

AGENDA
The First Meeting of the Month of April
of the Board of Education of Township High School District 214
will be held on Thursday, April 8, 2021
in Room D100/101 of the Forest View Educational Center
2121 S. Goebbert Road, Arlington Heights, IL
at 7:00 p.m.

The Board of Education meeting will be conducted in person in Room D100/101 with a maximum of 50 people allowed in that meeting area. Any additional attendees will be accommodated in other meeting spaces in the Forest View Educational Center with audio feed from the meeting room.

- I. CALL TO ORDER
President Petro
- II. ROLL CALL
Mrs. Knoepfle
- III. PLEDGE OF ALLEGIANCE
- IV. APPROVAL OF MINUTES
Regular Meeting of March 18, 2021
Closed Session Meeting of March 18, 2021
- V. CLOSED SESSION
 - o Collective negotiating matters between the district and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. 5ILCS 120/2(c)(2).
- VI. RECONVENE IN OPEN MEETING
Immediately following the Closed Session, the Board of Education will reconvene in Open Session and may take action deemed necessary as a result of the Closed Session discussions.
 - o Collective negotiating matters between the district and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. 5ILCS 120/2(c)(2).
- VII. PUBLIC COMMENTS
- VIII. SUPERINTENDENT'S REPORT
Freedom of Information Act Report
Meritorious Budget Award
- IX. BOARD MEMBER UPDATES
- X. CONSENT CALENDAR
 - 2021-049 Accounts Payable
 - 2021-050 Personnel Transaction Report
 - 2021-051 Destruction of Closed Minutes Audio Recordings
 - 2021-052 Intergovernmental Agreement for the Northwest Educational Council for Student Success : A Partnership Committed to Career and College Readiness

- 2021-053 Title I School-wide Waivers
- 2021-054 Graduation Audio Services - RFP
- 2021-055 District Uniforms - Bid
- 2021-056 2021-22 Encumbrance and Expenditure Authorization
- 2021-057 Student Accident Insurance 2021-22
- 2021-058 Serious Safety Hazard Review
- 2021-059 National Volunteer Week Resolution

XI. ACTION ITEM (The public may comment on each item after Board discussion.)
2021-060 Student Ridership and Navigation System

XII. DISCUSSION ITEM (The public may comment on each item after Board discussion.)
2021-061 Financial Software System

XIII. CLOSED SESSION

- The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in a park, recreational, or educational setting, or specific volunteers of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor in a park, recreational, or educational setting, or a volunteer of the public body or against legal counsel for the public body to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with [the Open Meetings Act]. 5 ILCS 120/2(c)(1), amended by P.A. 101-459;
- Student disciplinary cases. 5ILCS 12/2(c)(9).

XIV. RECONVENE IN OPEN MEETING

Immediately following the Closed Session, the Board of Education will reconvene in Open Session and may take action deemed necessary as a result of the Closed Session discussions.

- The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in a park, recreational, or educational setting, or specific volunteers of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor in a park, recreational, or educational setting, or a volunteer of the public body or against legal counsel for the public body to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with [the Open Meetings Act]. 5 ILCS 120/2(c)(1), amended by P.A. 101-459.

XV. ADJOURNMENT

MINUTES

The Minutes of the Second Meeting
of the Month of March of the Board of Education
Township High School District 214 held on March 18, 2021
at the Forest View Educational Center,
2121 S. Goebbert Road, Arlington Heights, Illinois
at 7:00 p.m.

President Petro called the meeting to order at 7:00 p.m. and R. Knoepfle called the roll. The following members were present:

William Dussling	Vice President
Mark Hineman	Member
Alva Kreutzer	Member
Mildred Palmer	Member
Dan Petro	President
Leonard Walker	Member
Todd Younger	Member

Absent at roll call:

None

Also present at the meeting were: D. Schuler, superintendent; C. Johnson, associate superintendent for finance and operations; K. Kraft, associate superintendent for human resources; L. Lopez, associate superintendent for teaching and learning; M. Johnson, assistant superintendent for student services; P. Kelly, principal, EGHS; G. Sisson, principal, JHHS; G. Minter, principal, PHS; E. Hart, principal, RMHS; J. Cook, principal, WHS; D. Weidner, associate principal, WHS; M. Knight, director of academic programs and pathways; R. Knoepfle, executive assistant to the school board and superintendent; J. Laskowski, executive administrative assistant to the superintendent; M. McCullough, assistant director of operations; P. Mogge, director of community engagement and outreach; K. Roiland, director of operations; T. Schlorff, director of instructional technology and technology services; C. Uhle, director of administrative services; staff members; parents; students; and citizens.

1. PLEDGE OF ALLEGIANCE

President Petro led the Board and audience in the Pledge of Allegiance.

President Petro acknowledged Women's History Month, noting the first female Board member, L. Cummins, was appointed in 1964 and the longest serving Board member in the history of District 214 was M. Cooper. He thanked all of the women administrators and staff members who have contributed to the District and thanked M. Palmer and A. Kreutzer for their insight and perspectives they bring to the Board.

2. APPROVAL OF MINUTES

It was moved by Kreutzer and seconded by Dussling that the Board of Education approve the minutes of the Workshop Meeting of March 4, 2021 and the Closed Session of March 4, 2021.

Upon roll call, the motion carried.

Ayes: Dussling, Hineman, Kreutzer, Palmer, Walker, Younger, Petro

Nayes: None

3. PUBLIC COMMENTS

G. Halfman, a WHS student, addressed the Board regarding the rhetoric against WHS and the WHS students by a candidate for the school board election.

K. Halfman, a WHS parent, addressed the Board regarding the success of students at WHS and the upcoming election.

A. Halfman, a WHS parent and alumnae, addressed the Board regarding the success of WHS students and programs that have increased academic participation and success and the upcoming election.

R. Castro, a WHS teacher, addressed the Board regarding the success of the AVID program and the AVID students' success.

K. Quigley, a WHS student, addressed the Board regarding the culture and community of WHS that helps students overcome barriers to be successful.

J. Brennan, a WHS parent, addressed the Board regarding the negative comments about the Wheeling community and the need to continue to embrace equity.

E. Bauer, a Rolling Meadows resident and RMHS parent, addressed the Board regarding the response to her article and the Board using meetings to send positive accolades about itself.

K. Ahn, an EGHS student, addressed the Board regarding students' responses to the return to school plans.

T. Ferraro, a PHS parent, addressed the Board regarding meeting transparency.

L. Schillmoeller, a RMHS parent, addressed the Board regarding the Open Meetings Act.

J. Ryan, a BGHS parent, addressed the Board regarding the last year and the emotional toll on students.

Caitlin Honeman, a WHS student, addressed the Board regarding her family's decision to move into the WHS attendance area due to the supportive community and the ability of teachers stepping up to teach the challenging range of the diverse community of students.

K. Murschel, a Buffalo Grove resident, addressed the Board regarding transferring her student to a private school that has been instructing in-person all year.

M. Escanvelo, a WHS student, addressed the Board, regarding the AVID program success that has led to her being awarded a Fulbright Scholarship for college.

J. Medina, a WHS student, addressed the Board regarding her participation in the AVID program that has led to her involvement in the Middle College Program at National Louis College.

A. Haidao, a WHS student, addressed the Board regarding her experiences at WHS, including tutoring other students, and the culture that encourages all students, regardless of their race, gender, or socio-economic status to succeed.

J. Schmidt, a WHS student, addressed the Board regarding how WHS has succeeded where other schools have failed.

R. Menninga, an Arlington Heights resident, addressed the Board regarding the positive debate sponsored by the League of Women Voters, and the responsibility of all candidates to respect the positions taken by other candidates, along with the reasons he is running for the Board of Education.

Ani Perez-Brennan, a WHS student, addressed the Board regarding the culture needed for students to thrive along with the strength of the diversity of the community and the upcoming election.

C. Schwarz, an Arlington Heights resident and WHS alumnus, addressed the Board regarding his experiences at WHS and the debt he owes the faculty, as he continues to volunteer at the school.

G. Estes, a WHS student, addressed the Board regarding her success as a student, the measures of success to define students, and the staff who approach students not from a place of pity, but of empathy.

C. Prilutsky, a WHS student, addressed the Board regarding the WHS community and the use of resources that support student success.

4. SUPERINTENDENT'S REPORT

D. Schuler reported that the district responded to the following Freedom of Information Act requests consistent with Illinois School Code:

- E. Luberda requested bid information.
- K. Cullotta/Chicago Tribune requested student information and COVID attendance policy.
- V. Cradduck requested the expedition to announce various improvements or plans to reopen schools.
- I. Ilin requested the expedition to announce various improvements or plans to reopen schools.
- M. Zablocka requested student test scores.
- L. Pangle requested the expedition to announce various improvements or plans to reopen schools.
- J. Kaganoff/Student Press Law Center requested Freedom of Expression or student publication policies.
- J. Cohen/ProPublica and Chicago Tribune requested student referrals to law enforcement, arrests, citations/tickets.
- J. Fagg/ABC7 requested student attendance information.
- M. Jankowski requested student information.
- J. St. Paul/Carpenters Union requested bid and financial information.
- N. Mihelich/IRTA requested personnel information

D. Schuler noted that it had been a year since the community was significantly impacted by COVID-19. He shared with the Board and community a look at the past 12-months and look ahead to the 2021 – 2022 school year via a video that also included the principals. The video described the past year, including the uncertainties that arose from the stay-at-home orders, how best to deliver instruction for what was thought to be a two-week shut-down, responding to state-issued mandates for remote learning and prohibition of new material for the end of the 2019-20 school year, as well as the District's response to assist students and families in need through the 214 CARES campaign, food and gift card drives, and providing assistance to access local, state and federal resources for rent and other assistance.

The District also responded to immediate needs for healthcare providers by donating PPE supplies, fashion students sewing masks, technology students and staff 3D printing face shields, and the technology

department providing Stanford University's research department excess server space to help run a program called Folding@home to help understand the virus in order to develop effective vaccines. As importantly, the staff recognizing the emotional toll on students made personal connections with their students. The student services teams at each of the schools expanded their outreach to families and connected those in need with outside resources to ensure no student was cold or hungry. The District also responded in celebration for the class of 2020 with virtual graduation ceremonies and parades of seniors at each school.

This year the process to reopen safely has been slow and steady with many teachers and staff in their buildings since the first day of school, prioritizing those who needed the greatest support. Classes were adjusted into a block schedule to allow for flexibility in arrival and departure times and to provide teachers with additional time to prepare to teach to students who have been at home and in the classroom. For those students who needed additional academic support, schools had the flexibility to meet individual student needs by enacting a variety of academic interventions to ensure students stay on track in their courses. Additionally, in February the District sponsored an intersession focused on supporting students who needed to recover credit in English, Social Science, Science, and Math in a blended online and in-person format.

Per the direction of our Board of Education, administration worked to identify vaccine opportunities for staff, and through partnerships with pharmacies and the Greater Elgin Family Care Center, all staff, who wish to be, will be fully vaccinated.

To continue to keep students and staff safe, the District enhanced cleaning procedures, removed excess furniture in spaces to increase social distancing, mandated mask-wearing, shortened the amount of time it takes HVAC systems to provide fresh air, implemented a self-certification system with daily temperature checks, and limited the number of visitors to buildings during the school day, all of which have led to the minimal transmission of COVID-19 as students appear to get the virus outside of school. Those will continue as the District increases the ability of more students to attend in-person as of April 5th. All of the teachers, with very limited exceptions, will be teaching from their classrooms. By law, parents will be provided a remote option.

Sports and more activities have resumed in-person, with expanded capacity in stands to watch competitions and expanded live streaming to show more games and events. Graduation will be held outdoors, with additional plans underway for senior activities including prom.

The administration is currently designing what the 2021-2022 school year will look like. Knowing that based on individual medical and family situations, some students may need to continue in a remote environment next year, administration is actively working with partner school districts to see if fully remote sections of classes can be created so students needing remote have full remote instruction and students in-person have fully in-person instruction.

The District is also working through the process of designing the schedules for next year and conversations have been and continue to be held about the potential of block scheduling, which is a result of feedback received from students, parents, and staff and, since the State of Illinois passed legislation increasing high school graduation requirements, the need for increased scheduling flexibility to maintain the current level of access to electives. The proposed schedule under consideration for the two-year pilot would consist of eight alternating class periods across two days. Each block would consist of 80 minutes of instructional time with one of the blocks being extended to accommodate a lunch hour. The lunch would provide flexibility in scheduling and for students in music programs to continue to meet every day. The student school day would run from 8:35 a.m. to 3:00 p.m.

In the video, D. Schuler summarized that the pandemic has been one of the most stressful times for teachers, staff, students and families, yet that the old way of doing things isn't the only way. Strength lies in the ability to change course, and students have seized every opportunity to do so productively. Because we believe that as long as you learn from the hardest moments, you are driven forward.

He noted that the District is looking forward to welcoming more students to our buildings on April 5 and a great end to our 2020 - 2021 school year. Plans for an awesome beginning to the 2021 - 2022 school year in August are underway.

D. Schuler shared three deadlines that are quickly approaching that demonstrate the opportunities District 214 continues to create for students:

1. Applications are due, Friday, March 19 for summer and fall internships through the Center for Career Discovery, allowing students real-world learning experiences in careers that interest them. The Center for Career Discovery currently works with approximately 1,500 community businesses to support these opportunities for students.
2. Rising seniors interested in majoring in business at National Louis University can apply by Monday, March 22 for District 214's Middle College Program. This program provides seniors the opportunity to study on National Louis' campus three days a week while also attending their home school for additional coursework while also completing a business internship.
3. Seniors can apply for a combined more than \$40,000 in scholarships through the District 214 Education Foundation. Funds are provided by generous alumni and community donors and the scholarships cover a wide range of criteria. Seniors can apply through a one-stop scholarship screening portal on the District's website. The deadline for all materials is Friday, April 2.

D. Schuler announced that yesterday was State testing day for the Illinois Science Assessment for all juniors, at which approximately 90% of all D214 juniors showed up in person.

Lastly, D. Schuler provided a few updates on our Next Generation Scholars. He explained that the Next Generation Program to Completion is designed to support first generation students to complete their college degree program. Students apply as Juniors and are supported through their sophomore year in college. One scholar applied to, and was accepted at, thirteen 4-year institutions of higher ed. and she ended up receiving \$23k per year in scholarship money after committing to DePaul. Another scholar will be attending St. Xavier University and was granted \$22k per year from that institution where she will be majoring in nursing. Another scholar is a Harper Promise student so that individual will receive two years of free post-secondary education prior to transferring to another university to study architecture. Another scholar will be attending Marquette University where she will study biomedical science pre-dental and she has earned \$36k per year in scholarship dollars. Another scholar is still deciding on where he will attend. He was accepted at all 11 colleges and universities to which he applied. His scholarship offers are between \$7,500 per year and \$35,940 per year depending on which school he commits to. These outcomes reinforce the value and importance of the Next Generation Pathway to Completion program. D. Schuler noted that this is how D214 is intentionally and strategically working to break the generational cycles of poverty that exist throughout the district.

5. BOARD MEMBER UPDATES

D. Petro acknowledged the work and dedication of A. Kreutzer as the IASB North Cook Division Director and member of the Board of Directors of IASB, noting the hours of work dedicated to supporting school boards' efforts throughout the State.

L. Walker reported on the District 214 students who participated in the Virtual Latino Summit hosted by Harper College. The goal is to improve academic achievement among Latino students and encourage the pursuit of higher education. Each year, the summit connects about 500 students from Northwest Community High Schools with 50 Latino professionals and 40 college students through panel discussions.

L. Walker also noted that last Friday, March 12, students and staff at Wheeling High School honored the one-year anniversary of the COVID-19 pandemic with the school engaged in various activities surrounding the slogan "Wheeling Strong." Students and staff participated in a virtual assembly and attended a virtual community event. He gave his "hats off" to those students and staff who contributed to make the programs successful.

T. Younger updated the Board on some of the Education Foundation activities and outcomes. He reported that a Wheeling High School alumnus has donated nearly \$12,000 through the Education Foundation toward the support of the Foundation's Next Generation Pathway to Completion program, which supports first-generation students and their families from their junior year of high school through college completion with the help of mentors and experts. The alumnus was particularly inspired by the Foundation's opportunity to sponsor students in that program, receiving updates on their progress and their successes in high school and college. In addition, the Education Foundation secured a donation of two gently used, newer model small school buses from Grand Prairie Transport to support the Technology Department's mobile support, an innovative program that provides offsite technology support for students who are unable to make it to the school.

M. Palmer reported that it has been exciting to see athletes competing again, with football teams having their first competitions this weekend with in-person attendance for spectators and student-led broadcasting teams live-streaming many events for in-home viewing. She noted that Winter sports teams enjoyed some notable successes, with two undefeated teams and MLS Champions: Hersey Girls Basketball and Rolling Meadows Boys Basketball. She was pleased to announce that this week the Hersey Girls Basketball team was unanimously voted number 1 in the state by the Associated Press.

Additional extra-curricular successes include Cheerleading and Competitive dance teams earning state honors, the mock trial team from Hersey reached the final round in the competition, Wheeling High School Dance Teacher Diane Rawlinson produced her 30th and final Wheeling Orchestis concert and Rolling Meadows High School Orchestis will present this weekend its 2021 Spring Concert, *Reverie*, to limited live audiences, with a free link to view the concert available thereafter.

A. Kreutzer reported that three District 214 teachers – J. Domaracki from Buffalo Grove High School and R. Castro and M. Rivas from Wheeling High School -- have earned National Board Certification. Four more teachers – P. Eriksson from Buffalo Grove High School, A. Baran and C. Froeschle from Elk Grove High School and L. Sapp from Prospect High School -- renewed their certification. She also reported that another District 214 student has taken a solid step forward professionally because of an internship through the Center for Career Discovery. A student who originally took on a micro-internship with the Building Department in Prospect Heights has now been offered a part-time paid internship to continue to obtain

real-world work experience. The department had a significant project that needed a self-motivated individual to complete it ... and officials felt our student fit the bill. And recently, Wheeling-based Keats Manufacturing offered a full-time job to a life student who had initially taken on an internship with that company.

A. Kretuzer also thanked D. Schuler who was the speaker at the IASB North Cook Division Meeting. She noted that being a director at the IASB state association has been educational as she has seen the inter-workings of the association to support over 840 school districts and track over 7000 pieces of legislation and lobby on behalf of districts.

B. Dussling reported he attended the virtual Honors Band Festival and the Honors Choral Festival where S. Catt, former EGHS choral instructor, and now Director of Choral Activities at Elmhurst College, was a guest director. D. Dussling also reported that J. Carmedella, a PHS teacher, will be attending a Master of Religion and Public Life program at Harvard University's Divinity School on sabbatical, leaving his 14-year basketball coaching position at PHS.

M. Hineman reported that District 214 celebrated and observed Black History month in many ways, including the return of 2010 Rolling Meadows High School graduate Dr. Brione Lockett, Coordinator for African American/ Black student Programs at Dixie State University in St. George, Utah, as a guest speaker, as part of the Mustang Morning Speaker Series.

M. Hineman also reported that District 214 inducted a new cohort of students into the National Technical Honor Society, recognized 116 honorees who have excelled in Career and Technical Education programs and pathways. A video highlighting them and their achievements is available on our District website. He also reported that District 214 Adult Education Career Pathways has partnered with Northwest Suburban College in Rolling Meadows to deliver a reading and math support class to complement its Pharmacy Technician certificate program. Additionally, the Adult Education Manufacturing Career Pathway Credential Class continues to prepare students to take three NIMS Credential tests for entry-level positions in Quality Control and Computer Numeric Control in lathe and mill operations. He noted that more information can be found on the Community Education website.

M. Hineman participated in the Wheeling Strong program and toured the new medical pathways classroom, the CTE manufacturing classroom where students are continuing to make parts for NASA, and the nano-tech lab. He also was at PHS for the 6:00 a.m. swim practice and viewed the QR system to track students for COVID tracking. He then toured the CTE rooms being renovated by the CMA staff, saving the district from outside construction and construction management costs.

M. Hineman also commented on J. Carmedella's role as both a basketball coach and a history of religions instructor and the evolution of the course he developed over the years. He noted that the course is well known and is visited by renown religious leaders who present and who come to learn about how the course is run. J. Carmedella has shared his knowledge internally as well, as now five of the six high schools offer a similar course. J. Carmedella's sabbatical is to attend the first new program in 50 years at Harvard.

D. Petro thanked the League of Women Voters for hosting the candidate forum and for using District 214 students as moderators. D. Petro also acknowledged the aquatics record-breaking JHHS student with disabilities in the State competitions.

6. APPROVE CONSENT CALENDAR 2021-029 through 2021-038

Items 2021-029 through 2021-038 appearing on the Consent Calendar were presented for the Board's consideration.

It was moved by Dussling and seconded by Palmer that the Board of Education approve Items 2021-029 through 2021-038 appearing on the Consent Calendar as presented.

Upon roll call, the motion carried.

Ayes: Dussling, Hineman, Kreutzer, Palmer, Walker, Younger, Petro
Nays: None

A. Approve Accounts Payable 2021-029

Transfers Dated February 1-28, 2020 listing:

Educational Fund Listing	\$2,075,885.08
TOTAL	<u>\$2,075,885.08</u>

Actual March 4, 2021 listing:

Educational Fund Listing	\$386,631.45
Operations and Maintenance	322,877.90
Transportation Fund	70,806.36
Capital Projects	<u>470,864.95</u>
TOTAL	<u>\$1,251,180.66</u>

Checks Dated: March 4, 2021

Check Numbers: 742085 through 742335

B. Personnel Transaction Report 2021-030

Approved Personnel Transaction Report attached to these minutes.

C. Destruction of Closed Meeting Audio Recordings 2021-031

Approved the destruction of closed session audio recordings for the following meetings:

August 7, 2019
August 15, 2019

D. PHS – CTE Project – HVAC Mechanical Equipment 2021-032

Accepted the bid from Amber Mechanical Contractors, Inc. in the amount of \$148,500 for the mechanical unit for the PHS CTE project and authorized its Superintendent or designee to approve and execute contracts on behalf of the Board for services related to the project, and to approve and execute change orders.

With respect to change orders that necessitate an increase in the cost of contracts by 10% or more, or which will change the time of completion by a total of 30 days or more, the Board hereby authorizes its Superintendent or designee to make the written determinations required by 720 ILCS 5/33E-9, that: (1) the circumstances said to necessitate the change in performance were not reasonably foreseeable at the time the contract was signed, or (2) the change is germane to the original contract as signed, or (3) the change order is in the best interest of the District and is authorized by law.

<u>Vendor</u>	<u>Bid</u>
1 Source Mechanical, Inc. (DeKalb, IL)	\$160,500
Amber Mechanical Contractors, Inc. (Alsip, IL)	\$148,500
AMS Mechanical Systems, Inc. (Burr Ridge, IL)	\$186,800
F.E. Moran, Inc. (Downers Grove, IL)	\$157,200
Mechanical, Inc (Freeport, IL)	\$186,600
MG Mechanical Contracting, Inc. (Woodstock, IL)	\$152,100
Oak Brook Mechanical Services, Inc. (Elmhurst, IL)	\$168,200
Voris Mechanical, Inc. (Glendale Heights, IL)	\$194,150

The total of recommended Bid plus Alternate 1 is \$148,500.

E. Community Education Course Catalogues - Bid 2021-033

Accepted the bid from Indiana Printing & Publishing, Inc. in the amount of \$40,924.00 to print and distribute the Fall 2021, Winter 2022 and Spring/Summer 2022 Community Education Course Catalogs.

<u>Vendor</u>	<u>Bid Amount</u>
Indiana Printing & Publishing, Inc. (Indiana, PA)	\$ 40,924.00
K.K. Stevens Publishing (Astoria, IL)	\$ 37,204.03
American Litho (Milwaukee, WI)	\$ 40,187.00
John S. Swift Co., Inc. (Buffalo Grove, IL)	\$ 52,547.00
XanEdu Publishing (Ann Arbor, MI)	\$ 117,040.00

F. Multi-Function School Activity Buses (MFSAB) - Bid 2021-034

Approved the purchase of six MFSAB vehicles from Southern Bus & Mobility for a total of \$334,074.

G. Audio Equipment for Prospect High School – Bid 2021-035

Accepted the bid totaling \$43,816.74 from Sonic Audio for the purchase of audio equipment, installation, and training for Prospect High School.

<u>Vendor</u>	<u>Total</u>
Sonic Audio (Longmont, CO)	\$ 43,816.74
Guitar Center Stores Inc (Farmers Branch, TX)	\$ 39,616.00
Romeo Music (Coppell, TX)	\$ 40,223.00
McCormick’s Group (Wheeling, IL)	\$ 40,318.12
HRP Chicago, LLc (Chicago, IL)	\$ 42,335.00
Accutrack Recording & Sound, Inc. (Mount Prospect, IL)	\$ 42,705.55

CESMG (Knoxville, TN)	\$ 43,993.00
IVCi, LLC (Hauppauge, NY)	\$ 44,082.99
Gand Sound Installation (Elk Grove Village, IL)	\$ 44,531.57
Renaissance Communication Systems (Franklin Park, IL)	\$ 45,110.00
Advanced Communications (Michigan City, IN)	\$ 47,751.90
Pentegra Systems, LLC (Addison, IL)	\$ 47,973.38

H. Keystone Purchasing Network – Membership Agreement 2021-036

Accepted the membership agreement and become a member of the Keystone Purchasing Network.

I. Copier Lease 2021-037

Accepted the Konica Minolta Lease contract and direct the Associate Superintendent for Finance and Operations to execute the related documents.

J. Registration Fees 2021-22 2021-038

Approved the 2021-22 registration fee recommendations as presented.

7. 2021-22 PRELIMINARY BUDGET GUIDELINES AND ASSUMPTIONS 2021-039

D. Schuler noted that the preliminary budget agenda item as presented for discussion at the last meeting did not have any modifications. The development of the budget will be a living document prior to being approved in August as the district continues to receive new information on the CARES Act funding and ESSA funding.

It was moved by Kreutzer and seconded by Palmer that the Board of Education approve the proposed guidelines and assumptions relative to the preparation of the 2021-22 fiscal year budget.

Discussion included:

- If there was any further communication coming from the State regarding funding how appropriations will flow from the State budget. Every day more information is forthcoming and that will be reflected in the final budget.

There were no comments from the public.

Upon roll call, the motion carried.

Ayes: Dussling, Hineman, Kreutzer, Palmer, Walker, Younger, Petro

Nays: None

8. 2021 SUMMER SCHOOL PROGRAM 2021-040

D. Schuler introduced L. Lopez, associate superintendent for teaching and learning, and M. Knight, director of academic programs and pathways, who provided an update on the proposed Summer School Program based on discussion at the previous board meeting. L. Lopez and M. Knight explained that they are incorporating more in-person experiences and based on the new guidelines from ISBE, offering additional opportunities for students to experience new courses during the summer. The District has also been working since January of 2020 to revamp the traditional language arts transition program to the new

Bridge to High School program that will have three parallel strands running – the Bridge to High School, the Bridge to High School ESL and the Bridge to Newcomer. All three strands will focus on core academics, social and emotional supports and career pathway access. Each day students will receive content in all areas with pathway instruction being delivered by those content instructors.

It was moved by Dussling and seconded by Kreutzer that the Board of Education approve the proposed 2021 Summer School Program.

Discussion included:

- it is an ambitious schedule to have ready by June;
- the number of students attending is always less than the number invited to attend the transition programs based on sender school identification of those students who could most benefit, however, this year the District is anticipating a larger enrollment.
- the research done on the program has demonstrated that students who attend are more successful their first semester in high school, which is a critical period for overall success of a student.;
- course offerings will be both in-person and remote;
- the main sites this year will be EGHS and FVEC;
- fees are still being finalized as the CARES Act may provide additional funding to support the program.

There were no comments from the public.

Upon roll call, the motion carried.

Ayes: Dussling, Hineman, Kreutzer, Palmer, Walker, Younger, Petro

Nays: None

9. STUDENT RIDERSHIP AND NAVIGATION SYSTEM

2021-041

D. Schuler introduced C. Johnson, associate superintendent for finance and operations, to describe the recommended student ridership and navigation system being presented to the Board. C. Johnson explained that the District has been attempting to identify a system compatible with its existing scheduling system that would allow for identifying who is on a given bus at any time and whether or not buses are running on schedule. The Tyler Drive system is compatible with the existing software and it will allow the district to more efficiently route buses.

Discussion included:

- whether or not students will be restricted on which bus they use;
- the implementation timeframe and the need to not disrupt processes mid-year. New student IDs will be issued at the start of the year, so students won't experience any major changes to their practices regarding bus transportation and other services that use the student ID;
- the sharing of the tracking of buses raises security issues, so there will be parent and student notifications of delayed service, but not necessarily where a bus is currently located;
- funding is available from the State transportation fund and the efficiencies from the new system.

Comments from the public following a discussion item:

R. Menninga, an Arlington Heights resident, questioned the process used to identify the proposed system.

10. CLOSED SESSION

It was moved by Kreutzer and seconded by Hineman that the Board of Education convene in 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 a park, recreational, or educational setting, or specific volunteers of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor in a park, recreational, or educational setting, or a volunteer of the public body or against legal counsel for the public body to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with [the Open Meetings Act]. 5 ILCS 120/2(c)(1), amended by P.A. 101-459;
- The placement of individual students in special education programs and other matters relating to individual students. 5ILCS 120/2(c)(10);
- Collective negotiating matters between the district and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. 5ILCS 120/2(c)(2).

Upon roll call, the motion carried.

Ayes: Dussling, Hineman, Kreutzer, Palmer, Walker, Younger, Petro
Nays: None

The Board convened in Closed Session at 8:24 p.m.

11. RECONVENE IN OPEN SESSION

It was moved by Palmer and seconded by Hineman that the Board of Education reconvene in Open Session.

Upon roll call, the motion carried.

Ayes: Dussling, Hineman, Kreutzer, Palmer, Walker, Younger, Petro
Nays: None

The Board reconvened in Open Session at 10:09 p.m.

12. JOB DESCRIPTIONS

2021-042

It was moved by Palmer and seconded by Hineman that the Board of Education approve the following job descriptions as presented:

- Director of Diversity, Equity & Inclusionary Practices
- Early College Program Supervisor

Upon roll call, the motion carried.

Ayes: Dussling, Hineman, Kreutzer, Palmer, Walker, Younger, Petro
Nays: None

13. PERSONNEL TRANSACTION REPORT II 2021-043

It was moved by Palmer and seconded by Kreutzer that the Board of Education Personnel Transaction Report II, the including following appointment, effective July 1:

- o Gabriella Stetz Jackson, Director of Professional Learning, FVEC

Upon roll call, the motion carried.

Ayes: Dussling, Hineman, Kreutzer, Palmer, Walker, Younger, Petro
Nays: None

14. PERSONNEL TRANSACTION REPORT III 2021-044

It was moved by Hineman and seconded by Dussling that the Board of Education approve Personnel Transaction Report III, the sabbatical request for leave for J. Carmedella.

Upon roll call, the motion carried.

Ayes: Dussling, Hineman, Kreutzer, Palmer, Walker, Younger, Petro
Nays: None

15. PERSONNEL TRANSACTION REPORT IV 2021-045

It was moved by Palmer and seconded by Kreutzer that the Board of Education approve Personnel Transaction Report IV, the Resolution Authorizing the Non-Renewal of Education Association Member Contracts.

Upon roll call, the motion carried.

Ayes: Dussling, Hineman, Kreutzer, Palmer, Walker, Younger, Petro
Nays: None

16. PERSONNEL TRANSACTION REPORT V 2021-046

It was moved by Walker and seconded by Kreutzer that the Board of approve Personnel Transaction Report V, the Resolution Authorizing The Honorable Dismissal Due To Reduction In Force Of Probationary Part-Time Education Association Member Contracts.

Upon roll call, the motion carried.

Ayes: Dussling, Hineman, Kreutzer, Palmer, Walker, Younger, Petro
Nays: None

17. PERSONNEL TRANSACTION REPORT VI 2021-047

It was moved by Kreutzer and seconded by Dussling that the Board of Education approve Personnel Transaction Report VI, the Re-Employment of Part-Time Current Education Association Employees. Upon roll call, the motion carried.

Ayes: Dussling, Hineman, Kreutzer, Palmer, Walker, Younger, Petro

18. PERSONNEL TRANSACTION REPORT VII 2021-048

It was moved by Kreutzer and seconded by Petro that the Board of Education approve Personnel Transaction Report VII, the Resolution Authorizing Reassignment from Administrative Classification to Education Association Classification for K. Bellof.

Upon roll call, the motion carried.

Ayes: Dussling, Hineman, Kreutzer, Palmer, Walker, Younger, Petro

19. ADJOURNMENT

It was moved by Dussling and seconded by Kreutzer to adjourn. The motion carried.

The meeting adjourned at 10:13 p.m.

F. Daniel Petro, president

William J. Dussling, vice president

PERSONNEL TRANSACTION REPORT

EMPLOYMENT OF EDUCATION ASSOCIATION PERSONNEL 2021-2022

<u>Name</u>	<u>Assignment</u>	<u>Salary</u>
CAMACHO, RICARDO	1.0 School Psychologist - WHS	\$79,136.00
<u>Remarks</u> Degree	M+60 step 3 Ed.D. M.Ed. B.A.	Loyola University, Chicago, IL Loyola University, Chicago, IL DePaul College, Chicago, IL
Exp.	8/2019 - present	School Psychologist, Morton East HS, Cicero, IL
TOME CZKO, LAURA	0.8 CNA - BGHS/PHS	\$56,694.40
<u>Remarks</u> Degree	M step 4 M.A. B.S.	North Park University, Chicago, IL University of Iowa, Iowa City, IA
Exp.	2007 - 2011	Clinical Educator, Gd Sam Hospital, Downers Grove, IL

Voluntary Retirement Program - Education Association - 2025

<u>Name</u> PAUL, KARA	Special Education - TAFV
<u>Remarks</u>	Intent to Participate Effective: Last day of school, 2025
HAMILTON, JILL	School Counselor - BGHS
<u>Remarks</u>	Intent to Participate Effective: Last day of school, 2025
BLAZEK, KENNETH	Math - JHHS
<u>Remarks</u>	Intent to Participate Effective: Last day of school, 2025
HALLEEN, LISA	Math - PHS
<u>Remarks</u>	Intent to Participate Effective: Last day of school, 2025
WESEMAN, EVE	Math - PHS
<u>Remarks</u>	Intent to Participate Effective: Last day of school, 2025

CLASSIFIED PERSONNEL TRANSACTION REPORT

EMPLOYMENT OF CUSTODIAL MAINTENANCE PERSONNEL 2020 - 2021**CHANGE**

<u>Name:</u>	<u>Assignment</u>	<u>Salary</u>	<u>Hrs./Week</u>
CORONEL, OSCAR			
Remarks:	Lead Custodian - 3rd Shift (CM)		
	Grade III, CMS 33, Step 7	\$25.98	40
	Initial Location: BGHS		
	From: Custodian I - 3rd (FVEC)		
	Effective: April 9, 2021		
MONTESINOS, FRANK			
Remarks:	Custodian I - 2nd Shift (WHS)		
	Resignation		
	Effective: March 29, 2021		
TRUJILLO, FRANCISCA			
Remarks:	Lead Custodian - 2nd Shift (CM)		
	Initial Location: JHHS		40
	From: Lead Custodian - 3rd Shift (EGHS)		
	Effective: April 12, 2021		

FOOD SERVICE PERSONNEL TRANSACTION REPORT

EMPLOYMENT OF FOOD SERVICE PERSONNEL- 2020-2021

Resignation

<u>Name</u>	<u>Assignment</u>
Petrik, Constance	School Nutrition Services Worker I- WHS
<u>Remarks</u>	Resignation eff. 5/25/21

ITEM NO: 2020-051
DATE: April 8, 2021
FILE: Meetings

Subject: Destruction of Closed Meeting Audio Recordings

BACKGROUND INFORMATION:

The Illinois Open Meetings Act (5 ILCS 120/2.06) requires that Boards of Education keep a verbatim record of their closed meetings in the form of an audio or video recording. After 18 months have passed since being made, the audio or video recording of a closed meeting may be destroyed, provided the Board approved: 1) its destruction; and, 2) minutes of the particular closed meeting.

ADMINISTRATIVE CONSIDERATION:

The Board of Education approved the following minutes of the closed meetings as indicated:

<u>Date of Meeting</u>	<u>Date of Approval</u>
September 12, 2019	October 3, 2019

RECOMMENDED ACTION:

That the Board of Education approve the destruction of closed session audio recordings for the following meetings:

September 12, 2019

ITEM: 2021-052
DATE: April 8, 2021
FILE: NECSS

SUBJECT: Intergovernmental Agreement for the Northwest Educational Council for Student Success: A Partnership Committed to Career and College Readiness

BACKGROUND

An original agreement for the Northwest Suburban Career Cooperative was approved between Township High School District 214, Township High School District 211, Community Unit School District 220 and William Rainey Harper College in January of 1985 and amended in September 1986, March 1994, March 1997, and March 2004 under the name of the Northwest Suburban Education to Careers Partnership. In 2010, the high school districts and William Rainey Harper engaged in strategic planning sessions for improving the success of all students. As a result of those sessions, the Board approved the Strategic Partnership Memorandum of Understanding for the Northwest Educational Council for Student Success in October 2010. In the spring of 2012, the agreement was updated to include general practices and to match current funding requirements. In August of 2016 the agreement was updated to include the emphasis on Career and College Readiness and to include general updates to match current practices and organizational structure.

ADMINISTRATIVE CONSIDERATION

The Northwest Educational Council for Student Success Intergovernmental Agreement for Career Readiness and College Readiness in areas served by Township High School District 214, Township High School District 211, Community Unit School District 220, and William Rainey Harper College District 512 is being updated to include pending ISBE rule changes. There is no financial impact as a result of these updates. The changes are being made for clarification and to reflect current practices of the partnership.

RECOMMENDATION

That the Board of Education approve the revised Intergovernmental Agreement for Northwest Educational Council for Student Success: A Partnership Committed to College and Career Readiness.

APRIL 13, 2012
Amended August 17, 2016
(Under Review March 17, 2021)

**NORTHWEST EDUCATIONAL COUNCIL FOR STUDENT SUCCESS (NECSS)
A PARTNERSHIP COMMITTED TO COLLEGE AND CAREER READINESS**

An Intergovernmental Agreement

For College and Career Readiness in the areas served by

Township High School District 211

Township High School District 214

Community Unit School District 220

William Rainey Harper College District 512

P R E F A C E

The spirit of this Intergovernmental Agreement is one of cooperative planning and implementation directed toward providing effective, quality college and career readiness to the residents of the northwest suburban area.

This Intergovernmental Agreement provides a framework to assist the professional staffs of the member districts to fulfill that responsibility.

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INTERGOVERNMENTAL AGREEMENT RESOLUTION

ARTICLE I - GENERAL PROVISIONS

This Intergovernmental Agreement is made and executed pursuant to the provisions of the Intergovernmental Cooperation Clause of the Illinois Constitution. (Ill. Const. 1970, Article VII, Sec. 10) as well as the provisions of the Intergovernmental Cooperation Act of 1973, as amended (5 ILCS 220/1 *et seq.*). Upon joint action of the governing boards of each member district, this Intergovernmental Agreement shall amend and supersede the Intergovernmental Agreements entitled “Northwest Suburban Career Cooperative (a regional vocational education system) Joint Agreement” entered into January of 1985 and amended in September of 1986, March of 1994, March of 1997, March of 2004, April of 2012, August of 2016, and June 2021.

I.1 NAME

The name of the Intergovernmental Career Education Agreement formed hereunder shall be: **NORTHWEST EDUCATIONAL COUNCIL FOR STUDENT SUCCESS: A PARTNERSHIP COMMITTED TO COLLEGE AND CAREER READINESS** herein after referred to as **NECSS**.

This entity was formerly known as the Northwest Suburban Education to Careers Partnership.

I.2 PURPOSE

The purpose of this Intergovernmental Agreement shall be:

- To provide a framework for offering coordinated, college and career readiness programs and services for high school, college, and adult learners who reside within a member district.
- To facilitate and articulate a system of college and career readiness development from elementary school through college.
- To provide for the administration of programs and services conducted under this Intergovernmental Agreement in accordance with applicable provisions of the Illinois School Code, Illinois and Federal Law, the State Board of Education, the Illinois Community College Board, and the Illinois Board of Higher Education.
- To establish a structure for providing the resources needed to operate such programs and services.

I.3 MEMBERSHIP

Charter membership in NECSS shall include Township High School District 211, Township High School District 214, Community Unit School District 220, and William Rainey Harper College District 512.

Non-member districts who wish to join after the initial enrollment date may be admitted only by unanimous vote of the Board (see Article II.1) and by meeting the following conditions:

- Agree to an initial assessment established by the Board, including, but not necessarily limited to, a fair and equitable portion of previous program development expenses;
- Satisfy similar conditions which were met by present member districts as established by the Board.

Membership in this Intergovernmental Agreement shall be continuous, and member districts shall be bound hereby, from year-to-year, unless any member district executes the withdrawal provision of this Agreement, which is contained in Article VII.

ARTICLE II - ORGANIZATION AND OPERATION

II.1 BOARD

1. The Board shall include the Chief Executive Officer from each member district and the NECSS Executive Director. Up to two additional members shall be designated by each district's Chief Executive Officer. These (non-voting) additional members shall serve on the Coordinating Council as well. One of the member district's Chief Executive Officers will preside over the NECSS Board for a period of one year. Chair of the Board will rotate among the districts, with the exclusion of the Administrative District (fiscal agent).
2. Meetings of the Board shall be held at a time and place agreed upon by the Board. A quorum shall consist of one member present from each of the member districts. Meetings will be held in accordance with the Illinois Open Meetings Act (5 ILCS 120/1 *et seq.*), (the "Act"), and with Robert's Rules of Order, 11th Edition, Newly Revised. Public notice of all meetings shall be given as provided in the Act.
3. Each district shall be entitled to one vote. The Chief Executive Officer of each district or designate will be the voting member. A majority of those voting shall be required to approve any action.
4. The contents of the Agreement and any policies officially approved by the Board constitute the bylaws by which the system will be governed.

FUNCTIONS OF THE BOARD

1. Approve an annual operating budget for NECSS.

2. Establish policies and procedures for operation of the Intergovernmental Agreement.
3. Approve or authorize all financial transactions of NECSS based on the approved budget.
4. Recommend revisions in any part of NECSS' operation which requires approval by member districts.
5. Approve the form, content, and sequence of programs and services offered within the framework of the Intergovernmental Agreement.
6. Recommend employment of all NECSS staff to one of the member districts.
7. Approve all NECSS plans, proposals, grant applications, and reports to be submitted on behalf of NECSS.
8. Approve the establishment of any standing NECSS committee.
9. Develop policy that ensures equitable access for enrollment of students from the member districts in NECSS programs.
10. Perform any other functions designated elsewhere in this Agreement.

II.2 ADMINISTRATIVE DISTRICT

1. Any member district shall be eligible for designation as the administrative agent for the system.
2. The Administrative District shall serve as the legal and fiscal agent for the system pursuant to state and federal laws, rules, regulations, and guidelines.
3. The Administrative District shall be recommended by the Board and approved by the Board of Education of each participating district.

DUTIES OF ADMINISTRATIVE DISTRICT

The Administrative District shall be responsible for:

- Paying any and all NECSS expenditures sanctioned and approved by the NECSS Board.

- Maintaining an accounting system to document all revenue, income, and expenditures of NECSS.
- Filing all appropriate reports and claims required by the State.

Responsibility of management of portions of NECSS programs and services may be delegated to any member district with consent of the Board and delegated district.

CHANGE OF ADMINISTRATIVE DISTRICT

Designation of the Administrative District shall be reviewed at least every three years. The Administrative District may be changed or altered on recommendation of the Board. The effective date of any change of designation of Administrative District shall be the beginning of the Intergovernmental Agreement's fiscal year. A vote to change the designation of the Administrative District must occur prior to March 31 in order to be effective for the upcoming fiscal year. A vote to change the Administrative District of this Intergovernmental Agreement shall not be considered as an amendment to these bylaws and shall be subject only to the provisions of this section.

After a vote to change designation, the Board, with agreement of the Administrative District (existing and proposed), may agree to accelerate or postpone the effective date of the change.

II.3 COORDINATING COUNCIL

The Coordinating Council shall be a standing committee of the Board. Membership shall consist of one non-voting member of the Board from each participating district, the NECSS Executive Director, and an additional staff member, as appropriate.

The Coordinating Council will be responsible for the following:

1. Coordinate and direct activities of NECSS on behalf of the Board.
2. Make recommendations concerning NECSS staff, policy, and procedure to the Board.
3. Review all reports and recommendations of committees prior to presentation to the Board.
4. Prepare agendas and special reports for Board meetings.
5. Interact with federal, state, and local officials as requested on behalf of the NECSS staff and/or Board.
6. Monitor the operational budget and expenditures of NECSS.

7. Maintain a coordinated recording system for all required federal and state data collection.
8. Accept other responsibilities as assigned by the Board.

II.4 NECSS EXECUTIVE DIRECTOR

The NECSS Executive Director shall be hired by the Board, become an employee of one of the member districts, report to the Board, and have the following specific responsibilities:

GENERAL ADMINISTRATION

1. Attend and participate in meetings of the Board, the Coordinating Council, and the Council Committees;
2. Work with the Coordinating Council to plan for NECSS operation;
3. Prepare for and participate in Board meetings to provide appropriate input and seek direction concerning the planning, operation, and evaluation of NECSS;
4. Communicate with the appropriate federal, state, and local entities to assure full utilization of appropriate support as well as compliance with applicable guidelines and regulations;
5. Supervise and evaluate all NECSS staff and consultants who are hired by NECSS or authorized by a member district to work under the NECSS Executive Director.
6. Coordinate the development and management of the regional plan, reports, proposals, and claims required by federal, state, or local entities or the Board; and
7. Maintain appropriate records for NECSS.

FISCAL

1. Prepare budgets and reports as required; and
2. Review NECSS records with auditor.

PROGRAMS AND SERVICES

1. Coordinate shared course enrollments and procedures;

2. Assist in the coordination, articulation, implementation, evaluation, and integration of career education and workforce development;
3. Organize and work with program task forces to develop and implement programs;
4. Work with representatives of elementary schools, private schools, other colleges, and business and industry to articulate regional career development activities and related services;
5. Coordinate marketing and information dissemination efforts for regional programs and general operational components of NECSS; and
6. Additional responsibilities as designated by the Board.

STAFFING

NECSS employees are hired by the NECSS Board, become employees of one of the member districts, are paid from NECSS funds on recommendation from the Board, and perform centralized NECSS functions, which benefit all member districts.

II.5 COUNCIL COMMITTEES

PURPOSE

Council Committees shall be established by the Board to focus on each area necessary for student success. These committees may include but not limited to:

- Data
- Power of 15
- CTEI/Perkins Grant

There will be two expert members from each participating district, the NECSS Executive Director, and additional staff as appropriate. The Council Committees of NECSS will implement its mission: “NECSS partnership members will develop programs, share talent and data, and leverage joint resources to ensure that every elementary, high school, and college graduate will have the opportunity to be prepared for a global society, 21st century careers, and postsecondary readiness/success.”

MEMBERSHIP

Members are selected by the Chief Executive Officers, or designated representatives from each member district, and will represent all constituencies necessary to satisfy federal and state system requirements. All members should:

- Show interest in improving the educational system;
 - Represent the general opinion of the community, including business, industry, public services, and the professions;
 - Have the necessary time to devote to teamwork;
 - Not exploit the team for personal benefit.
1. Membership is for a suggested three-year term and may be renewed indefinitely based on mutual agreement of the member and NECSS.
 2. The NECSS Executive Director will serve as Committee Chair.

RESPONSIBILITIES

The Council Committees are responsible for the following:

- Advise NECSS's administration in planning, marketing, implementing, and evaluating a college and career readiness system building efforts;
- Help provide communication among all NECSS stakeholders;
- Aid in the continuous review of the content and organization of the general instructional program to see that it correlates with the occupational needs and core standards of the community, area, or state;
- Engage best practices in the following eight areas, and develop a plan to integrate them into a system of college and career readiness for all learners in the northwest suburban area.
 1. Curriculum Alignment and Integration
 2. Portable Credentials
 3. Career Development/Pathways
 4. Work-Based Learning
 5. Linkages to Postsecondary
 6. Postsecondary Readiness
 7. Student Re-Engagement
 8. Shared Data
- Appoint community and business representatives to assist with college and career readiness planning and development; and
- Assist in long-term planning toward system building.

II.6 OTHER COMMITTEES

ADVISORY COMMITTEES

MEMBERSHIP

Membership may be drawn at the direction of Council and may include secondary and postsecondary delegates and other key representatives from business and industry as needed.

RESPONSIBILITIES

The Advisory Committees are responsible for the following:

- Advise NECSS's administration in planning, marketing, implementing, and evaluating college and career readiness programs;
- Assist in the development of community, business, and education partnerships to carry out the shared responsibility for preparing students for college, careers, and citizenship;
- Help provide communication between NECSS's member school districts and the communities they serve;
- Assist in the development and recommendation of an adequate financial support program; and
- Provide direction and leadership in programs developed and implemented to meet college and career readiness needs.

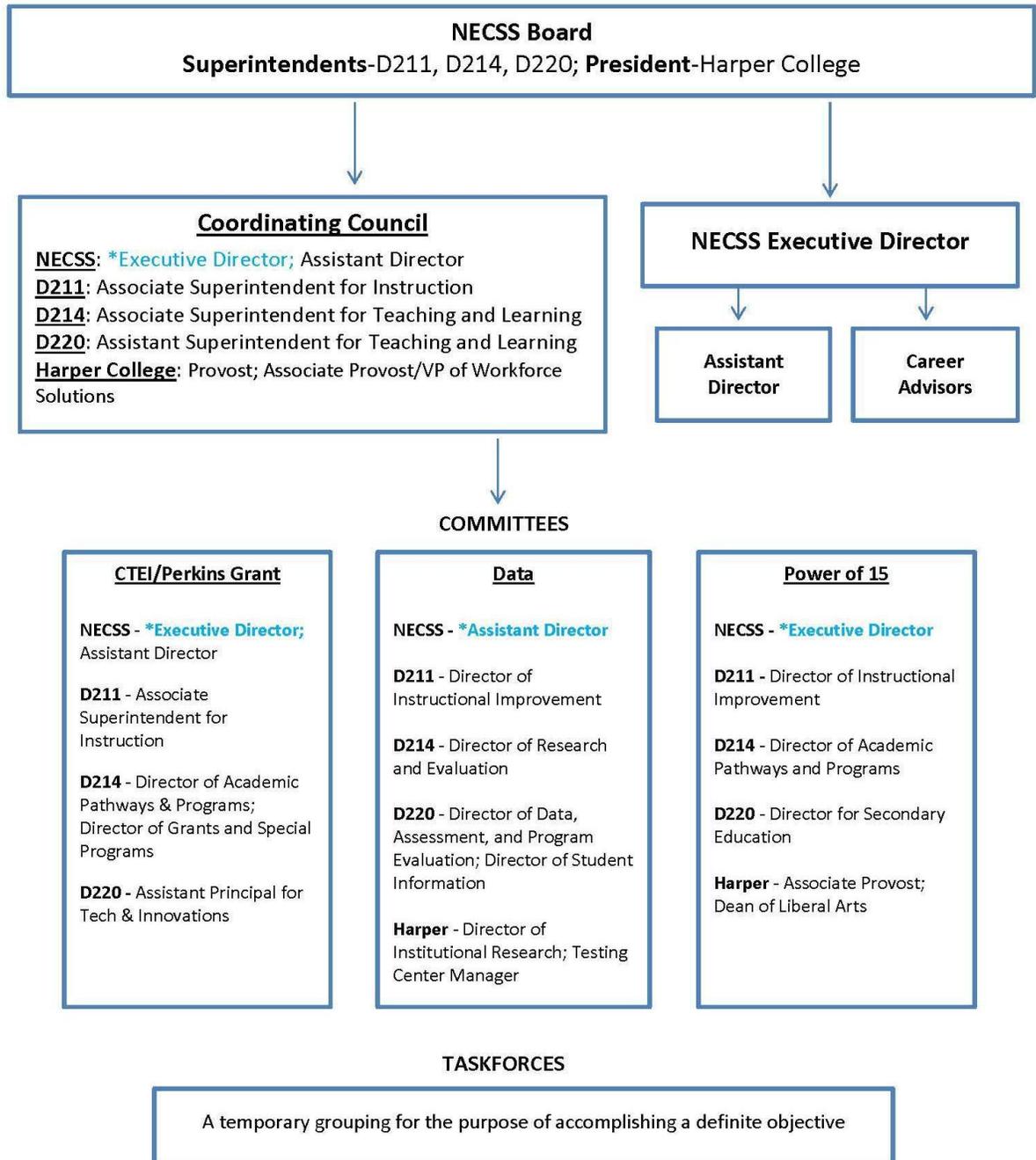
SPECIFIC TASK FORCE COMMITTEES

As needed, the NECSS Executive Director or Coordinating Council may recommend the establishment of task force committees to examine college and career readiness development and issues of the region.

1. A task force committee will consist of representatives from each member district, business, and community representatives.
2. At the completion of its task, the committee will be disbanded.
3. If a specific task force committee recommends a change of status from task force to standing, that recommendation will require Board approval.

II.7 ORGANIZATIONAL CHART (revised 11/1/2019)

NORTHWEST EDUCATIONAL COUNCIL FOR STUDENT SUCCESS (NECSS)



* Committee Chairs

Revised 11/01/19

ARTICLE III - PROGRAMS

III.1 PROGRAM DEVELOPMENT

New programs for development may be recommended by any member district or any NECSS committee.

A task force may be established by the NECSS Executive Director or Coordinating Council to develop recommendations for the establishment and/or coordination of programs. Resulting recommendations will be submitted to NECSS's Coordinating Council for review. Final recommendations will be presented to the Board for approval.

Regional career readiness programs will be articulated with work experience and college studies.

NECSS Career Readiness programs will focus on:

1. Career development and work-based learning for all students;
2. Occupationally-specific education and work experiences for high school, college, and adult learners based on labor market information;
3. Integrated and articulated curriculum that combines school and workplace; and
4. Using work-based learning to re-engage at-risk students and others who have left education without the skills and knowledge needed for successful careers.

Each member district shall determine the eligibility of its own resident students for programs provided through NECSS.

Programs included in NECSS should include the following elements:

1. An outcome-oriented curriculum;
2. Acceptance as a regional program by all member districts;
3. A program sequence leading to occupational competence.

III.2 PROGRAM APPROVAL

1. All NECSS programs and services will be determined by the Board upon recommendation of the Coordinating Council. The need for such programs will be verified by a review of employment needs and current programs available. Each district will determine its level of participation in each approved program or service.

2. Approved programs will be included in the regional plan and submitted to the State for approval.
3. Each district will develop a procedure for its approval of NECSS programs and services.
4. Courses approved to serve students from two or more member districts shall be referred to as shared courses. Courses approved to serve students from only one member district shall be referred to as local courses.
5. The right of any member district or combination of districts to provide any career course or program independently without approval by the NECSS Board shall not be prohibited.

III.3 PROGRAM MANAGEMENT

1. Instructional programs and services under NECSS will be delivered to students through regional programs, which will be operated by participating districts and/or other contracted agencies. The Board will delegate management responsibilities for various portions of the NECSS program to specific member districts. Responsibilities of the managing districts will include:
 - a. Staffing
 - b. Curriculum development
 - c. Program coordination
 - d. Instructional evaluation
 - e. Management of facility equipment and supplies
 - f. Insurance and maintenance of equipment housed in the member district.
2. NECSS task forces and the Coordinating Council periodically will review the effectiveness of each program and make appropriate recommendations for improvement to the Board.

III.4 CALENDAR AND SCHEDULE

The Board will conduct an annual review of calendars and schedules of member districts. Any concerns or recommendations will be reported to the Chief Administrator of each member district for consideration.

III.5 NECSS PLAN FOR CAREER AND TECHNICAL EDUCATION AND SERVICES

A NECSS plan for career and technical programs and services to be offered through the partnership will be developed by the NECSS staff with input from key staff members in each member district. Deadlines for completion of such plans will be established by the Board with consideration for State Board deadlines. Such plans will be approved by the NECSS Board.

III.6 ARTICULATION

NECSS programs and services shall be articulated with other area career and technical programs and services provided through business and industry, elementary school districts, and private schools to provide an effective network of area programs and services.

Articulation between participating elementary and high school districts and the college will provide for:

- Program alignment and continuity for career development in occupational areas where NECSS programs are offered;
- Transition of students from one level to another in occupational areas without unnecessary delay or duplication of effort;
- Cooperation in joint use, where possible, of facilities, equipment, and staff; and
- Cooperative efforts in continuous planning development resource use, evaluation, and improvement of programs to serve both youth and adults as well as the area's economic development needs.

III.7 ENROLLMENT

Enrollment of students in high school credit courses coordinated by NECSS shall be through the student's home school. Such enrollment data shall be compiled by NECSS and communicated to the offering district in time to facilitate staffing and other necessary planning by the offering district.

Students enrolled in courses which offer both high school and college credit must meet the requirements of both schools to receive credit.

III.8 EQUAL EDUCATIONAL OPPORTUNITIES

Equal educational opportunities shall be available for all students without limitations based upon sex, ethnic or racial background, religious beliefs, physical and mental handicaps, or economic and social conditions.

III.9 PROVISIONS FOR PRIVATE SCHOOL STUDENTS

To be eligible for participation in a NECSS program, a private or parochial school student must first document legal residence within one of the member districts. To be enrolled, eligible private or parochial school students must register for the program as a part-time student at the public school district within which they reside. The public school district then becomes responsible for tuition and other approved costs and the beneficiary of reimbursement resulting from the private school student's participation.

Under these arrangements, the private or parochial school assumes no responsibility for any portion of administrative or other NECSS costs.

ARTICLE IV - SITES AND EQUIPMENT

IV.1 PROGRAM SITES AND EQUIPMENT

The Board will determine sites for regional programs considering quality, maximum accessibility, and efficiency as major factors in the selection process.

Recommendations concerning the location of NECSS courses, which are not to be offered in each member district, may be made to the Board by the NECSS Executive Director, the Coordinating Council, or Chief School Administrator of a member district.

Member districts may elect to utilize applicable provisions of the School Code including, but not limited to, Section 10-22, 31a, 17-2.4, and 19-30 to acquire, establish, remodel and/or maintain sites, equipment, and buildings for NECSS programs.

IV.2 OFFICE SITE AND EQUIPMENT

The Board shall designate an official office for the regional system. Office furnishings and equipment may be loaned or donated by a member district or budgeted as part of the NECSS administrative budget.

ARTICLE V - FINANCE

V.1 ADMINISTRATIVE DISTRICT

The Administrative District will assume responsibility for implementation of approved financial arrangements and procedures for receiving and disbursing all income credited to NECSS. The Administrative District is authorized to cover approved administrative costs prior to receipt of income by borrowing necessary amounts at prevailing interest rates.

V.2 ADMINISTRATIVE COSTS

Administrative costs will include the salary and benefits of the NECSS Executive Director and the cost of any additional NECSS staff, supplies, printing, and other costs associated with the operation of the NECSS administrative functions which have been approved and budgeted by the Board.

All such costs will be paid by the Administrative District from NECSS funds and/or funds generated by a prorated assessment to all member districts. Revenues and expenditures will be managed as follows:

- A. Any funds received through special grants and designated for NECSS administrative costs shall be used by the Administrative District for such costs.
- B. Any remaining administrative costs shall be covered out of program reimbursement funds received by NECSS using the prorating factor outlined in D.
- C. If reimbursement funds are insufficient to meet administrative expenses or other expenses approved by the Board, member districts will be specially assessed to pay the deficiency using the method for prorating outlined in D.
- D. Member districts shall be billed for a prorated share of the administrative budget for the next fiscal year. Payment will be made to NECSS. A percentage of the NECSS Executive Director's salary will be paid by the member districts to cover non-CTE related coordination.

V.3 EQUIPMENT AND FACILITIES FINANCING

Member districts may request state or federal reimbursement through NECSS for the purchase of capital outlay equipment used for NECSS shared programs or portions of NECSS shared programs they offer. Any non-reimbursed portion of the cost of equipment will be paid by the district sponsoring the shared program.

Other special arrangements may be made through special agreement of the NECSS Board for providing equipment and/or facilities for NECSS programs, services, and administration.

All such requests will be approved by the Board prior to submission to the state for NECSS reimbursement.

V.4 USE AND DISTRIBUTION OF INCOME

Revenue received by NECSS shall be distributed to member districts as follows:

- All reimbursement designated for equipment shall be distributed to the district through which such equipment was purchased.
- Revenue designated specifically for NECSS administrative costs shall be used by the Administrative District to cover such costs.
- The Board shall have the authority to designate the use of NECSS income, not previously designated for a particular use, as it deems appropriate.
- All revenue not used for NECSS administrative costs or for other NECSS costs approved by the Board shall be paid to member districts based upon the total units of credit or equivalent semester hours generated by their students.

V.5 CHARGES TO NON-MEMBERS

Charges to non-member school districts, individuals, and other governmental bodies for educational and training services provided by NECSS shall be established by the Board. In no case shall such charges be less than those made by member districts.

V.6 ACCOUNTING PROCEDURES

- Member districts shall record all payments to NECSS pursuant to state and federal laws, rules, regulations, and guidelines.
- The Administrative District shall record all monies received from participating districts pursuant to state and federal laws, rules, regulations, and guidelines.
- All member boards shall fully assume their respective financial obligations, without the imposition of financial responsibility on any other district. Each member district shall promptly commit the district to the timely payment of its cost with respect to any other legal financial obligation.
- Contribution from private businesses, governmental, and foundation sources for the benefit of NECSS shall be made to the Administrative District with the use of the contribution subject to guidelines established by the Board.
- Accounting procedures shall conform to all applicable rules and regulations of the Illinois State Board of Education and the U.S. Department of Education.

- The Administrative District shall maintain accounts of NECSS's operational expenses and shall make these available to participating districts.
- A minimum of one audit per year shall be conducted in accordance with Section 3-15.1 of the School Code of Illinois, as amended.

ARTICLE VI – TRANSPORTATION

Transportation of students shall be the responsibility of each member school district and will not be the responsibility of NECSS.

Member districts may enter into separate agreements to facilitate the economical and efficient transportation of students. The administration of any such transportation agreements would be separate from the administrative component of NECSS.

ARTICLE VII – TERMINATION, WITHDRAWAL, AND REMOVAL

VII.1 TERMINATION

This Agreement may be terminated in the event that all member districts so agree.

The vote to terminate must occur twelve (12) months prior to the July 1 termination date and notice shall be given to the Illinois State Board of Education.

NECSS assets shall be distributed in accordance with the interests vested in each asset.

Member Boards of Education must vote to terminate this Agreement.

In the event of termination of the Agreement or of withdrawal of one or more of its members, any real or personal property purchased by a member district shall remain the property of that district.

VII.2 WITHDRAWAL

Member districts may withdraw from participation in NECSS provided they give written notice twelve (12) months preceding the beginning of the fiscal year (July 1st) in which they plan to withdraw.

Notification shall be provided to the State Board of Education and each member district upon notice of withdrawal of a member district.

A withdrawing district must additionally comply with Section 10-22.31A of the School Code.

If a member district gives written notice of withdrawal, that district is to continue participating and continue financial obligations until the withdrawal is effective.

NECSS assets shall be distributed in accordance with the interests vested in each asset.

VII.3 REMOVAL

A district may be removed from membership by two-thirds (2/3) vote of the Board. Notification of a proposed removal shall be given to the member district and the Illinois State Board of Education at least 90 days prior to the end of the fiscal year. A hearing shall be held within 60 days of the notification to remove a member district.

The Illinois State Board of Education shall be notified of the call for a hearing and any Board action to remove after the hearing.

A removed district shall be responsible for all financial obligations incurred while a member.

NECSS assets shall be distributed in accordance with the interest vested in each asset.

ARTICLE VIII – AMENDMENTS

The condition of this Intergovernmental Agreement may be amended by the affirmative vote of the Board of Education of all districts that are parties to this Intergovernmental Agreement. The amendment will take effect upon ratification, unless it provides otherwise.

ARTICLE IX – RATIFICATION OF ARTICLES/AGREEMENT

Ratification will take place by vote of the individual participating Boards of Education. Each district whose Board of Education adopts said resolution shall become a participating member of the system upon the date of approval.

INTERGOVERNMENTAL AGREEMENT RESOLUTION

Whereas, present statutes allow school districts to jointly offer programs for better educational advantages; and,

Whereas, the Constitution of Illinois authorizes Intergovernmental Agreements between several school districts, through their School Boards, to establish such programs;

Now, therefore, let it be resolved that
Name of School District

No. County(ies) of , Illinois, is authorized to enter into an Intergovernmental Agreement for Career and Technical Education with other qualified and participating school districts; and,

Be it further resolved that the President and Secretary of this Board are hereby authorized to direct and execute said work agreement, copy of which is attached hereto, and made part thereof.

CERTIFICATION

I Secretary of the Board of Education of District
 No. County(ies) of

Illinois do hereby certify that the above and foregoing is true and correct copy of a certain resolution which was duly passed by said Board at its regular meeting held on the
 Day of A.D., 2021

ATTEST

President of Board Secretary of Board

District No. County(ies) City State

ITEM: 2021-053
DATE: April 8, 2021
FILE: Curriculum

Subject: Title I School-wide Waivers

BACKGROUND INFORMATION

In 2019, District 214 approved a Consolidated District Plan mandated by the Every Student Succeeds Act (ESSA), as well as a District Title I Local Educational Plan, District Improvement Plan, School Improvement Plans for all buildings, and School-wide Plans for Wheeling, Elk Grove and Rolling Meadows High Schools. These plans fulfill Title I funding requirements and chart progress toward instructional goals with the purpose of improving the academic achievement of economically disadvantaged students.

School-wide status allows Title I schools greater flexibility in the use of funds to support programming that impacts all students in the school rather than a “targeted” group. Under ESSA, schools with poverty rates between 20% and 40% (as measured by free/reduced-price lunch eligibility) may request school-wide status by applying annually for a waiver. It is anticipated that in 2021-2022, Elk Grove and Rolling Meadows High Schools will all be within this range. Although Wheeling High School’s low-income rate currently stands above 40%, it is close enough to the cutoff that a waiver application is recommended in case the rate declines.

ADMINISTRATIVE CONSIDERATION

The District 214 Board of Education approved School-wide Plans in 2019 for Wheeling, Elk Grove and Rolling Meadows High Schools in response to the district’s instructional goals and ESSA requirements for receiving flexibility in federal funding. Under Illinois State Board of Education rules, these plans may remain in place for 2021-2022, since there have been no significant changes in school programming.

District 214 has now prepared School-wide Waiver Applications in order to obtain Title I school-wide status for Wheeling, Elk Grove and Rolling Meadows High Schools during the 2021-2022 academic year.

The local School Board must approve the School-wide Waiver Application before it is submitted to ISBE.

RECOMMENDATION ACTION

That the Board of Education approve the School-wide Waiver Applications.

Attachments



Illinois State Board of Education

100 W. Randolph, Suite 14-300
Chicago, IL 60601

Waiver for Fiscal Year: 22
Application for Schoolwide Programming Waiver,
Schoolwide Poverty Threshold

TITLE GRANTS DIVISION

Schoolwide Exception: A Title I-eligible school in which less than 40 percent of the children are from low-income families may plan and operate as schoolwide if it obtains a waiver from the Illinois State Board of Education. The school must take into account how a schoolwide program will best serve the needs of the students in improving academic achievement and other factors.

Instructions: Complete the schoolwide waiver form to request schoolwide eligibility. The waiver is required in order for Title I schools to operate a schoolwide program where the poverty is at 20% or greater. Applying for a waiver does not guarantee approval for service to the attendance center, Sec. 1113. Please sign, scan, and email the schoolwide waiver form to the Title Grants Division, Principal Consultant. Once the waiver is approved/ denied, the assigned Principal Consultant will respond to the contact indicated on the form. (Note: The school must be at or above 20% poverty at the time of Board approval.) **Deadline:** All waiver applications must be submitted 30 days prior to submitting your original application for the school

Deadline: All waiver applications must be submitted 30 days prior to submitting your original application for the school year that will begin in the fall.

NAME OF SCHOOL ELK GROVE HIGH SCHOOL	SCHOOL REGION, COUNTY, DISTRICT, TYPE CODE 05016214017
POVERTY PERCENTAGE AT TIME OF BOARD APPROVAL 34.2	DISTRICT NAME RCDT TOWNSHIP HIGH SCHOOL DISTRICT 214
CONTACT NAME MARCELLA ZIPP	CONTACT TITLE DIRECTOR, GRANTS & SPECIAL PROGRAMS
CONTACT TELEPHONE (Include Area Code) 847-718-7669	CONTACT E-MAIL marcella.zipp@d214.org

Schoolwide Programming Waiver

Part 1: Waiver Justification

- A. Describe the need and rationale for this schoolwide waiver. Include reasons why the need(s) cannot be met without a schoolwide program and/or why needs are not being met under the current targeted assistance programming.

Elk Grove High School has operated a Title I program since the mid-2000s. The building began as a targeted assistance program and then attained schoolwide status in the 2015-2016 academic year. For 2020-2021 the school's poverty rate was below 40% and we anticipate it will remain below 40% for 2021-2022. Hence this waiver will be needed in order to retain Elk Grove's schoolwide status going forward.

Schoolwide status has allowed Elk Grove to introduce several initiatives that have had a positive impact and that school leadership wants to sustain, such as:

- Parent outreach visits in mobile home parks
- A full-time attendance interventionist
- A part-time Latino Outreach Facilitator
- Summer reading books for all students
- Equipment/furnishings for core-subject classrooms
- STEM programming/science projects
- Post-secondary planning and college fairs
- Professional development workshops in core subjects
- Advanced Placement testing fees for low-income students of varying backgrounds and previous achievement levels, in order to positively impact their ability to afford college
- College campus trips for all students (when travel is permissible)

The continued flexibility of schoolwide funding will allow Elk Grove High School to expand and enhance programs like these that meet district academic goals, especially college and career readiness.

In addition to Elk Grove, District 214 has ongoing Title I schoolwide programs at Wheeling High School and Rolling Meadows High School.

Schoolwide Programming Waiver (Continued)

Part 1: Waiver Justification

- B. Please provide the educational need to receive schoolwide status. Please outline the size and demographics of the school as well as the academic status of the students and any other factors that may contribute to your need for schoolwide programming.

Elk Grove High School has an enrollment of 1,892 of whom 34.2% qualify as low-income. The ethnic composition is 44% Hispanic, 42% white, 9% Asian, 2% black and 3% multiracial or other. About 9% of students have Individualized Education Programs and 12% are English Language Learners. Average daily attendance is 96%, student mobility (annual transfer rate) is 8%, and fewer than 3% of students are chronically truant. Just over 37% of students meet the SAT college readiness benchmarks. Nearly 60% of all Elk Grove students enrolled in early college courses in 2020, including Advanced Placement and dual credit courses. Specifically, 47% of students enrolled in at least one AP course, and 34% of students took an AP exam. Of those who took an exam, 78% passed with a score of 3 or higher and thus were eligible for college credit. The gap between course enrollment and test-taking suggests that the AP testing fees are still a barrier for some students, and Title I funding will continue to be needed in order to make this aspect of college readiness affordable for all.

These and other data were used to complete a comprehensive school needs assessment, which considered student performance data, demographic information, classroom instructional practices, a list of existing student support services, the identification of professional development needs, and a review of internal testing needs.

Traditional special education services addressing issues such as learning disorders, speech, behavioral disorders and inclusion are currently offered to students through the IDEA grant and local funding. Title I helps support interventions such as tutoring in reading and math as well as college and career readiness, parent engagement, professional development for teachers, and social-emotional learning.

Maintaining schoolwide status will allow Elk Grove High School to help all its students and families, positively influencing the culture of the school. Keeping schoolwide status will also make teachers and administrators whose work touches all members of the student population eligible for professional development, thus increasing the potential impact and value of the training.

Part 2: Certification

The signatures below certify that the waiver application is complete and all data and responses are true and accurate to their knowledge.



Signature of School Principal

03/15/2021

Date Signed

Signature of Superintendent

Date Signed



Illinois State Board of Education

100 W. Randolph, Suite 14-300
Chicago, IL 60601

Waiver for Fiscal Year: 22
Application for Schoolwide Programming Waiver,
Schoolwide Poverty Threshold

TITLE GRANTS DIVISION

Schoolwide Exception: A Title I-eligible school in which less than 40 percent of the children are from low-income families may plan and operate as schoolwide if it obtains a waiver from the Illinois State Board of Education. The school must take into account how a schoolwide program will best serve the needs of the students in improving academic achievement and other factors.

Instructions: Complete the schoolwide waiver form to request schoolwide eligibility. The waiver is required in order for Title I schools to operate a schoolwide program where the poverty is at 20% or greater. Applying for a waiver does not guarantee approval for service to the attendance center, Sec. 1113. Please sign, scan, and email the schoolwide waiver form to the Title Grants Division, Principal Consultant. Once the waiver is approved/ denied, the assigned Principal Consultant will respond to the contact indicated on the form. (Note: The school must be at or above 20% poverty at the time of Board approval.) **Deadline:** All waiver applications must be submitted 30 days prior to submitting your original application for the school

Deadline: All waiver applications must be submitted 30 days prior to submitting your original application for the school year that will begin in the fall.

NAME OF SCHOOL	SCHOOL REGION, COUNTY, DISTRICT, TYPE CODE
ROLLING MEADOWS HIGH SCHOOL	05016214017
POVERTY PERCENTAGE AT TIME OF BOARD APPROVAL	DISTRICT NAME RCDT
22.63	TOWNSHIP HIGH SCHOOL DISTRICT 214
CONTACT NAME	CONTACT TITLE
MARCELLA ZIPP	DIRECTOR, GRANTS & SPECIAL PROGRAMS
CONTACT TELEPHONE (Include Area Code)	CONTACT E-MAIL
847-718-7669	marcella.zipp@d214.org

Schoolwide Programming Waiver

Part 1: Waiver Justification

- A. Describe the need and rationale for this schoolwide waiver. Include reasons why the need(s) cannot be met without a schoolwide program and/or why needs are not being met under the current targeted assistance programming.

Rolling Meadows High School has operated a Title I program since the mid-2000s. The building began as a targeted assistance program and then attained schoolwide status via waiver in 2018. For 2020-2021 the school's poverty rate was below 40% and we anticipate it will remain below 40% for 2021-2022. Hence this waiver will be needed in order to retain Rolling Meadows' schoolwide status going forward.

The flexibility of schoolwide funding allows Rolling Meadows High School to expand and enhance programs that meet district academic goals, especially college and career readiness. Rolling Meadows integrates lower-performing students into its mainstream, college-prep classrooms, while providing them with differentiated instruction.

Programs that have benefitted from schoolwide status include:

- the AVID college readiness course
- after-school tutoring
- outreach to Spanish-speaking families
- summer reading books
- equipment/furnishings for core-subject classrooms
- STEM programming/science projects
- professional development workshops and consultation in core subjects, particularly on the subject of differentiation within a mainstream classroom
- Advanced Placement testing fees for a wide range of low income students, in order to positively impact their ability to afford college
- college campus visits for the entire student body (when permissible)

District 214 presently has two other Title I schoolwide programs, at Wheeling High School and Elk Grove High School.

Schoolwide Programming Waiver (Continued)

Part 1: Waiver Justification

- B. Please provide the educational need to receive schoolwide status. Please outline the size and demographics of the school as well as the academic status of the students and any other factors that may contribute to your need for schoolwide programming.

Rolling Meadows High School has an enrollment of 1,881 of whom 22.63% qualify as low-income. The ethnic composition is 49% white, 37% Hispanic, 7% Asian, 3% black and 4% multiracial or other. About 9% of students have Individualized Education Programs and 9% are English Language Learners. Average daily attendance is 95%, student mobility (annual transfer rate) is 9%, and fewer than 9% of students are chronically truant. Just over 48% of students meet or exceed the SAT college readiness benchmarks in English Language Arts, and 44% meet or exceed benchmarks in math. Nearly 56% of all Rolling Meadows students enrolled in early college courses in 2020, including Advanced Placement and dual credit courses. Specifically, 43% of students enrolled in at least one AP course, and 34% of students took an AP exam. Of those who took an exam, 83% passed with a score of 3 or higher and thus were eligible for college credit. The gap between course enrollment and test-taking suggests that the AP testing fees are still a barrier for some students, and Title I funding will continue to be needed in order to make this aspect of college readiness affordable for all.

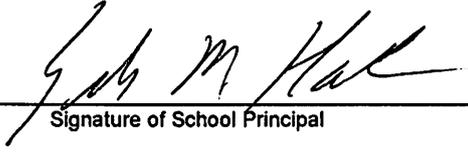
These and other data were used to complete a comprehensive school needs assessment, which considered student performance data, demographic information, classroom instructional practices, a list of existing student support services, the identification of professional development needs, and a review of internal testing needs.

Traditional special education services addressing issues such as learning disorders, speech, behavioral disorders and inclusion are currently offered to students through the IDEA grant and local funding. Title I helps support interventions such as tutoring in reading and math as well as college and career readiness, parent engagement, professional development for teachers, and social-emotional learning.

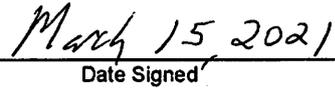
Schoolwide status allows Rolling Meadows High School to help all its students and families, positively influencing the culture of the school. Keeping schoolwide status will also make teachers and administrators whose work touches all members of the student population eligible for professional development, thus increasing the potential impact and value of the training.

Part 2: Certification

The signatures below certify that the waiver application is complete and all data and responses are true and accurate to their knowledge.



Signature of School Principal



Date Signed

Signature of Superintendent

Date Signed



Illinois State Board of Education

100 W. Randolph, Suite 14-300
Chicago, IL 60601

Waiver for Fiscal Year: 22
Application for Schoolwide Programming Waiver,
Schoolwide Poverty Threshold

TITLE GRANTS DIVISION

Schoolwide Exception: A Title I-eligible school in which less than 40 percent of the children are from low-income families may plan and operate as schoolwide if it obtains a waiver from the Illinois State Board of Education. The school must take into account how a schoolwide program will best serve the needs of the students in improving academic achievement and other factors.

Instructions: Complete the schoolwide waiver form to request schoolwide eligibility. The waiver is required in order for Title I schools to operate a schoolwide program where the poverty is at 20% or greater. Applying for a waiver does not guarantee approval for service to the attendance center, Sec. 1113. Please sign, scan, and email the schoolwide waiver form to the Title Grants Division, Principal Consultant. Once the waiver is approved/ denied, the assigned Principal Consultant will respond to the contact indicated on the form. (Note: The school must be at or above 20% poverty at the time of Board approval.) **Deadline:** All waiver applications must be submitted 30 days prior to submitting your original application for the school

Deadline: All waiver applications must be submitted 30 days prior to submitting your original application for the school year that will begin in the fall.

NAME OF SCHOOL WHEELING HIGH SCHOOL	SCHOOL REGION, COUNTY, DISTRICT, TYPE CODE 05016214017
POVERTY PERCENTAGE AT TIME OF BOARD APPROVAL 38.9	DISTRICT NAME RCDT TOWNSHIP HIGH SCHOOL DISTRICT 214
CONTACT NAME MARCELLA ZIPP	CONTACT TITLE DIRECTOR, GRANTS & SPECIAL PROGRAMS
CONTACT TELEPHONE (Include Area Code) 847-718-7669	CONTACT E-MAIL marcella.zipp@d214.org

Schoolwide Programming Waiver

Part 1: Waiver Justification

- A. Describe the need and rationale for this schoolwide waiver. Include reasons why the need(s) cannot be met without a schoolwide program and/or why needs are not being met under the current targeted assistance programming.

Wheeling High School has operated a Title I program since the mid-2000s. The building began as a targeted assistance program and then attained schoolwide status in the 2013-2014 academic year. For 2020-2021 the school's poverty rate was below 40% and we anticipate it will remain below 40% for 2021-2022. Hence this waiver will be needed in order to retain Wheeling's schoolwide status going forward.

Schoolwide status has allowed Wheeling High School to introduce several initiatives that have had a positive impact and that school leadership wants to sustain, such as:

- AVID college readiness program in all grades
- Summer reading books for all students
- Equipment/furnishings for core-subject classrooms
- STEM programming/science projects
- Post-secondary planning and college fairs
- Professional development workshops in core subjects
- Advanced Placement testing fees for low-income students of varying backgrounds and previous achievement levels, in order to positively impact their ability to afford college

The continued flexibility of schoolwide funding will allow Wheeling High School to expand and enhance programs like these that meet district academic goals, especially college and career readiness.

In addition to Wheeling, District 214 has ongoing Title I schoolwide programs at Elk Grove High School and Rolling Meadows High School.

Schoolwide Programming Waiver (Continued)

Part 1: Waiver Justification

- B. Please provide the educational need to receive schoolwide status. Please outline the size and demographics of the school as well as the academic status of the students and any other factors that may contribute to your need for schoolwide programming.

Wheeling High School has an enrollment of 1,706 of whom 38.9% qualify as low-income. The ethnic composition is 64% Hispanic, 26% white, 6% Asian, 2% black and 2% multiracial or other. About 13% of students have Individualized Education Programs and 17% are English Language Learners. Average daily attendance is 95%, student mobility (annual transfer rate) is 7%, and fewer than 7% of students are chronically truant. Just over 31% of students meet the SAT college readiness benchmarks in English Language Arts, and 29% met the benchmarks in math. Nearly 53% of all Wheeling students enrolled in early college courses in 2020, including Advanced Placement and dual credit courses. Specifically, 37% of students enrolled in at least one AP course, and 31% of students took an AP exam. Of those who took an exam, 78% passed with a score of 3 or higher and thus were eligible for college credit. The gap between course enrollment and test-taking suggests that the AP testing fees are still a barrier for some students, and Title I funding will continue to be needed in order to make this aspect of college readiness affordable for all.

These and other data were used to complete a comprehensive school needs assessment, which considered student performance data, demographic information, classroom instructional practices, a list of existing student support services, the identification of professional development needs, and a review of internal testing needs.

Traditional special education services addressing issues such as learning disorders, speech, behavioral disorders and inclusion are currently offered to students through the IDEA grant and local funding. Title I helps support interventions such as tutoring in reading and math as well as college and career readiness, parent engagement, professional development for teachers, and social-emotional learning.

Maintaining schoolwide status will allow Wheeling High School to help all its students and families, positively influencing the culture of the school. Keeping schoolwide status will also make teachers and administrators whose work touches all members of the student population eligible for professional development, thus increasing the potential impact and value of the training.

Part 2: Certification

The signatures below certify that the waiver application is complete and all data and responses are true and accurate to their knowledge.



Signature of School Principal



Date Signed

Signature of Superintendent

Date Signed

ITEM: 2021-054
DATE: April 8, 2021
FILE: Budget

Subject: Graduation Audio Services - RFP

BACKGROUND INFORMATION:

Graduation ceremonies for Township High School District 214 are scheduled for May 19, 2021. Buffalo Grove, Elk Grove, John Hersey, Rolling Meadows, and Wheeling High Schools are planning to hold their ceremonies outdoors, requiring audio equipment and production services from a qualified vendor. In addition, Community Consolidated School District 59 will be conducting graduation ceremonies at D214 schools and are in need of the same services. In order to benefit from economies of scale, proposals were solicited for graduation audio services for both districts, including the design, set-up, operation, and teardown of equipment in each school’s football stadium. Each district bears responsibility for their portion.

ADMINISTRATIVE CONSIDERATIONS:

Proposals were received after newspaper advertisement. Additionally, proposal documents were sent to twelve (12) vendors.

<u>Vendor</u>	<u>D214 Total</u>	<u>D59 Total</u>
Axis AV, LLC (Skokie, IL)	\$14,800	\$8,600
HRP Chicago, LLC (Mt. Prospect, IL)	\$17,500	\$10,500
Audio Visual Productions (Bridgeview, IL)	\$18,800	\$11,280
Absolute Production Services, Co. (Chicago, IL)	\$25,690	\$15,301

The lowest bidder meeting specifications is being recommended.

RECOMMENDED ACTION:

That the Board of Education accept the proposal from Axis AV, LLC in the amount of \$14,800 to provide audio services for District 214 graduation ceremonies.

ITEM: 2021-055
DATE: April 8, 2021
FILE: Budget

Subject: District Uniforms - Bid

BACKGROUND INFORMATION:

Per the Custodial and Maintenance Personnel Agreement, the Board is responsible for providing uniforms for our custodial and maintenance employees. Each employee is allotted 10 pieces annually from the approved uniform selection, which includes short and long sleeve shirts, pants, shorts, jackets, and coveralls. In addition to custodial uniforms, pricing has also been requested for Campus Security personnel. Each security employee is allotted 5 pieces annually from the approved uniform selection, which includes short and long sleeve shirts, vests, and jackets.

ADMINISTRATIVE CONSIDERATIONS:

Bids were received after newspaper advertisement. Additionally, bids were sent to six vendors.

Funds will be budgeted in the district's 2021-22, 2022-23, and 2023-24 Operation and Maintenance fund.

<u>Vendor</u>	<u>3-Year Total (Based on Prior Year's Order)</u>
Michael's Uniforms (Elmwood Park, IL)	\$74,444.40
*BSN Services (Dallas, TX)	\$45,832.98
*Express Press (Springfield, MO)	\$68,755.56
Cintas Corporation (Schaumburg, IL)	\$114,525.93
International Promotional Ideas (Elk Grove Village, IL)	\$116,767.44
TacticalGear.com (Chesterfield, MO)	\$119,376.30
Trinity Enterprise Group LLC (Dallas, TX)	\$145,083.78
Aramark (Philadelphia, PA)	No Bid

*Bid did not meet specifications

Determination of the low bidder was based on the three-year total cost. During 2020, the uniform cost incurred was \$29,866. If similar purchases are made, the total annual cost of the contract will be approximately \$24,815. Item pricing will remain firm for the three-year term. The bid includes an option to extend the contract for a fourth and fifth year at the District's discretion. Low bidder meeting specifications is being recommended.

RECOMMENDED ACTION:

That the Board of Education accepts the bid from Michael's Uniform in the approximate amount of \$74,444.40 for the purchase of District Uniforms on an "as required" basis for the 2021-22, 2022-23 and 2023-24 school years.

ITEM: 2021-056
DATE: April 8, 2021
FILE: Budget

Subject: 2021-22 Encumbrance and Expenditure Authorization

BACKGROUND INFORMATION:

The budget year for a school district is July 1 through June 30. The School Code requires Boards of Education to adopt a budget for a fiscal year by the end of the first quarter or September 30. The district's 2021-22 budget calendar calls for Board review and approval of the tentative budget on June 10, 2021. Approval of the official budget is scheduled for August 2021.

ADMINISTRATIVE CONSIDERATIONS:

To accommodate the need for timely ordering and payment of services, supplies and equipment, and the payment of salaries and benefits prior to official budget approval, on an annual basis the administration recommends Board authorization for the administration:

- to encumber and expend up to 75 percent of the 2021-22 preliminary control budgets, which are being developed within budget guidelines established by the Board of Education; and
- to pay salaries and benefits within Board approved rates and schedules.

RECOMMENDED ACTION:

That the Board of Education authorizes the administration to encumber and expend up to 75 percent of the 2021-22 preliminary budgets, which are being developed within budget guidelines established by the Board of Education, and to pay salaries and benefits within Board approved rates and schedules prior to official budget approval.

ITEM: 2021-057
DATE: April 8, 2021
FILE: Student Insurance

Subject: Student Accident Insurance 2021-22

BACKGROUND INFORMATION:

Historically, a student accident insurance program has been offered to District 214 parents. The administration reviewed the student accident insurance program and recommends that the Board of Education continues a student accident insurance program for the next school year. This recommended program has two coverage levels: standard and deluxe. There is no cost to the district as past Board action requires parents make payments directly to the insurance company. For 2021-22, the insurer will be 1st Agency. The administration recommends offering this plan for the 2021-22 school year.

ADMINISTRATIVE CONSIDERATIONS:

The attached schedule summarizes the benefits and rates for the 2021-22 student accident insurance program.

RECOMMENDED ACTION:

That the Board of Education approves the 2021-22 student accident insurance program.

ITEM: 2021-058
DATE: April 8, 2021
FILE: Transportation

SUBJECT: District 214 Serious Safety Hazard Annual Review

BACKGROUND INFORMATION:

Illinois Department of Transportation (IDOT) criteria have been used to determine current hazard areas within the District 214 boundaries. The Board of Education previously approved five safety hazards based on a 2006 hazard study. The District conducted a full review in 2019 that identified three additional qualifying areas. Illinois School Code requires that the Board shall annually review conditions and determine if the hazardous conditions remain unchanged (105 ILSC 5/29-3).

ADMINISTRATIVE CONSIDERATIONS:

The Serious Safety Hazard Findings include the areas identified in the studies that meet the 12-point requirements for forwarding to IDOT for hazardous route approval and meet the State Board of Education reimbursement school code. No changes in the Safety Hazard Findings are being requested for the 2021-22 school year.

RECOMMENDED ACTION:

That the Board of Education approves the current Serious Safety Hazards. The following areas include the District's current safety transportation areas for which hazards exist:

<u>SCHOOL</u>	<u>LOCATION</u>	<u>IDOT#</u>
John Hersey High School	Rand Rd. West side from Palatine Rd to Camp McDonald Rd.	214-06-01
John Hersey High School	Palatine Rd. North side Frontage Rd/Palatine Rd. Express E.	214-06-02
Prospect High School	Northwest Hwy/Railroad tracks (combination hazard)	214-06-03
Prospect High School	Rand Rd. at N. Main /Elmhurst Rd.	214-06-04
Wheeling High School	Schoenbeck Rd. from E. Towne to Hintz Rd.	214-06-05
Buffalo Grove High School	Oak Creek Drive along north side of Dundee Rd.	214-19-01
Buffalo Grove High School	South side of Dundee Rd./Arlington Heights Rd.	214-19-02
Rolling Meadows High School	Algonquin Rd. & Weber Rd.	214-19-03

ITEM: 2021-059
DATE: April 8, 2021
FILE: Resolution

SUBJECT: National Volunteer Week Resolution

BACKGROUND INFORMATION

National Volunteer Week was established in 1974 by Presidential Executive Order. This year, April 18-24, 2021 has been declared National Volunteer Week in recognition of those volunteers who tirelessly share their time and talent with our school community.

ADMINISTRATIVE CONSIDERATIONS

National Volunteer Week provides an opportunity to show our collective appreciation for those who choose to volunteer.

RECOMMENDED ACTION

The Board of Education believes in the positive contributions that volunteers make to our school and community. Therefore, the Board of Education wishes to demonstrate its support and recognition of National Volunteer Week by approval of the attached resolution.

Attachment



RESOLUTION

WHEREAS, the entire community can effect positive change with any volunteer action no matter how big or small; and

WHEREAS, volunteers, including students, can connect with local community service opportunities through hundreds of community service organizations; and

WHEREAS, millions of volunteers working in our communities utilize their time and talent daily to make a real difference in the lives of children, adults and the elderly; and

WHEREAS, during this week, all over the nation, service projects will be performed and volunteers recognized for their commitment to service; and

WHEREAS, the giving of oneself in service to another empowers the giver and the recipient; and

WHEREAS, our country's volunteer force of over 64 million people is a great treasure; and

WHEREAS, volunteers are vital to our future as a caring and productive nation;

NOW

THEREFORE, we, the Board of Education of Township High School District 214, do hereby proclaim

April 18-24, 2021

as

National Volunteer Week

Adopted this 8th day of April, 2021.

F. Daniel Petro, President

William J. Dussling, Board Vice President

ITEM: 2021-060
DATE: April 8, 2021
FILE: Transportation

Subject: Student Ridership and Navigation System

BACKGROUND INFORMATION:

District 214 has been using routing software to create and assign bus routes for many years; however ensuring students board the correct bus, tracking which students are physically in a vehicle at any given time, and navigation have remained paper-based processes. Relying on these manual processes causes delays in accessing information in times of an emergency, distracts drivers, and leaves a vulnerability to human error. New student ridership and navigation solutions are now available that allow for automation of these functions, providing the following benefits:

- **Student Ridership Information**
Students use a radio-frequency identification (RFID) card to scan on and off a bus with virtually no delay. School and district administrators can instantly access this data, along with rider's emergency contact information, greatly reducing the district's response time in the case of an emergency. Historical records can be utilized to assist in contact tracing, addressing conduct issues, and creating more efficient bus routes.
- **Increased Student Safety**
Drivers can be immediately alerted if a student attempts to board an incorrect bus or get off at the wrong stop. Should a student lose their ID, the card can be deactivated and made unusable. Drivers can also verify a rider's identity by checking a digital route sheet.
- **Navigation System**
Mounted tablets provide navigation, including course corrections, customized for a school bus's maneuverability and road accessibility. This reduces driver distractions by eliminating the need for paper route sheets and assists drivers unfamiliar with a route. Late arrivals are decreased by allowing dispatchers to send re-routed trips directly to the tablets to avoid road closures, construction, and congested traffic.
- **Increased Parent Communication**
The Transportation Department and school administrators can instantly send a customized email, text, or in-app notification to parents that opt-in. This will allow parents and students to quickly access their route information and be notified of changes and delays.

Student ridership and navigation systems consist of three parts: physical equipment on each bus, RFID-compatible student ID cards, and software to tie the equipment and cards to the District's routing system.

Tyler Driver is the only student ridership and navigation solution that provides both equipment and software that fully integrates with our current routing system. The equipment consists of portable, rugged tablets; mounting brackets for buses with integrated charging capabilities; and RFID card scanners installed near each bus door. All equipment can be moved to different vehicles as needed. The Tyler Drive software seamlessly adds additional functions within the District's current routing system.

Student ID cards must be RFID compatible to work with Tyler Drive, which requires both a physical RFID card and specialized printing. CI Solutions works with districts to ensure cards are printed and programmed to work seamlessly with Tyler Drive while also remaining compatible with other District applications. The use of RFID cards is expanding, as the technology is more secure and faster than barcodes. The cards will be used for food service and it is anticipated that additional District applications can utilize the scanning system moving forward.

ADMINISTRATIVE CONSIDERATIONS:

It will take approximately six to nine months for planning, training, and implementation. It is anticipated that the CI Solutions Student ID service will be in place for the beginning of the 2021-22 school year and the Tyler Drive system will be in place for the second semester of the 2021-2022 school year.

The cost of the equipment, installation, training, and first year of Tyler Drive service is \$377,620. Each subsequent year is \$60,000. The annual cost for CI Solutions including RFID cards, printers, and printer maintenance is \$40,478. Both the Tyler Drive and CI Solutions contracts will be for the 2021-22, 2022-23, and 2023-24 school years. Funds will be planned for in the Transportation Budget.

RECOMMENDED ACTION:

That the Board of Education approve the purchase of the Tyler Drive real-time student ridership data and navigation system and CI Solutions RFID card printing and programming service.

ITEM: 2021-061
DATE: April 8, 2021
FILE: Budget

Subject: Financial Software System

BACKGROUND INFORMATION:

District 214 has been utilizing APECS Financial Software from ESD for decades. The software had kept pace and evolved over the years, meeting goals and expectations. The changing requirements of the district along with new innovations in technology has validated that new feature rich financial software systems, which allow for integrated applications and enhanced reporting capabilities, are much needed.

As a result, a financial software system committee was established. The planning committee was comprised of representatives from key departments. The committee prepared timelines, rubrics and evaluations, planned for conversions and the necessary migrations.

After an in-depth interview process, finalists were determined. Infinite Visions was selected by the committee as the most comprehensive financial software system for District 214.

ADMINISTRATIVE CONSIDERATIONS:

The system will include multi-fund core accounting, fixed assets, timecard interface, check manager, bank reconciliation, revenue & investments, procurement, payroll, human resources, employee onboarding, benefits enrollment, grant tracking, bar coding for fixed assets, state reporting, and purchasing. It will take approximately one year for planning, conversion, training and implementation. The timeline to implement is recommended for January 2022.

The cost of the product with listed services is \$343,711 for the first year of implementation. Each subsequent year is \$201,531. The system is customizable with additional modules should they be needed in the future.

Included in the proposal is conversion of all financial data currently in APECS, and specifications to meet District 214 standards, implementation and training.

RECOMMENDED ACTION:

That the Board of Education discuss a new Financial Software System.