Service Center Executive Director.")
-

Document Status: Draft Update

Board Member Development

2:120-E2 Website Listing of Development and Training Completed by Board Members

Title has been updated. Original Title: 2:120-E2 Website Listing of Development and Training Completed by Board Members

District website administrator master: [PRESSPlus1](#) Post this template (including the explanatory paragraphs) on the District's website and update the table as information is provided.

Each Illinois school board member who is elected or appointed to fill a vacancy of at least one year's duration must complete state-mandated *professional development and leadership training* (PDLT) and *Open Meetings Act* (OMA) training. State-mandated training is also required for board members who want to vote upon a dismissal based upon the *Performance Evaluation Reform Act* (PERA). For additional information, see Board policy 2:120, *Board Member Development*.

The following table contains State-mandated training requirements that were completed by each Board member. When the Illinois Association of School Boards (IASB) provided the training, the acronym "IASB" follows the listed activity.

Name	Development <u>and</u> Training Activity an

IASB is a voluntary organization of local boards of education dedicated to strengthening the Illinois public schools through local citizen control. Although not a part of State government, IASB is organized by member school boards as a private not-for-profit corporation under authority granted by [Article 23](#) of the School Code. The vision of IASB is excellence in local school board governance supporting quality public education.

For more information regarding IASB and its programs, visit www.iasb.com.

DATED : March 17, 2022

PRESSPlus Comments

PRESSPlus 1. Updated throughout in response to a PRESS five-year review. PRESS Editors have a 2:120-E2

quality assurance goal to ensure that a review of each piece of the 1500+ page IASB PRESS Policy Reference Manual occurs once every five years. **Issue 119, June 2025**

Document Status: Draft Update

Board of Education

2:130 Board-Superintendent Relationship

The Board of Education directs, through policy, the Superintendent in his or her charge of the administration of the District by delegating its authority to operate the District and provide leadership to staff. The Board employs and evaluates the Superintendent and holds him or her responsible for the operation of the District in accordance with Board policies and State and federal law.

The Board-Superintendent relationship is based on mutual respect for their complementary roles. The relationship requires clear communication of expectations regarding the duties and responsibilities of both the Board and Superintendent.

The Superintendent, as the District's Chief Executive Officer, makes recommendations to the Board. The Board adopts policies necessary to provide ~~general~~ [PRESSPlus1](#) direction for the District and to encourage achievement of District goals. The Superintendent develops plans, programs, and procedures needed to implement the policies and directs the District's operations.

LEGAL REF.:

[105 ILCS 5/10-16.7](#) and [5/10-21.4](#).

CROSS REF.: 3:40 (Superintendent)

Adopted: August 12, 2021

PRESSPlus Comments

PRESSPlus 1. Updated in response to a PRESS five-year review. PRESS Editors have a quality assurance goal to ensure that a review of each piece of the 1500+ page IASB PRESS Policy Reference Manual occurs once every five years. **Issue 119, June 2025**

Document Status: Draft Update

Operational Services

4:30 Revenue and Investments

Revenue [PRESSPlus1](#)

The Superintendent or designee is responsible for making all claims for property tax revenue, State Aid, special State funds for specific programs, federal funds, and categorical grants.

Investments

The Superintendent shall either appoint a Chief Investment Officer or serve as one. The Chief Investment Officer shall invest money that is not required for current operations, in accordance with this policy and State law. The Chief Investment Officer and Superintendent shall use the standard of prudence when making investment decisions.

Investment Objectives

The objectives for the School District's investment activities are:

1. **Safety of Principal** - Every investment is made with safety as the primary and over-riding concern. Each investment transaction shall ensure that capital loss, whether from credit or market risk, is avoided.
2. **Liquidity** - The investment portfolio shall provide sufficient liquidity to pay District obligations as they become due. In this regard, the maturity and marketability of investments shall be considered.
3. **Rate of Return** - The highest return on investments is sought, consistent with the preservation of principal and prudent investment principles.
4. **Diversification** - The investment portfolio is diversified as to materials and investments, as appropriate to the nature, purpose, and amount of the funds.

Authorized Investments

The Chief Investment Officer may invest any District funds in any investment as authorized in [30 ILCS 235/2](#), and Acts amendatory thereto.

The Chief Investment Officer and Superintendent shall regularly consider material, relevant, and decision-useful sustainability factors in evaluating investment decisions, within the bounds of financial and fiduciary prudence. Such factors include, but are not limited to: (1) corporate governance and leadership factors, (2) environmental factors, (3) social capital factors, (4) human capital factors, and (5) business model and innovation factors, as provided under the Ill. Sustainable Investing Act, [30 ILCS 238/](#).

The District shall consider a financial institution's record and current level of financial commitment to its local community when deciding whether to deposit funds in that financial institution. The District may consider factors including:

1. For financial institutions subject to the federal Community Reinvestment Act of 1977 (CRA), the current and historical ratings that the financial institution has received, to the extent that those ratings are publicly available, under the CRA;
2. Any changes in ownership, management, policies, or practices of the financial institution that may affect the level of the financial institution's commitment to its community;
3. The financial impact that the withdrawal or denial of District deposits might have on the financial institution;
4. The financial impact to the District as a result of withdrawing public funds or refusing to deposit additional public funds in the financial institution; and
5. Any additional burden on the District's resources that might result from ceasing to maintain deposits of public funds at the financial institution under consideration.

The District may not deposit public funds in a financial institution subject to the CRA unless the institution has a current rating of satisfactory or outstanding under the CRA. When investing or depositing public funds, the District may give preference to financial institutions that have a current rating of outstanding under the CRA.

Collateral Requirements

All amounts deposited or invested with financial institutions in excess of any insurance limit shall be collateralized in accordance with the Public Funds Investment Act, [30 ILCS 235/](#). The Superintendent or designee shall keep the Board informed of collateral agreements.

All amounts deposited or invested with financial institutions in excess of any insurance limit shall be collateralized in accordance with [30 ILCS 235/6\(d\)](#). The Board's designee must approve each collateral agreement.

Ethics and Conflicts of Interest

Board members are bound by the Board policy 2:100, *Board Member Conflict of Interest*. No District employee having influence on the District's investment decisions shall:

1. Have any interest, directly or indirectly, in any investments in which the District is authorized to invest,
2. Have any interest, directly or indirectly, in the sellers, sponsors, or managers of those investments, or
3. Receive, in any manner, compensation of any kind from any investments in that the agency is authorized to invest.

LEGAL REF.:

[30 ILCS 235/](#), Public Funds Investment Act.

[30 ILCS 238/](#), Ill. Sustainable Investing Act.

[105 ILCS 5/8-7](#), [5/10-22.44](#), [5/17-1](#), and [5/17-11](#).

CROSS REF.: 2:100 (Board Member Conflict of Interest), 4:10 (Fiscal and Business Management), 4:80 (Accounting and Audits)

Adopted: January 23, 2025

PRESSPlus Comments

PRESSPlus 1. This policy's content is unique to the district. Please consult the author and the **PRESS** sample, available by logging in at www.iasb.com, to determine necessary changes. **Issue 118, April 2025**

Document Status: Draft Update

General Personnel

5:80 Court Duty

~~Please refer to the applicable collective bargaining agreement(s).~~

~~For employees not covered by a current applicable bargaining agreement:~~

The stipend received by an employee for jury duty will be retained by the employee. The employee will not be reimbursed by the District for travel or other expenses for jury duty.

An employee should give at least five days' prior notice of pending court duty to the District.

Witness Duty

The District will pay full salary during the time an employee is absent due to a subpoena to serve as a witness in a trial or have a deposition taken in any school-related matter pending in court.

Jury Duty

Please refer to the applicable collective bargaining agreement(s).

For employees not covered by a current applicable bargaining agreement:

The District will pay full salary during the time an employee is absent due to jury duty.

LEGAL REF.:

[105 ILCS 5/10-20.7.](#)

[705 ILCS 305/4.1](#), Jury Act.

Adopted: June 9, 2022

Document Status: Draft Update

General Personnel

5:320 Evaluation

The Superintendent is responsible for designing and implementing a program for evaluating the job performance of each educational support staff member according to standards contained in Board of Education policies as well as in compliance with State law and any applicable employee handbook ~~or~~ collective bargaining agreement.

Please refer to the applicable collective bargaining agreement(s).

For employees not covered by a current applicable bargaining agreement:

The standards for the evaluation program shall include, but not be limited to:

1. Each employee shall be evaluated annually, as identified in Article 7 of the ESPA agreement.
2. The direct supervisor shall provide input.
3. The employee's work quality, promptness, attendance, reliability, conduct, judgment, and cooperation shall be considered.
4. The employee shall receive a copy of the annual evaluation.
5. All evaluations shall comply with State and federal law and any applicable employee handbook.

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:150 (Personnel Records)

Adopted: January 19, 2023

Document Status: Draft Update

General Personnel

5:330 Sick Days, Vacation, Holidays, and Leaves

Each of the provisions in this policy applies to all educational support personnel to the extent that it does not conflict with an applicable collective bargaining agreement or individual contract; in the event of a conflict, such provision is severable and the applicable bargaining agreement or individual agreement will control. [PRESSPlus1](#)

Sick and Bereavement Leave

Please refer to the applicable collective bargaining agreement(s).

This policy is the District's written plan allowing eligible employees to convert eligible accumulated sick leave to service credit upon a District employee's retirement under the Ill. Municipal Retirement Fund under [40 ILCS 5/7-139](#)(a)(8).

Vacation

Please refer to the applicable collective bargaining agreement(s).

Holidays

Please refer to the applicable collective bargaining agreement(s).

Personal Leave

Please refer to the applicable collective bargaining agreement(s).

Association Leave

Please refer to the applicable collective bargaining agreement(s) ~~current Custodial and Maintenance Personnel Agreement.~~

Unpaid Leave of Absence

Please refer to the applicable collective bargaining agreement(s).

Leave to Serve as a Trustee of the Ill. Municipal Retirement Fund

Upon request, the Board will grant 20 days of paid leave of absence per year to a trustee of the Ill. Municipal Retirement Fund in accordance with State law.

Leave for Service in the Military

Please refer to the applicable collective bargaining agreement(s).

For employees not covered by a current applicable bargaining agreement:

Educational support personnel receive leave for service in the military on the same terms and conditions granted professional personnel in Board policy 5:250, *Leaves of Absence*.

Other Leaves

Educational support personnel receive the following leaves on the same terms and conditions granted professional personnel in Board policy 5:250, *Leaves of Absence*:

1. School Visitation Leave.
2. Leaves for Victims of Domestic Violence, Sexual Violence, Gender Violence, or Other Crime of Violence.
3. ~~Military Leave.~~
4. Family Bereavement Leave.
5. Child Extended Bereavement Leave.
6. Leave to serve as an election judge.
7. COVID-19 Paid Administrative Leave.

LEGAL REF.:

[105 ILCS 5/10-20.7b](#), [5/10-20.83](#), [5/24-2](#), [5/24-6](#), and [5/24-6.3](#).

[10 ILCS 5/13-2.5](#), Election Code.

[330 ILCS 61/](#), Service Member Employment and Reemployment Rights Act.

[820 ILCS 147/](#), School Visitation Rights Act.

[820 ILCS 154/](#), Family Bereavement Leave Act.

[820 ILCS 156/](#), Child Extended Bereavement Leave Act.

[820 ILCS 180/](#), Victims' Economic Security and Safety Act.

School Dist. 151 v. ISBE, 154 Ill.App.3d 375 (1st Dist. 1987); *Elder v. Sch. Dist. No.127 1/2*, 60 Ill.App.2d 56 (1st Dist. 1965).

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:185 (Family and Medical Leave), 5:250 (Leaves of Absence)

Adopted: January 25, 2024

PRESSPlus Comments

PRESSPlus 1. Are there any educational support personnel who are not covered by any CBAs? If so, please add the location where those employees may find the applicable information or insert the information here.

Document Status: Draft Update

Students

7:140 Search and Seizure

In order to maintain order and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" includes school liaison police officers.

School Property and Equipment as well as Personal Effects Left There On School Property [PRESSPlus1](#) by Students

School authorities may inspect and search school property and equipment owned or controlled by the school (such as, lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

~~This paragraph applies to student vehicles parked on school property.~~ In addition, Building Principals shall require each high school student, in return for the privilege of parking on school property, to consent in writing to school searches of his or her vehicle, and personal effects therein, without notice and without suspicion of wrongdoing.

The Superintendent or his/her designee, may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

Students

School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the District's student conduct rules. The search itself must be conducted in a manner that is reasonably related to its objective and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

When feasible, the search should be conducted as follows:

1. Outside the view of others, including students,
2. In the presence of a school administrator or adult witness, and
3. By a certificated licensed employee or liaison police officer of the same sex as the student.

Immediately following a search, a written report shall be made by the school authority who conducted the search, and given to the Superintendent or designee.

Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the District's policies or rules, such evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

Notification Regarding Student Accounts or Profiles on Social Networking Websites

The Superintendent or designee shall notify students and their parents/guardians of each of the following in accordance with the Right to Privacy in the School Setting Act, [105 ILCS 75/](#):

1. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.
2. School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

LEGAL REF.:

[T.L.O. v. New Jersey, 469 U.S. 325 \(1985\).](#)

[Vernonia Sch. Dist. 47J v. Acton, 515 U.S. 646 \(1995\).](#)

[Safford Unified Sch. Dist. No. 1 v. Redding, 557 U.S. 364 \(2009\).](#)

105 ILCS 5/10-20.14, 5/10-22.6, and 5/10-22.10a.

[Right to Privacy in the School Setting Act, 105 ILCS 75/](#), [Right to Privacy in the School Setting Act.](#)

[Cornfield v. Consolidated High Sch. Dist. No. 230, 991 F.2d 1316 \(7th Cir. 1993\).](#)

[People v. Dilworth, 169 Ill.2d 195 \(1996\), cert. denied, 116 S.Ct. 1692](#) [517 U.S. 1197 \(1996\).](#)

[People v. Pruitt, 278 Ill.App.3d 194 \(1st Dist. 1996\), app. denied, 167 Ill.2d 564](#) [667 N.E. 2d 1061 \(Ill.App.1, 1996\).](#)

[T.L.O. v. New Jersey, 469 U.S. 325 \(1985\).](#)

[Vernonia School Dist. 47J v. Acton, 515 U.S. 646 \(1995\).](#)

[Safford Unified School Dist. No. 1 v. Redding, 557 U.S. 364 \(2009\).](#)

CROSS REF.: 7:130 (Student Rights and Responsibilities), 7:150 (Agency and Police Interviews), 7:190 (Student Behavior), District 214 Student and Parent Handbook

Adopted: December 10, 2020

PRESSPlus Comments

PRESSPlus 1. Updated throughout in response to a PRESS five-year review. PRESS Editors have a quality assurance goal to ensure that a review of each piece of the 1500+ page IASB PRESS Policy Reference Manual occurs once every five years. **Issue 119, June 2025**

Document Status: Draft Update

Students

7:300 Co-curricular Athletics

Student participation in school-sponsored co-curricular athletic activities is contingent upon the following:

1. The student must meet the academic criteria set forth in Board policy 6:190, *Co-Curricular Activities*, and IHSA guidelines.
2. A parent/guardian of the student must provide written permission for the student's participation, giving the District full waiver of responsibility of the risks involved.
3. The student must present a completed child health examination form from the Department of Human Services issued by a licensed physician, an advanced practice registered nurse, or a physician assistant. The *Pre-Participation Physical Examination Form*, offered by the Illinois High School Association and the Illinois Elementary School Association, is the preferred certificate of physical fitness.
4. The student must agree to follow all conduct rules and the coaches' instructions.
5. The student and his or her parent/guardian must: (a) comply with the eligibility rules of, and complete any forms required by, any sponsoring association (such as, the Illinois Elementary School Association, the Illinois High School Association (IHSA), or the Southern Illinois Junior High School Athletic Association), and (b) complete all forms required by the District including, without limitation, signing an acknowledgment of receiving information about the Board's concussion policy 7:305, *Student Athlete Concussions and Head Injuries*.

A home-schooled student may participate in co-curricular activities if the student is enrolled and registered in his/her resident school, is taking a minimum of twenty-five credit hours of work at the resident high school or in a program approved by the resident school, and the student is granted credit for the work taken in the approved program toward graduation from the resident school. The student must pay applicable fees at the resident school and meet all IHSA eligibility requirements.

The Superintendent or designee (1) is authorized to impose additional requirements for a student to participate in co-curricular athletics, provided the requirements comply with Board policy 7:10, *Equal Educational Opportunities*, and (2) shall maintain the necessary records to ensure student compliance with this policy.

LEGAL REF.:

105 ILCS 5/10-20.30, ~~5/10-20.54~~, [PRESSPlus1](#) 5/22-80, and 25/2.

[23 Ill.Admin.Code §1.530\(b\)](#).

CROSS REF.: 4:100 (Insurance Management), 4:170 (Safety and Crisis Plan), 6:190 (Co-Curricular Activities), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:305 (Student Concussions and Head Injuries), 7:340 (Student Records)

Adopted: December 10, 2020

PRESSPlus Comments

PRESSPlus 1. Updated in response to a PRESS five-year review. PRESS Editors have a quality assurance goal to ensure that a review of each piece of the 1500+ page IASB PRESS Policy Reference Manual occurs once every five years. **Issue 119, June 2025**

Document Status: Draft Update

Community Relations

8:30 Visitors to and Conduct on School Property

The following definitions apply to this policy:

School property - District and school buildings, grounds, and parking areas; vehicles used for school purposes; and any location used for a School Board meeting, school athletic event, or other school-sponsored or school-sanctioned events or activities.

Visitor - Any person other than an enrolled student or employee.

During the school day, all visitors to school property are required to report to the security checkpoint and receive permission to remain on school property. Visitors must sign a visitors' log, show identification, and wear a visitor's badge. Persons on school property without permission will be directed to leave and may be subject to criminal prosecution.

Except as provided in the next paragraph, any person wishing to confer with a staff member should contact that staff member to make an appointment.

Requests to access a school building, facility, and/or educational program, or to interview personnel or a student for purposes of assessing the student's special education needs, should be made at the appropriate building. Access shall be facilitated according to guidelines from the Superintendent or designee.

The School District expects mutual respect, civility, and orderly conduct among all people on school property or at a school event. No person on school property or at a school event (including visitors, students, and employees) shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, Board member, sports official or coach, or any other person;
2. Behave in an unsportsmanlike manner, or use vulgar or obscene language;
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device;
4. Damage or threaten to damage another's property;
5. Damage or deface school property;
6. Violate any Illinois law, or town or county ordinance;
7. Smoke or otherwise use tobacco products or electronic cigarettes;
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectable, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis, unless he or she has complied with policy 7:270, *Administering Medicines to Students*, implementing *Ashley's Law*.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using technology in a disruptive manner);

12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the Board;
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 15 miles per hour unless otherwise designated, or (c) in violation of an authorized District employee's directive;
14. Engage in any behavior that could endanger oneself or another;
15. Violate other District policies or regulations, or a directive from an authorized security officer or District employee; or
16. Engage in any conduct that interferes with, disrupts, or adversely affects the District or a School function.

Convicted Child Sex Offender

State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender has permission to be present from the Board, Superintendent, or Superintendent's designee. If permission is granted, the Superintendent or Board President shall provide the details of the offender's upcoming visit to the Building Principal.

In all cases, the Superintendent, or designee who is a certified employee, shall supervise a child sex offender whenever the offender is in a child's vicinity.

Exclusive Bargaining Representative Agent

Please refer to the applicable collective bargaining agreement(s).

For employees whose collective bargaining agreement does not address this subject:

Upon notifying the Building Principal's office, authorized agents of an exclusive bargaining representative will be provided reasonable access to employees in the bargaining unit they represent in accordance with State law. Such access shall be conducted in a manner that will not impede the normal operations of the District. [PRESSPlus1](#)

Please refer to the current Cumulative Agreement between the Board of Education of Township High School District 214 and the District 214 Education Association.

Enforcement

Any staff member may request identification from any person on school property; refusal to provide such information is a criminal act. The Building Principal or designee shall seek the immediate removal of any person who refuses to provide requested identification.

Any person who engages in conduct prohibited by this policy may be ejected from or denied admission to school property in accordance with State law. The person also may be subject to being denied admission to school athletic or extracurricular events for up to one calendar year in accordance with the procedures below.

Procedures to Deny Future admission to Athletic or Extracurricular School Events

Before any person may be denied admission to athletic or extracurricular school events, the person has a right to a hearing before the Board. The Superintendent may refuse the person admission pending such hearing. The Superintendent or designee must provide the person with a hearing notice, delivered or sent by certified mail with return receipt requested, at least ten days before the Board hearing date. The hearing notice must contain:

1. The date, time, and place of the Board hearing;
2. A description of the prohibited conduct;
3. The proposed time period that admission to school events will be denied; and
4. Instruction on how to waive a hearing.

LEGAL REF.:

20 U.S.C. §7971 et seq., Pro-Children Act of 2001.

Nuding v. Cerro Gordo Community Unit School Dist., 313 Ill. App.3d 344 (4th Dist. 2000).

[105 ILCS 5/10-20.5](#), [10-20.5b](#), [5/10-22.10](#), [5/22-33](#), [5/24-25](#), and [5/27-23.7\(a\)](#).

[115 ILCS 5/3\(c\)](#), Ill. Educational Labor Relations Act.

[410 ILCS 130/](#), Compassionate Use of Medical Cannabis Program Act.

[410 ILCS 705/](#), Cannabis Tax and Regulation Act.

[430 ILCS 66/](#), Firearm Concealed Carry Act.

[720 ILCS 5/11-9.3](#), [5/21-1](#), [5/21-1.2](#), [5/21-3](#), [5/21-5](#), [5/21-5.5](#), [5/21-9](#), and [5/21-11](#).

CROSS REF.: 2:200 (Types of Board of Education Meetings), 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board), 4:170 (Safety and Crisis Plan), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition), 6:120 (Education of Children with Disabilities), 6:250 (Community Resource Persons and Volunteers), 7:190 (Student Behavior), 7:270 (Administering Medicines to Students), 8:20 (Community Use of School Facilities), District 214 Student and Parent Handbook

Adopted: January 25, 2024

PRESSPlus Comments

PRESSPlus 1. [105 ILCS 5/24-25](#); [115 ILCS 5/3\(c\)](#). If a provision contained in a collective bargaining agreement addresses this issue, it will supersede this policy for those covered employees. For employees whose collective bargaining agreement does not address this subject, the policy should reflect the board's current practice. Consult the board attorney about this subhead. Amend the language to reflect what is recommended by the board attorney.



High School District 214
2121 South Goebbert Road
Arlington Heights, Illinois 60005
847-718-7600 | www.d214.org

Dr. Scott Rowe
Superintendent

Date: August 07, 2025
To: D214 Board of Education
From: Scott Rowe
Subject: 2026-2027 School Year and Fiscal Calendars

Background Information

Section 10-19 of the Illinois School code requires that the Board of Education annually prepare and submit a calendar for the school term specifying the opening and closing dates and providing for a school term to ensure 176 days of actual pupil attendance. The Board of Education has traditionally established a school term of at least 185 days to ensure compliance with the school code and to allow for the use of emergency days, if required, and provide for teacher institute or in-service days.

Administrative Considerations

- 1) Attached is the 2026-27 recommended calendar, which includes up to eight legal holidays, six non-attendance days and one floating holiday.
- 2) The calendar has 180 student contact days, and 3 Institute Days, and 2 In-Service Days.
- 3) The calendar has been reviewed and approved by the Calendar Committee, which includes representatives from each employee association.
- 4) The District Executive Committee has also reviewed and approved the calendar.

Recommended Action

That the Board of Education approve the 2026-27 school and fiscal calendar as recommended.

2026-27 FISCAL CALENDAR
July 1, 2026 – June 30, 2027
TOWNSHIP HIGH SCHOOL DISTRICT 214

Professional Learning Week for New Staff – August 3-7

Independence Day	Thursday, July 2*observed	All Buildings Closed
Institute Day	Monday, August 10	Students Not in Attendance
In-Service Day	Tuesday, August 11	Students Not in Attendance
First Day of Classes	Wednesday, August 12	
Open House, Evening	Thursday, August 27	
Labor Day	Monday, September 7	All Buildings Closed
Non-Attendance Day	Monday, September 21	All Buildings Closed
End of 1st Quarter	Friday, October 9	
Institute Day	Monday, October 12	Students Not in Attendance
First Day of Classes – 2nd Quarter	Tuesday, October 13	
Election Day	Tuesday, November 3	All Buildings Closed
Non-Attendance Day	Wednesday, November 25	All Buildings Closed
Thanksgiving Day	Thursday, November 26	All Buildings Closed
Non-Attendance Day	Friday, November 27	All Buildings Closed
End of 2nd Quarter/1st Semester	Friday, December 18	
Winter Break Begins at Close of Classes	Friday, December 18	
Christmas Eve	Thursday, December 24	All Buildings Closed
Christmas Day	Friday, December 25	All Buildings Closed
New Years Day	Friday, January 1	All Buildings Closed
Institute Day	Monday, January 4	Students Not in Attendance
In-Service Day	Tuesday, January 5	Students Not in Attendance
First Day of Classes – 3rd Quarter	Wednesday, January 6	
Martin Luther King, Jr. Day	Monday, January 18	All Buildings Closed
Non-Attendance Day	Friday, February 12	Teachers, Students, and 10-month ESPA Not in Attendance
Presidents' Day	Monday, February 15	All Buildings Closed
End of 3rd Quarter	Friday, March 12	
First Day of Classes – 4th Quarter	Monday, March 15	
Spring Break Begins at Close of Classes	Friday, March 19	
Non-Attendance Day	Friday, March 26	All Buildings Closed
Last Day of Classes	Thursday, May 27	
Memorial Day	Monday, May 31	All Buildings Closed
Juneteenth National Freedom Day	Saturday, June 19	All Buildings Closed

- Ten-month Educational Support Personnel are required to work 3 Institute/In-service Days (Dates TBD)
- Ten-month Administrators & Supervisors are expected to follow the EA member calendar, with any contract days exceeding 185 scheduled in coordination with their immediate supervisor.

BOE Approved:

2026-27 FISCAL CALENDAR
TOWNSHIP HIGH SCHOOL DISTRICT 214

Professional Learning Week for New Staff – August 3-7

Working Days / Holidays (Admin/Supv, ESP, CMA)

Month	<u>WORKING DAYS</u>			<u>PAID HOLIDAYS/NON-ATTENDANCE DAYS</u>		
	10 Mo. ESP	12 Mo. ESP Admin/Supv.	CMA	10 Mo. ESP	12 Mo. ESP Admin/Supv.	CMA
July	0	22	22	--	1	1
August	16	21	21	--	—	—
September	20	20	20	2	2	2
October	22	22	22	0	0	0
November	17	17	17	3	4	4
December	14	21	21	1	2	2
January	17	19	19	2	2	2
February	18	19	19	2	1	1
March	18	22	22	--	1	1
April	22	22	22	0	0	0
May	19	20	20	0	1	1
June	0	22	22	0	0	0
TOTAL	183	247	247	10	14*	14*

NOTE:

- 1) Ten-month Educational Support Personnel are required to work 3 Institute/In-service days (Dates TBD).
- 2) Ten-month Educational Support Personnel are paid for a total of ten holidays/non-attendance days.

*Twelve-month Administrators, Supervisors, Educational Support Personnel, and Custodial Maintenance Personnel will have one (1) floating holiday to equal 15 paid holidays.

2026-2027 SCHOOL CALENDAR
TOWNSHIP HIGH SCHOOL DISTRICT 214

Institute Day	Monday, August 10	Students Not in Attendance
In-Service Day	Tuesday, August 11	Students Not in Attendance
First Day of Classes – 1 st Quarter	Wednesday, August 12	
Open House, Evening	Thursday, August 27	
Labor Day	Monday, September 7	All Buildings Closed
Non-Attendance Day	Monday, September 21	All Buildings Closed
End of 1st Quarter	Friday, October 9	
Institute Day	Monday, October 12	Students Not in Attendance
First Day of Classes – 2 nd Quarter	Tuesday, October 13	
Election Day	Tuesday, November 3	Students Not in Attendance
Non-Attendance Day	Wednesday, November 25	All Buildings Closed
Thanksgiving Day	Thursday, November 26	All Buildings Closed
Non-Attendance Day	Friday, November 27	All Buildings Closed
End of 2nd Quarter/1st Semester	Friday, December 18	
Winter Break Begins at Close of Classes	Friday, December 18	
Institute Day	Monday, January 4	Students Not in Attendance
In-Service Day	Tuesday, January 5	Students Not in Attendance
First Day of Classes – 3 rd Quarter	Wednesday, January 6	
Martin Luther King, Jr. Day	Monday, January 18	All Buildings Closed
Non-Attendance Day	Friday, February 12	Teachers, Students and 10-month Staff Not in Attendance
Presidents' Day, Non-Attendance Day	Monday, February 15	All Buildings Closed
End of 3rd Quarter	Friday, March 12	
First Day of Classes – 4 th Quarter	Monday, March 15	
Spring Break Begins at Close of Classes	Friday, March 19	
Classes Resume After Spring Break	Monday, March 29	
Non-Attendance Day	Friday, March 26	All Buildings Closed
End of 2nd Semester/Last Day of Classes	Friday, May 27	
Memorial Day	Monday, May 31	All Buildings Closed

BOE Approved:

2026-27 SCHOOL CALENDAR
TOWNSHIP HIGH SCHOOL DISTRICT 214

Professional Learning Week for New Staff – August 4-8

Pupil Attendance/Non-Attendance Days

<u>Pupil Attendance Days</u>		<u>Legal Holidays</u>	<u>Non-Attendance Days</u>	<u>Institute/In-Service Days</u>
August	14	-----		August 10 August 11
September	20	Labor Day (9/1)	September 21	
October	21	-----		October 12
November	17	Election Day (11/3) Thanksgiving Day (11/25)	November 26 November 27	
December	14	Christmas Day (12/25)		
January	17	New Year's Day (1/1) Martin Luther King Day (1/19)		January 4 January 5
February	18	-----	February 12 February 15	
March	18	-----		
April	22	-----		
May	19	Memorial Day (5/25)		
	180	7	5	5

Total Number of Days for All Teachers - 185

1st Semester - 89 2nd Semester - 96

	<u>Begin</u>	<u>End</u>	<u># of days</u>
First Quarter	Monday, August 10	Friday, Oct. 9	43 days
Second Quarter	Monday, October 12	Friday, December 18	46 days
Third Quarter	Monday, January 4	Friday, March 12	47 days
Fourth Quarter	Monday, March 15	Thursday, May 27	49 days

BOE Approved:



High School District 214
2121 South Goebbert Road
Arlington Heights, Illinois 60005
847-718-7600 | www.d214.org

Dr. Scott Rowe
Superintendent

Date: August 7, 2025
To: Board of Education
From: Chris Uhle, Associate Superintendent
Subject: D214 Replacement of Employee Radios - Phase 1

Summary

The district recently upgraded its radio network infrastructure and security systems to strengthen communication and enhance overall campus safety. Many of our current handheld radios, however, are no longer serviceable, as they were discontinued by the manufacturer years ago. This purchase marks the first phase in replacing these obsolete devices with new radios that fully align with our modern infrastructure and meet the critical communication needs of our staff.

Administrative Considerations

The district currently has approximately 800 radios. Phase 1 would be to purchase 160 radios that will provide the following benefits:

- **Improved Communication and Safety:** Many of our current handheld radios are no longer serviceable, having been discontinued by the manufacturer years ago. Replacing them with modern radios will enhance communication reliability, especially during emergencies, by eliminating equipment failures and aligning with current safety protocols.
- **Compatibility with Infrastructure Upgrades:** Recent investments in upgraded security systems, building management systems, and network infrastructure were made with modern communication tools in mind. These new radios will integrate with those systems, enabling more efficient workflows and coordinated campus-wide responses.
- **Increased Efficiency and Features:** The new digital radios offer features such as individual and group calling, text messaging, GPS tracking, and extended battery life, providing better tools for our maintenance, security and administrative teams.
- **Long-Term Reliability and Support:** This investment is the first phase toward replacing outdated and unsupported equipment, ensuring long-term sustainability with manufacturer supported devices that keep pace with advancing technology.

The proposed cost for Phase 1 is \$162,120.00 under TIPS Contract #240203301. The TIPS contract ensures transparent and competitive pricing.

Recommended Action

It is recommended that the Board of Education approve Phase 1 of the district's radio replacement plan, which includes purchasing 160 new radios to replace obsolete and unsupported devices. This upgrade will enhance staff communication, improve emergency response capabilities, and fully leverage recent infrastructure and security system upgrades across the district at a cost of \$162,120.00.

Estimate# SD21407162580R5R7



COMPANY NAME Township High School District 214
 ADDRESS 2121 South Goebbert Rd
 CITY, STATE, ZIP Arlington Heights, IL 60005
 CONTACT Steven Iniguez
 PHONE 847-718-7733

Procom Enterprises, Ltd
 951 Busse Rd. Elk Grove Village, IL 60007
 Phone 847-545-0101
www.usprocom.com/support

COMMENTS DATE 7/29/2025

PROJECT NAME Motorola R5 and R7

SCOPE	PARTS DESCRIPTION	Q	PARTS	EXT PARTS
	Motorola R5 UHF 256 Channels	80	\$ 845.00	67,600.00
	Impress Li-Ion 2200T			
	Single Unit Charger			
	UHF Stubby Antenna			
	2.5" Belt Clip			
	MSRP \$1121.00			
	MOTOTRBO License LCP (Multi-Site) MSRP \$88.81	80	\$ 66.50	5,320.00
	Motorola R7 Capable UHF Display	80	\$ 1,190.00	95,200.00
	IMPRES Li-Ion IP68 2200T			
	IMPRES™ Single-Unit Charger			
	UHF Antenna			
	MSRP \$1622.00			
	MOTOTRBO R5 TRADE-IN OFFER	80	\$ (75.00)	-6,000.00
	Valid until 9/27/25			
	TIPS CONTRACT #24020301			
	Programming - Radios	160	\$ -	0.00

MONTHLY SUBSCRIPTION NONE Lift \$ - PARTS SUBTOTAL \$ 162,120.00
 TAX \$ -

LABOR **PARTS with Tax \$ 162,120.00**

PARTS / TAXES / SHIPPING TOTAL \$ 162,120.00

PROCOM does not guarantee prevention of all security breaches or unauthorized access. The Customer acknowledges system limitations, including potential missed detections and false positives. Hardware Warranty Duration: 1 year from the date of installation or 30 days after shipment, whichever occurs first. Coverage includes parts and labor for defects in materials and workmanship under normal use and maintenance. No returns will be accepted after 15 days from delivery. PROCOM's liability is limited to 25% of the system's purchase price and excludes indirect damages, security breaches, data loss, and third-party claims. No warranties of merchantability or fitness for purpose are made beyond those explicitly stated. The Customer indemnifies PROCOM against claims from system use, except those directly resulting from PROCOM's willful misconduct or breach of agreement. The Customer is solely responsible for compliance with data privacy regulations and cybersecurity best practices. PROCOM is not liable for data breaches resulting from the Customer's security failures, third-party vulnerabilities, or Customer personnel actions. In the event of a data breach, the Customer is responsible for all associated costs. Both parties agree to maintain confidentiality regarding the system's specifications, capabilities, and vulnerabilities. The customer authorizes repairs, acknowledges an express lien on the equipment, and agrees to pay all collection costs. Past due payments incur a 3% monthly interest rate. PROCOM shall not be liable for any failure or delay in performing its obligations under this agreement due to events beyond its reasonable control, including but not limited to acts of God, natural disasters, war, terrorism, riots, or labor disputes. Any disputes arising from this agreement shall be settled by binding arbitration. This agreement shall be governed by the laws of the State of Illinois, and any legal proceedings shall take place in Cook County, Illinois. The Customer must bring any claims within 6 months of the incident giving rise to such claims.

Acceptance

Signature x _____

Name _____ Date _____



High School District 214
2121 South Goebbert Road
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Dr. Scott Rowe
Superintendent

Date: August 7, 2025
To: Board of Education
From: Bradford Hubbard, Associate Superintendent for Teaching and Learning
Marcella Zipp, Director of Grants and Special Programs
Subject: Action Item - Approval of Consolidated District Plan

Executive Summary

In 2021, District 214 approved a Consolidated District Plan mandated by the Every Student Succeeds Act (ESSA). This plan fulfilled Illinois State Board of Education (ISBE) funding requirements and charting progress toward instructional goals with the purpose of improving academic achievement of economically disadvantaged students. The Consolidated District Plan is an Illinois State Board of Education requirement school districts must complete in order to receive grant funding through the state. The Consolidated District Plan must be presented to the Board of Education for approval when there are substantial changes to the plan. The Consolidated District Plan has been updated to incorporate information from the District 214 Strategic Plan.

The Consolidated District Plan must be approved by the local school board before it is submitted to ISBE via an online form as a requirement for receiving federal grant funding through ISBE.

Recommendation

The Board of Education approves the Consolidated District Plan.

Needs Assessments and Programs

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.

- 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 program in the CDP, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.

Many of the activities and programs in the District schools are funded from a variety of local, state, and federal sources, including Title I, Title II, Title III, IDEA, Perkins/CTEI, local district funds, and external grants from public and private sources. Grant activities are regularly reviewed in order to determine effectiveness of service and promoting student success.

Federal resources are used to provide supplementary instructional activities for students and professional development activities for staff beyond the resource allocations to each school building. State resources through Illinois' evidence based funding provides the district additional resources that combine previous funding from General State Aid, English Learner Education, Special Ed Personnel, Special Ed Funding for Children, and Special Ed Summer School. These state resources are based on the District's adequacy target per student investments for gifted/talented, professional development, instructional materials, assessments, computer/tech equipment, student activities, operations and maintenance, central office management, and employee benefits with additional investment cost factors for low-income, English Learners, and Special Education.

The District 214 Education Foundation helps support the mission of the District through private philanthropy. The Foundation supports many initiatives including first generation student college scholarship, dual credit fees, classroom labs and modernizations, innovative technology upgrades, field trips, and direct assistance to our neediest families. Finally, the district's Grants and Special Programs department secures foundation and corporate funding for specific initiatives such as STEM education and career pathway development.

3. Will the LEA braid funding?

- Yes

- 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

4. Will the LEA hybrid-blend Title II and/or Title IV funding?

- No

5. Provide a summary of the LEA's Needs Assessment.

District 214 conducted a comprehensive needs assessment during 2024-25 as part of the overall five-year strategic planning process. The long-term vision, Portrait of a Graduate, and five-year strategic plan were developed in close partnership with staff, families, and students to ensure that many voices were represented. This began with a review of our current progress in summer 2024 where we gathered input from over 2,000 staff, community members, families, and students across the district to better understand their experiences and priorities for the years ahead. As part of this work, we also reviewed available documents, data, and conducted a self-assessment with the district's cabinet members. Additionally, district leadership and building principals spent a full day shadowing a student to more deeply understand what life is really like at D214 schools.

From there, we established a Steering Committee that included district staff, union representatives, school leaders, family members, community members, and students and came together over the course of several months to review documents, data, stakeholder feedback, and recommendations for the future of D214.

The Steering Committee began by answering questions like:

- What do we want for the future of D214 to like like for students, families, and staff?
- What knowledge, skills, and mindsets do we want our graduates to know?

These answers informed the drafts of the long-term vision and Portrait of a D214 Graduate, conditional documents that will guide the direction of our district for the next 20 years. Then, we focused on the immediate future and asked:

- What do we want to achieve in the next five years on the path to that future vision?
- Why are we not yet achieving these goals? What are the greatest barriers we need to address together?
- How can we best address those barriers?

These answers were the basis for the selection of goals and strategies in the five-year strategic plan. The steering committees shared their answers to these questions with the D214 community for feedback before refining their thoughts and recommending a long-term vision, Portrait of a D214 Graduate, and five-year strategic plan outline to the Superintendent.

The Superintendent appointed district leaders as the "goal leads" and charged each with leading a team to identify metrics and targets, as well as implementation plans for the priority strategies. These teams worked tirelessly to draft, review, revise, and improve implementation plans to ensure an ambitious yet realistic plan for the next five years for students and stakeholders of D214.

Plan Specifics

Needs Assessment Impact

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.

Many data sources are used to complete a comprehensive school needs assessment. These include student performance data, school demographic information, classroom instructional practices, a listing of existing student support services, the identifications of professional development needs, and a review of internal testing needs.

School demographic information is reviewed on the annual school report card. Demographics include ethnic makeup of students, free/reduced lunch figures, attendance, mobility, and truancy rates.

Traditional special education services such as LD, speech, BD and inclusion are currently offered to students as needed. Title I helps fund small group intervention classes such as AVID, in-classroom support from a reading specialist, tutoring in reading and math, college and career readiness, and social and emotional learning.

A professional development needs assessment is conducted annually, and the resulting workshops for teachers are developed based on teacher feedback. Workshops have focused on literacy across content areas, teaching students of poverty and focusing on career pathways.

Assessment activities in reading and math include:

Khan Academy
STAR Math
STAR Reading
Systems 44
System 44 Blended

Each school's support team annually reviews student achievement data from standardized state assessments; the SAT; student performance in reading, mathematics, and science related to course success rates; the number of students taking and receiving a score of 3 or higher on AP exams; and the D and F rate of students. Activities for the school's academic plan are intended to move the

students and school closer towards reaching the non-negotiable district goals established for each school.

The District's Learning Renewal Plan was also developed from a needs assessment with public input.

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.

Title I, Part A - Improving Basic Programs

The strategies listed below are intended to provide students with better opportunities to meet the state's proficient and advanced levels of academic achievement, as well as achieve the district academic goals. Comparing past student performance with student growth will measure the success of these strategies. The focus will be to closely monitor performance of disaggregated student groups and aggregated SAT and AP test data each year. Funding for these activities will come from Title I, Title II, Title III, and local school district monies.

- Students will have equitable access to rigorous Curriculum and Instruction.
- Students will have access to the curriculum guides, syllabi, unit, and lesson outcomes.
- Students identified by a 370 or below composite average on the PSAT 8/9 test will be placed in a summer Transition to Language Arts program that provides intense Reading/Writing instruction prior to their freshman year. In addition, we will have a week of mathematics.
- Students will engage in a curriculum aligned to Illinois Learning Standards (ILS) incorporating the Common Core Standards, and Next Generation Science Standards (NGSS).
- Students will receive explicit content-area reading instruction (i.e. Read 180/System 44, Strategic Instruction Model, Response to Intervention for at-risk readers) across the curriculum.
- Students will access computer-assisted instruction (i.e. Compass Learning, Achieve3000) as a supplement to classroom instruction in resource rooms before, during, and after school.
- Students will experience a system of common formative and summative (i.e. Assessment for Learning) assessment aligned to the Common Core Standards, SAT, ILS, and NGSS.
- Students will have access to the Academic Resource Center (ARC) for scheduled or "drop-in" tutoring in all core content areas and World Languages.
- Students will have access to seminar, an academic advisory time with three tiers of interventions including targeted tutoring for struggling students.
- Students will receive targeted remedial instruction via instructional tutors in after-school tutoring.
- Students identified as at-risk in the area of reading will receive double-block Reading/Writing during their freshman and sophomore years.
- Students will participate in a summer reading program where staff will choose materials/books that have cross-curricular focus.
- Students will be offered bridge math classes during the summer to hone their skills in order to be placed at level or at an advanced level in mathematics in their freshman year.
- Students identified as at-risk in the area of mathematics will receive double-block mathematics during their freshman and sophomore years.
- Students will have access to Social-Emotional Learning supports.
- Students will have access to earn early college credit (AP, Dual Credit, etc.).
- Students will have access to workplace learning experiences, which are extended educational opportunities in which students engage in authentic and relevant work aligned with a career pathway. These experiences allow students to participate in a professional work environment and assist with career skill development and decision making. These opportunities may provide varied levels of support, depending upon students' individual needs.

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

Township High School District 214 uses data from PSAT, SAT, AP, local assessments, and state testing. In addition, the district has utilized available Title I resources to implement a range of other assessments to assist staff in the identification of grade level abilities and students at risk of failing in reading, diagnosis of instructional needs, and progress monitoring of students. The focus is on assessing students in the five key areas of reading - phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. Reading Plus, Scholastic System 44, Lexia, and Quia provide data to assist in the identification of deficits in these five areas. Professional Learning Communities (PLC) staff, building data teams and Early Intervention Teams (EIT) utilize the data to assist students in reaching state college and career readiness standards in reading and mathematics. Additional tools utilized in Differentiated Instruction may be included at the building level. Across the district AIMSweb is used for benchmark assessment and progress monitoring. Students who fall into the Differentiated Learning category receive additional interventions in the areas of concern. Additionally, common formative and summative exams allow the PLCs and school administration to monitor student progress and growth.

The district follows a method of continuous improvement: Plan - Do - Study - Act. A 2014 environmental scan determined that our customers are: universities, trade schools, colleges; businesses; military; and community organizations. Our stakeholders are: students/parents/staff; feeder elementary school districts; business and service organizations; higher education organizations; and communities. Our customers and stakeholders have helped identify our core competencies, which are: deliver college/career-ready standards for students; Integrate 21st-century technology systems; use continuous research and analysis; recruit high quality staff and support by ongoing professional development; demonstrate fiscal responsibility; provide ongoing learning for our community members; and maintain and operate state-of-the-art facilities.

District 214 has a Director of Professional Learning who provides leadership for the professional growth and development of all district personnel. This person is responsible for developing and maintaining a system to encourage peak performance of staff members through evaluation and training activities, and creating a team to conduct the district-wide needs assessments to identify the areas needed to improve teacher professional growth so that instructional quality remains excellent and achievement gaps can be closed. This individual supports the work of the Associate Principals for Instruction (API). The APIs identify, organize and plan building-level and district-wide professional development activities based on stakeholder input related to the district goals. All district staff are highly qualified, and all staff (including paraprofessionals) are certified.

Strategies that have been identified to maintain high quality instruction and close achievement gaps are: provide graduate education to teachers in order to meet ICCB requirements for dual credit instruction in their academic area; provide professional development opportunities to better understand the needs of students in poverty and strategies (instructional, social-emotional, community-based) to help them succeed academically; provide professional development on educational technology and maximizing the use of mobile technology in the classroom to enhance and improve the learning experience. The Associate Principals for Instruction have autonomy for the planning and delivery of building-based professional development days. The building staff development teams select training that fits the requirements of their School Improvement Plan. The Board of Education supports a Professional Learning Community (PLC) structure that has instituted weekly late starts for collaboration and professional development. The agendas and focus for late start PLC activities are driven by the API at the building level. District 214 has an annual fall district-wide educational support personnel institute day. The breakout sessions and offerings are identified and planned with input from the leadership of the various support staff associations and developed in

collaboration with the Director of Professional Learning. The ESP institute day is scheduled during a student non-attendance day allowing all employees to participate as part of their work day.

Township High School District 214 is committed to the use of technology to enhance learning opportunities for all learners. This includes developing staff capacity to instruct and develop within students the 21st century skills of inventive thinking, effective communication, high productivity, and digital-age literacy to create innovative solutions to real world problems. We facilitate the growth of all individuals (students and staff) to use technology effectively and ethically so they may contribute positively to our diverse society and global community.

We use the following mechanisms to provide support systems for teachers and learning.

1. Telecommunications - staff are trained to use pod casting, teleconferencing, videoconferencing and distance learning to provide new avenues of learning. We use VOIP (voice over internet protocol) to increase communications for administrative and life safety purposes, utilize a broadcast notification and email listserv system for communicating with parents and all stakeholders.
2. Instructional Technology - is used throughout the curriculum by incorporating interactive whiteboards, mobile devices, cloud computing technology, online subscriptions, a learning management system (Moodle) and use of a video distribution system to enhance instruction.
3. Information Technology - We use technology to process and distribute information via electronic conferences, research data, student information system (Infinite Campus), content management system, electronic grade book, and email in support of student achievement goals. In addition to traditional workshops, the district has developed a number of "blended" courses that are focused on developing the capacity of our teachers to transform their teaching and delivery of instruction by integrating technology into the classroom. "Blended" courses schedule two face-to-face meetings and deliver the rest of the course online using Schoology. Teachers participate by having discussions in forums, sharing resources, and sharing projects they design in these courses. All courses are taught by district staff. This flexible delivery of staff development has reduced the cost of staff development, while expanding technology-related courses.

The District 214 Staff Support department maintains a continuously updated database of all staff currently involved in professional development programming, including district workshops, graduate programs, and/or coursework. The Global Compliance Network's internet-based training is utilized with all employee groups to fulfill other training requirements for new and continuing staff. All new staff participate in orientation designed for their employment group both at the district and building levels. D214 also provides a two-year induction/mentoring program with ongoing professional support for newly hired teachers. Currently, D214's new teacher induction program consists of 29 hours, which includes district and building orientations, online training, and time with the assigned mentor. Each new teacher is matched for two years with a mentor who has teaching experiences similar to the new teacher's assignment.

Title III - LIEP

High School District 214 maintains a total staff and community focus on and commitment to its English Language Learners. Students entering the United States and District 214 are academically assessed and offered classes in which they will grow and reach native speaker ability in literacy and competency in the English language. Consequently, students at pre-competency levels enter programs at the District's Newcomer Center or start classes offered at one of four of the district's six comprehensive high schools. Global students hail from all countries and continents. However, a new wave of students from Honduras, Guatemala, and El Salvador are seeking their education and language proficiency in high school as they are at the appropriate high school age. Nevertheless, these students arrive with interrupted learning, limited formal education, and no school beyond the sixth or seventh grade.

In school year, 2018-19, 911 students took the ACCESS exam. These students' classroom English levels range from Introduction to ESL, ESL 1, 2, 3, LEP Written and Oral Communication, LEP World Literature and LEP American Literature and Composition. There are 395 students who are dually identified as needing Special Education Services as well as EL classes. Based on this test results, the EL students in District 214 have scores higher than both state and national averages as verified by said test. Nevertheless, administrators, teachers, staff, parents, community, and students focus on continuous improvement of student learning.

The District is strongly committed to continuous improvement: Plan, Do, Study, Act. As a result, data retreats for stakeholders are conducted in order for data to be examined and analyzed. After teaching/learning successes and challenges are identified, focused and verifiable teaching/learning strategies supported by research become professional development growth and learning opportunities for all staff. The District has a Director of Professional Development who is responsible for developing and maintaining a system of education and training activities. Director of Professional Development supports the work of the Director of if Language Development. Based on the results of the 2019 ACCESS scores and its comparison to 2017 and 2018, the following determination and decisions will affect the 2019-2020 EL Improvement plan.

The number of students taking the ACCESS tests has increased by nearly 250 students between 2017 and 2019. Nevertheless, student growth and the ACCESS composite scores have been maintained. However, as a District 214 goal is continuous improvement, additional professional development will be required for all EL, Special Ed teachers, and staff. To build on professional development offered in 2018-19, focusing on ELs oral communication, the one area in which students have not shown growth, presenters from WIDA, World Class Instructional Design and Assessment, will present a two-day seminar to the staff on Purposeful Lesson Planning for Language Learners with a focus on planning specific lessons on oral fluency skills. As the ESL Department will be part of English Division, the Director of Language Development will work with the Division Heads and Associate Principals of Instruction to affect its PLCs. The goal is for English and ESL teachers to develop curriculum and teaching strategies that focus on Reading, Writing, Listening, and Speaking that affect both native and non-native speakers. Based on each individual student's score on the ACCESS, students who fall below acceptable or non-improvement levels will receive additional interventions in areas of concern. In addition to the foregoing, core programs, such as Sheltered English, will be maintained. However, more unified instruction and commitment to integrating career pathways into curriculum and instruction will be made so that EL students identify the importance of competency in English literacy and fluency for post secondary education and careers.

To affect the above, EL teachers will be encouraged to include both short and long term goals as part of the yearly goal setting meetings focusing on improving student English speaking skills. District 214 staff is committed to their students, to learning and to improving. Consequently, all test results are shared with stakeholders. Teachers and staff are given license to attempt innovative strategies to increase student learning.

Title III - ISEP

Title III funds will be used for teachers and instructional support staff in our Bridge to High School summer program for students within their first year of attending school in the United States. The program focuses on improving reading, writing, speaking, and listening skills, as well as preparing students for high school. Instruction is tailored to the specific needs of students at different English proficiency levels. The program helps students prepare for the transition to high school by building necessary skills and fostering a sense of readiness.

Title IV, Part A - Student Support and Academic Enrichment

Title IV funds will be used for well rounded students and safe and healthy students. Funds will be used for student group summits and related multicultural events including LGBTQIA, African American, AAPI, Multilingual, Bipoc Girls, and Latine. These groups helps students develop a sense of belonging within their school communities and across the district. The district will also engage with North Cook Intermediate Service Center to continue expanding ALOP into additional buildings (Buffalo Grove, Prospect, and John Hersey). The ALOP program is already established with two specialists each at WHS and RMHS. This program will help us improve student attendance for targeted at-risk students, and ensure they are on-track for graduation.

For Safe and Healthy Students, REACH (Reimagining Education and Cultivating Hope) will continue to be implemented to provide spaces for low income students to gather and develop community with each other and school staff, as well as have access to school supplies, snacks, and other basic needs to ensure they attend school and not face limitations related to hygiene or lack of materials for being present at school.

IDEA, Part B - Flow-Through

District 214 and NSSEO cooperative's needs assessment documents information in meeting the standards for individualized programming of students with special needs. Additionally, D214 conducted an internal needs assessment with staff. Areas of growth include training in using technology to increase student independence, behavior management, effective interventions and understanding of UDL and strategies for differentiated curriculum. These identified topics are areas of commitment among district leadership groups. The behavior component of the RtI (PBIS) approach infuses the social emotional learning standards in which the district utilizes strategies to reduce its risk factors associated with student school dropout and mental health hospitalizations is mentioned in the needs assessment.

Stakeholder Involvement

[X] Students Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

[X] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

[X] Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goals

Students are College Ready if they meet either the following academic or standardized testing benchmarks:

- GPA 2.8 out of 4.0 and one of the following:
- Advanced Placement exam (3+)
- Advanced Placement Course (A, B, or C)
- Dual Credit College English and/or Math (A, B, C)
- Developmental English/Math Proficiency

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

2. Articulate how the LEA consulted with the stakeholders identified above in the development of this plan. Describe how stakeholder input impacted the plan submission, as well as references to particular meetings.

Each school has weekly or monthly stakeholder meetings in which the school improvement plans and/or schoolwide plans are used as guiding documents for administrative and instructional practices. Schools report to district administration during monthly leadership team meetings. The district plan was reviewed during these meetings and finalized through electronic review using file sharing.

Consultation with parents and students was facilitated by staff at Title I family outreach events at the participating schools, including August 2, August 3, August 29, September 21, September 28, October 19, November 9, 2024, January 25, February 8, April 12, and May 17, 2025

Many data sources are used to complete a comprehensive school needs assessment. These include student performance data, school demographic information, classroom instructional practices, a listing of existing student support services, the identifications of professional development needs, and a review of internal testing needs. School demographic information is reviewed on the annual school report card. Demographics include ethnic makeup of students, free/reduced lunch figures, attendance, mobility, and truancy rates.

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.

Educational research studies indicate there is a strong link to parental involvement and student success. District 214 prescribes to the notion that parental involvement is critical in getting students

to be engaged at their school. District 214 continuously relies on parent input during the development of such plans like ELL, RtI, social emotional learning, discipline policy review, college nights, IEP meetings, etc.

Parents are provided with multiple opportunities to partner with the district and school staff to provide input and feedback on initiatives, to address the academic needs of students, and with opportunities to engage in activities that support the family. The majority of these opportunities occur at the home school because of greater accessibility for the parent and family.

The current district Title I policy has parent involvement defined by Section 1118:

Title I Parental Involvement (6:170)

The District maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts.

District-Level Parental Involvement Compact

The Superintendent or designee shall develop a District-Level Parental Involvement Compact according to Title I requirements. The District-Level parental Involvement Compact shall contain: (1) the District's expectations for parental involvement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

School-Level Parental Involvement Compact

Each Building Principal or designee shall develop a School-Level Parental Involvement Compact according to Title I requirements. This School-Level Parental Involvement Compact shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

Additional school level procedures include:

- I. Notify each child's parent(s)/guardians(s) that the child has been selected to participate in the Title I program.
- II. Inform each child's parent(s)/guardian(s) why their child has been selected to participate in the Title I program.
- III. Inform parent(s)/guardian(s) of the progress their child is making in the Title I program by quarterly progress notices.
- IV. Utilize the individual building's fall parent(s)/guardian(s) conference for Title I parent(s)/guardian(s) conferences.
- V. Survey teachers and parent(s)/guardian(s) of eligible Title I children for input in the planning, development, and operation of the program.
- VI. Each Title I building will develop a written parent(s)/guardian(s) involvement plan.
- VII. Each Title I building will develop and implement a school-parent compact.

We use a variety of avenues to reach out to our EL parents including phone calls, in person meetings, Remind 101, School Messenger communications, and emails. In addition, we have a variety of programming dedicated to our EL families, such as Immigration, Paying for College, FAFSA completion night, Technology Help, College 101, Substance Abuse Fair, Mental Health, Charlas de Carreras, Social Emotional Health Cyberbullying and Social Media, AP/Career Pathways, and Everything You Need to Know About High School. Most of these events are presented in Spanish, and there are also some sessions presented in Russian and Ukrainian.

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

The strategies that District 214 will implement for effective parent and family engagement include parent nights and parent-teacher organization meetings at the individual school buildings. Important information is also conveyed to parents via quarterly newsletters, in English and Spanish.

At the Title I buildings, Spanish-speaking parent events are held about once every other month, based on topics suggested by parents. The meetings are held at a variety of times, including evenings, weekends and weekdays; and in both live and virtual formats. During the 2024-2025 year, parent events covered themes such as academic support strategies, post-secondary planning, and community wellness resources. Latino parent outreach is also held in conjunction with school events such as Open House, Freshman Night, college fairs, and home visits.

The languages we translate all materials for are Spanish and Russian. However, our website and the contents on it can be read in numerous languages via a Google feature. Schools also host FASFA parent night to Russian and Spanish parents, Post Secondary Workshops, and Parent/Counselor Meetings.

Private School Participation

Will private schools participate in the Programs?

Yes No

LEA has informed the private schools of the Title II/Title IV transfer?

Yes No Not applicable.

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
Beacon Academy		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low income students: n/a	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Total enrollment number of students: n/a	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low income students: n/a	<input checked="" type="checkbox"/>
Loyola		<input type="checkbox"/> Yes <input checked="" type="checkbox"/>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Academy		No Number of low income students: n/a	No Total enrollment number of students: n/a	No Number of low income students: n/a	
Notre Dame College Prep		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low income students: n/a	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Total enrollment number of students: n/a	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low income students: n/a	<input checked="" type="checkbox"/>
Logos Christian Academy		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low income students: n/a	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Total enrollment number of students: n/a	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low income students: n/a	<input checked="" type="checkbox"/>
St. Viator High School		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low income students: n/a	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Total enrollment number of students: 767	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Total enrollment number of students: 767	<input type="checkbox"/>
Science Academy of Chicago		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low income students: n/a	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Total enrollment number of students: n/a	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low income students: n/a	<input checked="" type="checkbox"/>
Rochelle Zell Jewish High School		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low income students: n/a	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Total enrollment number of students: n/a	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low income students: n/a	<input checked="" type="checkbox"/>
Christian Heritage Academy		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low income students: n/a	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Total enrollment number of students: n/a	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low income students: n/a	<input checked="" type="checkbox"/>
Willows Academy		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/>

		Number of low income students: n/a	Total enrollment number of students: n/a	Number of low income students: n/a	
Northridge Preparatory School		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low income students: n/a	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Total enrollment number of students: n/a	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low income students: n/a	[X]
American School of Correspondence		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low income students: n/a	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Total enrollment number of students: n/a	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low income students: n/a	[X]
St. Patrick High School		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low income students: n/a	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Total enrollment number of students: n/a	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low income students: n/a	[X]
Chicago Academy for the Arts		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low income students: n/a	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Total enrollment number of students: n/a	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low income students: n/a	[X] (school is unresponsive to emails)
Benet Academy		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low income students: n/a	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Total enrollment number of students: n/a	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low income students: n/a	[X]
Timothy Christian High School		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low income students: n/a	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Total enrollment number of students: n/a	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low income students: n/a	[X]
Wheaton Academy		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Total	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low	[X]

		income students: n/a	enrollment number of students: n/a	income students: n/a	
Montini Catholic High School		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low income students: n/a	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Total enrollment number of students: n/a	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low income students: n/a	[X]
Chesterton Academy of the Holy Family		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low income students: n/a	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Total enrollment number of students: n/a	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low income students: n/a	[X]
Elgin Academy	[X]	<input type="checkbox"/> Yes <input type="checkbox"/> No Number of low income students: n/a	<input type="checkbox"/> Yes <input type="checkbox"/> No Total enrollment number of students: n/a	<input type="checkbox"/> Yes <input type="checkbox"/> No Number of low income students: n/a	School is Closed
Harvest Christian Academy		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low income students: n/a	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Total enrollment number of students: n/a	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low income students: n/a	[X] (school is unresponsive to emails)
Woodlands Academy of the Sacred Heart		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low income students: n/a	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Total enrollment number of students: n/a	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low income students: n/a	[X]
Carmel Catholic High School		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low income students: n/a	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Total enrollment number of students: n/a	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low income students: n/a	[X]
OneSchool Global		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of low income	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Total enrollment	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Total enrollment	[X]

		students: n/a	number of students: 11	number of students: 11	
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Preschool Participation

Not applicable.

Student Achievement and Timely Graduation

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

ISBE Goals:

[X] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

[X] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

[X] Elevating Educators: Illinois’ diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goals:

Students are College Ready if they meet either the following academic or standardized testing benchmarks:

- GPA 2.8 out of 4.0 and one of the following:
- Advanced Placement exam (3+)
- Advanced Placement Course (A, B, or C)
- Dual Credit College English and/or Math (A, B, C)
- Developmental English/Math Proficiency
- Algebra II Proficiency
- ACT Exam: (18) / Reading (22) / Science (23) / Math (22)
- SAT Exam: Math (530) / Reading and Writing (480)
- Local College-Level Requirements

Students are Career Ready if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military.

Career Cluster Identified and two or more of the following benchmarks:

- 90% attendance
- 25 hours of community services
- Workplace learning experience
- Industry credential

- Dual credit career pathway course
- 2+ organized co-curricular activities

District 214's nonpublic partner, St. Viator High School, has established the following academic goals, which are consistent with District 214's.

Students are college-ready if they complete all of the following:

- Overall GPA 77% out of 100% and complete all of the following:
- Course distribution requirements
- Algebra II Proficiency
- 90% attendance
- 100 hours of community services
- 2+ organized co-curricular activities

On standardized testing benchmarks:

- PreACT Exam: (18) / Reading (22) / Science (23) / Math (22)
- ACT Exam: (18) / Reading (22) / Science (23) / Math (22)
- PSAT: Math (530) / Reading and Writing (480)
- SAT Exam: Math (530) / Reading and Writing (480)

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.

Township High School District 214 uses data from PSAT, SAT, ACT, AP, local assessments, and state testing. In addition, the district has utilized available Title I resources to implement a range of other assessments to assist staff in the identification of grade level abilities and students at-risk of failing in reading, diagnosis of instructional needs, and progress monitoring of students. The focus is on assessing students in the five key areas of reading - phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. Reading Plus, Scholastic READ180, System 44, Lexia, and Quia are used to provide data to assist in the identification of deficits in these five areas. Professional Learning Communities (PLC) staff, building data teams and Early Intervention Teams (EIT) are able to utilize the data to assist students in reaching state college and career readiness standards in reading and mathematics. Additional tools utilized in Differentiated Instruction may be included at the building level. Across the district AIMSweb is used for benchmark assessment and progress monitoring. Students who fall into the Differentiated Learning category receive additional interventions in the areas of concern. Additionally common formative and summative exams have allowed the PLCs and school administration to monitor student progress and growth.

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.

Students At Risk for Academic Achievement

District 214's Associate Superintendent for Teaching and Learning coordinates with counterparts in the seven elementary school district's that feed into our high schools. Articulation meetings address transitional support from middle/junior high school to high school. As a result of this collaboration, we are able to provide freshman student and parent orientation nights. These events are scheduled at each of the high schools to provide families with enrollment information, tours of the buildings, and high school academic and behavioral expectations. Additionally a summer transition language arts program is offered to the academically at-risk students identified through the process.

Students with Limited English Proficiency

District 214's Director of English Language Learners coordinates schools with ELL funding with curriculum development that incorporates Illinois English Language Learner, SAT college readiness standards, and principles of best practice with elements of the Sheltered Instruction Observation Protocol (SIOP). Additionally the Director coordinates with the Director of Community Education to provide parent involvement activities, coordinate parent/adult services, and social outreach services for newcomer parents in the ELL program.

Students with Disabilities

District 214's Associate Superintendent for Student Services coordinates with the Northwest Suburban Special Education Organization (NSSEO) to provide a continuum of services for students with special needs district-wide. Program goals and objectives are often discussed at these leadership meetings. Administrators are then able to articulate needs, services and funding. Much of this is able to be accomplished in the district improvement planning process. Communication between administrators of Title I, ELL, Special Education, and homeless programs of the multiple districts and cooperatives is essential to ensure that student and educational services are intentional and focused. This communication is continuous via personal contact, telephone, and email. This eliminates duplication and reduces redundancy and fragmentation of the instructional program.

Children in Need of Services

The Director of Research and Evaluation conducts analysis on an annual basis to identify students considered to be at-risk for academic achievement in reading and mathematics using the Pre-SAT test which is administered to all incoming freshman during their 8th grade year. Using the data, incoming students with an average score of less than fourteen are considered academically at-risk. Students with 8th grade teacher recommendations for remediation also can be added to the at-risk list compiled through composite score screening. Additionally a student's prior classroom performance is considered to be far more predictive of future performance than a single test score. Therefore, if a student has otherwise performed well in their middle school classroom, they should not be considered at-risk.

The Associate Principals notify the parent through various remedial program enrollment procedures. Students that have an academic need along with Parents are made aware of services through both the academic teacher and the student services personnel. Additional parent involvement includes:

- Parents will attend the District-wide Parent Advisory Committee which will review program data and make programmatic recommendations. Topics to help parents increase student achievement will be presented.
- Parents will be presented with data and materials from the Building Parent Council to help them advocate for their students. Each Building has a Parent Council which set direction for the Title I Program to the specific building's need.
- Parents will be offered Title I Family Night which will discuss topics including study and communication skills.

Programs and Educational Services

Targeted assistance programs for Title I students include: Bridge to College Readiness Program, AVID, Assessment for Learning-Seven Strategies for Learning, QUIA, Cognitive Tutor, Strategic Instruction Model (SIM), Danielson's Framework for Teaching Program, Reading Plus, STAR Math and Reading, System 44, Lexia, Formative Assessments-Gains, Family Literacy Support Program, and the Saturday School Program.

Services for Migratory Children

Should a student be identified as migrant the district would provide instructional support and assist with providing stability and reducing other barriers which interfere with success in school. Each

building utilizes the Homeless Liaison to ensure this process. The current Board of Education policy states the process migratory students are assisted:

Migrant Students (6:145)

The Superintendent will develop and implement a program to address the needs of migrant children in the District. This program will include a means to:

- Identify migrant students and assess their educational and related health and social needs.
- Provide a full range of services to migrant students including applicable Title I programs, in the event the District accepts Title I funds, and special education, gifted education, vocational education, language programs, counseling programs, and elective classes.
- Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
- Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
- Provide parents/guardians an opportunity for meaningful participation in the program.

Migrant Education Program for Parents/Guardians Involvement

- Parents/guardians of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.
- Parents/guardians of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

Services for Homeless Children

Township High School District 214 provides services for students who find themselves in a Homeless situation. The level of support is dependent on the specific needs of the student. Assistance with securing community and health care services, academic support, supplies, and transportation are examples of some of the services provided. At times, expedited evaluations for special education have also been conducted. Coordination between the Associate Superintendent for Student Services responsible for the McKinney-Vento grant is district-wide. District 214 currently identified one Social Worker in each of the six buildings to coordinate homeless delivery of services. Our major focus is assisting our Homeless students and to identify and mitigate barriers to their access to and success in school.

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 supplemental instructional assistance designed to assist English learners and immigrant students to access academic content and develop language proficiency, as applicable.

District 214 provides numerous, evidence-based interventions to students that need additional assistance in meeting academic standards and being successful in school. Examples of all interventions include:

- Use of the AVID program with all grade levels.
- Targeted training on the use of AIMS web to track student progress reading below the 8th grade level.
- Universal training on the use of supplemental computer assisted technology (Rosetta Stone, Skills Tutor, Key Train, & PLATO) for resource room support.
- Targeted instruction in content area reading strategies (Kansas State University's Strategic Instructional Model, The Reading Process (Tovani), Building Academic Knowledge-Vocabulary (Marzano).

- Targeted instruction in effective co-teaching practices.
- Widespread implementation of co-taught (content area and special education) in the areas of math and reading.
- Adoption of priority scheduling and placement protocols for students classified as at-risk in reading and math, ELL and Special Education.
- Use of high yield instructional strategies such as using graphic organizers, summary template, learning and applying specific vocabulary and using prescribed writing templates
- Implementation of systemic data-based protocols that trigger a tiered system of interventions and supports.

This work reinforces the schools' and district's commitment to college and career readiness and most importantly, addresses the concept of self-engagement. Additionally, students will have access to earn early college credit (AP, Dual Credit, etc.). Students will also have access to workplace learning experiences, which are extended educational opportunities in which students engage in authentic and relevant work aligned with a career pathway. These experiences allow students to participate in a professional work environment and assist with career skill development and decision making. These opportunities may provide varied levels of support, depending upon students' individual needs.

EL students have an instructional assistant in their core classes in order to provide additional instructional supports. These instructional assistants will work one on one or in small groups with students in order to clarify information and help students achieve mastery of concepts. In addition, peer tutoring and after school tutoring is available to students.

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

High School District 214's administrative team has identified three instructional goals for the six comprehensive high schools:

1. As measured by the Board-approved College/Career Readiness Indicators, the District will increase student success annually or will exceed a threshold established by the Board after two years of data are collected and analyzed.

College Ready Indicators - students are College Ready if they meet either the academic indicators or standardized testing benchmarks listed below.

Academic Indicators

GPA 2.8 out of 4.0 and one or more of the following benchmarks:

- Advanced Placement Exam (3+)
- Advanced Placement Course (A, B, or C)
- Dual Credit College English and/or math (A, B, or C)
- College Developmental/Remedial English and/or Math (A, B, or C)
- Algebra II (A, B, or C)
- International Baccalaureate Exam (4+)

Standardized Testing Benchmarks (minimum score)

- SAT Exam: Math (530) | Reading and Writing (480)
- ACT Exam: (18) | Reading (22) | Science (23) | Math (22)
- College Readiness Placement Assessment (determined by post-secondary institution)

Additional Factors that Contribute to College Success:

Earning As, Bs, Cs; FAFSA completion; Enrollment in career pathway course sequence; College Academic Advising; Participation in College Bound Bridge Programs; Senior year math class; Completion of a math class after Algebra II.

Career Ready Indicators

Students are Career Ready if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military.

Career Cluster Identified and two or more of the following benchmarks:

- 90% Attendance
- 25 hours of Community Service
- Workplace Learning Experience
- Industry Experience
- Dual Credit Career Pathway Course
- Two or more organized Co-Curricular Activities

District 214 central administrative team members utilizes these goals and the School Improvement Plans (SIP) in the development of the District Improvement Plan (DIP). District administrators have worked collaboratively with the Associate Principals for Instruction to identify restructuring plan components that are aligned to the SIP/DIP and will provide additional resources that impact the instructional delivery model within the high school. Restructuring plans have been developed to provide a system of support within the school day for students; increase student accessibility to rigorous coursework, and completion of graduation requirements. This system of support addresses the academic needs of identified student subgroups in order to meet district goals.

Additionally building level teams at the individual schools, consisting of the Principal, Associate Principal for Instruction, Director of Special Education, Assistant Principal for Student Services, Division Heads (Math/Science, Social Studies/Foreign Language, English Fine Arts, PE/Health & Driver's Education and Career Technical Education/English Language Learner) and a representative body of teacher leaders collaborated to restructure curriculum and instruction that meets the demands of the Differentiated Learning model in both literacy and numeracy. Over the past three years, building and district staff have engaged in a vigorous examination of past performance and instructional practice as well as a thorough exploration and evaluation of potential solutions to address our greatest areas of need in reading and math. PLCs, in collaboration with building/district administrators, served as the primary vehicle for the creation of a standards-driven (CRS) curriculum and assessment model that systematically deploys high-yield instructional practices, data-based instructional decision-making, targeted scientifically supported math and reading interventions, as well as a systemic academic and social emotional supports. Moreover, the organizational framework provided by the model has prompted the use of alternative scheduling and instructional delivery approaches such as:

- 9th/10th Literacy block
- Algebra block (double period)
- Pre-Algebra, Algebra and Geometry two-year double block loop
- Co-teaching
- Priority scheduling of 'at-risk' students

The EL classes are taught by certified ESL teachers, so each course has documented content goals and language goals. In addition, the teachers incorporate language supports into the classes, such as word walls, sentence frames, and modeling.

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.

All teachers in all district schools who teach full time are fully credentialed with appropriate endorsements and/or approval from the ISBE.

In the area of special education, building principals are provided with a listing of the areas of certification for all of their certified special education staff members. Principals then work to align teaching assignments to content areas where teachers meet the Highly Qualified Teacher standard.

The District 214 Human Resources department is responsible for hiring only highly qualified staff members, both certified and paraprofessionals, as Board of Education Policy 5:190. The Professional Learning department is responsible for the continued in-service and professional growth that enables them to stay effective.

The district uses a Board of Education approved late start system that utilizes the power of professional learning communities (PLCs) to build capacity of staff and enable them to work collaboratively to improve the academic performance of all students. This represents a significant level of support and utilization of local resources to change the way that school improvement work is done. Extensive professional development took place to prepare staff for this organizational shift in school improvement. Central to the staff development was the best practice strategies work of leading authorities:

- Richard DuFour, Robert Eaker, and Rebecca DuFour - Professional Learning Communities (PLCs)
- Rick Stiggins - Assessment OF/FOR Learning
- Michael Fullan - Leading Sustainable Change
- Douglas Reeves - Standards Based Assessment

District 214 teachers participate in weekly late start days in course-alike and content area PLCs to develop interventions for all students at risk for academic failure and specifically the targeted subgroups not meeting standards. The Associate Principals for Instruction and the Director of Professional Learning conducted numerous professional development training sessions for PLC leaders in order to better equip them to effectively lead their colleagues in the new organization structure. Examples include:

- Implementation of an "at-risk" referral based academic, behavioral, and socio/emotional intervention program that serves all students and addresses academic deficiencies in all content areas
- Increased articulation between content area teachers and ELL and SPED staff
- Vertical articulation with sender schools to establish and guarantee the teaching and learning of close critical reading/math skills.

Late Start and in-service day professional development activities have focused work on:

- Review of performance data on a quarterly basis to target greatest areas of need (data retreats, quarterly PLC leader meetings, Year-end PLC celebration).
- Teachers will receive targeted instruction in effective formative and summative assessment (Assessment OF/FOR Learning) practices.
- Blueprinting both common and semester exams to applicable College and Career Readiness Standards and Illinois Learning Standards
- Incorporate the widespread use of Mastery Manager, a data warehousing system providing immediate and actionable student performance data so teachers can analyze student performance, evaluate curriculum effectiveness and develop timely and effective responses to student learning deficiencies.
- Develop a guaranteed and viable curriculum articulated to College and Career Readiness Standards and Illinois Learning Standards
- Systemically implement a curriculum (reading/math skills acquisition & executive functioning) in all subject area resource (guided study) rooms.

Through the frequent an on-going examination of student performance data, a tiered system of interventions and supports is systematized both within and outside the classroom. Additionally, each school makes significant investments in staff development in effective formative/summative grading practices to include the creation of common summative exams aligned to key curricular outcomes. Furthermore, Common Summative and Final Exams to begin to evaluate curricular effectiveness (instruction, curriculum and environment) and student performance. Because of this work a system of high yield instructional reading interventions such as KU's Strategic Instructional Model, READ 180 & Reading Plus, and SYSTEM 44 is in place. The schools monitor targeted readers' progress via AIMSWeb reading measures and via Mastery Manager to track student growth as well as identify student deficits.

Math interventions are more structurally or organizationally focused. For example, the widespread adoption and implementation of the Co-teaching model used most commonly for Algebra courses. Although used in other areas (English and Social Studies), the co-teaching model has both a content-area teacher and interventionist (Special Education teacher) collaboratively delivering the curriculum. Often the co-taught Algebra courses are doubled-blocked thereby providing students more time to master critical content. In addition to the double block, the co-teaching team loops with the most at-risk learners for two years thereby providing the student both the social emotional support as well as the time to master critical content. Finally, the schools implemented Cognitive Tutor for use across the math curriculum. Cognitive Tutor is a web-based math intervention that provides an individualized learning program guided by both teacher selection and continuous student input. Based on the inputs, the program provides students continuous formative feedback thereby helping identify and address student skill deficits.

Late Start and in-service day professional development activities focus work on:

- Building teacher capacity to successfully apply differentiated instruction strategies (content, process, product) based on student's readiness, interest and learning profile.
- Implementing a reflective process that examines student work/results to foster instructional decision making.
- Learning the parameters of Differentiated Learning and how it facilitates early intervention in the areas of reading and math.
- Targeted training on the implementation of scientifically supported reading intervention (Read 180, Math 180, System 44, Strategic Instruction Model and Reading Plus).
- Targeted staff development of scientifically supported math interventions (Cognitive Tutor, Algebra double block, Algebra/Geometry Double Block loop).

District 214 is also a partner with Equal Opportunity Schools in order to close the gap in AP course success with low-income and/or minority students.

6. Describe the measurements 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.

The Superintendent or designee shall manage the District's library media program to comply with, (1) State law and Illinois State Board of Education rule, and (2) the following standards:

- 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.
- Financial resources for the program's resources and supplies are allocated to meet students' needs.
- Students in all grades served have equitable access to library media resources.
- The advice of an individual who is certified according to ISBE is sought regarding the overall direction of the program.

(Board Policy 6:230)

Technology is at the heart of instruction in District 214. Each student receives an iPad, and teachers are trained to use tablet technology in the classroom. Each school library also serves as a tech center, with help desks located within or adjacent to the library space. Digital literacy skills are built through library-supported activities such as MakerSpaces, video production, and virtual reality tools.

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

The High School District 214 Talent Development Program advocates for high-achieving, highly motivated students, supporting their academic, social, emotional and college and career planning needs.

Students enrolled in Advanced Placement courses are automatically opted into this District program. Students who wish to challenge themselves academically and personally may also participate.

College and Career Readiness

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, health, and welcoming learning environments, and will be equipped to meet the unique academic and social 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):

High School District 214's administrative team has identified three instructional goals for the six comprehensive high schools:

As measured by the Board-approved College/Career Readiness Indicators, the District will increase student success annually or will exceed a threshold established by the Board after two years of data are collected and analyzed.

College Ready Indicators - students are College Ready if they meet either the academic indicators or standardized testing benchmarks listed below.

Academic Indicators

GPA 2.8 out of 4.0 and one or more of the following benchmarks:

Advanced Placement Exam (3+)

Advanced Placement Course (A, B, or C)

Dual Credit College English and/or math (A, B, or C)

College Developmental/Remedial English and/or Math (A, B, or C)

Algebra II (A, B, or C)

International Baccalaureate Exam (4+)

Standardized Testing Benchmarks (minimum score)

SAT Exam: Math (530) | Reading and Writing (480)

ACT Exam: (18) | Reading (22) | Science (23) | Math (22)

College Readiness Placement Assessment (determined by post-secondary institution)

Additional Factors that Contribute to College Success

Earning As, Bs, Cs; FAFSA completion; Enrollment in career pathway course

sequence; College Academic Advising; Participation in College Bound Bridge Programs; Senior year math class; Completion of a math class after Algebra II.

Career Ready Indicators

Students are Career Ready if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must

meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military.

Career Cluster Identified and two or more of the following benchmarks:

90% Attendance

25 hours of Community Service

Workplace Learning Experience

Industry Experience

Dual Credit Career Pathway Course

Two or more organized Co-Curricular Activities

- 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:**
 - a. Coordination with institutions of higher education, employers, and other local partners; and**
 - b. Increased student access to early college, high school or dual concurrent enrollment opportunities, or career counseling to identify students interests and skills.**

(a) A summer school "Bridge" program is provided for academically at-risk students. An additional summer school program titled, "Bridge to EL" is provided for at-risk ELL students. These students receive supplementary language instruction during the program. Bridge courses are intended to prepare students for a smooth transition to high school or to the next school year, with a focus on English and/or Math. These include courses such as Bridge to High School, Bridge to English Language, Bridge to International Newcomer Academy and Bridge to Honors Math.

(b) High school students will have access to earn early college credit (AP, Dual Credit, etc.). Students will also have access to workplace learning experiences, which are extended educational opportunities in which students engage in authentic and relevant work aligned with a career pathway. These experiences allow students to participate in a professional work environment and assist with career skill development and decision making. These opportunities may provide varied levels of support, depending upon students' individual needs.

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

Career and Technical Education prepares students for high-skill, high wage careers that are in demand in the modern workforce. District 214 has aligned core and elective coursework, extracurricular activities, and student experiences around career pathways to help students self-identify and prepare for their post-secondary career goals.

The District has created the District 214 Career Pathway Booklet, a supplemental resource to the academic handbook which focuses on the alignment of curriculum, extra curricular opportunities, and external career experiences to the 16 nationally recognized career clusters. This supplement has been

designed to serve as a communication and planning tool between staff, students, and families to aid students in self-identifying and preparing for their post-secondary plans.

District 214's Center for Career Discovery facilitates the development and coordination of customized, authentic learning experiences which provide opportunities to support students' skill development, decision-making, post-secondary goals and future career path. These experiences provide students the opportunity to observe and engage with professionals in their typical work setting; learn specific job tasks of the person they work alongside; gain insight into the career planning process; identify potential career opportunities with possible majors of study; develop critical thinking competencies and problem solving abilities; and have the opportunity to improve the ability to communicate, including developing and utilizing networking skills. From internships to micro-internships to community-based supported work sites, all students have access to workplace learning experiences which aligns with their individual career interests, passions, and needs.

Professional Development

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 Goals:

Students are College Ready if they meet either the following academic or standardized testing benchmarks:

- GPA 2.8 out of 4.0 and one of the following:
- Advanced Placement exam (3+)
- Advanced Placement Course (A, B, or C)
- Dual Credit College English and/or Math (A, B, C)
- Developmental English/Math Proficiency
- Algebra II Proficiency
- ACT Exam: (18) / Reading (22) / Science (23) / Math (22)
- SAT Exam: Math (530) / Reading and Writing (480)
- Local College-Level Requirements

Students are Career Ready if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military.

Career Cluster Identified and two or more of the following benchmarks:

- 90% attendance
- 25 hours of community services
- Workplace learning experience
- Industry credential
- Dual credit career pathway course
- 2+ organized co-curricular activities

Provide a brief description of professional development activities to be funded by the program:

Program and Description

A. Title I, Part A - Improving Basic Programs

The following professional development strategies and activities are planned that address the needs and interests of Title I school staff:

- Staff will work collaboratively and in an interdisciplinary fashion, especially team-teaching partners in the areas of Special Education and ELL.
- Staff will regularly review performance data to target greatest areas of need.
- Staff will incorporate the widespread use of Mastery Manager to analyze student performance, evaluate curriculum effectiveness, and develop timely and effective responses to student learning deficiencies.
- Staff will use student work and assessment data to inform instruction and create appropriate interventions.
- Staff will identify students who are struggling academically and initiate and implement RtI support protocols.
- Staff will develop/implement curricular/extra-curricular supports for social-emotional learning.

The private schools are invited to participate in speaker events and other workshops where applicable.

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

C. Title I, Part D - Delinquent - N/A

D. Title I, Part D - Neglected - N/A

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

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

Title II funds will be used for professional development activities in math, science, reading, college readiness, and integration of technology into the classroom, in order to improve instruction and student learning.

The following professional development strategies and activities are planned that address the needs and interests of the entire staff:

- Staff will attend weekly Professional Learning Community (PLC) meetings.
- Staff will work collaboratively and in an interdisciplinary fashion, especially team-teaching partners in the areas of Special Education and ELL.
- Staff will regularly review performance data to target greatest areas of need.
- Staff from each department will attend monthly committee meetings, focused on developing a culture of literacy, engaging students in the digital age, and directly instructing reading strategies across all content areas.
- Staff from each department will regularly attend vertical articulation meetings with sender schools.
- Staff will continue to develop formative and summative assessments aligned to the Common Core Learning Standards, ILS, NGSS and SAT.
- Staff will incorporate the widespread use of Mastery Manager to analyze student performance, evaluate curriculum effectiveness, and develop timely and effective responses to student learning deficiencies.
- Staff will use student work and assessment data to inform instruction and create appropriate interventions.
- Staff will identify students who are struggling academically and initiate and implement RtI support protocols.
- Staff will develop/implement curricular/extra-curricular supports for social-emotional learning.

The private schools are invited to participate in speaker events and other workshops where applicable.

G. Title III - LIEP

A lead teacher works with teacher teams to analyze student reading data from the STAR reading assessment as well as the iLit reading intervention (STAR assessments are used for both special education and general education students for benchmarking). In addition to working with the teachers, Pearson and Renaissance have helped discuss trends, concerns, and improvements to their assessment systems and how we can better utilize modules within them to utilize lexile data for customized student interventions.

Teachers will participate in workshops facilitated by our Director of EL to create greater consistency across all buildings, and through ESL 1-3. In-service PD topics include supporting the ESL 1 transition from Newcomer to the school building, creating an "enrolling your student in school" guide for EL parents, and developing an EL math placement assessment that will be used in each building to create consistency. Additionally, an EL data retreat will be held for administrators that will explain the ELlevation platform; domain 3 for instruction, the EL critical attributes, and examples intended for second-language learning environments; and core subject application (English, Social Science, Science, Math, and CTE).

H. Title III - ISEP - N/A

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

Not providing professional development.

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

K. IDEA, Part B - Flow-Through

Professional development opportunities are provided for staff through our cooperative, NSSEO. Additional professional development for special education staff include training for Math 180, STAR Math and Reading, System 44, PBIS, PREpare training, speakers from Lurie's Children's Center on prominent topics in mental health and special education, legal updates, and travel and registration for state and national conferences. The private schools are invited to participate in speaker events and other workshops where applicable.

L. IDEA, Part B - Preschool - N/A

Safe and Healthy Learning Environment

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

ISBE Goals:

[X] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

[X] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

[X] Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

High School District 214's administrative team has identified three instructional goals for the six comprehensive high schools:

As measured by the Board-approved College/Career Readiness Indicators, the District will increase student success annually or will exceed a threshold established by the Board after two years of data are collected and analyzed.

College Ready Indicators - students are College Ready if they meet either the academic indicators or standardized testing benchmarks listed below.

Academic Indicators

GPA 2.8 out of 4.0 and one or more of the following benchmarks:

Advanced Placement Exam (3+)

Advanced Placement Course (A, B, or C)

Dual Credit College English and/or math (A, B, or C)

College Developmental/Remedial English and/or Math (A, B, or C)

Algebra II (A, B, or C)

International Baccalaureate Exam (4+)

Standardized Testing Benchmarks (minimum score)

SAT Exam: Math (530) | Reading and Writing (480)

ACT Exam: (18) | Reading (22) | Science (23) | Math (22)

College Readiness Placement Assessment (determined by post-secondary institution)

Additional Factors that Contribute to College Success

Earning As, Bs, Cs; FAFSA completion; Enrollment in career pathway course sequence; College Academic Advising; Participation in College Bound Bridge Programs; Senior year math class; Completion of a math class after Algebra II.

Career Ready Indicators

Students are Career Ready if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military.

Career Cluster Identified and two or more of the following benchmarks:

90% Attendance

25 hours of Community Service

Workplace Learning Experience

Industry Experience

Dual Credit Career Pathway Course

Two or more organized Co-Curricular Activities

- 1. Describe the process through which the district will:**
 - a. Reduce incidences of bullying and harassment;**
 - b. Reduce the overuse of discipline practices that remove students from the classroom;**
 - c. Reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below:**
 - i. Each major racial and ethnic group;
 - ii. Economically disadvantaged students as compared to students who are not economically disadvantaged;
 - iii. Children with disabilities as compared to children without disabilities;
 - iv. English proficiency status;
 - v. Gender; and
 - vi. Migrant status

District 214 has extensive board policy and administrative procedures regarding bullying and harassment. 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 situations listed in board policy 7_180 - Prevention of and Response to Bullying, Intimidation, and Harassment.

Each year, building discipline data is compiled by subgroup and submitted to the state. It is also analyzed to ensure that there is no overuse of discipline practices that remove students from the classroom.

- 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 the homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act.**

Township High School District 214 provides services for students who find themselves in a Homeless situation. The level of support is dependent on the specific needs of the student. Assistance with securing community and health care services, academic support, supplies, and transportation are examples of some of the services provided. At times, expedited evaluations for special education have also been conducted. Coordination between the Associate Superintendent for Student Services

responsible for the McKinney-Vento grant is district-wide. District 214 currently identified one Social Worker in each of the six buildings to coordinate homeless delivery of services. Our major focus is assisting our Homeless students and to identify and mitigate barriers to their access to and success in school.

Title I Specific Pages

Title I Specific - Part One

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0002 - Elk Grove High School	[X]	[]	[]	[]	6/13/2024
0004 - John Hersey High School	[]	[]	[X]	[]	
0005 - Prospect High School	[]	[]	[X]	[]	
0006 - Wheeling High School	[X]	[]	[]	[]	6/13/2024
0007 - Rolling Meadows High School	[X]	[]	[]	[]	6/13/2024
0008 - Buffalo Grove High School	[]	[]	[X]	[]	
3001 - The Academy at Forest View	[]	[X]	[]	[]	
3004 - Young Adult Program	[]	[]	[X]	[]	
3005 - Vanguard School	[]	[X]	[]	[]	
3006 - Newcomer Center	[]	[X]	[]	[]	

Title I Specific - Part Two

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 not 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):

High School District 214's administrative team has identified three instructional goals for the six comprehensive high schools:

As measured by the Board-approved College/Career Readiness Indicators, the District will increase student success annually or will exceed a threshold established by the Board after two years of data are collected and analyzed.

College Ready Indicators - students are College Ready if they meet either the academic indicators or standardized testing benchmarks listed below.

Academic Indicators

GPA 2.8 out of 4.0 and one or more of the following benchmarks:

Advanced Placement Exam (3+)

Advanced Placement Course (A, B, or C)

Dual Credit College English and/or math (A, B, or C)

College Developmental/Remedial English and/or Math (A, B, or C)

Algebra II (A, B, or C)

International Baccalaureate Exam (4+)

Standardized Testing Benchmarks (minimum score)

SAT Exam: Math (530) | Reading and Writing (480)

ACT Exam: (18) | Reading (22) | Science (23) | Math (22)

College Readiness Placement Assessment (determined by post-secondary institution)

Additional Factors that Contribute to College Success

Earning As, Bs, Cs; FAFSA completion; Enrollment in career pathway course

sequence; College Academic Advising; Participation in College Bound Bridge Programs; Senior year

math class; Completion of a math class after Algebra II.

Career Ready Indicators

Students are Career Ready if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military.

Career Cluster Identified and two or more of the following benchmarks:

90% Attendance

25 hours of Community Service

Workplace Learning Experience

Industry Experience

Dual Credit Career Pathway Course

Two or more organized Co-Curricular Activities

- 1. 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))**

No schools identified under this part.

- 2. Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution?**

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.**

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 and/or schoolwide programs 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.**

Student Strategies and Activities

1. Students will experience a curriculum aligned to Illinois Learning Standards (ILS), College Readiness Standards (CRS), SAT, and Illinois English Language Learning Standards (IELLS).
2. Students will experience formative and summative assessments aligned to ILS, CRS, SAT, and IELLS.

3. Student strategies and activities are supported as part of a sustaining Educational Programs budget.
4. Student strategies and activities are supported as part of Title I, II, and Title III funding.
5. Target student groups will experience increased explicit, individualized and self-paced reading and mathematics instruction using a response to intervention approach.

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.

Professional Development Strategies and Activities

1. Staff will receive professional training in high yield instructional strategies, including differentiated instruction.
2. Staff will receive professional training in the use of computer-assisted instruction focused on basic reading and mathematics skills.
3. Staff will receive professional training in curriculum alignment and unit design.
4. Staff will receive professional training in the design, and use of formative and summative assessments and implement the Assessment for Learning "Seven Strategies for Learning" program.
5. Staff will be provided with a regular schedule of formal meeting time where professional learning teams (PLTs/PLCs) examine student work, focus on the details of their lessons, and adjust them on the basis of assessment results and scientifically research-based interventions.
6. Staff will receive professional training and support for their use of the web-based Infinite Campus - Campus Instruction portal for student progress reporting, the web-based assessment tool Mastery Manager, the Infinite Campus Student Information System and the Compass Learning course completion and credit recovery program.

IDEA Specific Requirements

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

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

ISBE Goals:

[X] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

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District Goal(s):

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Advanced Placement Course (A, B, or C)

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College Developmental/Remedial English and/or Math (A, B, or C)

Algebra II (A, B, or C)

International Baccalaureate Exam (4+)

Standardized Testing Benchmarks (minimum score)

SAT Exam: Math (530) | Reading and Writing (480)

ACT Exam: (18) | Reading (22) | Science (23) | Math (22)

College Readiness Placement Assessment (determined by post-secondary institution)

Additional Factors that Contribute to College Success

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Career Ready Indicators

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Career Cluster Identified and two or more of the following benchmarks:

90% Attendance

25 hours of Community Service

Workplace Learning Experience

Industry Experience

Dual Credit Career Pathway Course

Two or more organized Co-Curricular Activities

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

District 214 and NSSEO cooperative's needs assessment documents information in meeting the standards for individualized programming of students with special needs. Additionally, D214 conducted an internal needs assessment with staff. Areas of growth include training in using technology to increase student independence, behavior management, effective interventions and understanding of UDL and strategies for differentiated curriculum. These identified topics are areas of commitment among district leadership groups. The behavior component of the RtI (PBIS) approach infuses the social emotional learning standards in which the district utilizes strategies to reduce its risk factors associated with student school dropout and mental health hospitalizations is mentioned in the needs assessment. PBIS is incorporated into District 214's Special Education program as a best practice for students because all Special Education students receive Tier 1 supports in addition to the Special Education supports. Areas from the needs assessment that are funded through IDEA include autism and related disorders; career life skills and vocational education; an individualized resource program; and, assistive technology.

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

District 214's Assistant Superintendent for Student Services coordinates with the Executive Director of Northwest Suburban Special Education Organization (NSSEO) to provide a continuum of services for students with special needs district-wide.

IDEA funds are used to provide several services to students in the District 214 education program.

Autism and Related Disorders

This program supports staff and helps students on the autism spectrum learn the skills, acquire the knowledge, and develop the behaviors necessary to reach their full potential as citizens who can meet the challenges of a changing society. Students included are those who experience any of the characteristics of autism to a degree that their education is being adversely impacted. IDEA funds are used for Instructional Assistants and 1:1 aides for students needing additional supports in the classroom.

Career Life Skills Program

This program provides students with significant cognitive delays an opportunity for academic, vocational, and social growth in a regular high school environment. The district program located at

John Hersey High School includes self-contained classes, integration into regular classes, extensive independent living, and vocational skill development. IDEA funds are used for Instructional Assistants and 1:1 aides for students needing additional supports in the classroom.

Individualized Resource (I.R.)

This cross categorical program provides a unique educational approach to meet the special needs of identified students who exhibit learning disabilities, cognitive delays, and/or behavior disorders. The learning disabilities portion of the I.R. program provides services to students who show serious educational deficiencies that are associated with such factors as perceptual impairment, severe learning disorders, and neurological impairment. The cognitive disabilities portion of the IR program provides services to student who exhibit a cognitive delay and adaptive functioning impairments. The emotional disorder portion of the I.R. program provides services to students who exhibit problems in social/emotional growth and academic achievement to the extent that they are unable to make academic progress. The I.R. program for individual students may include some self-contained classes, integration into the regular classes, and resource room assistance. Each high school in the district will offer a continuum of services. IDEA funds are used for Instructional Assistants and 1:1 aides for students needing additional supports in the classroom. Professional development opportunities are also provided to staff.

Public Special Education Facility (NSSEO)

Students are recommended for placement in public facilities when an eligibility review conference determines that the local district cannot meet the unique special educational needs of the student. An example of a public facility is Samuel A. Kirk School (NSSEO). The District utilizes 20% of IDEA funds for NSSEO tuition. NSSEO also provides and/or coordinates professional development opportunities for our District special education staff.

The Academy at Forest View

This is an alternative special educational experience for students with a disability whose progress in the traditional high school has been disrupted by significant emotional or behavioral problems. The aim of the program is to give students an opportunity to deal with these challenges through a therapeutic approach while continuing their progress toward a high school diploma. They will continue to be included in the home school as much as their individual needs dictate. IDEA funds are used for Instructional Assistants and 1:1 aides for students needing additional supports in the classroom. Professional development opportunities are also provided to staff.

Transition/Vocational Program

Students with disabilities may be recommended for vocational/ career development experiences commensurate with their potential where such experience will enhance their employability. Special education staff members coordinate the services in determining eligibility and assisting in the job placement processes. Transitional services are an integral part of every special education student's I.E.P. starting at age fourteen (14). IDEA funds are used for Job Placement Specialists (similar to an Instructional Assistant, but focused on developing career skills) and 1:1 aides for students needing additional supports at a worksite or classroom-based workplace learning experience.

Assistive Technology

Under the Individuals with Disabilities Act (IDEA) Amendments of 1997, the team that develops an individual education program (IEP) for a child must consider whether the child requires assistive technology devices and services. Assistive technology services directly assist a student with a disability in the selection, acquisition or use of an assistive technology device. Assistive technology device is any item, piece of equipment, or product system that is used to increase, maintain, or improve functional capabilities of a student with disability. IDEA helps supplement assistive technology

needs within the district, particularly around educational software subscriptions that help special education students academically advance.

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

There have not been changes in the scope or nature of services from the prior fiscal year.

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 Indicators, please click on the hyperlink below.

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

Funds are being used in the following ways to support district performance on the State Performance Plan Indicators:

-Increase in student services staff, including an additional social worker and psychologist at each school site in order to promote restorative practices, prevention, and increase overall intervention and SEL programming across grade levels and systems. This would also support the "Evaluation Timelines" indicator, as related services providers have greater capacity for more thorough and timely evaluations. (Indicators 5, 9, 10, 11)

-Tier 3/Special Ed reading intervention (Lexia) at 4 building sites to strengthen reading skills of students in special education (supporting their participation in general education learning environment and overall academic proficiency). (Indicators 3 and 5)

-Increase in special education programming for students with social emotional/behavioral needs within the home school environment, including instructional classroom settings and complex behavior intervention plans, to continue supporting access to the least restrictive environment and decrease rates of disproportionality related to race/ethnicity and disability categorization and services. (Indicators 4, 5, and 9)

-Parent/family events are offered throughout the school year to offer support, training, resources, and connections in the community for families of students with disabilities. These include, but are not limited to, 8th grade transition orientations, building tours, education on community day programs, substance abuse prevention, adolescent emotional health and wellness education, financial planning for young adults with disabilities, community agency/adult programming fair, post-secondary education/training events, vocational training/career pathways events, and FAFSA and PUNS enrollment opportunities. (Indicators 8 and 13)

Youth In Care Stability Plan

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

1. Youth in Care/Foster Care LEA-POC (required)

Kendrick, Kara Associate Superintendent of Student Services kara.kendrick@d214.org

2. LEA Transportation Director (required)

Bognar, Michael Transportation and Supervising Supervisor michael.bognar@d214.org

3. Other personnel

Zipp, Marcella Director of Grants and Special Programs marcella.zipp@d214.org

Jaber, Ayah Grants Supervisor ayah.jaber@d214.org

Best Interest Determination Plan

- 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 residence while they are a Youth in Care. Include the positions of all district personnel and other stakeholders involved.**

Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.

The superintendent will designate at least one person to serve as the Foster Care Point of Contact (POC). The POC may also be the homeless student coordinator. If additional staff members are needed to meet the student requirements, additional assignments will be made as necessary. The POC will work in the best interest of the student to ensure that all educational requirements are being met.

The POC will work with the POC on the appropriateness of the current educational setting. Factors considered in determining whether the child remains in the school of origin include:

- How long is the placement expected to last and what is the permanent plan?
- How many schools has the child attended this year? The past few years?
- How strong is the child academically? Which school does the child prefer and why?
- Does the child have siblings placed in the school?
- Does the child have positive peer relationships? Connections to staff?
- Would the timing of a transfer coincide with a logical juncture such as after testing, end of semester, or end of the school year?
- How would the length of commute impact the child?

- Does the youth have any anxieties about the upcoming move or life changes?
- Are there any safety issues to consider?

The District will ensure that students in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 674(4)(A) of title 42; and ensure that, if there are additional costs incurred in providing transportation to maintain students in foster care in their schools of origin, the District will provide transportation to the school of origin if:

- The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
- The local educational agency agrees to pay for the cost of such transportation; or
- The local educational agency and the local child welfare agency agree to share the cost of such transportation.

The POC will work with the child welfare agency to:

- Coordinate with the corresponding child welfare agency to implement Title I provisions;
- Lead the development of a process for making the best interest determinations;
- Document the best interest determination;
- Facilitate the transfer of records and immediate enrollment;
- Facilitate data sharing with the child welfare agencies, consistent with FERPA and other privacy protocols;
- Develop and coordinate local transportation procedures; and,
- Manage best interest determinations and transportation cost disputes.

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

Students who have a disability under IDEA and students with a disability under Section 504 and are in foster care will be entitled to transportation services in the same manner as all other students in the school district, with additional consideration given to preventing an interruption to the student's education or services as determined by the IEP or 504 plan. In addition to regular transportation routes, the District will collaborate with the child welfare agency when transportation is required to maintain children placed in foster care in a school of origin outside their usual attendance area or district when it is in the best interest of the student. The POC will invite appropriate District staff (including the special education team), the child welfare agencies, and appropriate staff from other districts to promptly arrange cost-effective transportation for the student. The need for consistency must be considered when making a determination in the best interest of the student, as well as the individual needs of the student and the educational program each district can provide.

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

Students who are English learners and in foster care have rights under Title IV and the equal education opportunity act of 1974 to receive a meaningful and equal education program. In addition to regular transportation routes, the District will collaborate with the child welfare agency when transportation is required to maintain children placed in foster care in a school of origin outside their usual attendance area or district when it is in the best interest of the student. The POC will invite appropriate District staff, the child welfare agencies, and appropriate staff from other districts to promptly arrange cost-effective transportation for the student. The need for consistency must be

considered when making a determination in the best interest of the student, as well as the individual needs of the student and the educational program each district can provide.

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

Dispute resolution involves meeting with or communicating with impacted parties to determine needs. The child welfare agency or foster parent would appeal to the District's Assistant Superintendent of Student Services who will serve as the dispute mediator if the need should arise. If a disagreement arises, educators discuss multiple solutions with all stakeholders and determine the best course of action. The District will make every effort to resolve the dispute. The final decision will be made by the child welfare agency if a resolution cannot be agreed upon.

The student's school placement will remain the school of origin until a final determination is made. If the decision for the student is to not return to their school of origin is disputed, the committee will convene to hear arguments in favor of the student returning to the school of origin. During the time that the dispute is being settled, the student will be transported to the school of origin.

If there is a dispute in transportation costs, the district transportation department will provide a detailed summary of expenses to the POC. Any disputes over costs shown on invoice will be brought before a neutral moderator to determine fairness of expenses. Any dispute of transportation costs will not interfere with transportation services provided to foster care students.

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.

The district will ensure that in-service training of school personnel will occur in accordance with Section 99. Effective date. This Act takes effect in August with the inclusion of ESSA requirements.

Youth In Care Transportation Plan

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.

When a student is placed in foster care or changes residence while in foster care, the child welfare agency staff member assigned to the student shall notify the student's serving school. If the student moves to a new residence and is not in the same district, the foster care POC is notified and invited to participate in a Best Interest Determination meeting.

The child welfare agency employee, foster care POC, and other essential members of the Best Interest Determination meeting share information on the appropriateness of the current educational setting. The child welfare agency should take into account this information and the distance from potential placements to the student's current school in the decision making process.

If the decision from the Best Interest Determination meeting is that the student will remain in the current school, the foster care POC notifies the district of origin designee, who then assists the child welfare agency employee in arranging transportation for the student to and from the student's school of origin.

In the District, transportation staff work with the serving school and student services staff to ensure that the student is transported to the school they will be attending. Also included when determining a transportation plan is student safety, the duration of the need of the student, the maturity of the student, any behavior or emotional issues of the student, and the impact of transportation on co-curricular activities.

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

a. Pre-existing transportation plan.

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.

h. Other - describe

The District utilizes taxis through approved providers if it is warranted for the student's educational plan or other agreed upon circumstance. School bus routes are available if the student is within the school zone. If the student is outside of the school zone, a cab can be utilized. Public transportation is also provided if it is available in the student's residential area. Route-to-route handoffs may be used where one of our high school campus' is the switching point.

i. Other - describe

Other areas that are part of the transportation plan include student safety, school schedule, co-curricular activities, and travel time. As a general guideline, a student transportation route to or from school does not exceed 45 minutes. If a student participates in co-curricular activities, transportation options are available.

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

The student placement is the primary factor considered when placing a student on a transportation route. Title I funds may be used if transportation is not comparable to that provided for homeless students. If the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). If state (special education)/federal (IDEA, Title I, Title IV) funding does not cover the costs to transport the student, local funding resources are utilized.

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.

It is recognized that both the District and the child welfare agency will act with the best interests of the student in mind. However, since both parties are approaching the issue from different perspectives, disputes will sometimes occur. In the event of a dispute regarding the transportation of a student in foster care the, District administrative guidelines for disputes will be followed. Meetings between DCFS and school staff will be held to best understand the needs of the student. In the event that a resolution is not determined between the two parties, the superintendent or designee would make the recommendation on behalf of the district. The child welfare agency has the final determination on the child's best interest. The District will be responsible for the transportation while the dispute is being resolved.

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.

The District of the school of origin will be responsible for the transportation while all disputes are being resolved. The student must remain in his/her school of origin while any dispute regarding transportation costs are being resolved per the Illinois School Board of Education.

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.

The District's student information system (Infinite Campus/IC) has a tab (under program participation) that lists start and end date of the student in foster care. Included is the school of origin. There is a transportation tab in IC that lists the transportation the student is receiving. Student information in IC is accessible to school personnel including: school secretaries and assistants, administrative assistants in the District central office, classroom teachers, and administrators and coordinators of transportation. In the event school personnel become aware of a student who is eligible for such services, they are to inform the Assistant Principal for Student Services in their building who will then take the steps necessary to initiate the transportation planning process. School staff hold weekly (administrators) and monthly (support staff) meetings to provide student updates, including transportation.

Bilingual Service Plan

[2323] English Learners (ELs) in the District

Contact Information

Gott, Veronica EL Program Director veronica.gott@d214.org 847-718-7669

If one or more attendance centers has EL enrollment, but no ESL/Bilingual endorsed teachers above, then describe how the district will ensure that EL students receive appropriate language support for their education from properly endorsed teachers.

There are two additional attendance centers that we were not able to fit above. They are Metropolitan Prep High School(9-12) and Metropolitan Prep Grade Sch - Ext INT(K-8). Both are TPI with number six(6) type of instructional design each with an enrollment of one(1) and zero(0) teachers with endorsement.

District 214's Human Resources department in coordination with the Director of English Learners posts open positions for Bilingual staff. If we cannot fill the position with teachers that are Bilingual in the desired language, we hire Bilingual Instructional Assistants to help support native language in the classroom.

We coordinate with offsite placement facilities to determine the availability of personnel holding an ESL endorsement. However, certain facilities do not offer direct services to students. We do not have control over the staffing of the private placement facilities and the endorsements their staff hold. We largely go off if the site will take the student, if the placement addresses IEP goals, facility is on the ISBE approved list, etc.

The district will provide EL services to multilingual students at sites without existing EL support. The student's case manager will coordinate with the Director of English Learners to identify the EL support the student needs. This will be achieved through EL-endorsed teachers and/or tutors, special education teachers with EL endorsements, or building EL coordinators. These staff will ensure students receive equitable and meaningful language support.

Complete the requested information below.

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 - Enter zero if no teachers in a category.			ELS-TBE and ELS-VIT - Enter zero if no teachers in a category.	Language Codes
		TBE	TPI	1	2	3	4	5	6	Number of PEL Teachers with ESL Endorsement Only	Number of PEL Teachers with Bilingual Endorsement Only	Number of PEL Teachers with ESL and Bilingual Endorsement	Number of Teachers with ELS-TBE or ELS-VIT Endorsements	If a number greater than zero is reported for PEL Teachers with Bilingual Endorsement, ESL and Bilingual Endorsement, and/or ELS-TBE/ELS-VIT Endorsements, provide the endorsed language code(s) represented using the reference document below. Language Codes Alphabetical
1. Buffalo Grove High School	9-12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	0	0	0	
2. Elk Grove High School	9-12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18	0	0	0	
3. John Hersey High School	9-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	1	0	0	001
4. Newcomer Academy	9-12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6	0	0	0	
5. Prospect High School	9-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	1	0	0	001
6. Rolling Meadows High School	9-12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28	0	0	0	
7. Wheeling Meadows High School	9-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18	0	0	0	
8. North Cook Young Adult Academy	6-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0	
9. NCISC ALOP	6-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	0	0	0	
10. The Learning House	6-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0	
11. Little City Center for Education	2-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0	
12. Walsh Academy	9-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0	
13. Walsh Academy - Invest	9-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0	
14. South Campus	1-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0	
15. Virtual Connections Academy	1-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	0	0	0	
16. Joseph Academy - Melrose Park	K-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0	
17. New Connections Academy	1-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	0	0	0	
18. The Academy at Forest View	9-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4	0	0	0	
19. Young Adult Program	9-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	0	0	0	
20. Vanguard School	9-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5	0	0	0	
21. Kirk School	9-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0	
22. Parkland Preparatory Academy	K-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0	
23. AdventHealth GlenOaks School - Pheasant Ridge Campus	2-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0	
24. Menta Academy Oak Park	7-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	0	0	0	
25. Ombudsman Programs	9-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	0	0	0	

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.

(1503 of 2500 maximum characters used)

There are two additional attendance centers that we were not able to fit above. They are New Connections Academy(1-12) and Ombudsman Programs(9-12). Both are TPI with number six(6) type of instructional design each with one(1) PEL teachers with ESL endorsement only.

District 214's Human Resources department in coordination with the Director of English Learners posts open positions for Bilingual staff. If we cannot fill the position with teachers that are Bilingual in the desired language, we hire Bilingual Instructional Assistants to help support native language in the classroom.

We coordinate with offsite placement facilities to determine the availability of personnel holding an ESL endorsement. However, certain facilities do not offer direct services to students. We do not have control over the staffing of the private placement facilities and the endorsements their staff hold. We largely go off if the site will take the student, if the placement addresses IEP goals, facility is on the ISBE approved list, etc.

The district will provide EL services to multilingual students at sites without existing EL support. The student's case manager will coordinate with the Director of English Learners to identify the EL support the student needs. This will be achieved through EL-endorsed teachers and/or tutors, special education teachers with EL endorsements, or building EL coordinators. These staff will ensure students receive equitable and meaningful language support.

BSP Program Enrollment

[2695] English Learners (ELs) 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 ©(3). Yes No

Indicate if the district is keeping the evidence for part-time rationale in the student’s 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 part-time 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.

We offer Spanish for Heritage Speakers courses at the high school level, focusing on language development, reading comprehension, writing, and cultural awareness. Instructional methods include differentiated instruction, culturally relevant texts, project-based learning, and explicit instruction in academic Spanish. Teachers incorporate discussions, literary analysis, and writing tasks that reflect the standards' emphasis on communication, critical thinking, and cultural competency.

Describe the evaluation method(s) used to measure student’s Spanish progress with respect to the Illinois Spanish Language Arts Standards.

Student progress in Spanish is measured through a combination of formative and summative assessments aligned to the Illinois Spanish Language Arts Standards. This includes writing portfolios, reading comprehension assessments, oral presentations, and performance-based tasks. Teachers also use rubrics aligned to the standards to assess reading, writing, speaking, and listening skills. Additionally, ongoing classroom-based assessments and semester exams provide data on students' growth in language proficiency and literacy development in Spanish.

TBE Parent Advisory Committee

A district is required to have a Bilingual Parent Advisory Committee if an attendance center has 20 or more EL students of the same language group.

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 district's annual Bilingual Service Plan and EBF spending plan submitted to the State Board of Education.

Identify all members of the Bilingual Parent Advisory Committee. Indicate under Role whether they are a parent (P), legal guardian (G), teacher (T), counselor (C), or community member (CM). Indicate the language(s) spoken by the member. Indicate the member's home address and phone number where they can be reached.

TBE Parent Advisory Committee						Instructions	
2695 English Learners (ELs) are in the district							
Does your district offer a TBE program?							
Yes <input checked="" type="radio"/>							
No <input type="radio"/>							
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 district's 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	Mora, Claudia	Role	G	Language(s)	.	Telephone	847 465 8566
Street	369 S Wolf Rd	City	Wheeling	State	IL	Zip+4	60090 4944
Committee Member	Tutka, Maryna	Role	G	Language(s)	Ukrainian	Telephone	224 840 9280
Street	1045 S Evergreen Ave	City	Arlington Heights	State	IL	Zip+4	60005 3161
Committee Member	Shumeiko, Serhii	Role	G	Language(s)	Ukrainian	Telephone	630 331 3633
Street	650 Perrie Dr. Apt 301	City	Elk Grove	State	IL	Zip+4	60007 1821
Committee Member	Kanzamanova, Nadira	Role	G	Language(s)	Russian	Telephone	872 444 4525
Street	2360 S Cannon Dr. #315	City	Mount Prospect	State	IL	Zip+4	60056 5934
Committee Member	Sanchez, Ovidio	Role	G	Language(s)	Spanish	Telephone	773 329 1320
Street	333 Hawthorne Cir #2	City	Mount Prospect	State	IL	Zip+4	60056 5335

Committee Member Street	Semenikhina, Liliia 2 Susan Dr.	Role G	City Mount Prospect	Language(s) Ukrainian	State IL	Telephone 224 800 0883	Zip+4 60056
Committee Member Street	Sosnovska, Lolita 901 Corey Lane #310	Role G	City Wheeling	Language(s) Russian	State IL	Telephone 224 437 1979	Zip+4 60090 5352
Committee Member Street	Saucedo, Juana 100 N Wolf Rd. #1W	Role G	City Wheeling	Language(s) Spanish	State IL	Telephone 847 312 7158	Zip+4 60090 2959
Committee Member Street	Batsukh, Tsas-Erdene 2652 S Cedar Glen Dr.	Role G	City Arlington Heights	Language(s) Mongolian	State IL	Telephone 224 210 3476	Zip+4 60005 5300
Committee Member Street	Batsaikhan, Purevdulam 2652 S Cedar Glen Dr.	Role G	City Arlington Heights	Language(s) Mongolian	State IL	Telephone 224 210 3476	Zip+4 60005 5300
Committee Member Street	Victoria Franco, Janneth Ximena 528 W Ida Ct #2	Role G	City Mount Prospect	Language(s) Spanish	State IL	Telephone 224 558 1193	Zip+4 60056
Committee Member Street	Ivleva, Zoia 1505 Cottonwood Lane #6F	Role G	City Mount Prospect	Language(s) Ukrainian	State IL	Telephone 224 378 4908	Zip+4 60056
Committee Member Street	Beaujour, Sainclair 1453 Cove Dr.	Role G	City Prospect Heights	Language(s) French	State IL	Telephone 773 550 8832	Zip+4 60070 1908
Committee Member Street	Perez, Alejandra 1719 W Chariot Ct #2A	Role G	City Mount Prospect	Language(s) .	State IL	Telephone 670 741 9274	Zip+4 60056 5529
Committee Member Street	Altmysheva, Saltanat 639 Trace Dr. #210	Role G	City Buffalo Grove	Language(s) .	State IL	Telephone 267 269 0911	Zip+4 60089 4028
Committee Member Street	Tapia, Nely 197 Charabanc Lane	Role G	City Wheeling	Language(s) Spanish	State IL	Telephone 847 971 9627	Zip+4 60090 6678

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:

Claudia Mora

Date: 10/23/2024

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:

Claudia Mora

Date: 10/23/2024

* 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
Meeting		
1.	10/15/2025	Bilingual Advisory Committee Training (required activity).
2.	12/03/2025	Second semester info to parents, understanding ESL Testing, spring meeting planning
3.	02/04/2026	Report Cards, iPad Literacy, and AI
4.	04/27/2026	Topic TBD
Comments: <div style="border: 1px solid black; height: 20px; width: 100%;"></div>		

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BSP Professional Development

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 TBE/TPI staff at least twice yearly. Specify the areas to be addressed, which must include, but need not be limited to, one of the following: Current Research in the Teaching of EL Students; Methods for Teaching in the Native Language and Methods of Teaching ESL; Content Area and Language Proficiency Assessment of EL Students; Issues Related to the Native Culture and the Culture of the United States; and Issues Related to EL Students with Disabilities. Additionally, for new certificated and noncertificated program staff, the following must be addressed: Minimum Program Standards; District Identification and Assessment Procedures; Program Design; and Basic Instructional Techniques for Teachers of EL Students.

Activity	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
Current Research in the Teaching of EL Students	11/01/2025	[X]	[X]	175
Methods for Teaching in the Native Language and Method of Teaching ESL	11/01/2025	[X]	[X]	175
Language Assessment		[]	[]	
Issues Related to the Native Culture and the Culture of the United States		[]	[]	
Issues Related to EL Students with Disabilities		[]	[]	
Program Standards		[]	[]	
District Identification Assessment		[]	[]	
Program Design	01/01/2026	[X]	[X]	175
Basic Instructional Techniques for Teachers of EL Students	01/01/2026	[X]	[X]	175
Spanish Language Arts	10/01/2025	[X]	[X]	25
Others (Specify): Instructional technologies for teachers of ELS in content areas of Science/Math and English/Social Studies	11/01/2025	[X]	[X]	175

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High School District 214
2121 South Goebbert Road
Arlington Heights, Illinois 60005
847-718-7600 | www.d214.org

Dr. Scott Rowe
Superintendent

Date: August 7, 2025
To: Board of Education
From: Kara Kendrick, Associate Superintendent for Student Services
Subject: Discussion - LearnWell Services Contract

Background

To assure continuity of learning delivery, many local hospitals utilize LearnWell to provide tutoring services to our homebound and hospitalized student population.

Executive Summary

Our team reviewed historical data, including caseloads, billing and the perceived quality of service delivery. Over the past few years, LearnWell has become the preferred provider for these services in most hospital settings, with exemplary results. We approached LearnWell to request a fixed-fee proposal based on projected needs for the 24/25 school year. Compared to the previous “on demand billing” arrangement, the fixed-fee billing agreement saved approximately \$30,000, a 25% decrease from the previous year. We would like to continue this contract for the 25/26 school year. The negotiated contract is attached for your review. It has been reviewed by Business Services to ensure compliance with our standard terms and conditions.

Recommendation

This item is for discussion purposes only at this time. We will seek approval of the contract at the August 21st Board of Education meeting.



AGREEMENT

AGREEMENT made effective as of the 17th day of August by and between Township High School District 214 (the "District"), having its administrative offices at 2121 S. Goebbert Rd., Arlington Heights, IL 60005 and EI US, LLC. dba LearnWell (the "Company"), having its office at 2 Main Street, Suite 2A, Plymouth, MA 02360.

In consideration of the mutual covenants and conditions contained in this Agreement, the District and the Company hereby agree as follows:

- 1. Retention:** The District hereby agrees to retain the Company and the Company agrees to provide the District with Hospital Tutoring for Township High School District 214 students for the 2025-2026 school year.
- 2. Term:** This Agreement will be for services provided August 17th 2025 through May 22nd, 2026, inclusive, unless terminated as provided in this Agreement. It is understood that the District is under no obligation to renew this Agreement upon its expiration. Under this arrangement, contingent upon parental consent and verification of student enrollment with the District, the Company will serve all students from the District at every facility with which EI US LLC dba LearnWell contracts as of August 17, 2025.
- 3. Compensation:** The District agrees to compensate the Company at the rate of \$9,110.35 per month, in each month of the 10 months of the term of performance. Such compensation shall be billed on the first day of the month and paid in full to the Company within thirty (30) days of receipt of invoice.
- 4. Indemnification:** The Company hereby indemnifies the District with respect to all employees, or with respect to the Company's breach of its obligations hereunder and for any liabilities, claims and demands made upon the Company or the District, arising out of the performance of the Company's duties hereunder. The Company shall defend (with counsel selected by the District and reasonably approved by the Company), indemnify, and hold harmless the

District, and its agents, members, representatives and employees from any and all claims, costs, expenses (including, but not limited to, attorney fees) related, directly or indirectly, to this indemnity.

5. Expenses: The Company will pay all expenses incurred in connection with the performance of his duties hereunder, including but not limited to automobile and/or travel expenses.

6. Required Records: The Company shall provide services and maintain records, logs and reports in accordance with all applicable laws, regulations and requirements of the Illinois Department of Education, the Illinois Department of Labor, and District policies and procedures in force during the term of this Agreement. All student records, logs, etc., will be the property of The Company and will be considered mandated records. The Company shall provide the District with a copy of any reports, testing, evaluations, or observations that are prepared in connection with the services provided by the Company under this Agreement.

7. Confidentiality: The Company shall maintain the confidentiality of student records in accordance with HIPPA and all applicable laws, regulations, requirements of the Illinois Department of Education and District policies and procedures in force during the term of this Agreement.

8. Review of Company Records: The District shall have the right to examine any or all student records or accounts maintained by the Company in connection with this Agreement.

9. Insurance: The Company shall provide the District with a Certificate of Liability Insurance naming the District as an additional insured with maximum coverage of not less than One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (3,000,000) in the aggregate. The Company shall notify the District in writing ten (10) days prior to any lapse in liability coverage. The absence of liability coverage during the term of this Agreement may result in immediate termination of this Agreement.

10. Employer's Authority: The Company represents and warrants that it will observe and comply with the policies, rules and regulations of the Company (and shall cause its employees to do the same), including, but not limited to, the Company Code of Conduct, performance of its duties, and to carry out and perform orders, directions and policies advised from The District.

11. Termination: This Agreement shall be terminated upon the occurrence of any of the following events:

- (a) Immediately upon the material breach by the Company of any of the policies, rules and regulations of the District relating to the health or safety of students or District employees.
- (b) Automatically upon the filing of a Petition in Bankruptcy by the Company.
- (c) Whenever either The District or the Company shall give thirty (30) days written notice to the other party of termination of the of the Agreement.

Upon termination of this Agreement, The Company shall be entitled to receive only the compensation accrued and unpaid as of the date of termination and shall not be entitled to any additional compensation.

12. Notices: Any notices required or permitted to be given under the terms of this Agreement shall be sufficient in writing and if personally delivered or sent by registered or certified mail to the parties at the following addresses:

To the Consultant:

EI US, LLC. dba LearnWell
2 Main Street, Suite 2A
Plymouth, MA 02360

To the District:

Township High School District 214
2121 S. Goebbert Rd.
Arlington Heights, IL 60005

13. Entire Agreement: This instrument contains the entire agreement of the parties with respect to the subject matter thereof and supersedes any and all other agreements, understandings and representations by and between the parties.

14. Modification: This Agreement may not be changed orally, but only by an agreement in writing signed by both parties. Any waiver of any term, condition or provision of this Agreement will not constitute a waiver of any other term, condition, or provision, nor will a waiver of any breach of any term, condition or provision constitute a waiver of any subsequent or succeeding breach.

15. Third-Party Beneficiaries: There are no third-party beneficiaries of or in this Agreement or any of the terms or provisions hereof or any of the rights, privileges, duties, liabilities, or obligations created hereby.

16. Negotiated Agreement: This is a negotiated Agreement, and this Agreement shall not be construed against any party by reason of this Agreement being prepared by such party's attorney. Each party warrants that it has full power to execute, deliver and perform this Agreement and has taken all actions required by law, its organizational documents or otherwise to authorize the execution and delivery of this Agreement.



IN WITNESS WHEREOF, the parties hereto affix their signatures as of the date and year first above written.

Township High School District 214

By:

A handwritten signature in black ink, appearing to read "Kara E. Jundrick", written over a horizontal line.

Authorized Representative

EI US, LLC. dba LearnWell

By:

A handwritten signature in black ink, appearing to read "Kathleen H. Egger", written over a horizontal line.

Kathleen Egger, CEO