ROCK ISLAND-MILAN SCHOOL DISTRICT NO. 41

BOARD OF EDUCATION REGULAR MEETING

ROCK ISLAND-MILAN ADMINISTRATION OFFICE
2000 7TH AVE
ROCK ISLAND, IL 61201

TUESDAY, DECEMBER 10, 2024 **6:00 PM**

Below is the link to the School Board Meeting:
https://meet.google.com/fzb-nmks-pmq

I. **Preliminary**

A. Call to Order and Roll Call

B. Pledge of Allegiance

C. **Approval of Board of Education Minutes... Action**

It is recommended that the Board of Education approve the minutes of the regular meeting of November 26, 2024 as well as the executive session minutes, to remain confidential, of November 26, 2024.

II. **Special Items**

A. **Audit Presentation... Action**

It is recommended that the Board of Education approve the 2023 - 24 audit as presented by Ms. Sarah Bohnsack, from Bohnsack & Frommelt.

B. **Divisional Updates...Information**

Ms. Annaka Whiting, Chief Financial Officer, Dr. Dominique Moore, Assistant Superintendent of Human Resources and Mr. Scott Vance, Assistant Superintendent of Teaching and Learning will present divisional updates.

III. **Reports**

A. Board Members

B. Superintendent

C. RIEA President

IV. **Communications**

A. Requests from persons wishing to speak on certain agenda items will be called upon at the appropriate time.

B. Citizens wishing to address the Board of Education on items not on the agenda. Comments should be limited to three (3) minutes. *(Matters regarding specific employees or students are of a confidential nature and will not be heard in open session.)*

V. **Action of Routine Matters**

A. Approval of Additions and / or Deletions

B. Approval of Agenda

C. Nomination for Future Agenda Items

D. Blanket Motion

Opportunity will be given for the selection of items that need no discussion to be approved at the appropriate time on the agenda. The following items are recommended for the Blanket Motion:

1. **Contracts for Service (a-s)**

a. **Amazon Service, Inc..... Action**

It is recommended that the Board of Education approve purchases from Amazon.com Services, Inc, P.O. Box 035174, Seattle, WA under the Omnia Partners purchase cooperative not to exceed $500,000 for Fiscal Year 2025.

b. **American Institute for Research - School Improvement Needs Assessment Contract... Action**

It is recommended that the Board of Education approve a contract for service with the American Institute for Research, 1400 Crystal Drive, 10th Floor, Arlington, VA 22202 in the amount of $40,090.00.

c. **Apptegy Contract ... Action**

It is recommended that the Board of Education approve the contract with Apptegy, 2201 Brookwood Drive, Suite 115, Little Rock, AR, to create the Rock Island - Milan School District #41's Website, app design as well as support services in the amount of $91,300.00 for the 2025 - 28 school years.

d. **Dell, Inc.... Action**

It is recommended that the Board of Education approve the future purchases from Dell Computer Corporation, 1 Dell way - RR8, Round Rock, TX not to exceed $150,000.00 for the remainder of Fiscal Year 2025.

e. **DecisionEd Group, Inc... Action**

It is recommended that the Board of Education approve the six-month alignment contract renewal, valid from January 2025 through June 30, 2025, the amount of $14,478.00.

f. **Education Innovation and Research (EIR) Grant... Action**

It is recommended that the Board of Education approve the contract for service with Connect With Kids Network, Inc and Emperical Education from January 1, 2025, through December 31, 2025, in the amount of $287,325.00.

g. **Filterbuy, Inc... Action**

It is recommended that the Board of Education approve the Filterbuy, Inc. Contract for Service through TIPS purchasing cooperative not to exceed $30,000 for Fiscal Year 2025.

h. **Gallagher Cyber Liability and Workers' Compensation Coverage... Action**

It is recommended that the Board of Education approve cyber liability and

workers' compensation coverage from December 1, 2024, through November 30, 2025, for a total investment of $719,375.00.

i. **Graves Environmental..... Action**

It is recommended that the Board of Education approve the contract for service with Graves Environmental, Inc., 1922 7th St. Suite 202, Moline, IL 61265 for services related to asbestos training for employees, asbestos removal, and quality testing. The cost for Fiscal Year 2025 will not exceed $30,000.

j. **Greenwood Cleaning Services.... Action**

It is recommended that the Board of Education approve the contract for service with Greenwood Cleaning Systems, Inc. 5880 Tremont Avenue, Davenport, IA, under the PACE purchasing cooperative not to exceed $275,000 for Fiscal Year 2025.

k. **JL Brady Emergency Repair... Action**

It is recommended that the Board of Education approve the invoice from JL Brady to repair a water main break at Rock Island High School in the amount of $12,069.00.

l. **Kone, Inc. Elevator Service Addendum..... Action**

It is recommended that the Board of Education approve the amendment to the July 2024 Contract for Service with Kone, Inc. Elevator Services, One Kone Court, Moline, IL to not exceed $35,000 for Fiscal Year 2025.

m. **Lakeshore Learning Materials, LLC... Action**

It is recommended that the Board of Education approve purchases from Lakeshore Learning, LLC, 2695 E. Dominguez Street, Carson, CA, a part of the Omnia Partners purchasing cooperative, not to exceed $30,000 for Fiscal Year 2025.

n. **Lexia English Contract... Action**

It is recommended that the Board of Education approve the annual software license agreement with Lexia Learning Systems, LLC, P.O. Box 83315 Woburn, MA 01813 not to exceed $16,200 for licenses at the junior high and senior high schools.

o. **Midwest Alarm Contract Addendum... Action**

It is recommended that the Board of Education approve the amended contract with Midwest Alarm Services, 5424 Tremont Avenue, Davenport, IA for time and materials not to exceed $75,000 for Fiscal Year 25.

p. **Republic Services Contract Approval.... Action**

It is recommended that the Board of Education approve the services from Republic Services, 6449 Valley Drive, Bettendorf, Iowa, not to exceed $205,000 in Fiscal Year 2025.

q. **Secure Entry Doors - Washington and Edison Junior High Schools... Action**

It is recommended that the Board of Education approve the proposals to provide architectural services from Legat Architects, 1515 5th Avenue, Suite 108, Moline, IL for the re-design phase for secure entrances at Washington Junior High School and Edison Junior High School not to exceed $23,000.

r. **SHI International Corporation.... Action**

It is recommended that the Board of Education approve the purchase of 1,495 Lenovo Chromebooks, Chrome OS Management console licenses, and Case Logic carrying cases for a combined total of $387,952.50 from SHI International Corporation, 290 Davidson Avenue, Somerset, NJ and Amazon.Com, Inc.

s. **Tri - City Electric Security Doors..... Action**

It is recommended that the Board of Education approve the contract with Tri-City Electric Company of Iowa, 6225 North Brady Street, Davenport, IA for secure entry work at Denkmann, Edison, Earl Hanson, Longfellow, and RICMS schools in the amount of $38,740.

2. **Bills for Payment**

It is recommended that the Board of Education authorized bills for payment dated November 29, 2024, in the amount of $4,619,716.27.

3. **Donations September through November 2024 ... Action**

It is recommended that the Board of Education approve the donations received from September through November 2024.

4. **Overnight Field Trip Requests.... Action**

It is recommended that the Board of Education approve the overnight field trip requests below:

Rock Island High School Boys Bowling Team to compete in the IHSA State Boys Bowling Series, upon qualification, leaving January 31, and returning February 1 to O'Fallon, IL. Sectional dates and locations are yet to be determined.

Rock Island High School Competitive Cheer Team (9-12), upon qualification, to compete in the IHSA Competitive Cheer State Series at the Grossinger Motors Arena, leaving February 6th and returning February 8th, 2025.

Rock Island High School Varsity Wrestling Team to the Varsity Sectional Qualifiers leaving for February 14th, returning February 15, 2025. Sectional location is yet to be determined.

Rock Island High School Individual Wrestlers to the IHSA State Tournament leaving for Champaign, IL on February 19th, returning on February 23, 2025.

Rock Island High School Varsity Girls Bowling, upon qualification, to IHSA State

Series. The Sectional series begins February 7th location is yet to be determined. If qualified for the State Finals, the team will leave February 20, 2025, for Rockford, IL returning on February 22, 2025.

Rock Island High School Cheer Team (9-12), upon qualification, to the Girls State Basketball Series. Sectional dates and location are to be determined; finals will be held in Bloomington, IL from March 6, 2025 - March 8, 2025.

Rock Island High School Boys Basketball Team to the State Tournament, upon qualification, leaving March 13th, returning on March 15, 2025 to the State Farm Center in Champaign, Illinois.

Rock Island High School Boys Basketball Cheerleaders (9-12), upon qualification, to the IHSA Boys Basketball State Series at the State Farm Center in Champaign, Illinois from March 12th - March 15th, 2025.

Rock Island High School Softball Team, upon qualification, will be going to a five (5) game softball tournament during the Spring Intersession, leaving March 26, 2025, and returning March 29, 2025, in Murfreesboro, Tennessee.

Rock Island High School Varsity Boys Diving/Swim Team to the State Diving/Swim Meet in Westmont, Illinois, leaving February 28, 2025, returning March 1, 2025.

Rock Island High School Girls Basketball to IHSA State Series, upon qualification, leaving for Normal, Illinois for the State Finals on March 5, 2025, returning March 8, 2025. Sectionals start February 25, 2025; locations are yet to be determined.

Rock Island High School Girls Soccer Team will be going to the State Finals, upon qualification, held in Naperville, IL, leaving June 4th and returning June 7th, 2025.

5. **Quarterly Investment Report for September 30, 2024.... Action**

It is recommended that the Board of Education approve the Investment Reports for the quarter ending September 2024.

6. **Head Start Annual Self-Assessment... Action**

It is recommended that the Board of Education approve the Head Start Program Self-Assessment for the 2024–25 school year.

7. **Head Start Community Assessment... Action**

It is recommended that the Board of Education approve the Community Assessment for the 2025 - 26 Program Year.

8. **Head Start Preschool Baseline Grant Application... Action**

It is recommended that the Board of Education approve the submission of an annual application to the Department of Health and Human Services for the Head Start Development Program for the 2025 - 26 budget period in the amount of $3,277,131.00.

9. **Human Resources Audit - Illinois Association of School Personnel Administrators (IASPA) Proposal.... Action**

It is recommended that the Board of Education approve the IASPA Human Resources Review agreement to evaluate the effectiveness, efficiency, and compliance with the Rock Island - Milan School District #41 Human Resources Department in the amount of $12,500.00.

10. **Memorandum of Understanding with ASCFME... Action**

It is recommended that the Board of Education approve the MOU with ASCFME to create a 'Rover Secretary' position to address temporary staffing gaps as well as replace the purchasing clerk position and agree to implement the Rover Secretary position as part of the CBA between the Rock Island - Milan School District #41 and AFSCME.

11. **Memorandum of Understanding with RIEA .....Action**

It is recommended that the Board of Education approve the following position additions: Assistant Cross Country Coach - Junior High Schools (2), Head Girls Wrestling Coach, Assistant Girls Wrestling Coach, and Head Boys Bowling Coach to the Rock Island Education Association Bargaining Agreement.

12. **MTI Distributing Snow Removal Purchasing Agreement.... Action**

It is recommended that the Board of Education approve the purchase of three (3) pre-owned SSV 2100s including attachments not to exceed $55,000 to assist with sidewalk snow removal.

13. **Rock Island - Milan School District #41 High School Course Catalog for Grades 9th - 12th... Action**

It is recommended that the Board of Education approve the course catalog for Rock Island High School for the 2025–26 School Year as presented.

14. **Rock Island High School Toilet Rooms, Phase 1 Change Order.... Action**

It is recommended that the Board of Education approve the revised cost associated with Phase 1 of the Rock Island High School Toilet Renovation Project. The change covers the cost to move the pipe replacement to the Summer of 2025 due to the need for asbestos abatement. The revision is expected to add an additional $11,628.01, bringing the total cost of toilet room renovations to $796,628.01.

15. **Rock Island High School Flooring.... Action**

It is recommended that the Board of Education approve the proposal by Legat Architects to provide architectural services for the cafeteria flooring at Rock Island High School, not to exceed $16,000.00.

16. **Spring Forward at Longfellow.... Action**

It is recommended that the Board of Education approve the contract for service with Spring Forward Learning Center, P.O. Box 1287, Moline, IL, 61265 to provide an After School program for the 3rd and 4th quarters of the 2024 -25 school year to not exceed $6,425.

17. **Certified Appointments... Action**

It is recommended that the Board of Education approve the following certified appointments for the remainder of the 2024 - 25 school year: Layla Mahmutovic, Felicia Phillips, Ebonie Springfield, and Brock West.

18. **Non-Certified Appointments... Action**

It is recommended that the Board of Education approve the following non-certified appointments for the remainder of the 2024 - 25 school year: Alexander Bebber, Nichelle Brown, Deann Cullor, Jenny Dye, Karimah Flowers, Judy Spaulding, Susan Spenard, and Tracey Schulte.

19. **Non-Certified Resignations... Action**

It is recommended that the Board of Education accept the following non-certified resignation during the 2024 - 25 school year of Alexander Nelson, Special Ed Paraprofessional with less than one year of service.

20. **Non-Certified Termination... Action**

It is recommended that the Board of Education approve the termination of employee (25.10.8) effective immediately.

21. **Non-Certified Termination... Action**

It is recommended that the Board of Education approve the termination of employee (25.11.8) effective immediately.

VI. **Operations**

A. **Board Policy Updates - Second Reading... Information/Action**

It is recommended that the Board of Education approve the revised Press 116 Board Policies received from the Illinois Assocation of School Boards as presented.

VII. **Business/Finance**

A. **Tax Levy Approval.... Action**

It is recommended that the Board of Education adopt the 2024 Tax Levy.

B. **BINA Hearing... Action**

Public hearing concerning the intent of the Board of Education of the Distrcit to sell $55,000,000 Working Cash Fund Bonds.

C. **Abatement Resolution Series 2020... Action**

It is recommended that the Board of Education approve the resolution abating the taxes heretofore levied for the year 2024 to pay debt service on the District's General Obligation School Bonds (Alternative Revenue Source), Series 2020.

D. **Abatement Resolution Series 2022.... Action**

It is recommended that the Board of Education approve the resolution abating the taxes heretofore levied for the year 2024 to pay debt service on the District's General Obligation School Bonds (Alternate Revenue Source), Series 2022.

VIII. **Executive Session**

It is recommended that the Board of Education move to executive session to discuss pending litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probably or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. 5 ILCS120/2(c)(11). In addition to discuss the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body, including hearing testimony on a complaint lodged against an employee of the public body or against legal counsel for the public body to determine its validity. 5 ILCS 120/2(c)(1). Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2).

IX. **Adjournment**

ANNUAL COMPREHENSIVE FINANCIAL REPORT

YEAR ENDED JUNE 30, 2024



ROCK ISLAND – MILAN SCHOOL DISTRICT #41
ROCK ISLAND, ILLINOIS

Rock Island - Milan School District #41
Rock Island, Illinois

Annual Comprehensive Financial Report
Year Ended June 30, 2024

Prepared by:

Business Office
Annaka Whiting
Chief Financial Officer

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Annaka Whiting
Chief Financial Officer

November 4, 2024

To the Members of the Board of Education and Citizens of
Rock Island-Milan School District No. 41:

State law requires that every general-purpose local government publish within six months of the close of each fiscal year a complete set of audited financial statements. This report is published to fulfill that requirement for the fiscal year ending June 30, 2024.

Management assumes full responsibility for the completeness and reliability of the information contained in this report based upon a comprehensive framework of internal control that has been established for this purpose. Because the cost of internal control should not exceed anticipated benefits, the objective is to provide reasonable, rather than absolute, assurance that the financial statements are free of any material misstatements.

Bohnsack & Frommelt LLP, Certified Public Accountants, have issued an unqualified opinion on the Rock Island-Milan School District No. 41's financial statements for the year ending June 30, 2024. The independent auditor's report is located at the front of the financial section of this report. Management's discussion and analysis (MD&A) immediately follows the independent auditors report and provides a narrative introduction, overview and analysis of the basic financial statements. MD&A complements this letter of transmittal and should be read in conjunction with it.

Profile of the Government

The Rock Island-Milan School District No. 41 was chartered by the state of Illinois in 1857. It is located in the western part of the state along the Mississippi River. It is one of the Quad-Cities, which includes Davenport and Bettendorf in Iowa and Moline and Rock Island in Illinois. It encompasses thirty-three (33) square miles and serves a population of 36,132 as of July 1, 2023 and a student population of 6,209 per the Illinois State Board of Education's 2023-2024 Fall Enrollment Report. The student population over the next five (5) years is projected to increase slightly. The Rock Island-Milan School District No. 41 is empowered to levy a property tax on real property located within its boundaries.

The Rock Island-Milan School District No. 41 has operated under a Board of Education since its inception. Policy making is vested in the Board of Education. There are seven members of the Board of Education elected on a nonpartisan basis. The Board of Education members serve four-year terms. The terms are staggered with elections for three or four members held every two years. The Board of Education Members are elected at large.

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
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The Rock Island-Milan School District No. 41 provides a full range of educational student services for children pre-kindergarten through 12. Programming is provided to 6,209 students housed in fourteen (14) buildings.

BUILDING AGE AND SIZE

Rock Island High School	1937	205,478
	1957	125,512
	1964	63,293
	2000	4,200
	2023	13,250
		411,733
Thurgood Marshall	1949	51,154
Edison Junior High	1925	42,796
	1953	6,696
	1956	20,150
	1970	10,650
		80,292
Washington Junior High	1920	35,926
	1955	48,802
	1960	7,144
	2022	3,002
		94,874
Denkmann Elementary	1930	19,618
	1941	15,586
	1954	7,700
	2009	4,400
		47,304
Earl Hanson Elementary	1971	52,371
	2010	3,800
		56,171
Eugene Field Elementary	1949	5,849
	1951	25,809
	1954	3,809
	2009	10,150
		45,617
Frances Willard Elementary	1937	31,772
	1953	7,020
	2010	6,650
		45,442
Rock Island Academy	1961	43,830
	2010	15,550
		59,380
Ridgewood Elementary	1972	47,118
	2010	8,500
	2018	8,507
		64,125

BUILDING AGE AND SIZE

Rock Island Center for Math and Science	2010	64,400
Longfellow Elementary	1935	32,114
	2009	7,035
		39,149
Thomas Jefferson Elementary	1962	40,083
	1999	11,670
	2009	1,050
		52,803
Horace Mann Early Learning Center	1957	32,951
Administration Building	1912	25,536
	1961	12,768
		38,304
Administration Building	2023	34,900

Classroom instruction is delivered via a myriad of curricular offerings and academic programs for students. The Rock Island-Milan school district is also committed to preparing its students for college and career readiness. At Rock Island High School students have the opportunity to take dual credit and AP courses, career pathway courses and hands-on learning through internship/apprenticeships. In addition, the AVID (Advancement Via Individual Determination) elective course has been implemented at Edison Jr. High, Washington Jr. High, Rock Island High School, and Frances Willard Elementary to support college and career readiness for students. Other services such as counseling, health services, athletics, co-curricular activities, technology, food services, business operations, transportation and maintenance provide support within all schools.

The District is required to adopt a final budget by no later than the end of the first quarter of the fiscal year. This annual budget serves as the foundation for the Rock Island-Milan School District's financial planning and control. The budget is prepared by fund, function (e.g. instruction) and object (e.g. salary). The budget is adopted on a basis consistent with accounting principles generally accepted in the United States of America.

Local economy

Major employers within the District or in close proximity include agricultural and industrial manufacturers, department of defense installation, insurance companies, medical centers and colleges/universities. With a large number of projected retirements in the next five years, there will be a demand for a skilled workforce to replace the retirees. The District has partnered with the Chamber of Commerce, Bi-State Regional Commission, Community Colleges, and Universities to implement a plan to ensure a skilled workforce is available for local employers.

Long-term financial planning

The District has continued to work on maintaining its fund balance. The fund balance of the General Fund is at 43% of total General Fund revenues. The fund balance will provide continued sustainability and financial flexibility in implementing new or modified programs to meet the changing needs and requirements of the students, families, community, legislature and employers.

A strategic plan drives the allocation of resources to the accomplishment of goals. Action plans define the use of the resources. These plans delineate action steps, timelines and resources necessary for accomplishment. All plans are annually reviewed and prioritized for allocation of resources. To ensure alignment and sustainability, each year management prepares a five-year projection for finances. These projections include future assumptions of operational, programmatic and capital needs. Input for the projections is gathered from staff, students, business, the State Board of Education, literature on future educational trends and economists. A review of current operations along with consideration of future opportunities is conducted annually. The Board of Education directs the Administration to develop a detailed budget within the financial parameters they establish. The current parameter is to develop a balanced operational budget.

Rock Island County residents voted to approve a 1% School Facilities Tax which has generated an estimated $4.4 million in revenues for school facilities. This tax is restricted to new facilities, additions and renovations, security, entrances, safety, infrastructure, architectural planning, refunding of bonds, and abatement of property taxes levied to pay bonds issued for capital projects. The District has continued to improve these areas for our schools to ensure safety and security for all. Multiple projects have been underway throughout the fiscal year with the following projects completed by June 30, 2024; updates to the small gym upper restrooms, girls locker room showers, and the auditorium lobby at Rock Island High School; and plaster repairs and painting in the Frances Willard gymnasium.

Relevant financial policies

The Rock Island-Milan School District No. 41 operates under the auspices of the State Board of Education. A comprehensive accounting system is promulgated by the State Board of Education including account numbers for revenues and expenditures by function and object. The District additionally tracks revenues and expenditures by location and source of funds. Annual budgets and annual financial reports are provided to the State Board of Education on prescribed forms. Quarterly financial expenditure reports are submitted to the State Board of Education for many federal and state grants.

The Evidence Based Funding for Student Success Act became law. The new funding formula has combined General State Aid, Special Education-Personnel, Special Education-Funding for Children Requiring Special Education Services, Special Education:-Summer School, and English Learner Education. In the new system, a cost for educating students will be determined as the Adequacy Target. The local ability of each district will be compared to the adequacy target and the State will then distribute additional funds to districts that do not meet their adequacy target. The District received additional funding to help narrow the gap between the district's ability to reach the necessary level of funding and the adequacy target.

The District continues to monitor the discussions at the State level regarding the TRS pension plan, and it's short and long term viability. Any significant change to this pension system that shifts costs to the District and its citizens could be detrimental to the financial well-being of all.

The Rock Island-Milan School District No. 41's Board of Education takes its fiduciary responsibility very seriously. It has adopted policies defining a budgeting process, monthly financial reporting, purchasing, facilities planning, insurance and cash management. Idle cash is invested in certificates of deposit, repurchase agreements, obligations of the United States Treasury and commercial paper with parameters of institutional quality and collateralization at 110 percent. A quarterly investment report is provided indicating performance of investments to a comparative benchmark.

Budget Process

The District's Board of Education annually adopts a budget and approves the related appropriations for the General, special revenue, Debt Service and capital projects funds in accordance with provisions of Illinois Compiled Statutes. These budgets are adopted on a basis consistent with accounting principles generally accepted in the United States of America.

Legal spending control is established at the fund level, but management control is exercised at budgetary line item levels within each fund. The Board of Education may amend the budget after it is approved using the same procedures necessary to approve the original budget. The budgetary data presented in the financial statements reflects all approved budget transfers. Unexpended budgeted amounts lapse at year-end and are not available in finance expenditures of the following year.

Major Initiatives

The District is journeying to achieve its vision of "To be a premier learning organization that enables students to achieve their maximum potential by equipping them with the necessary skills to be college career, and life ready in a rapidly changing global society". To accomplish our mission and vision, strategic goals and action plans provide a roadmap to the future.

There are three strategic priorities:

Establishing Respectful Relationships
The district wants to engage all stakeholders through building respectful relationships through the use of consistent and ongoing communication, a positive climate of mutual trust and respect, and cultural competence.

Equity & Opportunity for Success
Improving academic outcomes and closing achievement gaps through ensuring equity and opportunity for all students is also a priority for the district. The goals are to have access to interventions, support, and enrichment for all students, equitable opportunities for academic growth to meet and exceed grade level expectations, and to improve the graduation rate within the Rock Island-Milan School district community.

Enhance & Improve Operations
The administration and staff want to implement practices and procedures to foster a climate of safety and trust. In order to do this the district will continue the recruitment of new team members to join in our journey of excellence that meets the needs of our students and reflects the diverse makeup of our student population is a key to long-term success. Aggressive programs such as college placement office partnerships, recruiting fairs, current team member recommendations and advertising will provide momentum in accomplishing this goal. An in-house succession program to prepare teachers aspiring to become administrators will supply a pool of qualified candidates to fill future openings.

The District has implemented systems of student support that promote the monitoring of individual student performance. Planning for intervention and enrichment to ensure a rich vibrant educational experience for each child is the expected outcome of this initiative. Data teams are formed in the buildings to analyze in-process measures which empower teaching staff to adjust instructional practices to meet student learning needs. Alignment of the assuagements throughout the data teams allows for collaboration and teamwork in driving high achievement for all students.

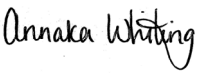
Awards and acknowledgements

The Government Finance Officers Association (GFOA) awarded a Certificate of Achievement for Excellence in Financial Reporting in the name of Rock Island School District No. 41 for its comprehensive annual financial report (CAFR) for the fiscal year ending June 30, 2023. This award was the twentieth consecutive year that the District has received this prestigious award. In addition, the District has been awarded a Certificate of Excellence in Financial Reporting, from the Association of School Business Officials, for its CAFR for the fiscal year ending June 30, 2023. This was the twenty-fourth consecutive year the District has received this prestigious award. In order to be awarded a Certificate of Achievement and Certificate of Excellence, the District had to publish an easily readable and efficiently organized CAFR that satisfied both accounting principles generally accepted in the United States of America and applicable legal requirements.

A Certificate of Achievement and Certificate of Excellence are valid for a period of one year only. We believe that our current CAFR continues to meet the Certificate of Achievement Program's and Certificate of Excellence Program's requirements and we are submitting it to the GFOA and ASBO to determine its eligibility for another certificate.

The preparation of this report would not have been possible without the efficient and dedicated service of the entire staff of the business office. We wish to express our appreciation to all members of the department who assisted and contributed to the preparation of this report. Credit must also be given to the Board of Education for their unfailing support for maintaining the highest standards of professionalism in the management of the Rock Island-Milan School District No. 41's finances.

Respectfully submitted,



Annaka Whiting
Chief Financial Officer

Rock Island - Milan School District #41

Board of Education
Year Ended June 30, 2024

Name	Title	Term Expires
Terell Williams	President	2025
Michael Matherly	Vice President	2027
Nicole Cisne Durbin	Board Member	2027
Tracy Pugh	Board Member	2025
Margie Mejia-Caraballo	Board Member	2025
Jason Roessler	Board Member	2027
Gary Rowe	Board Member	2025

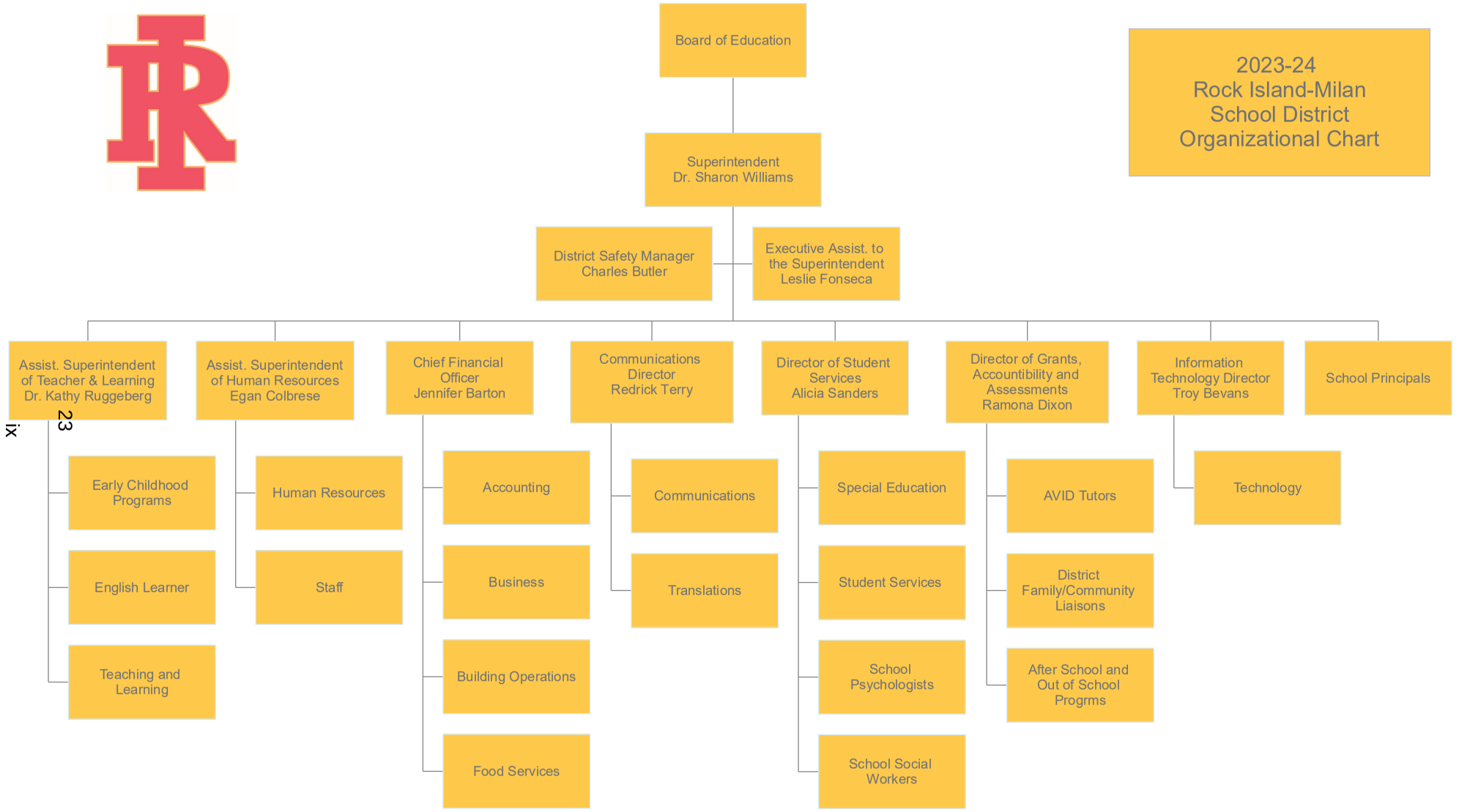
The election date for Board Members is the first Tuesday in April. Board Members are seated on the Board the first meeting in April and serve a four-year term.

Rock Island - Milan School District #41

School District Administration
Year Ended June 30, 2024

Sharon Williams	Superintendent
Egan Colbrese	Assistant Superintendent of Human Resources
Kathy Ruggeberg	Assistant Superintendent of Curriculumn and Instruction
Jen Barton	Chief Financial Officer
Ramona Dixon	Director of Grants, Assessments, and Accountability
Alicia Sierra-Sanders	Director of Pupil and Personnel Services
Troy Bevans	Director of Instructional Technology
Debra Frantz	English Learner Program Director
Nicole Berry	Early Childhood Director
David Knuckey	Horance Mann Early Learning Center Principal (Interim)
La'Shanta Williams	EL Coordinator
Kristin Allen	T&L Coordinator, Secondary
Dorian Maag	T&L Coordinator, Elementary
Lance Clark	Assistant Director of Grants, Assessments, Accountability
Jennifer Fuhr	Special Education Coordinator
Jeff Whitaker	High School Principal
Dan Coyne-Logan	High School Assistant Principal
Kathleen Hartzler	High School Assistant Principal
Mike Emendorfer	Athletic Director
Megan Braun-Howard	High School Dean of Students
Timothy Corwin	High School Dean of Students
Donald Smith	High School Dean of Students
Lorelei Andedo	Student Intervention Administrator
Charles Driscoll	Thurgood Marshall Learning Center Principal
Christi Varnes	Edison Junior High Principal
Reshonda Johnson	Edison Junior High Assistant Principal
Megan Smith	Edison Junior High Dean of Students
Tonya Smith	Washington Junior High Principal (Interim)
Carmen Woods	Washington Junior High Assistant Principal (Interim)
Daniel Colbrese	Washington Junior High Dean of Students (Interim)
Patrick Versluis	Denkmann Elementary School Principal
Sarah Leonard	Earl Hanson Elementary School Prinicipal
Jennifer Alongi	Eugene Field Elementary School Principal
Nicole Melody	Frances Willard Elementary School Principal (Interim)
Jessica Israel	Frances Willard Elementary School Assistant Principal (Interim)
Melody Oswale	Longfellow Liberal Arts Principal
Joey Dilulio	Ridgewood Elementary School Principal
Thomas Ryan	Rock Island Academy Elementary School Principal
J.D. Wilson	Rock Island Academy Elementary School Assistant Principal
John Hawley	Rock Island Center for Math & Science Principal
Krista Lonian	Rock Island Center for Math & Science Assistant Principal
Ian Scott	Thomas Jefferson Elementary School Principal

2023-24 Rock Island-Milan School District Organizational Chart



Government Finance Officers Association

Certificate of Achievement for Excellence in Financial Reporting

Presented to

Rock Island-Milan School District #41
Illinois

For its Annual Comprehensive
Financial Report
For the Fiscal Year Ended

June 30, 2023

Christopher P. Morrill

Executive Director/CEO

ASSOCIATION OF SCHOOL BUSINESS OFFICIALS INTERNATIONAL

The Certificate of Excellence in Financial Reporting is presented to

Rock Island-Milan School District #41

for its Annual Comprehensive Financial Report for the Fiscal Year Ended June 30, 2023.

The district report meets the criteria established for ASBO International's Certificate of Excellence in Financial Reporting.

CERTIFICATE OF EXCELLENCE IN FINANCIAL REPORTING

Ryan S. Stechschulte
President

James M. Rowan, CAE, SFO
CEO/Executive Director

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Bohnsack & Frommelt LLP
Certified Public Accountants

Independent Auditor's Report

To the Board of Education
Rock Island - Milan School District #41
Rock Island, Illinois

Report on the Audit of the Financial Statements

Opinions

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Rock Island-Milan School District #41 as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund and the aggregate remaining fund information of the Rock Island-Milan School District #41, as of June 30, 2024, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to the financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States (*Government Auditing Standards*). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Rock Island-Milan School District #41 and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Rock Island-Milan School District #41's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgement and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Rock Island-Milan School District #41's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Rock Island-Milan School District #41's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison information; Teacher's Retirement System of the State of Illinois schedule of the District's proportionate share of the net pension liability and schedule of District contributions; Illinois Municipal Retirement Plan schedule of changes in net pension liability and related ratios and schedule of contributions; Teachers' Health Insurance Security Fund schedule of the District's proportionate share of the net OPEB liability and schedule of District contributions; and District postretirement healthcare fund schedule of changes in total OPEB liability and related ratios, on pages 4–11 and 66-80 be presented to supplement the basic financial statements.

Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required

supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements.

We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The supplementary information, including the Schedule of Expenditures of Federal Awards required by Title 2, *U.S. Code of Federal Regulations*, Part 200, *Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards* (Uniform Guidance), are presented for purposes of additional analysis and are not a required part of the basic financial statements.

Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information and Schedule of Expenditures of Federal Awards is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the introductory and statistical sections but does not include the basic financial statements and our auditor's report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 18, 2024, on our consideration of the Rock Island-Milan School District #41's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Rock Island-Milan School District #41's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Rock Island-Milan School District #41's internal control over financial reporting and compliance.

Bohnsack & Frommelt LLP

Moline, Illinois
November 18, 2024

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Rock Island – Milan School District #41

Management's Discussion and Analysis
Year Ended June 30, 2024

It is an honor to present to you the financial picture of Rock Island - Milan School District #41. We offer readers of the District's financial statements this narrative overview and analysis of the financial activities of the Rock Island - Milan School District #41 for the fiscal year ended June 30, 2024. We encourage readers to consider the information presented here in conjunction with additional information that we have furnished in our letter of transmittal. Professional standards require the inclusion of certain comparative information in the Management's Discussion and Analysis (MD&A).

Financial Highlights

The District overall financial position has increased from the prior year. The District showed an increase in governmental activities net position of $18,319,126 for the year ended June 30, 2024. The District had a increase in governmental activities net position of $34,291,418 for the year ended June 30, 2023.

Total revenues for the fiscal year ended June 30, 2024 and 2023 of $137,453,172 and $146,678,936 were comprised of general revenues in the amount of $87,362,688 and $92,532,731 and program revenues totaling $50,090,484 and $54,146,205 respectively.

As of June 30, 2024, the District's governmental funds reported combined ending fund balances of $73,283,868 a decrease of $11,490,563 in comparison to fiscal year 2023. As of June 30, 2023, the District's governmental funds reported combined ending fund balances of $84,774,431, an increase of $21,142,178 in comparison to 2022.

As of June 30, 2024, unassigned fund balance for the General Fund was $50,876,624 or 44% of total General Fund expenditures.

The Rock Island - Milan School District #41's total long-term debt, excluding compensated absences, decreased by $4,417,440 during fiscal year ended June 30, 2024.

Overview of the Financial Statements

This discussion and analysis is intended to serve as an introduction to the Rock Island - Milan School District #41's basic financial statements. The District's basic financial statements comprise three components: 1) government-wide financial statements, 2) fund financial statements and 3) notes to the basic financial statements. This report also contains other information in addition to the basic financial statements.

Government-wide financial statements: The government-wide financial statements are designed to provide readers with a broad overview of Rock Island - Milan School District #41's finances in a manner similar to a private-sector business.

The statement of net position presents information on all of Rock Island - Milan School District #41's assets, deferred outflows of resources and liabilities and deferred inflows of resources, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the District is improving or deteriorating.

The statement of activities presents information showing how the District's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g., uncollected taxes and earned but unused vacation leave).

Both of the government-wide financial statements reflect functions of Rock Island - Milan School District #41 that are principally supported by taxes and intergovernmental revenues (governmental activities). The District does not currently have any activities that are considered business-type activities. The governmental activities of the District include instruction, support services, community services, intergovernmental and debt service interest.

The government-wide financial statements include only Rock Island - Milan School District #41. There are no other organizations or agencies whose financial statements should be combined and presented with the financial statements of the District.

Fund financial statements: A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The Rock Island - Milan School District #41, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. All of the funds of the District can be divided into three categories: governmental funds, proprietary funds and fiduciary funds.

Governmental funds: Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements focus on near-term inflows and outflows of spendable resources, as well as on balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating the government's near-term financial requirements.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the government's near-term financing decisions. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures and changes in fund balances provide a reconciliation to facilitate this comparison between governmental funds and governmental activities.

The Rock Island - Milan School District #41 maintains eight individual governmental funds. Information is presented separately in the governmental fund balance sheet and in the governmental fund statement of revenues, expenditures and changes in fund balances for the General Fund and Capital Projects Fund which are considered to be major funds. Data from the other governmental funds are combined into a single, aggregated presentation. Individual fund data for each of these nonmajor governmental funds is provided in the form of combining statements elsewhere in this report.

The District adopts an annual appropriated budget for its General Fund. A budgetary comparison schedule has been provided for the General Fund to demonstrate compliance with this budget.

Proprietary funds: The District maintains an internal service fund to account for the premium and claim payments for the health insurance plan for District employees. Internal service funds are an accounting device used to accumulate and allocate costs internally among the District's various functions; it has been included within governmental activities in the government-wide financial statements**.**

Fiduciary funds: Fiduciary funds are used to account for resources held for the benefit of parties outside the government. Fiduciary funds are not reflected in the government-wide financial statements because the resources of those funds are not available to support the Rock Island - Milan School District #41's own programs. The fiduciary funds of the District are custodial funds.

Notes to financial statements: The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

Other information: In addition to the basic financial statements and accompanying notes, this report also presents certain required supplementary information concerning the Rock Island - Milan School District #41's pension plans and other postemployment benefit plans.

The combining statements referred to earlier in connection with nonmajor governmental funds are presented immediately following the required supplementary information.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. The District's total net position has increased from a year ago. Table 1 reflects an increase in net position from $97,151,289 in 2023 to $115,470,415 in 2024.

Table 1

	Governmental Activities		Percentage Change
	2024	2023	2023-24
Current and other assets	$ 123,389,340	$ 134,428,835	-8.2%
Capital assets	128,702,614	110,654,027	16.3%
Total assets	252,091,954	245,082,862	2.9%
Deferred outflows of resources	7,917,299	7,424,155	6.6%
Long-term liabilities	68,219,543	74,599,781	-8.6%
Other liabilities	11,116,975	12,353,416	-10.0%
Total liabilities	79,336,518	86,953,197	-8.8%
Deferred inflows of resources	65,202,320	68,402,531	-4.7%
Net position:			
Net investment in capital assets	82,320,313	74,319,884	10.8%
Restricted	23,259,448	18,060,159	28.8%
Unrestricted	9,890,654	4,771,246	-107.3%
Total net position	$ 115,470,415	$ 97,151,289	18.9%

The largest portion of the District's total assets reflects its investment in capital assets. The District uses theses capital assets to provide educational services; consequently, these assets are not available for future spending. The District's net investment in capital assets was $82,320,313. Although the District's investment in its capital assets is reported net of related debt, it should be noted the resources needed to repay this debt must be provided from other sources since the capital assets themselves cannot be used to liquidate these liabilities.

The restricted portion of the District's net position of $23,259,448 for 2024 and $18,060,159 for 2023 represents resources that are subject to external restrictions on how they may be used. The remaining balance of unrestricted net position may be used to meet the District's ongoing obligations to students and creditors. The District's unrestricted net position is $9,890,654 for 2024 and $4,771,246 for 2023.

The District's total net position increased by $18,319,126 during the current fiscal year primarily due to (1) a decrease in the pension obligations of approximately $3.3 million; (2) a decrease in the other poste-employment benefit obligations of approximately $5.9 million and (4) an increase in investment earnings of approximately $1.0 million.

Table 2 highlights the District's revenues and expenses for the fiscal year ended June 30, 2024 and 2023. This table utilizes the full accrual method of accounting. Revenues less expenses yielded the change in net position.

Table 2 - Program Revenues and Expenses

	Governmental Activities		Percentage Change
	2024	2023	2023-24
Revenues:			
Program revenues:			
Charges for services and sales	$ 2,001,811	$ 1,974,041	1.4%
Operating grants and contributions	47,441,675	45,496,134	4.3%
Capital grants and contributions	646,998	6,676,030	100.0%
General revenues:			
Property taxes	35,295,692	35,827,342	-1.5%
Unrestricted intergovernmental revenue	9,525,963	15,808,620	-39.7%
School facility occupation tax	4,429,540	4,346,994	1.9%
Grants and entitlements	34,525,494	33,966,789	1.6%
Investment earnings	3,585,999	2,582,986	38.8%
Total revenues	137,453,172	146,678,936	-6.3%
Program expenses:			
Instruction	78,497,678	70,930,640	10.7%
Support services	31,346,395	32,211,890	-2.7%
Community services	4,886,573	4,980,917	-1.9%
Intergovernmental	2,619,653	2,737,721	-4.3%
Debt service interest	1,783,747	1,526,350	16.9%
Total expenses	119,134,046	112,387,518	6.0%
Increase in net position	18,319,126	34,291,418	-46.6%
Net position, beginning of year	97,151,289	62,859,871	54.6%
Net position, end of year	$ 115,470,415	$ 97,151,289	18.9%

Revenue is further divided into two major components: program revenue and general revenue. Program revenue is defined as charges for services and sales, operating and capital grants and contributions. General revenue includes taxes and unrestricted grants such as state evidence-based funding formula dollars. Expenses are shown in programs including instruction, support services, community services, payments to other governments and districts, and debt service interest.

Table 3 below discloses cost of services for governmental activities. The total cost of services column contains all costs related to the programs and the net cost column shows how much of the total amount is not covered by program revenues. Succinctly put, net costs are costs that must be covered by unrestricted state aid or local taxes. The difference in these two columns would represent restricted grants, fees and donations.

Table 3 - Governmental Activities

	Total Cost of Services		Percentage Change	Net Cost of Services		Percentage Change
	2024	2023		**2024**	2023	
Instruction	**$ 78,497,678**	$ 70,930,640	10.67%	**$ 34,888,639**	$ 23,098,732	51.0%
Support services	**31,346,395**	32,211,890	-2.69%	**24,864,950**	25,897,593	-4.0%
Community services	**4,886,573**	4,980,917	-1.89%	**4,886,573**	4,980,917	-1.9%
Payments to other governments and districts	**2,619,653**	2,737,721		**2,619,653**	2,737,721	-4.3%
Debt service, interest	**1,783,747**	1,526,350	16.86%	**1,783,747**	1,526,350	16.9%
Total	**$ 119,134,046**	$ 112,387,518	6.00%	**$ 69,043,562**	$ 58,241,313	18.5%

Net cost of services is 58 percent of total cost of services in 2024 and 52 percent in 2023. This reflects a decrease in utilization of grants and restricted sources to fund the cost of services.

Financial Analysis of the Government's Funds

As noted earlier, the Rock Island – Milan School District #41 uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Governmental funds: The focus of the District's governmental funds is to provide information on near-term inflows, outflows and balances of spendable resources. Such information is useful in assessing the District's financing requirements. In particular, unassigned fund balance may serve as a useful measure of a government's net resources available for spending at the end of the fiscal year.

At of the end of the current fiscal year, the Rock Island – Milan School District #41's governmental funds reported combined ending fund balances of $73,283,868 a decrease of $11,490,563 in comparison with the prior year. Approximately 69 percent of the total ending fund balance constitutes unassigned fund balance, which is available for spending at the government's discretion. The remainder of the fund balance is restricted to indicate that it is not available for new spending because it has already been restricted for the purpose of special tax levies and student activities.

Major Funds

The General Fund is the chief operating fund of the District. At the end of the current fiscal year, total fund balance of the General Fund was $50,876,624. All of the General Fund balance is classified as unassigned. As a measure of the General Funds liquidity it may be useful to compare total fund balance to the total fund expenditures. Unassigned and total fund balance represents 44 percent of total General Fund expenditures compared to 47 percent in the prior year.

The net change in fund balance for the General Fund was ($1,511,413) for 2024 compared to $7,646,928 for 2023. Total revenues in the General Fund decreased from $124,837,759 in 2023 to $119,552,733 in 2024. Total expenditures increased from $112,386,389 in 2023 to $116,947,402 in 2024. The State of Illinois makes employer pension contributions and retiree health insurance contributions on behalf of the District. The in kind contributions are based on the state's proportionate share of the collective net pension liability. The on-behalf contributions reflected in revenues and expenditures of the General Fund increased from $24,686,805 in 2023 to $27,262,842 in 2024. The decrease in revenues is primarily due to prior year Education Stabilization Funding. General Fund expenditures increased $1,984,976. The increase excluding the $2,576,037 increase in the on behalf contributions primarily relates to salary and benefit increases.

The Capital Projects Fund is primarily supported by School Facility Occupation Tax which was $2,670,558 for 2024 and $2,444,004 for 2023. The Capital Projects Fund was also funded in the current year by Education Stabilization grant funding of $1,933,171 and a transfer from the General Fund of $6,000,000. In the current year, the Capital Projects Fund had capital outlay of $19,057,187 which consisted of projects to the high school for the secure entrance, kitchen, cafeteria, bathroom and commons renovation.

General Fund Budgetary Highlights

Revenues exceed the original and final budget by $25,972,224 due to the following:

- State on-behalf payments for the Teacher Retirement System are not budgeted. The total state on-behalf payments recorded in intergovernmental revenue was $27,262,842.

Expenditures exceed the original and final budget by $22,192,365 primarily due to the following:

- State on-behalf payments for the Teacher Retirement System are not budgeted. The total state on-behalf payments recorded in instruction expenditures was $27,262,842.

There was one budget amendment made at the May 28, 2024 school board meeting primarily to transfers.

Capital Assets and Debt Administration

The following table shows ending balances of capital assets invested in various categories. The District recognized a total net increase of $18,048,587 primarily due to additions of $21,478,290 offset by depreciation expense of $3,424,756. Capital asset additions consisted primarily of projects for the high school renovations.

Table 4 - Capital Assets as of June 30 (Net of Depreciation)

	Governmental Activities		Total Percentage Change
	2024	2023	2023-24
Land	$ 2,439,266	$ 2,439,266	0.0%
Construction-in-progress	31,427,723	31,048,837	1.2%
Land improvements	2,778,187	2,005,936	38.5%
Buidlings	86,376,089	69,480,428	24.3%
Equipment and vehicles	5,504,238	5,385,802	2.2%
Right to use, subscription asset	53,049	85,287	-37.8%
Right to use, leased equipment	124,062	208,471	-40.5%
Total	$ 128,702,614	$ 110,654,027	16.3%

More detailed information on capital asset activity can be found in Note 6 to the financial statements.

Long-term Debt

As of June 30, 2024, the Rock Island – Milan School District #41 had general obligation bonds outstanding totaling $47,338,554. In the current year, the District paid $3,900,000 in principal on its general obligation bonds and $2,195,213 in interest.

Table 5 - Outstanding Long-Term Obligations

	Governmental Activities		Total Percentage Change
	2024	2023	2023-24
General obligation bonds	$ 47,338,554	$ 51,648,110	-8.3%
Subscription liability	22,064	44,957	-50.9%
Lease obligations	130,544	215,535	-39.4%
Total	$ 47,491,162	$ 51,908,602	-8.5%

As of June 30, 2024, the District's available legal debt margin was $53,318,209 as compared to $42,844,390 in 2023. Additional information about the District's long-term debt can be found in Note 7 to the financial statements.

Economic Factors

Future year financial projections include a prediction of a flattening or declining revenue stream, operational expenditures will continue to be conservative to maintain a strong financial condition.

All of these factors were considered in preparing the Rock Island – Milan School District #41's budget for the 2025 fiscal year.

Requests for Information

These financial statements and discussions are designed to provide our students, citizens, taxpayers, investors and creditors with a complete disclosure of the District's finances and to demonstrate a high degree of accountability for the public dollars entrusted to us. If you have questions about this report or need additional information, please write Annaka Whiting, Chief Financial Officer, Rock Island – Milan School District #41, 2101 Sixth Avenue, Rock Island, Illinois 61201.

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Rock Island - Milan School District #41

Statement of Net Position
June 30, 2024

	Governmental Activities
Assets	
Current:	
Cash and investments	$ 69,905,174
Receivables, net of allowances for uncollectible amounts:	
Property taxes	43,028,941
Corporate personal property replacement taxes	1,613,378
Other	21,236
Due from other govenmental units	8,626,326
Current assets	123,195,055
Noncurrent:	
Lease	194,285
Capital assets:	
Nondepreciable:	
Land	2,439,266
Construction-in-process	31,427,723
Depreciable:	
Land improvements	6,135,266
Buildings	124,881,495
Equipment and vehicles	10,889,396
Right to use leased equipment	263,431
Right to use subscription asset	113,124
Accumulated depreciation and amortization	(47,447,087)
Noncurrent assets	128,896,899
Total assets	252,091,954
Deferred Outflows of Resources	
Pension related deferred outflows	4,828,679
OPEB related deferred outflows	3,088,620
Total deferred outflows of resources	7,917,299

	Governmental Activities
Liabilities	
Accounts payable	$ 6,310,908
Accrued payroll and benefits	4,562,100
Accrued interest	176,728
Unearned revenue	67,239
Current liabilities	11,116,975
Noncurrent liabilities:	
Due within one year:	
Compensated absences	396,430
General obligation bonds	3,735,000
Subscription based information technology obligations	22,064
Lease obligations	85,926
Total OPEB liability	80,000
Portion due after one year:	
Compensated absences	20,865
General obligation bonds	43,603,554
Lease obligations	44,618
Total OPEB liability	13,182,569
Net pension liability	7,048,517
Noncurrent liabilities	68,219,543
Total liabilities	79,336,518
Deferred Inflows of Resources	
Property taxes levied for subsequent years	34,784,122
Pension related deferred inflows	389,509
OPEB related deferred inflows	29,834,404
Lease related deferred inflows	194,285
Total deferred inflows of resources	65,202,320
Net Position	
Net investment in capital assets	82,320,313
Restricted for:	
Debt service	1,472,173
Student transportation	3,057,449
Pension contributions	2,997,004
Safety and security	1,594,627
Capital improvements	13,576,527
Student activities	561,668
Unrestricted	9,890,654
Total net position	$ 115,470,415

See Notes to Basic Financial Statements.

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Rock Island-Milan School District #41

Statement of Activities
Year Ended June 30, 2024

Functions/Programs	Expenses	Program Revenues: Charges for Services and Sales	Program Revenues: Operating Grants and Contributions	Program Revenues: Capital Grants and Contributions	Net (Expense) Revenue and Changes in Net Position: Governmental Activities
Governmental activities:					
Instruction	$ 78,497,678	$ 1,124,283	$ 41,937,758	$ 546,998	$ (34,888,639)
Support services	31,346,395	877,528	5,503,917	100,000	(24,864,950)
Community services	4,886,573	-	-	-	(4,886,573)
Intergovernmental	2,619,653	-	-	-	(2,619,653)
Debt service, interest on long-term debt	1,783,747	-	-	-	(1,783,747)
	119,134,046	2,001,811	47,441,675	646,998	(69,043,562)
General revenues:					
Property taxes					35,295,692
Corporate personal property replacement taxes					9,525,963
School facility occupation tax					4,429,540
Grants and entitlements not restricted to specific programs					34,525,494
Investment earnings					3,585,999
Total general revenues					87,362,688
Change in net position					18,319,126
Net position, beginning of year					97,151,289
Net position, end of year					$ 115,470,415

See Notes to Basic Financial Statements.

Rock Island - Milan School District #41

Balance Sheet
Governmental Funds
June 30, 2024

	General	Capital Projects	Other Governmental Funds	Total Governmental Funds
Assets				
Cash and investments	$ 43,921,170	$ 15,177,320	$ 7,514,649	$ 66,613,139
Receivables, net of allowances for uncollectible amounts:				
Property taxes	33,231,032	-	9,797,909	43,028,941
Corporate personal property replacement taxes	1,613,378	-	-	1,613,378
Other	21,236	-	-	21,236
Lease	194,285	-	-	194,285
Due from other governmental units	4,756,789	3,029,537	840,000	8,626,326
Due from other funds	29,457	-	7	29,464
Total assets	$ 83,767,347	$ 18,206,857	$ 18,152,565	$ 120,126,769
Liabilities, Deferred Inflows of Resources, and Fund Balances				
Liabilities:				
Accounts and contracts payable	$ 904,355	$ 3,762,037	$ 152,734	$ 4,819,126
Accrued payroll and benefits	4,341,974	-	220,126	4,562,100
Due to other funds	7	-	-	7
Unearned revenue	67,239	-	-	67,239
Total liabilities	5,313,575	3,762,037	372,860	9,448,472
Deferred Inflows of Resources:				
Unavailable revenue:				
Property taxes	26,859,726	-	7,924,396	34,784,122
Intergovernmental	523,137	1,052,885	840,000	2,416,022
Lease	194,285	-	-	194,285
Total deferred inflows of resources	27,577,148	1,052,885	8,764,396	37,394,429
Fund Balances:				
Restricted	-	13,391,935	9,015,309	22,407,244
Unassigned	50,876,624	-	-	50,876,624
Total fund balances	50,876,624	13,391,935	9,015,309	73,283,868
Total liabilities, deferred inflows of resources and fund balances	$ 83,767,347	$ 18,206,857	$ 18,152,565	$ 120,126,769

See Notes to Basic Financial Statements.

Rock Island - Milan School District #41

Reconciliation of the Balance Sheet -
Governmental Funds to the Statement of Net Position
June 30, 2024

Total fund balances of governmental funds	$	73,283,868
Amounts reported for governmental activities in the Statement of Net Position are different because:		
Capital assets used in governmental activities are not financial resources and, therefore, are not reported as assets in the governmental funds.		128,702,614
Other long-term assets are not available to pay for current period expenditures and, therefore, are unavailable in the funds.		2,416,022
Deferred outflows of resources and deferred inflows of resources are not due and payable in the current year and, therefore, are not reported in the governmental funds as follows:		
Pension related:		
Deferred outflows of resources		4,828,679
Deferred inflows of resources		(389,509)
OPEB related:		
Deferred outflows of resources		3,088,620
Deferred inflows of resources		(29,834,404)
The Internal Service Fund is used to charge costs of the District's self-funded insurance plan to the governmental funds. The net position of the Internal Service Fund is therefore included under governmental activities.		1,770,796
Long-term liabilities, including bonds payable and compensated absences, are not due and payable in the current period and, therefore, are not reported as liabilities in the governmental funds.		
Compensated absences		(417,295)
Accrued interest		(176,728)
General obligation bonds		(43,795,000)
Lease obligations		(130,544)
IT subscription obligations		(22,064)
Net pension liability		(7,048,517)
Other post employment benefits obligation		(1,660,079)
Other post employment benefits obligation, THIS		(11,602,490)
Bond premium		(3,543,554)
Net position of governmental activities	$	115,470,415

See Notes to Basic Financial Statements.

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Rock Island - Milan School District #41

Statement of Revenues, Expenditures and Changes in Fund Balances
Governmental Funds
Year Ended June 30, 2024

	General	Capital Projects	Other Governmental Funds	Total Governmental Funds
Revenues:				
Property taxes	$ 27,291,412	$ -	$ 8,004,280	$ 35,295,692
School facility occupation tax	-	2,670,558	1,771,319	4,441,877
Intergovernmental	88,616,213	1,933,171	726,587	91,275,971
Interest	2,035,992	946,036	421,270	3,403,298
Other, primarily student fundraising activities and fees	1,609,116	-	392,696	2,001,812
Total revenues	119,552,733	5,549,765	11,316,152	136,418,650
Expenditures:				
Current:				
Instruction	79,342,251	-	959,802	80,302,053
Support services	28,007,195	-	4,726,027	32,733,222
Community services	4,882,653	-	3,920	4,886,573
Intergovernmental	2,619,653	-	-	2,619,653
Capital outlay	2,095,650	19,057,187	-	21,152,837
Debt service:				
Principal	-	-	4,022,073	4,022,073
Interest	-	-	2,206,991	2,206,991
Total expenditures	116,947,402	19,057,187	11,918,813	147,923,402
Excess (deficiency) of revenues over (under) expenditures	2,605,331	(13,507,422)	(602,661)	(11,504,752)
Other financing sources (uses):				
Issuance of long term debt	14,189	-	-	14,189
Transfers in	2,000,000	6,000,000	130,933	8,130,933
Transfers out	(6,130,933)	-	(2,000,000)	(8,130,933)
Total other financing sources (uses)	(4,116,744)	6,000,000	(1,869,067)	14,189
Net change in fund balance	(1,511,413)	(7,507,422)	(2,471,728)	(11,490,563)
Fund balance, beginning of year	52,388,037	20,899,357	11,487,037	84,774,431
Fund balance, end of year	$ 50,876,624	$ 13,391,935	$ 9,015,309	$ 73,283,868

See Notes to Basic Financial Statements.

Rock Island - Milan School District #41

Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund Balances - Governmental Funds to the Statement of Activities
Year Ended June 30, 2024

Net change in fund balances - total governmental funds		$ (11,490,563)
Amounts reported for governmental activities in the Statement of Activities are different because:		
Capital outlays to purchase or build capital assets are reported in governmental funds as expenditures. However, those costs are not reported in the Statement of Net Position and are allocated over their estimated useful lives as depreciation expense in the Statement of Activities. The amounts of capital outlays and depreciation expense in the year are as follows:		
Expenditures for capital assets	$ 21,478,290	
Depreciation and amortization expense	(3,424,756)	
Loss on disposal of capital assets	(4,947)	18,048,587
Revenues in the statement of activities that do not provide current financial resources are not reported as revenues in the funds, change in unavailable revenues:		
School facility occupation tax	(12,337)	
Transportation	110,000	
Capital grants	546,998	
Other grants	(76,912)	567,749
The issuance of long-term debt provides current financial resources to governmental funds, while the repayments of the principal of long-term debt consumes the current financial resources of governmental funds. The issuance of debt increases liabilities in the Statement of Net Position, while the repayment of long-term debt reduces long-term liabilities. Also governmental funds report the effect of premiums and similar items when debt is first issued, whereas these amounts are deferred and amortized in the Statement of Activities. Interest is accrued on outstanding bonds, whereas in the governmental funds, interest expenditure is reported when due. The following is the detail of the net effect of these differences in the treatment of long-term debt and related items:		
Issuance of subscription based information technology	(14,189)	
Lease obligation payment	84,991	
Subscription based information technology obligation payment	37,082	
Repayment of bond principal	3,900,000	
Interest expense	13,688	
Amortization of bond premium	409,556	4,431,128

The decrease in net position of the Internal Service Fund represents an undercharge to the governmental funds and is incorporated into the change in net position of governmental activities.		(2,435,832)
Commodities inventory is not a financial resource in governmental funds. Commodities used are reported as expenses and commodities donated are reported as revenue in the statement of activities:		
Commodities used		(284,073)
Commodities donated		284,073
Some expenses reported in the Statement of Activities do not require the use of current financial resources and, therefore, are not reported as expenditures in the governmental funds, as follows:		
Compensated absences	(12,816)	
Other post employment benefits obligation	(27,889)	
Other post employment benefits obligation, THIS	5,873,564	
Pension expense-instruction	1,026,246	
Pension expense-support services	2,338,952	9,198,057
Change in net position of governmental activities		$ 18,319,126

See Notes to Basic Financial Statements.

Rock Island - Milan School District #41

Statement of Net Position
Governmental Activities - Proprietary Fund - Internal Service Fund
June 30, 2024

Assets		
Current:		
Cash and investments	$	3,292,035
Total assets	$	3,292,035
Liabilities		
Current:		
Accounts payable	$	1,491,782
Due to other funds		29,457
Total assets		1,521,239
Net Position, unrestricted	$	1,770,796

See Notes to Basic Financial Statements.

Rock Island - Milan School District #41

Statement of Revenues, Expenses and Changes in Fund Net Position
Governmental Activities - Proprietary Fund - Internal Service Fund
Year Ended June 30, 2024

Operating revenues, charges for services	$	7,640,027
Operating expenses		10,258,559
Operating loss		(2,618,532)
Nonoperating income, interest income		182,700
Change in net position		(2,435,832)
Total net position, beginning		4,206,628
Total net position, ending	$	1,770,796

See Notes to Basic Financial Statements.

Rock Island - Milan School District #41

Statement of Cash Flows
Governmental Activities - Proprietary Fund - Internal Service Fund
Year Ended June 30, 2024

Cash flows from operating activities:		
Cash received from employees and employer	$	7,640,027
Cash payments for administration		(93,583)
Cash payments for claims		(10,063,616)
Net cash (used in) operating activities		(2,517,172)
Cash flows from noncapital financing activites, proceeds from other funds		29,561
Cash flows from investing activities, interest received on investments		182,700
Net decrease in cash and cash equivalents		(2,304,911)
Cash and cash equivalents:		
Beginning		5,596,946
Ending	$	3,292,035
Reconciliation of operating (loss) to net cash (used in) operating activities:		
Operating (loss)	$	(2,618,532)
Adjustments to reconcile operating loss to net cash used in operating activities:		
Increase in accounts payable		101,360
Net cash (used in) operating activities	$	(2,517,172)

See Notes to Basic Financial Statements.

Rock Island - Milan School District #41

Statement of Fiduciary Net Position
Fiduciary Funds
June 30, 2024

	Custodial Funds
Assets	
Cash and investments	$ 250,102
Net Position	
Restricted for individuals, organizations and other governments	$ 250,102

See Notes to Basic Financial Statements.

Rock Island - Milan School District #41

Statement of Changes in Fiduciary Net Position
Fiduciary Funds
For the Year Ended June 30, 2024

	Custodial Funds
Additions	
Contributions:	
Employees	$ 220,213
Investment earnings:	
Interest, dividends, and other	16,451
Total additions	236,664
Deductions	
Benefits paid to participants	223,537
Scholarships paid to recipients	1,209
Total deductions	224,746
Net increase in fiduciary net position	11,918
Net position- beginning	238,184
Net position- ending	$ 250,102

See Notes to Basic Financial Statements.

Note 1. Nature of Operations, Financial Reporting Entity, Basis of Presentation and Financial Statement Presentation, Measurement Focus and Basis of Accounting, and Significant Accounting Policies

Nature of operations:

Rock Island - Milan School District #41 (the District) is a chartered public school district encompassing the majority of the City of Rock Island, Illinois, the entire Village of Milan, Illinois and certain unincorporated areas. The District is responsible for the public education of approximately 6,200 students from pre-school through high school in one pre-school, nine elementary, two junior high, and one senior high school and one alternative school building.

Reporting entity:

Accounting principles generally accepted in the United States of America require the financial reporting entity include (1) the primary government, (2) organizations for which the primary government is financially accountable and (3) other organizations for which the nature and significance of their relationship with the primary government are such that exclusion would cause the reporting entity's financial statements to be misleading or incomplete.

Rock Island - Milan School District #41 is governed by a Board of Education, which is elected by the public and has the exclusive responsibility and accountability for the decisions it makes. The District has the statutory authority to adopt its own budget, to levy taxes and to issue bonded debt without the approval of another government. It has the right to sue and be sued, and has the right to buy, sell, lease or mortgage property in its own name. In addition, the Governmental Accounting Standards Board sets forth additional criteria to determine whether certain organizations for which the District is not financial accountable should be reported as component units based on the nature and significance of their relationship with the District. These criteria include 1) the economic resources being received or held by the separate organization being entirely or almost entirely for the direct benefit of the District, its component units, or its constituents, 2) the District being entitled to, or having the ability to otherwise access, are significant to the District. Based on these criteria, the District is considered a primary government and there are no other organizations or agencies whose financial statements should be combined and presented with these basic financial statements.

Basis of presentation and financial statement presentation:

The District's basic financial statements consist of the Government-wide statements, including a statement of net position and a statement of activities, and fund financial statements which provide a more detailed level of financial information.

Note 1. Nature of Operations, Financial Reporting Entity, Basis of Presentation and Financial Statement Presentation, Measurement Focus and Basis of Accounting, and Significant Accounting Policies (Continued)

Government-wide financial statements: The Statement of Net Position and the Statement of Activities report information on all of the nonfiduciary activities of the District. The District does not have any activities that are considered business-type activities.

The Statement of Net Position presents the District's nonfiduciary assets and deferred outflows of resources and liabilities and deferred inflows of resources, with the difference reported as net position. Net position is reported in three categories:

Net investment in capital assets consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by outstanding balances for bonds, notes and other debt attributable to the acquisition, construction or improvements of those assets.

Restricted net position results when constraints placed on net position use are either externally imposed by creditors, grantors, contributors or laws and regulations of other governments or imposed by law through constitutional provisions or enabling legislation.

Unrestricted net position consists of net position that does not meet the definition of the two preceding categories. Unrestricted net position often has constraints on resources imposed by management which can be removed or modified.

The Statement of Activities demonstrates the degree to which the direct expenses of a given function or segments are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function. Program revenues include 1) charges to customer or applicants who purchase, use or directly benefit from goods, services or privileges provided by a given function and 2) grants, contributions and interest restricted to meeting the operational or capital requirements of a particular function. Property tax and other items not properly included among program revenues are reported instead as general revenues.

Fund financial statements: Separate financial statements are provided for governmental, proprietary and fiduciary funds, even though the latter are excluded from the Government-wide financial statements. Major individual governmental funds are reported as separate columns in the fund financial statements. All remaining governmental funds are aggregated and reported as nonmajor governmental funds.

The District reports the following major governmental funds:

General Fund: The General Fund accounts for all financial resources except those required to be accounted for in another fund. The General Fund balance is available to the District for any purposes provided it is expended or transferred according to the general laws of Illinois.

Capital Projects Fund: The Capital Projects Fund accounts for the revenues and expenditures related to the school facility occupation tax that is restricted for use for school facility projects.

Note 1. Nature of Operations, Financial Reporting Entity, Basis of Presentation and Financial Statement Presentation, Measurement Focus and Basis of Accounting, and Significant Accounting Policies (Continued)

The other governmental funds of the District are considered nonmajor and are as follows:

Special Revenue Funds: Are used to account for the revenue sources that are legally restricted to expenditures for specific purposes:

Transportation Fund: This fund accounts for all revenue received and expenditures made for student transportation to and from school. Revenue is derived primarily from local property taxes and state reimbursement grants.

Municipal Retirement Fund: This fund accounts for the District's portion of pension contributions to the Illinois Municipal Retirement Fund, OASDI and Employer's Share of Medicare for noncertified employees. Revenue to finance the contributions is derived primarily from local property taxes.

School Activity Fund: This fund accounts for the monies generated by student organizations via fund raising activities.

Tort Immunity and Judgment Fund: This fund accounts for all revenue received and expenditures made for tort immunity or tort judgment purposes. Revenue is derived primarily from local property taxes.

Debt Service Fund: Accounts for the accumulation of resources for, and the payment of, general long-term debt principal, interest and related costs. Revenue of the fund primarily consists of local property taxes.

Capital Projects Funds: Are used to account for and report financial resources that are restricted, committed, or assigned to expenditure for capital outlays, including acquisition or construction of capital facilities and other capital assets.

Life Safety Fund: The Life Safety Fund accounts for the revenue and expenditures related to fire prevention and safety projects.

Additionally, the District reports the following fund types:

Proprietary Fund: The proprietary fund reporting focuses on the determination of operating income, changes in net position, financial position and cash flows. The only proprietary fund of the District is the Internal Service Fund. The Internal Service Fund supports the general government and accounts for the premium payment for the health insurance plan for District employees.

Fiduciary Funds: Fiduciary fund reporting focuses on net position and changes in net position. The fiduciary funds of the District are considered custodial funds. Custodial funds of the District consists of various scholarship funds and the flex benefit plan of the employees.

Note 1. Nature of Operations, Financial Reporting Entity, Basis of Presentation and Financial Statement Presentation, Measurement Focus and Basis of Accounting, and Significant Accounting Policies (Continued)

Measurement focus and basis of accounting:

Government-wide financial statements: The government-wide financial statements are prepared using the economic resources measurement focus and the accrual basis of accounting, as is the proprietary and fiduciary fund financial statements. For the most part, the effect of interfund activity has been removed from these statements. However, interfund services provided and used are not eliminated in the process of consolidation. All assets, deferred outflows of resources, deferred inflows of resources and liabilities associated with the operation of the District are included on the statement of net position. Revenues are recorded when earned and expense are recorded when a liability is incurred, regardless of timing of related cash flow.

Fund financial statements: All governmental funds are accounted for using a flow of current financial resources measurement focus. With this measurement focus, only current assets plus deferred outflows of resources and current liabilities plus deferred inflows of resources generally are included on the balance sheet. The statement of revenues, expenditures and changes in fund balances reports on the sources (i.e., revenues and other financing uses) of current financial resources. This approach differs from the manner in which the governmental activities of the government-wide financial statements are prepared. Governmental fund financial statements, therefore, include reconciliations with brief explanations to better identify the relationship between the government-wide statements and the statements for governmental funds.

Governmental funds are those through which most governmental functions typically are financed. Governmental fund reporting focuses on the sources, uses and balances of current financial resources. Expendable assets are assigned to the various governmental funds according to the purposes for which they may or must be used. Current liabilities are assigned to the fund from which they will be paid. The difference between governmental fund assets plus deferred outflows of resources and liabilities plus deferred inflows of resources is reported as fund balance.

Basis of accounting determines when transactions are recorded in the financial records and reported on the financial statements. Government-wide financial statements are prepared using the accrual basis of accounting. Governmental funds use the modified accrual basis of accounting. Proprietary and fiduciary funds also use the accrual basis of accounting. Differences in the accrual and modified accrual basis of accounting arise in the recognition of revenue, the recording of deferred inflows of resources and in the presentation of expenses versus expenditures.

Revenues – exchange and nonexchange transactions: Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded on the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. Available means the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. For the District, available means expected to be received within 60 days of fiscal year-end.

Note 1. Nature of Operations, Financial Reporting Entity, Basis of Presentation and Financial Statement Presentation, Measurement Focus and Basis of Accounting, and Significant Accounting Policies (Continued)

Nonexchange transactions, in which the District receives value without directly giving equal value in return, include property taxes, grants, entitlements and donations. On an accrual basis, revenue from property taxes is recognized in the fiscal year for which it is budgeted. Revenue from grants, entitlements and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements include timing requirements, which specify the year when the resources are required to be used or the fiscal year when use is first permitted, matching requirements, in which the District must provide local resources to be used for a specified purpose and expenditure requirements, in which the resources are provided to the District on a reimbursement basis. On a modified accrual basis, revenue from nonexchange transactions must also be available before it can be recognized.

Under the modified accrual basis, property and corporate personal property replacement taxes, intergovernmental revenues, charges for services and interest revenues are considered to be both measurable and available at fiscal year-end to the extent received within 60 days of year-end.

Proprietary funds distinguished operating revenues and expenses from nonoperating items. Operating revenues and expense generally result from providing services and producing and delivering goods in connection with a proprietary fund's principal ongoing operations. The principal operating revenues of the District's internal service fund is charges for services. Operating expenses include the cost of services and administrative expenses. All revenues and expenses not meeting this definition are reported as nonoperating revenues and expenses.

Significant accounting policies:

The significant accounting policies followed by the District include the following:

Property taxes: Property taxes are recognized as a receivable at the time they become an enforceable legal claim. The current taxes receivable represents the 2023 levy and six months of the 2024 levy. Property taxes are levied each year on all taxable real property in the District. Property taxes are assessed on or before the last Tuesday in December and attach as an enforceable lien on the property as of the preceding January 1. These taxes become due and collectible in June, August, September and November and are collected by the county collector, who in turn remits to the District its respective share. An allowance is provided for uncollectible taxes. Property taxes that are not available for current year operations are shown as deferred inflows of resources in the governmental fund financial statements.

Due from other governmental units: Due from other governmental units represents amounts due from the Illinois State Board of Education, grants and reimbursements from other governments.

Unearned revenue: Unearned revenue in the governmental funds arises when assets are recognized before revenue recognition criteria have been satisfied. Unearned revenue consists primarily of school registration fees and meal revenues collected for the programs and services in the next school year.

Note 1. Nature of Operations, Financial Reporting Entity, Basis of Presentation and Financial Statement Presentation, Measurement Focus and Basis of Accounting, and Significant Accounting Policies (Continued)

Deferred outflows of resources: In addition to assets, the balance sheet and/or statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net assets that applies to a future period(s) and so will not be recognized as an outflow of resources (expenses/expenditures) until then. The District's government-wide statements present the pension related deferred outflows of resources and other postemployment benefit (OPEB) related deferred outflows of resources.

Deferred inflow of resources: In addition to liabilities, the statement of net position and balance sheet will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net assets that apply to a future period(s) and so will not be recognized as an inflow of resources (revenue) until that time. The governmental funds report unavailable revenue from three sources: property taxes, intergovernmental revenue and leases. These amounts are deferred and recognized as an inflow of resources in the period that the amounts become available. The District's government-wide statements present only the property tax revenues, pension related deferred inflows, OPEB related deferred inflows and lease related deferred inflows. The property tax revenues remain under the full accrual basis of accounting and will become an inflow in the year that they are levied and budgeted for. The lease related deferred inflows is the unamortized portion of the lease receivable.

Pensions**:** For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the District's pension plans and additions to/deductions from pension fiduciary net position have been determined on the same basis as they are reported by the respective pension plan. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Other Postemployment Benefits Other Than Pensions (OPEB): For purposes of measuring the net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the District Postretirement Health Plan and the Teacher Health Insurance Security Fund of Illinois (THIS) and additions to / deductions from the fiduciary net position have been determined on the same basis as they are reported by the District Postretirement Health Plan and THIS. For this purpose, benefit payments are recognized when due and payable in accordance with the benefit terms.

Expenses/expenditures: On the accrual basis of accounting, expenses are recognized at the time they are incurred. The fair value of donated commodities used during the year is reported in the statement of activities, as an expense, with the amount donated to the District reported as program revenue.

The measurement focus of governmental fund accounting is on decreases in net financial resources (expenditures) rather than expenses. Expenditures are generally recognized in the accounting period in which the related fund liability is incurred, if measurable and due. Allocations of cost, such as depreciation and amortization, are not recognized in governmental funds.

Note 1. Nature of Operations, Financial Reporting Entity, Basis of Presentation and Financial Statement Presentation, Measurement Focus and Basis of Accounting, and Significant Accounting Policies (Continued)

Investments: The investments are stated at fair value with the exception of the external investment pools below. Short-term investments are reported at cost which approximates fair value. Securities traded in a national or international exchange are valued at the last reported sales price at the current exchange rates. There are no investments in a fund earning income that is recorded in another fund.

The District invests in the Illinois Funds Money Market Fund, the Illinois School District Liquid Asset Fund, RMA Money Market Portfolio, UBS Bank USA Business Account and the Treasury Management Investment Funds which are external investment pools that are not SEC-registered. The Illinois Funds Money Market Fund is regulated by the State Treasurer's Office and the Treasury Management Investment Fund, RMA Money Market, UBS Bank USA Business Account and Federated Treasury Management Investment Funds are managed by a financial institution and, therefore, regulated by the Comptroller of the Currency for Collective Investment Funds. The external investment pools are recorded at amortized cost pursuant to Rule 2a-7 under the Investment Company Act of 1940.

Capital assets: Capital assets generally result from expenditures in the governmental funds. These assets are reported in the governmental activities column of the government-wide statement of net position but are not reported in the fund financial statements. Capital assets are recorded at historical cost. Donated capital assets are recorded at acquisition value at the date of donation. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized. The District maintains a capitalization threshold of $5,000. All capital assets except land and construction-in-process are depreciated.

Capital assets are depreciated using the straight-line method of depreciation over the following estimated useful lives:

Asset Class	Estimated Useful Lives
Land improvements	20 years
Buildings	50 years
Equipment and vehicles	5 - 20 years

Compensated absences: Certified employees working less than 12 months a year do not earn vacation days; however, noncertified full-time employees earn vacation days which vest as it accrues. Vacation benefits are accrued as a liability as the benefits are earned if the employees' rights to receive compensation are attributable to services already rendered and it is probable the District will compensate the employees for the benefits through paid time off or some other means. Employee sick leave does not vest and is only available for use during the term of employment with the District and is recognized as a liability only as it is used.

Cash flows: For the purpose of cash flows, the District considers all highly liquid investments with a maturity of three months or less when purchased to be cash equivalents.

Note 1. Nature of Operations, Financial Reporting Entity, Basis of Presentation and Financial Statement Presentation, Measurement Focus and Basis of Accounting, and Significant Accounting Policies (Continued)

Leases:

Lessee: The District is a lessee for noncancellable leases of equipment. The District recognizes a lease liability and an intangible right-to-use lease asset in the proprietary fund statements and the government-wide financial statements.

At the commencement of a lease, the District initially measures the lease liability at the present value of payments expected to be made during the lease term. Subsequently, the lease liability is reduced by the principal portion of the lease payments made. The lease asset is initially measured as the initial amount of the lease liability, adjusted for lease payments made at or before the lease commencement date, plus certain initial costs to place the asset in service. Subsequently, the lease asset is amortized on a straight-line basis over the life of the lease.

Key estimates and judgments related to leases include how the District determines (1) the discount rate it uses to discount the expected lease payments to present value, (2) lease term, and (3) lease payments.

The District uses the interest rate charged by the lessor as the discount rate. When the interest rate charged by the lessor is not provided, the District generally uses its estimated incremental borrowing rate as the discount rate for leases.

The lease term includes the noncancellable period of the lease. Lease payments included in the measurement of the lease liability are composed of fixed payments and purchase option price that the District is reasonably certain to exercise. The District monitors changes in circumstances that would require a remeasurement of its lease and will remeasure the lease asset and liability if certain changes occur that are expected to significantly affect the amount of the lease liability.

Lease assets are reported with other capital assets and lease liabilities are reported with long-term debt on the statement of net position.

Lessor: The District is a lessor for a noncancellable lease of a portion of a building for a cell tower. The District recognizes a lease receivable and a deferred inflow of the resources in the government-wide and governmental fund financial statements.

At the commencement of a lease, the District initially measures the lease receivable at the present value of payments expected to be received during the lease term. Subsequently, the lease receivable is reduced by the principal portion of lease payments received. The deferred inflow of resources is initially measured as the initial amount of the lease receivable, adjusted for lease payments received at or before the lease commencement date. Subsequently, the deferred inflow of resources is recognized as revenue over the life of the lease term.Key estimates and judgments include how the District determines (1) the discount rate it uses to discount the expected lease receipts to present value, (2) lease term, and (3) lease receipts.

- The District uses its estimated incremental borrowing rate as the discount rate for leases.
- The lease term includes the noncancellable period of the lease. Lease receipts included in the measurement of the lease receivable is composed of fixed payments from the lessee.

The District monitors changes in circumstances that would require a remeasurement of its lease, and will remeasure the lease receivable and deferred inflows of resources if certain changes occur that are expected to significantly affect the amount of the lease receivable.

Note 1. Nature of Operations, Financial Reporting Entity, Basis of Presentation and Financial Statement Presentation, Measurement Focus and Basis of Accounting, and Significant Accounting Policies (Continued)

Subscription-Based Information Technology Arrangements (SBITA) – The District has entered into a contract that conveys control of the right to use information technology software. The District has recognized an IT subscription liability and an intangible right-to-use IT subscription asset in the government-wide financial statements.

At the commencement of the IT subscription term, the District initially measures the subscription liability at the present value of payments expected to be made during the subscription term. Subsequently, the IT subscription liability is reduced by the principal portion of payments made. The right-to-use an IT subscription asset is initially measured as the sum of the initial IT subscription liability, adjusted for payments made at or before the commencement date, plus capitalization implementation costs less any incentives received from the SBITA vendor at or before the commencement of the subscription term. Subsequently, the right-to-use IT subscription asset is amortized on a straight-line basis over its useful life.

Key estimates and judgments related to IT subscription arrangements include how the District determines the discount rate it uses to discount the expected payments to present value, term and payments.

The District uses the interest rate charged by the IT subscription vendor as the discount rate. When the interest rate charged by the vendor is not provided, the District generally uses its estimated incremental borrowing rate as the discount rate.

The IT subscription term includes the noncancellable period of the subscription. Payments included in the measurement of the liability are composed of fixed payments.

The District monitors changes in circumstances that would require a remeasurement of its IT subscription and will remeasure the right-to-use IT subscription asset and liability if certain changes occur that are expected to significantly affect the amount of the subscription liability.

Right-to-use IT subscription assets are reported with other capital assets and IT subscription liabilities are reported with long-term debt on the statement of net position.

Accrued liabilities and long-term obligations: All payables, accrued liabilities and long-term obligations are reported in the government-wide financial statements. Bond premiums and discounts are deferred and amortized over the life of the bonds using the effective interest rate method. In general, governmental fund payables and accrued liabilities that, once incurred, are paid in a timely manner and in full from current financial resources are reported as obligations of the funds. However, claims and judgments, compensated absences and special termination benefits are reported as a liability in the fund financial statements only to the extent that they have matured and are due.

Note 1. Nature of Operations, Financial Reporting Entity, Basis of Presentation and Financial Statement Presentation, Measurement Focus and Basis of Accounting, and Significant Accounting Policies (Continued)

Fund balance: In the governmental fund financial statements fund balances are classified as follows:

Nonspendable: Balances that cannot be spent because they are not expected to be converted to cash or they are legally or contractually required to remain intact.

Restricted: Amounts restricted to specific purposes when constraints placed on the use of the resources are either externally imposed by creditors, grantors or state or federal laws or imposed by law through constitutional provisions or enabling legislation.

Committed: Amounts which can be used only for specific purposes determined pursuant to constraints formally imposed by the Board of Education through resolution approved prior to year-end. Those committed amounts cannot be used for any other purpose unless the Board of Education removes or changes the specified use by taking the same action it employed to commit those amounts.

Assigned: Fund balances that contain self-imposed constraints of the government to be used for a particular purpose. The authority to assign fund balances has been delegated to the Chief Financial Officer.

Unassigned: All amounts not included in other spendable classifications as well as any deficit fund balance of any other governmental fund is reported as unassigned. The General Fund is the only fund that would report a positive amount in unassigned fund balance.

When an expenditure is incurred for purposes for which amounts in the committed, assigned, or unassigned fund balance classifications could be used, the District's policy is generally to first apply the expenditure to restricted fund balance and then to less restrictive classifications – committed, assigned and then unassigned fund balances.

Net position: In proprietary funds, fiduciary funds, and government-wide financial statements, net position represents the difference between assets, deferred outflows of resources, liabilities, and deferred inflows of resources. Net investment in capital assets, consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction, or improvement of those assets. Net investment in capital assets excludes unspent debt proceeds. Unspent bond proceeds were $4,870,898 as of June 30, 2024. Net position is reported as restricted when there are limitations imposed on their use through the enabling legislation adopted by the District or through external restrictions imposed by creditors, grantors or laws or regulations of other governments.

Net position restricted by enabling legislation as of June 30, 2024 consists of $1,472,173 for debt service, $3,057,449 for student transportation, $2,997,004 for pension contributions, $1,594,627 for safety and security, $13,576,527 for capital improvements and $561,668 for student activities.

Net position flow assumption: Sometimes the District will fund outlays for a particular purpose from both restricted (e.g. restricted bond or grant proceeds) and unrestricted resources. In order to calculate the amounts to report as restricted-net position and unrestricted-net position in the government-wide and proprietary fund financial statements, a flow assumption must be made about the order in which the resources are considered to be applied. It is the District's policy to consider restricted-net position to have been depleted before unrestricted-net position is applied.

Note 1. Nature of Operations, Financial Reporting Entity, Basis of Presentation and Financial Statement Presentation, Measurement Focus and Basis of Accounting, and Significant Accounting Policies (Continued)

Interfund transactions: Transactions among District funds would be treated as revenues and expenditures or expenses if they involved organizations external to the District and are accounted for as revenues and expenditures or expenses in the funds involved.

Transactions which constitute reimbursements to a fund for expenditures initially made from it which are properly applicable to another fund are recorded as expenditures in the reimbursing fund and as reductions of expenditures in the reimbursed fund.

Transactions which constitute the transfer of resources from a fund receiving revenues to a fund through with the revenues are to be expected, are separately reported in the respective fund's operating statements.

Activity between funds that are representative of lending/borrowing arrangements at the end of the fiscal year are referred to as "due to/from other funds" in the fund financial statements. Any residual balances outstanding are reported in the government-wide financial statements as "internal balances."

Estimates: The preparation of the financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

Note 2. Budgets and Budgetary Information

The District's Board of Education annually adopts a budget and approves the related appropriations for the General, special revenue, Debt Service and capital projects funds in accordance with provisions of Illinois Compiled Statutes. These budgets are adopted on a basis consistent with accounting principles generally accepted in the United States of America. On-behalf payments made by the state of Illinois for the District are not budgeted for by the District as revenues and expenditures. These on-behalf payments were recorded in the General Fund in the amount of $27,262,842 as of June 30, 2024 and are included in the actual column in the statement of revenues, expenditures and changes in fund balance – budget and actual and resulted in the General Fund exceeding the final amended budget by $22,192,365. The Debt Service Fund actual expenditures exceeded budgeted expenditures by $46,235.

Legal spending control is established at the fund level, but management control is exercised at budgetary line item levels within each fund. The Board of Education may amend the budget after it is approved using the same procedures necessary to approve the original budget. The budgetary data presented in the financial statements reflects all approved budget transfers. Unexpended budgeted amounts lapse at year-end and are not available to finance expenditures of the following year.

Note 3. Deposits and Investments

As of June 30, 2024, the carrying amount of the District's deposits totaled $61,269,817 (including $83,561 of custodial funds) with the banks balances of $69,996,133.

The District categorizes its fair value measurements within the fair value hierarchy established by generally accepted accounting principles. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in active markets or identical assets; Level 2 inputs are significant other observable inputs; Level 3 inputs are significant unobservable inputs. As of June 30, 2024, the District's investments were as follows:

		Investment Maturities (in Years)			
	Fair Value	Less than 1	1-5	6-10	>10
Investment Pool,					
Illinois Funds Money					
Market Funds	$ 715,553	$ 715,553	$ -	$ -	$ -
Illinois School District					
Liquid Asset Fund	8,003,365	8,003,365	-	-	-
Open Mutual Fund,					
Franklin Income Mutual Fund	71,473	71,473	-	-	-
Total Investment Pool	$ 8,790,391	$ 8,790,391	$ -	$ -	$ -
Common Stock measured at					
Level 1 inputs:					
Chevron Corporation	$ 48,177	N/A	N/A	N/A	N/A
GE Healthcare Technologies	935	N/A	N/A	N/A	N/A
General Electric Company	7,426	N/A	N/A	N/A	N/A
Johnson & Johnson	14,616	N/A	N/A	N/A	N/A
WAB TEC	158	N/A	N/A	N/A	N/A
Wells Fargo	23,756	N/A	N/A	N/A	N/A
Total Common Stock	$ 95,068				

The Illinois Funds Money Market Fund and the Illinois School District Liquid Asset Fund are local government investment pools operated by the Illinois State Treasurer. The Illinois Funds Money Market Fund and the Illinois School District Liquid Asset Fund are valued at amortized costs pursuant to Rule 2a-7 under the investment Company Act of 1940. There were no limitations or restrictions on withdrawals. The Franklin Income Mutual Fund invests in stocks and foreign, corporate and United States treasury bonds. The Franklin Income Mutual Fund is measured at net asset value. The fair value of the account is each share held and the value of the position is the state price of the mutual fund using quoted market prices (level 1 inputs) multiplied by the number of shares held. There were no limitations or restrictions on withdrawals.

Interest rate risk: In accordance with the District's investment policy, the District strives to earn an average rate of return equal to or greater than the U.S. Treasury Bill rate for a given period of time for the average weighted maturity of the District's investments.

Credit risk: State statutes authorize the District to make deposits in interest-bearing depository accounts in federally insured and/or state-chartered banks and savings and loan associations, and to invest available funds in direct obligations of, or obligations guaranteed by, the United States Treasury or agencies of the United States, and short-term obligations of corporations organized in the United States with assets exceeding $500,000,000.

Note 3. Deposits and Investments (Continued)

However, the District's investment policy additionally limits investments in commercial paper to obligations at the time of purchase rated within the two highest ratings issued by nationally recognized statistical rating organizations with a maturity less than 180 days. The total investment in any one corporation cannot be more than $20 million and the total investment in any one corporation cannot exceed 10 percent of the corporation's outstanding obligations.

The District is also authorized to invest in Illinois School District Liquid Asset Fund, Treasury Management Investment Market Fund and the Illinois Funds Money Market Funds, which invests member deposits, on a pooled basis, primarily in short-term certificates of deposit and in high rated short-term obligations of major United States corporations and banks. However, the District's investment policy further limits investments in pooled funds to those consisting of investment instruments with a weighted average maturity no greater than 180 days. As of June 30, 2024, the District's investments were rated as follows:

Investment Type	Standard & Poor's	Fitch
Illinois Funds Money Market Funds	N/A	AAAmmf
Illinois School District Liquid Asset Fund	AAAm	N/A
Franklin Income Mutual Fund	Not Rated	Not Rated

Concentration of credit risk: The District's general investment policy is to apply the prudent-person rule: Investments are made as a prudent person would be expected to act, with discretion and intelligence, to seek reasonable income, preserve capital and, in general, avoid speculative investments. The District's investment policy seeks diversification to minimize the risk of loss resulting in over concentration in a specific maturity, issuer or class of securities. The policy allows for investments of up to 100 percent in bonds, notes, certificates of indebtedness, treasury bills or other securities issued by the United States of America, its agencies and allowable instrumentalities; up to 90 percent in interest-bearing savings accounts, money market accounts, NOW accounts, certificates of deposits or time deposits, collateralized repurchase agreements and pooled funds; and up to 33 percent in commercial paper and investments with savings banks or savings and loan associations which are insured by FDIC.

Custodial credit risk: Custodial credit risk is the risk that in the event of a bank failure, the government's deposits may not be returned to it. It is the District's policy to require that time deposits in excess of FDIC insurable limits be secured by collateral or private insurance to protect public deposits in a single financial institution if it were to default. As of June 30, 2024, none of the District's bank balances were exposed to custodial credit risk. The custodial credit risk for investments is the risk that in the event of the failure of the counterparty to a transaction, a government will not be able to recover the value of its investments or collateral securities that are in the possession of another party. As of June 30, 2024, The District's investments are not exposed to custodial credit risk.

Note 4. Lease Receivable

In 2012, the District entered into an agreement to lease a rooftop with a cellular company for a tower. The initial terms of the agreement was for five years with monthly payments of $900. The lease can be renewed for five additional five-year periods with a 10% increase in monthly payments. The District recognized $5,184 in lease revenue and $7,884 in interest revenue during the current fiscal year related to the lease. As of June 30, 2024, the District's receivable for lease payments was $194,285. The District has a deferred inflow of resources associated with this lease of $194,285 that will be recognized as revenue over the lease term.

Note 5. Allowance for Uncollectible Accounts

As of June 30, 2024, allowances for uncollectible amounts of property taxes were as follows:

General Fund	$ 183,531
Debt Service Fund	23,922
Nonmajor governmental funds:	
Special revenue funds	17,900
Total	$ 225,353

Note 6. Capital Assets

Capital assets activity for the year ended June 30, 2024 is as follows:

	Balance Beginning of Year	Increases	Decreases	Balance End of Year
Governmental activities:				
Capital assets not being depreciated:				
Land	$ 2,439,266	$ -	$ -	$ 2,439,266
Construction in progress	31,048,837	13,140,639	12,761,753	31,427,723
Total capital assets not being depreciated	33,488,103	13,140,639	12,761,753	33,866,989
Capital assets being depreciated:				
Land improvements	5,108,297	1,039,337	12,368	6,135,266
Buildings	105,715,382	19,166,113	-	124,881,495
Equipment and vehicles	10,047,428	875,445	33,477	10,889,396
Right to use leased equipment	349,246	-	85,815	263,431
Right to use subscription asset	140,793	18,509	46,178	113,124
Total capital assets being depreciated	121,361,146	21,099,404	177,838	142,282,712
Less accumulated depreciation for:				
Land improvements	3,102,361	262,139	7,421	3,357,079
Buildings	36,234,954	2,270,452	-	38,505,406
Equipment and vehicles	4,661,626	757,009	33,477	5,385,158
Right to use leased equipment	140,775	84,409	85,815	139,369
Right to use subscription asset	55,506	50,747	46,178	60,075
Total accumulated depreciation and amortization	44,195,222	3,424,756	172,891	47,447,087
Total capital assets being depreciated, net	77,165,924	17,674,648	4,947	94,835,625
Governmental activities capital assets, net	$ 110,654,027	$30,815,287	$12,766,700	$128,702,614

Note 6. Capital Assets (Continued)

Depreciation and amortization expense was charged to governmental functions as follows:

Governmental activities:	
Instruction	$ 3,248,518
Support services	176,238
Total governmental activities depreciation and amortization expense	$ 3,424,756

Note 7. Long-Term Liabilities

A summary of changes in long-term liabilities for the year ended June 30, 2024 is as follows:

	Balance Beginning of Year	Additions	Reductions	Balance End of Year	Due Within One Year
Governmental activities:					
General Obligation School Bonds (Alternate Revenue Source) Series 2022	$ 19,400,000	$ -	$ 165,000	$ 19,235,000	$ 175,000
Bond premium, Series 2022	881,117	-	45,379	835,738	-
General Obligation School Bonds (Alternate Revenue Source) Series 2020	12,510,000	-	785,000	11,725,000	820,000
Bond premium, Series 2020	1,985,319	-	166,600	1,818,719	-
General Obligation Refunding School Bonds, Series 2018	15,785,000	-	2,950,000	12,835,000	2,740,000
Bond premium, Series 2018	1,086,674	-	197,577	889,097	-
Lease obligations	215,535	-	84,991	130,544	85,926
IT subscription obligation	44,957	14,189	37,082	22,064	22,064
Compensated absences	404,479	417,295	404,479	417,295	396,430
Total	$ 52,313,081	$ 431,484	$ 4,836,108	$ 47,908,457	$ 4,239,420

Compensated absences are generally liquidated by the General Fund.

General Obligation Refunding School Bonds Series 2018: In February 2018, the District issued $27,730,000 General Obligation Refunding School Bonds, Series 2018 with an interest rate of 4.0 percent to current refund $10,000,000 General Obligation School Bonds, Series 2008, $10,975,000 General Obligation Refunding School Bonds, Series 2009A, and $8,450,000 General Obligation School Building Bonds, 2009B. The District current refunded the Series 2008, 2009A and 2009B School Bonds to reduce its debt service payments $3,770,924 over the next ten years and to obtain an economic gain (difference between the present values of the debt service payments on the old and new debt) of $2,154,197. Principal is payable December 1 and interest is payable semiannually each June 1 and December 1 until maturity on December 1, 2028. The total principal remaining to be paid on the Series 2018 bonds is $12,835,000. During the year ended June 30, 2024, $2,950,000 of principal and $572,400 of interest was paid on the bonds.

Note 7. Long-Term Liabilities (Continued)

The annual debt service requirements on these bonds are as follows:

		Series 2018		
Year Ending June 30,	Interest Rate	Principal	Interest	Total
2025	4.00	$ 2,740,000	$ 458,600	$ 3,198,600
2026	4.00	2,195,000	359,900	2,554,900
2027	4.00	2,540,000	265,200	2,805,200
2028	4.00	3,265,000	149,100	3,414,100
2029	4.00	2,095,000	41,900	2,136,900
Total		$ 12,835,000	$ 1,274,700	$ 14,109,700

General Obligation School Bonds (Alternative Revenue Source), Series 2020: In June 2020, the District issued $14,700,000 General Obligation School Bonds (Alternate Revenue Source), Series 2020 for improvements to school facilities. The bonds have an interest rate from 4.00%-5.00%. Principal is payable December 1 and interest is payable semiannually each June 1 and December 1 until maturity on December 1, 2034. The Board adopted a resolution authorizing the issuance of alternate bonds, being general obligation bonds payable from collections distributed to the District from taxes imposed by the County pursuant to the County School Facility Occupation Tax Law of the State of Illinois. The bonds are general obligation of the District and are subject to payment from ad valorem property taxes in the event the pledged revenues are not sufficient. The total remaining principal and interest to be paid on the bonds as of June 30, 2024 is $15,241,125. During the year ended June 30, 2024, $785,000 of principal and $601,950 of interest was paid on the bonds. The pledged county school facility occupation tax revenues were $4,441,877 for the year ended June 30, 2024. The pledge of county school facility occupation tax revenues constitutes approximately 40% of annual combined county school facility occupation tax. The resolution providing for the issuance of the revenue bonds included the provision that pledged revenues of 1.25 times debt service shall be deposited into the pledged tax account. The annual debt service requirements on these bonds are as follows:

		Series 2020		
Year Ending June 30,	Interest Rate	Principal	Interest	Total
2025	4.00	$ 820,000	$ 565,750	$ 1,385,750
2026	4.00	860,000	523,750	1,383,750
2027	4.00	905,000	479,625	1,384,625
2028	4.00	955,000	433,125	1,388,125
2029	4.00	1,000,000	384,250	1,384,250
2030-2034	4.00	5,835,000	1,095,875	6,930,875
2035	4.00	1,350,000	33,750	1,383,750
Total		$ 11,725,000	$ 3,516,125	$ 15,241,125

Note 7. Long-Term Liabilities (Continued)

General Obligation School Bonds (Alternative Revenue Source), Series 2022: In November 2022, the District issued $19,400,000 General Obligation School Bonds (Alternate Revenue Source), Series 2022 for building and equipping additions to and renovating, repairing and equipping schools buildings and facilities and improving school sites. The bonds have an interest rate from 4.00%-5.50%. Principal is payable December 1 and interest is payable semiannually each June 1 and December 1 until maturity on December 1, 2042. The Board adopted a resolution authorizing the issuance of alternate bonds, being general obligation bonds payable from collections distributed to the District from taxes imposed by the County pursuant to the County School Facility Occupation Tax Law of the State of Illinois. The bonds are general obligation of the District and are subject to payment from ad valorem property taxes in the event the pledged revenues are not sufficient. The total remaining principal and interest to be paid on the bonds as of June 30, 2024 is $33,620,609. During the year ended June 30, 2024, $165,000 of principal and $1,020,863 of interest was paid on the bonds. The pledged county school facility occupation tax revenues were $4,441,877 for the year ended June 30, 2024. The pledge of county school facility occupation tax revenues constitutes approximately 40% of annual combined county school facility occupation tax. The resolution providing for the issuance of the revenue bonds included the provision that pledged revenues of 1.25 times debt service shall be deposited into the pledged tax account.

The annual debt service requirements on these bonds are as follows:

		Series 2022		
Year Ending June 30,	Interest Rate	Principal	Interest	Total
2025	5.00	$ 175,000	$ 1,012,363	$ 1,187,363
2026	5.00	185,000	1,003,363	1,188,363
2027	5.00	195,000	993,863	1,188,863
2028	5.00	200,000	983,988	1,183,988
2029	4.00	210,000	974,788	1,184,788
2030-2034	4.00-5.00	1,200,000	4,726,331	5,926,331
2035-2039	5.25-5.50	7,765,000	3,707,688	11,472,688
2040-2043	5.00-5.50	9,305,000	983,225	10,288,225
Total		$ 19,235,000	$ 14,385,609	$ 33,620,609

Leases: The District has entered into various lease agreements for copiers and a postage machine. At June 30, 2024, the lease liability is $130,544. The leases have an interest rate of 4%. The net book value of the right to use leased equipment is $124,062. The future principal and interest lease payments as of June 30, 2024 are as follows:

	Right to Use Leased Equipment		
Year ending June 30:	Principal	Interest	Total
2025	$ 85,926	$ 3,654	$ 89,580
2026	44,618	537	45,155
Total	$ 130,544	$ 4,191	$ 134,735

Note 7. Long-Term Liabilities (Continued)

Subscription Based Information Technology Liability: The District has entered into various subscription based information technology agreements for software programs. The agreements have an interest rate of 4.00% and final payment due on in fiscal year 2025. During the year ended June 30, 2024, principal and interest paid were $37,082 and $1,798 respectively. Future principal and interest payments as of June 30, 2024 are as follows:

Year ending June 30:	Principal	Interest	Total
2025	$ 22,064	$ 603	$ 22,667

The District's legal debt margin is as follows:

Assessed valuation	$ 704,824,764
Statutory debt limitation, 13.8% of assessed valuation	$ 97,265,817
Less indebtedness:	
General obligation bonds	43,795,000
Lease obligations	130,544
IT subscriptions	22,064
Total indebtedness	43,947,608
Unused legal debt margin	$ 53,318,209

Note 8. Interfund Balances and Interfund Transfers

The individual interfund receivables and payables as of June 30, 2024 are as follows:

Interfund balances result from the time lag between the dates that (1) interfund goods and services are provided or reimbursable expenditures occur, (2) transactions are recorded in the accounting system and (3) payments between funds are made.

	Due From Other Funds	Due To Other Funds
Major fund:		
General Fund	$ 29,457	$ 7
Nonmajor funds:		
Municipal Retirement Fund	7	-
Health Insurance Fund	-	29,457
	$ 29,464	$ 29,464

Interfund receivables and payables will be liquidated within one year.

The detail of interfund transfers for the year ended June 30, 2024 is as follows:

	In	Out
Major fund:		
General Fund	$ 2,000,000	$ 6,130,933
Capital Projects Fund	6,000,000	-
Nonmajor fund:		
Debt Service Fund	130,933	-
Transportation Fund	-	2,000,000
	$ 8,130,933	$ 8,130,933

Transfers generally move revenues from the fund statutorily required to collect the resources to the fund statutorily required to expend the resources. Transfers from the nonmajor Transportation fund to the Capital Projects Fund were for capital expenditures. The transfers from the General Fund to the Capital Projects Fund were transfers to fund capital improvements. The transfers from the General Fund to the Debt Service Fund are to make principal and interest payments on the District's lease obligations and IT subscription obligations.

Note 9. Other Postemployment Benefits (OPEB)

Rock Island-Milan School District #41 Postretirement Health Plan

Plan description: The District's defined benefit OPEB plan, Rock Island-Milan School District #41 Postretirement Health Plan (the Plan), provides postemployment benefits for eligible participants enrolled in its plans. The Plan is a single employer defined benefit OPEB plan administered by the District.

Benefits provided: The Plan provides medical and prescription drug benefits to eligible active employees and retired employees and their eligible dependents. Qualified retirees are full-time salaried employees that are eligible to retire within a state retirement system. No assets are accumulated in a trust that meets the criteria in paragraph 4 of Statement No. 75. The Plan does not issue a stand-alone financial report.

All employees are required to contribute the full premium in order to continue coverage at retirement.

Note 9. Other Postemployment Benefits (OPEB) (Continued)

Rock Island-Milan School District #41 Postretirement Health Plan (Continued)

The full monthly premium rates for the plan are as shown below:

Rate Tier	Main Plan
Single	$ 681
Spouse	1,229

Employees covered by benefit terms: At June 30, 2024, the following employees were covered by the benefit terms:

Inactive employees or beneficiaries currently receiving benefit payments	6
Inactive employees entitled to but not yet receiving benefit payments	-
Active employees	583
	589

Total OPEB liability: The District's total OPEB liability of $1,660,079 was measured as of June 30, 2024 and was determined by an actuarial valuation dated September 16, 2024.

Actuarial assumptions and other inputs: The total OPEB liability in the June 30, 2024 actuarial valuation was determined using the following actuarial assumptions and other inputs, applied to all periods included in the measurement unless otherwise specified:

Inflation	3.0% per annum
Salary increases	4.0% per annum
Discount rate	4.21% per annum
Retirees' share of benefit-related costs	100%
Health care cost trend rate	6.00% per annum decreasing to an Ultimate rate of 4.5%

The discount rate was based on the S&P Municipal Bond 20-Year High-Grade Rate Index. Mortality rates were based on the PubT-2010 mortality table projected generationally with Scale MP-2020 and applied on a gender-specific basis. The actuarial assumptions used in the June 30, 2024 valuation were based on the results of an actuarial experience study for the period 2010– 2023.

Note 9. Other Postemployment Benefits (OPEB) (Continued)

Rock Island-Milan School District #41 Postretirement Health Plan (Continued)

Changes in the Total OPEB Liability

	Increase (Decrease)		
	Total OPEB Liability (a)	Plan Fiduciary Net Position (b)	Net OPEB Liability (a) - (b)
Balance at July 1, 2023	$ 1,306,581	$ -	$ 1,306,581
Changes for the year:			
Service cost	70,362	-	70,362
Interest	52,691	-	52,691
Changes of benefit terms	-	-	-
Differences between expected and actual experience	131,763	-	131,763
Changes in assumptions or other inputs	160,157	-	160,157
Benefit payments	(61,475)	-	(61,475)
Net changes	353,498	-	353,498
Balance at June 30, 2024	$ 1,660,079	$ -	$ 1,660,079

There were no changes as a result of changes in benefit terms. Changes of assumptions or other inputs reflect a change in the discount rate from 4.13% per annum in 2023 to 4.21% per annum in 2024.

Sensitivity of the total OPEB liability to changes in the discount rate: The following presents the total OPEB liability of the District, as well as what the District's total OPEB liability would be if it were calculated using a discount rate that is 1 percentage point lower or 1 percentage point higher than the current discount rate:

	1% Decrease	Discount Rate	1% Increase
	3.21%	4.21%	5.21%
Total OPEB liability	$ 1,771,601	$ 1,660,079	$ 1,554,676

Sensitivity of the total OPEB liability to changes in the healthcare cost trend rates: The following presents that total OPEB liability of the District, as well as what the District's total OPEB liability would be if it were calculated using healthcare cost trend rates that are 1 percentage point lower or 1-percentage point higher than the current healthcare cost trend rates.

	1% Decrease	Healthcare Cost Trend Rates	1% Increase
	5.00%	6.00%	7.00%
Total OPEB liability	$ 1,511,363	$ 1,660,079	$ 1,829,890

Note 9. Other Postemployment Benefits (OPEB) (Continued)

Rock Island-Milan School District #41 Postretirement Health Plan (Continued)

For the year ended June 30, 2024, the District recognized OPEB expense of $89,366. At June 30, 2024, the District reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	$ 119,455	$ 155,158
Changes of assumptions or other inputs	296,234	280,294
Net difference between projected and actual investments	-	-
Total	$ 415,689	$ 435,452

Amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Year ended June 30:	Net Deferred Inflows of Resources
2025	$ (33,688)
2026	(33,688)
2027	(22,056)
2028	4,559
2029	3,892
Thereafter	61,218
	$ (19,763)

Illinois Teachers' Health Insurance Security ("THIS") Fund

Plan description: The District participates in the Teachers' Health Insurance Security Fund, a cost-sharing, multiple-employer defined benefit postemployment health care plan that was established by the Illinois legislature for the benefit of retired Illinois public school teachers employed outside the city of Chicago.

Benefits provided: The THIS Fund provides medical, prescription and behavioral health benefits, but it does not provide vision, dental or life insurance benefits to annuitants of TRS. Annuitants not enrolled in Medicare may participate in the state-administered participating provider option plan or choose from several managed care options. Annuitants who were enrolled in Medicare Parts A and B may be eligible to enroll in Medicare Advantage plans.

The State Employees Group Insurance Act of 1971 (5 ILCS 375) outlines the benefit provisions of the THIS Fund and amendments to the plan can be made only by legislative action with the Governor's approval.

Contributions: The plan is administered by the Illinois Department of Central Management Services (CMS) with the cooperation of TRS. Section 6.6 of the State of Employees Group Insurance Act of 1971 requires all active contributors to TRS who are not employees of the state to make a contribution to the THIS fund.

Note 9. Other Postemployment Benefits (OPEB) (Continued)

Illinois Teachers' Health Insurance Security ("THIS") Fund (Continued)

The percentage of employer required contributions in the future will not exceed 105 percent of the percentage of salary actually required to be paid in the previous fiscal year.

On-behalf contributions to THIS Fund: The state of Illinois makes employer retiree health insurance contributions on behalf of the District. State contributions are intended to match contributions to THIS Fund from active members which were 0.90 percent of pay during the year ended June 30, 2024. State of Illinois contributions were $425,174, and the District recognized revenue and expenditures of this amount during the year. State contributions intended to match active member contributions during the years ended June 30, 2023 and 2022 was 0.90 percent of pay. State contributions on behalf of District employees were $409,735 and $391,228, respectively.

Employer contributions to the THIS Fund: The District also makes contributions to the THIS Fund. The District THIS Fund contribution was 0.67 percent during the year ended June 30, 2024 and 0.67, percent during years ended June 30, 2023 and 2022. For the year ended June 30, 2024, the District paid $316,518 to the THIS Fund. For the years ended June 30, 2023 and 2022, the District paid $305,025 and $291,248 to the THIS Fund, respectively, which was 100 percent of the required contribution.

The publicly available financial report of the THIS Fund may be found on the website of the Illinois Auditor General: http://www.auditorillinois.gov/Audit-Reports/ABC-List.asp. The current reports are listed under "Central Management Services." Prior reports are available under "Healthcare and Family Services."

Total OPEB liability: At June 30, 2024, the District reported a liability of $11,602,490 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2023, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of that date. The District's proportion of the net OPEB liability was based on a projection of the District's long-term share of contributions to the OPEB plan relative to the projected contributions of all participating school districts, actuarially determined. At June 30, 2023, the District's proportion was 0.1627880 percent which is an increase of 0.005228 from the District's proportion in the prior year.

For the year ended June 30, 2024, the District recognized OPEB expense of $4,557,091. At June 30, 2024, the District reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	$ -	$ 6,479,074
Changes of assumptions	153,787	22,805,169
Net difference between projected and actual earnings on OPEB plan investments	4,618	-
Changes in proportion and differences between District contributions and proportionate share of contributions	2,198,008	114,709
District contributions subsequent to the measurement date	316,518	-
Total	$ 2,672,931	$ 29,398,952

Note 9. Other Postemployment Benefits (OPEB) (Continued)

Illinois Teachers' Health Insurance Security ("THIS") Fund (Continued)

$316,518 reported as deferred outflows of resources related to OPEB resulting from employer contributions subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the reporting year ended June 30, 2025. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Year ended June 30:	Net Deferred Inflows of Resources
2025	$ (5,211,088)
2026	(4,637,761)
2027	(4,486,810)
2028	(4,428,567)
2029	(4,075,340)
Thereafter	(4,202,973)
	$ (27,042,539)

Actuarial assumptions: The total OPEB liability in the June 30, 2023 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified:

Inflation	2.25% per annum
Salary increases	Depends on service and ranges from 8.50% at one year of service to 3.50% at 20 or more years of service.
Discount rate	3.86% per annum
Health care cost trend rate	Trend starts at 8.00% for plan year 2025 and decrease gradually to an ultimate rate of 4.25% in 2040.

Mortality rates for retirement and beneficiary annuitants were based on the PubT-2010 Retiree Mortality Table, adjusted for TRS experience. For disabled annuitants mortality rates were based on the PubNS-2010 Non-Safety Disabled Retiree Table. Mortality rates for pre-retirement were based on the PubT-2010 Employee Mortality Table. All tables reflect future mortality improvements using Projection Scale MP-2020.

The actuarial assumptions used in the June 30, 2023 valuation were based on the results of an actuarial experience study for the period July 1, 2017 through June 30, 2020.

Note 9. Other Postemployment Benefits (OPEB) (Continued)

Illinois Teachers' Health Insurance Security ("THIS") Fund (Continued)

Projected benefit payments were discounted to their actuarial present value using a Single Discount Rate that reflects (1) a long-term expected rate of return on OPEB plan investments (to the extent that the plan's fiduciary net position is projected to be sufficient to pay benefits), and (2) tax-exempt municipal bond rate based on an index of 20-year general obligation bond with an average AA credit rating as of the measurement date (to the extent that the contributions for use with the long-term expected rate of return are not met).

Since Teacher Retirement Insurance Program (TRIP) is financed on a pay-as-you-go basis, a discount rate consistent with fixed-income municipal bonds with 20 years to maturity that include only federally tax exempt municipal bonds as reported in Fidelity's index's "20-year Municipal GO AA Index" has been selected. The discount rates are 3.86% as of June 30, 2023, and 3.69% as of June 30, 2022. The increase in the single discount rate from 3.69% to 3.86% caused the total OPEB liability to decrease by approximately $137 million from 2022 to 2023.

The actuarial valuation was based on the Entry Age Normal cost method. Under this method, the normal cost and actuarial accrued liability are directly proportional to the employee's salary. The normal cost rate equals the present value of future benefits at entry age divided by the present value of future salary at entry age. The normal cost at the members' attained age equals the normal cost rate at entry age multiplied by the salary at attained age. The actuarial accrued liability equals the present value of benefits at attained age less present value of future salaries at attained age multiplied by normal cost rate at entry age.

During plan year ended June 30, 2023, the trust earned $2,704,000 in interest, and the market value of assets at June 30, 2023, was $472.25 million. The long-term investment return was assumed to be 2.75 percent.

Sensitivity of the District's proportionate share of the net OPEB liability to changes in the discount rate: The following presents the District's proportionate share of the net OPEB liability, as well as what the District's proportionate share of the net OPEB liability would be if it were calculated using a discount rate that is 1 percentage-point lower or 1 percentage-point higher than the current rate:

	1% Decrease	Discount Rate	1% Increase
	2.86%	3.86%	4.86%
Total OPEB liability	$ 12,955,415	$ 11,602,490	$ 10,408,947

Sensitivity of the District's proportional share of the total OPEB liability to changes in the healthcare cost trend rates: The following presents the District's proportionate share of the net OPEB liability, as well as what the District's proportionate share of the net OPEB liability would be if it were calculated using healthcare cost trend rates that are 1 percentage point lower or 1-percentage point higher than the current healthcare cost trend rates.

	1% Decrease	Healthcare Cost Trend Rates	1% Increase
	7.00% decreasing to 3.25%	8.00% decreasing to 4.25%	9.00% decreasing to 5.25%
Total OPEB liability	$ 9,875,344	$ 11,602,490	$ 13,718,465

Note 9. Other Postemployment Benefits (OPEB) (Continued)

Illinois Teachers' Health Insurance Security ("THIS") Fund (Continued)

Payables to THIS – At June 30, 2024, the District reported payables to THIS of $0 for legally required District contributions and $0 for legally required employee contributions withheld from employee wages which had not yet been remitted to THIS.

Detailed information about the OPEB plan's fiduciary net position is available in the separately issued THIS financial report. The publicly available financial report of the THIS Fund may be found on the website of the Illinois Auditor General: http://www.auditorillinois.gov/Audit-Reports/ABC-List.asp. The current reports are listed under "Central Management Services." Prior reports are available under "Healthcare and Family Services."

Summary information of all other postemployment benefit plans as of June 30, 2024 is as follows:

	Governmental Activities
	District Plan
Total OPEB liability	$ 1,660,079
Deferred outflows of resources related to OPEB	415,689
Deferred inflows of resources related to OPEB	435,452
OPEB expense	89,366
	THIS
Total OPEB liability	$ 11,602,490
Deferred outflows of resources related to OPEB	2,672,931
Deferred inflows of resources related to OPEB	29,398,952
OPEB expense	4,557,091
	Total
Total OPEB liability	$ 13,262,569
Deferred outflows of resources related to OPEB	3,088,620
Deferred inflows of resources related to OPEB	29,834,404
OPEB expense	4,646,457

Note 10. Employee Retirement Systems and Pension Plans

Rock Island - Milan School District #41 participates in two retirement systems: the Illinois Municipal Retirement Fund (IMRF) and the Teachers' Retirement System of the State of Illinois (TRS). Members of TRS consist of all full-time teachers and teachers employed on a part-time basis in positions where services are expected to be rendered for a full and complete school term. Employees, other than teachers, who meet prescribed annual hourly standards, are members of IMRF. Pension liabilities are generally liquidated by the Municipal Retirement nonmajor special revenue fund and the General Fund.

Illinois Municipal Retirement Fund

Plan administration - The District's defined benefit pension plan for employees provides retirement and disability benefits, post retirement increases and death benefits to plan members and beneficiaries. The District plan is managed by the Illinois Municipal Retirement Fund (IMRF), the administrator of an agent multiple-employer public pension plan. Benefit and contribution provisions are established by statute and may only be changed by the General Assembly of the State of Illinois. IMRF issues a publicly available financial report that includes financial statements, detailed information about the pension plan's fiduciary net position, and required supplementary information. That report may be obtained on-line at www.imrf.org. The IMRF actuarial valuation date is December 31, 2023 and the measurement date is December 31, 2023.

IMRF is administered in accordance with Illinois statutes. The statutes do not provide for termination of the plan under any circumstances.

Plan membership – All counties and school districts, plus cities and villages and incorporated towns with a population of 5,000 or more (except certain governmental entities specifically excluded by the Pension Code) are required to participate. Other local government units may elect to participate. All appointed employees of a participating employer who are employed in a position normally requiring 600 hours (1,000 hours for certain employees hired after 1981) or more of work in a year are required to participate. Elected officials and hospital employees who satisfy requirements may also participate.

As of December 31, 2023, the District's pension plan membership consisted of the following:

Retirees and beneficiaries	377
Inactive, non-retired plan members	439
Active plan members	375
Total	1,191

Benefits provided- The IMRF Plan provides retirement benefits, as well as death and disability benefits. A complete description of IMRF benefits is found in Article 7 of the Illinois Pension Code. IMRF has three benefit plans. The vast majority of IMRF members, including the District, participate in the Regular Plan (RP). IMRF benefit plans have two tiers.

Employees hired *before* January 1, 2011, are eligible for Tier 1 benefits. Tier 1 employees are vested for pension benefits when they have at least eight years of qualifying service credit. Tier 1 employees who retire at age 55 (at reduced benefits) or after age 60 (at full benefits) with eight years of service are entitled to an annual retirement benefit, payable monthly for life, in an amount equal to 1-2/3 percent of the final rate of earnings for the first 15 years of service credit, plus 2 percent for each year of service credit after 15 years to a maximum of 75 percent of their final rate of earnings. Final rate of earnings is the highest total earnings during any consecutive 48 months within the last 10 years of service, divided by 48. Under Tier 1, the pension is increased by 3 percent of the original amount on January 1 every year after retirement.

Note 10. Employee Retirement Systems and Pension Plans (Continued)

Employees hired *on or after* January 1, 2011, are eligible for Tier 2 benefits. For Tier 2 employees, pension benefits vest after ten years of service. Participating employees who retire at age 62 (at reduced benefits) or after age 67 (at full benefits) with ten years of service are entitled to an annual retirement benefit, payable monthly for life, in an amount equal to 1-2/3 percent of the final rate of earnings for the first 15 years of service credit, plus 2 percent for each year of service credit after 15 years to a maximum of 75 percent of their final rate of earnings. Final rate of earnings is the highest total earnings during any 96 consecutive months within the last 10 years of service, divided by 96. Under Tier 2, the pension is increased on January 1 every year after retirement, upon reaching age 67, by the *lesser* of 3 percent of the original pension amount or 1/2 of the increase in the Consumer Price Index of the original pension amount.

Contributions – As set by statute, the District's Regular Plan members are required to contribute 4.5 percent of the covered payroll. The statutes require each participating employer to contribute the amount necessary, in addition to member contributions, to finance the retirement coverage of its own employees. Employer contributions for disability benefits, death benefits and the supplemental retirement benefits are pooled. Contribution rates for disability and death benefits are set by the IMRF Board of Trustees while the supplemental retirement benefits rate is set by statute. Costs of administering the plan are financed by investment income. Contributions are based on employer payrolls and are due on the tenth of the month following the month of payment pursuant to the authority vested in the IMRF Board by the Illinois Pension Code. For the year ended June 30, 2024, the District contributed $981,961 to the plan.

Net Pension Liability of the District – The District's net pension liability was measured as of December 31, 2023, and the total net pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date.

Actuarial assumptions: The total pension liability was determined by an actuarial valuation as of December 31, 2023, using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.25%
Salary increases, including inflation	2.75 % to 13.75%
Investment rate of return, including inflation, and net of investment expense	7.25%

Mortality rates were based on Pub-2010, amount-weighted, below-median income, general, retiree, male (adjusted 106%) and female (adjusted 105%) tables, and future mortality improvements projected using scale MP-2020.

For disabled retirees, mortality rates were based on Pub-2010, amount-weighted, below-median income, general, disabled retiree, male and female (both unadjusted) tables, and future mortality improvements projects using scale MP-2020.

For active members, mortality rates were based on Pub-2010, amount-weighted, below-median income, general, employee, male and female (both unadjusted) tables, and future morality improvements projected using scale MP-2020.

Note 10. Employee Retirement Systems and Pension Plans (Continued)

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. Best estimates of arithmetic real rates of return for each major asset class included in the pension plan's target asset allocation as of December 31, 2023 are summarized as follows:

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Equities	34.5%	5.00%
International Equities	18.0%	6.35%
Fixed Income	24.5%	4.75%
Real Estate	10.5%	6.30%
Alternatives	11.5%	6.05-8.65%
Cash equivalents	1.0%	3.80%
Total	100.0%	

Discount rate: A single discount rate (SDR) of 7.25 percent was used to measure the total pension liability. The projection of cash flow used to determine this single discount rate assumed that the plan members' contributions will be made at the current contribution rate, and that employer contributions will be made at rates equal to the difference between actuarially determined contribution rates and the member rate. The single discount rate reflects (1) the long-term expected rate of return on the pension plan investments (during the period in which the fiduciary net position is projected to be sufficient to pay benefits) and (2) tax-exempt municipal bond rate based on an index of 20-year general obligation bonds with an average AA credit rating (which is published by the Federal Reserve) as of the measurement date (to the extent that the contributions for use with the long-term expected rate of return are not met.)

For the purpose of the District's valuation, the expected rate of return on pension plan investments is 7.25 percent, the municipal bond rate is 3.77 percent and the resulting SDR is 7.25 percent.

Note 10. Employee Retirement Systems and Pension Plans (Continued)

Changes in the Net Pension Liability (Asset): The following table presents the changes in the net pension liability (asset):

	Increase (Decrease)		
	Total Pension Liability (a)	Plan Fiduciary Net Position (b)	Net Pension Liability (Asset) (a)-(b)
Balance, July 1, 2023	$ 66,937,336	$ 60,304,646	$ 6,632,690
Changes for the year:			
Service cost	1,236,196	-	1,236,196
Interest	4,765,244	-	4,765,244
Differences between expected and actual experience	689,622	-	689,622
Changes of assumptions	(38,117)	-	(38,117)
Contributions-employer	-	978,072	(978,072)
Contributions-employee	-	639,501	(639,501)
Net investment income	-	6,644,398	(6,644,398)
Benefit payments, including refunds of employee contributions	(3,655,871)	(3,655,871)	-
Other	-	1,665,877	(1,665,877)
Net changes	2,997,074	6,271,977	(3,274,903)
Balance, June 30, 2024	$ 69,934,410	$ 66,576,623	$ 3,357,787

Sensitivity to the net pension liability to changes in the discount rate: The following presents the net pension liability of the District, calculated using the discount rate of 7.25 percent, as well as what the District's net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.25 percent) or 1-percentage-point higher (8.25 percent) than the current rate:

	1% Decrease (6.25%)	Current Discount Rate (7.25%)	1% Increase (8.25%)
District's net pension liability (asset)	$ 10,922,144	$ 3,357,787	$ (2,765,479)

Pension plan fiduciary net position: Detailed information about the IMRF pension plan's fiduciary net position is available in the separately issued IMRF financial report.

Note 10. Employee Retirement Systems and Pension Plans (Continued)

Pension Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions: For the year ended June 30, 2024, the District's pension (revenue) is ($1,356,992) and the deferred outflows of resources and deferred inflows of resources related to pensions are from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between expected and actual experience	$ 464,931	$ 13,881
Changes in assumptions	-	25,698
Net difference between projected and actual earnings on pension plan investments	3,364,279	-
District contributions subsequent to measurement date	482,568	-
Total	$ 4,311,778	$ 39,579

$482,658 reported as deferred outflows of resources related to pensions resulting from District employer contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ending June 30, 2025. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to the IMRF pension will be recognized in pension expense as follows:

Year Ending June 30	Net Deferred Outflows of Resources
2025	$ 519,808
2026	1,336,596
2027	2,390,390
2028	(457,163)
2029	-
Thereafter	-
Total	$ 3,789,631

Note 10. Employee Retirement Systems and Pension Plans (Continued)

Teachers' Retirement System of the State of Illinois

Plan description- The District participates in the Teachers' Retirement System of the State of Illinois (TRS). TRS is a cost-sharing multiple-employer defined benefit pension plan that was created by the Illinois legislature for the benefit of Illinois public school teachers employed outside the city of Chicago. TRS members include all active non-annuitants who are employed by a TRS-covered employer to provide services for which teacher licensure is required. The Illinois Pension Code outlines the benefit provisions of TRS, and amendments to the plan can be made only by legislative action with the Governor's approval. The TRS Board of Trustees is responsible for the System's administration.

TRS issues a publicly available financial report that can be obtained at www.trsil.org/financial/acfrs/fy2023; by writing to TRS at 2815 W. Washington, PO Box 19253, Springfield, IL 62794; or by calling (888) 678-3675, option 2.

Benefits provided- TRS provides retirement, disability, and death benefits. Tier 1 members have TRS or reciprocal system service prior to January 1, 2011. Tier 1 members qualify for retirement benefits at age 62 with five years of service, at age 60 with 10 years, or age 55 with 20 years. The benefit is determined by the average of the four highest years of creditable earnings within the last 10 years of creditable service and the percentage of average salary to which the member is entitled. Most members retire under a formula that provides 2.2 percent of final average salary up to a maximum of 75 percent with 34 years of service. Disability and death benefits are also provided.

Tier 2 members qualify for retirement benefits at age 67 with 10 years of service, or a discounted annuity can be paid at age 62 with 10 years of service. Creditable earnings for retirement purposes are capped and the final average salary is based on the highest consecutive eight years of creditable service rather than the highest four. Disability provisions for Tier 2 are identical to those of Tier 1. Death benefits are payable under a formula that is different from Tier 1.

Essentially all Tier 1 retirees receive an annual 3 percent increase in the current retirement benefit beginning January 1 following the attainment of age 61 or on January 1 following the member's first anniversary in retirement, whichever is later. Tier 2 annual increases will be the lesser of three percent of the original benefit or one-half percent of the rate of inflation beginning January 1 following attainment of age 67 or on January 1 following the member's first anniversary in retirement, whichever is later.

Public Act 100-0023, enacted in 2017, creates an optional Tier 3 hybrid retirement plan, but it has not yet gone into effect. Public Act 100-0587, enacted in 2018, requires TRS to offer two temporary benefit buyout programs that expire on June 30, 2026. One program allows retiring Tier 1 members to receive a partial lump-sum payment in exchange for accepting a lower, delayed annual increase. The other allows inactive vested Tier 1 and 2 members to receive a partial lump-sum payment in lieu of a retirement annuity. Both programs began in 2019 and are funded by bonds issued by the state of Illinois.

Contributions- The state of Illinois maintains the primary responsibility for funding TRS. The Illinois Pension Code, as amended by Public Act 88-0593 and subsequent acts, provides that for years 2010 through 2045, the minimum contribution to the System for each fiscal year shall be an amount determined to be sufficient to bring the total assets of the System up to 90 percent of the total actuarial liabilities of the System by the end of fiscal year 2045.

Note 10. Employee Retirement Systems and Pension Plans (Continued)

Contributions from active members and TRS contributing employers are also required by the Illinois Pension Code. The contribution rates are specified in the pension code. The active member contribution rate for the year ended June 30, 2023, was 9.0 percent of creditable earnings. The member contribution, which may be paid on behalf of employees by the employer, is submitted to TRS by the employer.

On behalf contributions to TRS: The state of Illinois makes employer pension contributions on behalf of the employer. For the year ended June 30, 2024, state of Illinois contributions recognized by the employer were based on the state's proportionate share of the collective NPL associated with the employer, and the employer recognized revenue and expenditures of $26,837,668 in pension contributions from the state of Illinois.

2.2 formula contributions: Employers contribute 0.58 percent of total creditable earnings for the 2.2 formula change. The contribution rate is specified by statute. Contributions for the year ended June 30, 2024, were $274,050 and are deferred because they were paid after the June 30, 2023 measurement date.

Federal and special trust fund contributions: When TRS members are paid from federal and special trust funds administered by the employer, there is a statutory requirement for the employer to pay an employer pension contribution from those funds. Under Public Act 100-0340, the federal and special trust fund contribution rate is the total employer normal cost beginning with the year ended June 30, 2018.

Previously, employer contributions for employees paid from federal and special trust funds were at the same rate as the state contribution rate to TRS and were much higher.

For the year ended June 30, 2024, the employer pension contribution was 10.60 percent of salaries paid from federal and special trust funds. For the year ended June 30, 2024, salaries totaling $1,426,161 were paid from federal and special trust funds that required employer contributions of $151,173. These contributions are deferred because they were paid after the June 30, 2023 measurement date.

Employer retirement cost contributions: Under GASB Statement No. 68, contributions that an employer is required to pay because of a TRS member retiring are categorized as specific liability payments. The employer is required to make a one-time contribution to TRS for members granted salary increases over 6 percent if those salaries are used to calculate a retiree's final average salary.

A one-time contribution is also required for members granted sick leave days in excess of the normal annual allotment if those days are used as TRS service credit. For the year ended June 30, 2024, the employer paid $678 to TRS for employer contributions due on salary increases in excess of 6 percent, and $0 for sick leave days granted in excess of the normal annual allotment.

Note 10. Employee Retirement Systems and Pension Plans (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions: At June 30, 2023, the employer reported a liability for its proportionate share of the net pension liability (first amount shown below) that reflected a reduction for state pension support provided to the employer. The state's support and total are for disclosure purposes only. The amount recognized by the employer as its proportionate share of the net pension liability, the related state support, and the total portion of the net pension liability that was associated with the employer follows below:

Employer's proportionate share of the net pension liability	$ 3,690,730
State's proportionate share of the net pension liability associated with the employer	318,511,895
Total	$ 322,202,625

The net pension liability was measured as of June 30, 2023, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2023. The employer's proportion of the net pension liability was based on the employer's share of contributions to TRS for the measurement year ended June 30, 2023, relative to the contributions of all participating TRS employers and the state during that period. At June 30, 2023, the employer's proportion was .0043430278 percent, which was an increase of .0000933750 from its proportion measured as of June 30, 2022.

For the year ended June 30, 2024, the employer recognized pension expense of $596,984 and revenue of $26,837,668 for support provided by the state. At June 30, 2024, the employer reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	$ 15,342	$ 14,878
Changes of assumptions	12,589	3,247
Net difference between projected and actual earnings on pension plan investments	-	106
Changes in proportion and differences between District contributions and proportionate share of contributions	64,299	331,699
District contributions subsequent to the measurement date	424,671	-
Total	$ 516,901	$ 349,930

Note 10. Employee Retirement Systems and Pension Plans (Continued)

$424,671 reported as deferred outflows of resources related to pensions resulting from employer contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the reporting year ended June 30, 2025. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows in these reporting years:

Year Ended June 30,		
2025	$	(131,313)
2026		(115,587)
2027		(10,577)
2028		(10,495)
2029		10,272
Total	$	(257,700)

Actuarial assumptions: The total pension liability in the June 30, 2023 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Rate of Inflation	2.50 percent
Salary Increases	2.75% to 13.75%
Investment rate of return	7.00 percent, net of pension plan investment expense, including inflation

In the June 30, 2023 actuarial valuation, mortality rates were based on the PubT-2010 Table with appropriate adjustments for TRS experience. The rates are based on a fully-generational basis using projection table MP-2020. In the June 30, 2021 actuarial valuation, mortality rates were based on the PubT-2010 White Collar Table with appropriate adjustments for TRS experience. The rates were used on a fully-generational basis using the projection table MP-2020.

The long-term (20-year) expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

Note 10. Employee Retirement Systems and Pension Plans (Continued)

The target allocation and best estimates of arithmetic real rates of return for each major asset class that were used by the actuary are summarized in the following table:

Asset Class	Asset Allocation	Long-Term Expected Real Rate of Return
Global equity	37.0%	5.35%
Private equity	15.0%	8.03%
Income	26.0%	4.32%
Real assets	18.0%	4.60%
Diversitying strategies	4.0%	3.40%
Total	100.0%	

Discount rate: At June 30, 2023, the discount rate used to measure the total pension liability was 7.0 percent, which was the same as the June 30, 2022 rate. The projection of cash flows used to determine the discount rate assumed that employee contributions, employer contributions, and state contributions will be made at the current statutorily-required rates.

Based on those assumptions, TRS's fiduciary net position at June 30, 2023 was projected to be available to make all projected future benefit payments to current active and inactive members and all benefit recipients. Tier 1's liability is partially funded by Tier 2 members, as the Tier 2 member contribution is higher than the cost of Tier 2 benefits. Due to this subsidy, contributions from future members in excess of the service cost are also included in the determination of the discount rate. All projected future payments were covered, so the long-term expected rate of return on TRS investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the employer's proportionate share of the net pension liability to changes in the discount rate: The following presents the employer's proportionate share of the net pension liability calculated using the discount rate of 7.00 percent, as well as what the employer's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.00 percent) or 1-percentage-point higher (8.00 percent) than the current rate.

	1% Decrease (6.00%)	Discount Rate (7.00%)	1% Increase (8.00%)
District's proportionate share of the net pension liability	$ 4,542,769	$ 3,690,730	$ 2,983,628

TRS fiduciary net position - Detailed information about the TRS's fiduciary net position as of June 30, 2023 is available in the separately issued TRS *Annual Comprehensive Financial Report*.

Payables to TRS – At June 30, 2024, the District reported payables to TRS of $0 for legally required District contributions and $0 for legally required employee contributions withheld from employee wages which had not yet been remitted to TRS.

Note 10. Employee Retirement Systems and Pension Plans (Continued)

Summary information of all pension plans as of June 30, 2024 is as follows:

	Governmental Activities
	IMRF
Net pension liability	$ 3,357,787
Deferred outflows of resources related to pensions	4,311,778
Deferred inflows of resources related to pensions	39,579
Pension expense (income)	(1,356,992)
	TRS
Net pension liability	$ 3,690,730
Deferred outflows of resources related to pensions	516,901
Deferred inflows of resources related to pensions	349,930
Pension expense	596,984
	Total
Net pension liability	$ 7,048,517
Deferred outflows of resources related to pensions	4,828,679
Deferred inflows of resources related to pensions	389,509
Pension expense (income)	(760,008)

Note 11. Risk Management

The District has a self-funded health insurance plan. The District purchases commercial insurance to provide for aggregate stop-loss coverage for the excess of 125% of estimated claims for the plan year and specific stop-loss reinsurance coverage for the excess of $140,000 in insured claims for any one covered individual. Settled claims have not exceeded the aggregate stop-loss coverage for the past three fiscal years.

Payments are made to the plan based on actuarial estimates of amounts needed to pay prior and current year claims and to establish a reserve for incurred but unpaid claims. Changes in the claims liability amounts for the years ended June 30, 2024 and 2023 were as follows:

Self-Insurance Liability	Beginning	Claims and Changes in Estimates	Claim Payments	Ending
2023	$ 906,627	$ 9,220,731	$ 8,736,936	$ 1,390,422
2024	1,390,422	9,326,477	9,225,117	1,491,782

The District is exposed to various risks of loss related to torts; theft; damage to and destruction of assets; errors and omissions; injuries to employees; and natural disasters. For the year ended June 30, 2024, these risks are covered by the purchase of commercial insurance. The District assumes liability for any deductibles and claims in excess of coverage limitations. Settled claims from these risks have not exceeded commercial insurance coverage in any of the past three fiscal years. There has been no reduction in insurance coverage from the prior year.

Note 12. Contingencies and Commitments

The District has consulted legal counsel in the course of operations for various matters. In the opinion of District management, the resolution of these matters will not have a material adverse effect on the future financial statements of the District.

Purchase Commitments: The District has contracts totaling $35,298,308 that are partially complete as of June 30, 2024. The total amount to be paid on these contracts upon completion is $4,890,446. The work is on the administration center, Rock Island High School renovations, HVAC upgrades, and the district-wide paving projects.

Note 13. Fund Balances

GASB Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions* establishes criteria for classifying fund balances into specifically defined classifications and clarifies definitions for governmental fund types. The details for the District's fund balance are the following:

	General	Capital Projects Fund	Nonmajor Governmental Funds	Total Governmental Funds
Restricted				
Student transportation	$ -	$ -	$ 2,217,449	$ 2,217,449
Pension contributions	-	-	2,997,004	2,997,004
Safety and security	-	-	1,594,627	1,594,627
Capital improvements	-	13,391,935	172,388	13,564,323
Debt service	-	-	1,472,173	1,472,173
Student activities	-	-	561,668	561,668
Total restricted	-	13,391,935	9,015,309	22,407,244
Unassigned	50,876,624	-	-	50,876,624
Total fund balances	$ 50,876,624	$ 13,391,935	$ 9,015,309	$ 73,283,868

Note 14. Tax Abatements

The Illinois General Assembly adopted the Tax Increment Allocation Redevelopment Act (TIF Act) in 1977 (65 ILCS 5/11-74.4-1 through 11-74.4-11). Cities, towns and villages may create tax increment financing districts. Tax increment financing is a method of reallocating property tax revenue which are produced as a result of an increase in taxable valuation above a "base valuation" figure within a tax increment district to the city, town or village that created the district for the purpose of economic development.

The District is comprised of students from municipalities in Rock Island County. As a result, the District has forgone the following revenues during the year ended June 30, 2024 and will forgo the following during the year ended June 30, 2024:

County	2024	2025
Rock Island	$ 2,751,442	$ 3,116,295

For the year ended June 30, 2024, the District received $397,393 of surplus distributions from TIF districts.

Note 14. Tax Abatements (Continued)

The District partnered with the Village of Milan, Illinois to create a New Housing Construction Property Tax Rebate Program to promote new single-family homes and condominium construction. The program is available to the owner occupant of newly built single-family homes or condominiums in the Village of Milan, Illinois under certain conditions to stimulate economic development. The property owners pay property taxes as they become due, and after meeting the criteria established in the program, are entitled to a reimbursement that directly correlates to the taxes paid. The rebates are calculated based on the portion of the taxes related to the improved property for a specified time period based on the specific program. The District made no payments on this program for the year ended June 30, 2024.

Note 15. Governmental Accounting Standards Board (GASB) Statements

The District adopted the following statement during the year ended June 30, 2024:

GASB Statement No. 100, *Accounting Changes and Error Corrections- An Amendment of GASB Statement No. 62*, issued June 2022. The primary objective of this Statement is to enhance accounting and financial reporting requirements for accounting changes and error corrections to provide more understandable, reliable, relevant, consistent, and comparable information for making decisions or assessing accountability.

The above statement did not have a material impact on the District's Financial Statements.

As of June 30, 2024, GASB had issued several statements not yet required to be implemented by the District. The Statements which might impact the District are as follows:

GASB Statement No. 101, *Compensated Absences*, issued June 2022, will be effective for the District beginning with its fiscal year ending June 30, 2025. The objective of this Statement is to better meet the information needs of financial statement users by updating the recognition and measurement guidance for compensated absences. That objective is achieved by aligning the recognition and measurement guidance under a unified model and by amending certain previously required disclosures. This Statement requires that liabilities for compensated absences be recognized for (1) leave that has not been used and (2) leave that has been used but not yet paid in cash or settled through noncash means. A liability should be recognized for leave that has not been used if (a) the leave is attributable to services already rendered, (b) the leave accumulates, and (c) the leave is more likely than not to be used for time off or otherwise paid in cash or settled through noncash means. With respect to financial statements prepared using the current financial resources measurement focus, this Statement requires that expenditures be recognized for the amount that normally would be liquidated with expendable available financial resources. This Statement amends the existing requirements to disclose the gross increases and decreases in a liability for compensated absences to allow governments to disclose only the net change in the liability (As long as they identify it as a net change). In addition, governments are no longer required to disclose which governmental funds typically have been used to liquidate the liability for compensated absences.

Note 15. Governmental Accounting Standards Board (GASB) Statements (Continued)

GASB Statement No. 102, *Certain Risk Disclosures*, issued December 2023, will be effective for the District beginning with its fiscal year ending June 30, 2025. The objective of this Statement is to provide users of government financial statements with information about risks related to a government's vulnerabilities due to certain concentrations or constraints that is essential to their analyses for making decisions or assessing accountability. A government should provide information in sufficient detail to enable users of financial statements to understand the nature of the circumstances disclosed and the government's vulnerability to the risk of a substantial impact associated with the concentration or constraint. The disclosures should include descriptions of the following: (a) The concentration or constraint (b) Each event associated with the concentration or constraint that could cause a substantial impact if the event had occurred or had begun to occur prior to the issuance of the financial statements (c) Actions taken by the government prior to the issuance of the financial statements to mitigate the risk.

GASB Statement No. 103, *Financial Reporting Model Improvements*, issued April 2024, will be effective for the District beginning with its fiscal year ending June 30, 2026. The objective of this statement is to improve key components of the financial reporting model to enhance its effectiveness in providing information that is essential for decision making and assessing a government's accountability. This statement also addresses certain application issues.

GASB Statement No. 104, *Disclosure of Certain Capital Assets,* issued September 2024, will be effective for the District beginning with its fiscal year ending June 30, 2026. The objective of this statement is to provide users of government financial statements with essential information about certain types of capital assets. This Statement requires certain types of capital assets to be disclosed separately in the capital assets note disclosures required by Statement 34. Lease assets recognized in accordance with Statement No. 87, *Leases*, and intangible right-to-use assets recognized in accordance with Statement No. 94, *Public-Private and Public-Public Partnerships and Availability Payment Arrangements*, should be disclosed separately by major class of underlying asset in the capital as-sets note disclosures. Subscription assets recognized in accordance with Statement No. 96, *Subscription-Based Information Technology Arrangements*, also should be separately disclosed. In addition, this Statement requires intangible assets other than those three types to be disclosed separately by major class. This Statement also requires additional disclosures for capital assets held for sale.

The District's management has not yet determined the effect these Statements will have on the District's financial statements.

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Rock Island-Milan School District #41

Schedule of Revenues, Expenditures and Changes in Fund Balances -
Budget and Actual - General Fund
Year Ended June 30, 2024

	Original Budget	Final Budget	Actual	Variance With Final Budget
Revenues:				
Property taxes	$ 27,403,396	$ 27,403,396	$ 27,291,412	$ (111,984)
Intergovernmental, including $27,262,842				
TRS and THIS on-behalf payments	63,794,957	63,794,957	88,616,213	24,821,256
Interest	975,100	975,100	2,035,992	1,060,892
Other, primarily fees	1,407,056	1,407,056	1,609,116	202,060
Total revenues	93,580,509	93,580,509	119,552,733	25,972,224
Expenditures:				
Operating:				
Instruction	54,819,393	54,519,393	79,342,251	(24,822,858)
Support services	28,760,809	29,210,809	28,007,195	1,203,614
Community services	5,562,411	5,562,411	4,882,653	679,758
Intergovernmental	2,576,328	2,576,328	2,619,653	(43,325)
Capital projects	3,036,096	2,886,096	2,095,650	790,446
Total expenditures	94,755,037	94,755,037	116,947,402	(22,192,365)
Excess (deficiency) of revenues over (under) expenditures	(1,174,528)	(1,174,528)	2,605,331	3,779,859
Other financing sources (uses):				
Issuance of long term debt	-	-	14,189	14,189
Transfer in	-	2,000,000	2,000,000	-
Transfer (out)	-	(6,087,616)	(6,130,933)	(43,317)
	-	(4,087,616)	(4,116,744)	(29,128)
Net change in fund balance	$ (1,174,528)	$ (5,262,144)	$ (1,511,413)	$ 3,750,731
Fund balance, beginning of year			52,388,037	
Fund balance, end of year			$ 50,876,624	

See Note to Required Supplementary Information.

Rock Island-Milan School District #41

Required Supplementary Information
Schedule of the District's Proportionate Share of the Net Pension Liability
Teachers' Retirement System of the State of Illinois
Last Ten Fiscal Years

	2024*	2023*	2022*	2021*
District's proportion of the net pension liability	0.0043430278%	0.0042496528%	0.0046613931%	0.0047628346%
District's proportionate share of the net pension liability	$ 3,690,730	$ 3,562,923	$ 3,636,413	$ 4,106,290
State's proportionate share of the net pension liability	318,511,895	309,059,975	304,770,060	321,625,969
Total	$ 322,202,625	$ 312,622,898	$ 308,406,473	$ 325,732,259
District's covered valuation payroll	$ 45,526,121	$ 43,469,863	$ 41,620,501	$ 40,038,588
District's proportionate share of the net pension liability as a percentage of its covered-valuation payroll	8.11%	8.20%	8.74%	10.26%
Plan fiduciary net pension as a percentage of the total pension liability	43.90%	42.80%	45.10%	37.80%

* The amounts presented for each fiscal year were determined as of the prior fiscal-year end.

Note 1: Changes of assumptions

For the 2022-2023 measurement year, the assumed investment rate of return was of 7.0 percent, including an inflation rate of 2.50 percent and a real return of 4.50 percent. Salary increases were assumed to vary by service credit. These actuarial assumptions were based on an experience study dated Sept. 30, 2021.

For the 2021-2018 measurement years, the assumed investment rate of return was 7.0, including an inflation rate of 2.50 percent and a real return of 4.75 percent. Salary increases were assumed to vary by service credit.

The assumptions used for the 2020-2018 and 2017-2016 measurement years were based on an experience study dated September 18, 2018 and August 13, 2015, respectively.

For the 2015 measurement year, the assumed reate of return was 7.5 percent, including an inflation rate of 3.0 percent and a real return of 4.5 percent. Salary increases were assumed to vary by service credit. Various other changes in assumptions were adoted based on the experience analysis for the three-year period ending June 30, 2014.

2020*	2019*	2018*	2017*	2016*	2015*
0.0049990252%	0.0054394244%	0.0200233607%	0.0282596168%	0.0298709307%	0.0265901944%
$ 4,054,618	$ 4,239,750	$ 15,297,476	$ 22,307,024	$ 19,568,469	$ 16,182,333
288,562,713	290,440,677	258,045,514	282,499,962	231,074,416	215,304,298
$ 292,617,331	$ 294,680,427	$ 273,342,990	$ 304,806,986	$ 250,642,885	$ 231,486,631
$ 39,032,960	$ 37,544,328	$ 36,286,278	$ 35,785,101	$ 35,478,330	$ 34,911,000
10.39%	11.29%	42.16%	62.34%	55.16%	46.35%
39.60%	40.00%	39.30%	36.40%	41.50%	43.00%

Rock Island-Milan School District #41

Required Supplementary Information
Schedule of District Contributions (in Thousands)
Teachers' Retirement System of the State of Illinois
Last Ten Fiscal Years

	2024	2023	2022	2021
Statutorily required contribution	$ 425	$ 411	$ 394	$ 360
Contributions in relation to the statutorily required contribution	(425)	(411)	(394)	(360)
Contribution deficiency (excess)	$ -	$ -	$ -	$ -
District's covered valuation payroll	$ 47,241	$ 45,526	$ 43,469	$ 41,621
Contributions as a percentage of covered valuation payroll	0.90%	0.90%	0.91%	0.86%

NOTE: Contributions in relation to the statutorily required contribution only include contributions required by the state of Illinois. Fluctuations from 2018 to 2019 are the result of the percentage of salaries charged to federal programs.

2020	2019	2018	2017	2016	2015
$ 324	$ 340	$ 334	$ 825	$ 1,105	$ 1,047
(324)	(340)	(335)	(825)	(1,109)	(1,058)
$ -	$ -	$ (1)	$ -	$ (4)	$ (11)
$ 40,038	$ 39,033	$ 37,544	$ 36,286	$ 35,785	$ 35,478
0.81%	0.87%	0.89%	2.27%	3.09%	2.95%

Rock Island-Milan School District #41

Required Supplementary Information
Schedule of Changes in Net Pension Liability and Related Ratios
Illinois Municipal Retirement Plan
Last Ten Fiscal Years

	December 31 2023	December 31 2022	December 31 2021	December 31 2020
Total pension liability				
Service cost	$ 1,236,196	$ 1,167,683	$ 1,118,773	$ 1,189,583
Interest	4,765,244	4,605,658	4,463,374	4,342,402
Changes of benefit terms	-	-	-	-
Differences between expected and actual experience	689,622	(10,909)	(204,914)	(4,192)
Changes of assumptions	(38,117)	-	-	(510,893)
Benefit payments, including refunds of member contributions	(3,655,871)	(3,535,151)	(3,343,129)	(3,282,722)
Net change in total pension liability	2,997,074	2,227,281	2,034,104	1,734,178
Total pension liability - beginning	66,937,336	64,710,055	62,675,951	60,941,773
Total pension liability - ending (a)	$ 69,934,410	$ 66,937,336	$ 64,710,055	$ 62,675,951
Plan fiduciary net position				
Contributions - employer	$ 978,072	$ 1,127,712	$ 1,326,917	$ 1,293,085
Contributions - member	639,501	584,334	557,464	525,697
Net investment income	6,644,398	(9,060,798)	10,749,818	8,078,514
Benefit payments, including refunds of member contributions	(3,655,871)	(3,535,151)	(3,343,129)	(3,282,722)
Administrative expense	-	-	-	-
Other	1,665,877	(232,582)	(1,190,504)	(64,351)
Net change in plan fiduciary net position	6,271,977	(11,116,485)	8,100,566	6,550,223
Plan fiduciary net position - beginning	60,304,646	71,421,131	63,320,565	56,770,342
Plan fiduciary net position - ending (b)	$ 66,576,623	$ 60,304,646	$ 71,421,131	$ 63,320,565
Net pension liability - ending (a)-(b)	$ 3,357,787	$ 6,632,690	$ (6,711,076)	$ (644,614)
Plan fiduciary net position as a percentage of total pension liability	95.20%	90.09%	110.37%	101.03%
Covered valuation payroll	$ 13,972,476	$ 12,800,367	$ 12,270,650	$ 11,610,460
Net pension liability as a percentage of covered valuation payroll	24.03%	51.82%	-54.69%	-5.55%

December 31 2019	December 31 2018	December 31 2017	December 31 2016	December 31 2015	December 31 2014
$ 1,169,368	$ 1,103,612	$ 1,138,596	$ 1,143,081	$ 1,102,222	$ 1,198,816
4,197,016	4,036,864	3,983,143	3,841,148	3,617,178	3,326,357
-	-	-	-	-	-
(230,260)	141,511	(22,016)	(566,178)	638,311	(390,119)
-	1,609,332	(1,709,709)	(192,369)	124,791	1,992,912
(2,999,099)	(2,719,247)	(2,593,237)	(2,478,478)	(2,272,261)	(2,003,051)
2,137,025	4,172,072	796,777	1,747,204	3,210,241	4,124,915
58,804,748	54,632,676	53,835,899	52,088,695	48,878,454	44,753,539
$ 60,941,773	$ 58,804,748	$ 54,632,676	$ 53,835,899	$ 52,088,695	$ 48,878,454
$ 1,065,401	$ 1,255,616	$ 1,240,223	$ 1,220,560	$ 1,190,216	$ 1,176,743
512,724	506,089	512,340	476,188	466,220	442,594
9,137,816	(2,793,228)	8,177,478	3,051,121	221,639	2,589,405
(2,999,099)	(2,719,247)	(2,593,237)	(2,478,478)	(2,272,261)	(2,003,051)
-	-	-	-	-	-
(268,067)	518,446	(1,085,195)	(423,253)	214,612	(211,096)
7,448,775	(3,232,324)	6,251,609	1,846,138	(179,574)	1,994,595
49,321,567	52,553,891	46,302,282	44,456,144	44,635,718	42,641,123
$ 56,770,342	$ 49,321,567	$ 52,553,891	$ 46,302,282	$ 44,456,144	$ 44,635,718
$ 4,171,431	$ 9,483,181	$ 2,078,785	$ 7,533,617	$ 7,632,551	$ 4,242,736
93.16%	83.87%	96.19%	86.01%	85.35%	91.32%
$ 11,275,431	$ 11,014,174	$ 10,850,592	$ 10,370,093	$ 10,198,945	$ 9,603,715
37.00%	86.10%	19.16%	72.65%	74.84%	44.18%

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Rock Island-Milan School District #41

Required Supplementary Information
Schedule of Contributions
Illinois Municipal Retirement Plan
Last Ten Fiscal Years

Fiscal Year Ending June 30,	Actuarially Determined Contribution	Actual Contribution	Contribution Deficiency (Excess)	Covered Valuation Payroll	Actual Contribution as a % of Covered Valuation Payroll
2015	$ 1,150,525	$ 1,176,743	$ (26,218)	$ 9,994,971	11.77%
2016	1,190,217	1,190,216	1	10,252,908	11.61%
2017	1,220,560	1,220,560	-	10,674,436	11.43%
2018	1,240,223	1,240,223	-	10,947,105	11.33%
2019	1,255,616	1,255,616	-	11,023,310	11.39%
2020	1,056,508	1,065,401	(8,893)	11,578,972	9.20%
2021	1,293,405	1,293,085	320	11,902,717	10.86%
2022	1,317,868	1,326,917	(9,049)	12,243,028	10.84%
2023	1,070,051	1,070,051	-	13,558,097	7.89%
2024	981,961	981,961	-	13,972,476	7.03%

Notes to Schedule:

Valuation date: Actuarially determined contribution rates are calculated as of December 31 each year, which are 12 months prior to the beginning of the fiscal year in which contributions are reported.

Methods and assumptions used to determine contribution rates:

Actuarial cost method	Aggregate Entry Age Normal
Amortization method	Level Percentage of Payroll, Closed
Remaining amortization Period	Non-Taxing bodies: 10-year rolling period. Taxing bodies (Regular, SLEP, ECO): 21-year closed period Early Retirement Incentive Plan liabilities: a period up to 10 years selected by the Employer upon adoption of ERI. SLEP supplemental liabilities attributable to Public Act 94-712 were financed over 15 years for most employers (five employers were financed over 16 years; one employer was financed over 17 years; two employers were financed over 18 years; one employer was financed over 21 years; three employers were financed over 24 years; four employers were financed over 25 years and one employer was financed over 26 years).
Asset valuation method	5-Year smoothed market; 20% corridor
Wage growth	2.75%
Price inflation	2.25%
Salary increases	2.75% to 13.75% including inflation
Investment rate of return	7.25%
Retirement age	Experience-based table of rates that are specific to the type of eligibility condition. Last updated for the 2020 valuation pursuant to an experience study of the period 2017-2019.
Mortality	For non-disabled retirees, the Pub-2010, Amount-Weighted, below-median income, General, Retiree, Male (adjusted 106%) and Female (adjusted 105%) tables, and future mortality improvements projected using scale MP-2020. For disabled retirees, the Pub-2010, Amount-Weighted, below-median income, General, Disabled Retiree, Male and Female (both unadjusted) tables, and future mortality improvements projected using scale MP-2020. For active members, the Pub-2010, Amount-Weighted, below-median income, General, Employee, Male and Female (both unadjusted) tables, and future mortality improvements projected using scale MP-2020.
Other:	There were no benefit changes during the year.

Rock Island-Milan School District #41

Required Supplementary Information
Schedule of the District's Proportionate Share of the Net OPEB Liability
Teachers' Health Insurance Security Fund
Last Eight Fiscal Years

	2024*	2023*	2022*
District's proportion of the net OPEB liability	0.162788%	0.157560%	0.161767%
District's proportionate share of the net OPEB liability	$ 11,602,490	$ 10,784,506	$ 35,678,388
State's proportionate share of the net OPEB liability	15,690,263	14,671,259	48,374,687
Total	$ 27,292,753	$ 25,455,765	$ 84,053,075
District's covered payroll	$ 45,526,121	$ 43,469,863	$ 41,620,501
District's proportionate share of the net OPEB liability as a percentage of its covered payroll	25.49%	24.81%	85.72%
Plan fiduciary net OPEB as a percentage of the total OPEB liability	0.25%	0.25%	0.25%

* The amounts presented for each fiscal year were determined as of the prior fiscal-year end.

Note 1: GASB Statement No. 75 requires ten years of information to be presented in this table. However, until a full 10-year trend is compiled, the District will present information for those years for which information is available.

Note 2: Changes of assumptions
Changes of assumptions or other inputs reflects a change in discount rate. The following are the discount rates used in eac 3.86% 3.69% 1.92%

2021*	2020*	2019*	2018*	2017*
0.158238%	0.158801%	0.158310%	0.157753%	0.153644%
$ 42,306,451	$ 43,951,953	$ 41,708,041	$ 40,936,321	$ 41,999,804
24,339,806	25,281,854	23,905,338	25,054,257	24,401,778
$ 66,646,257	$ 69,233,807	$ 65,613,379	$ 65,990,578	$ 66,401,582
$ 40,038,588	$ 39,032,960	$ 37,544,318	$ 36,286,278	$ 35,785,101
105.66%	112.60%	111.09%	112.81%	117.37%
0.25%	0.25%	-0.07%	-0.17%	-0.17%
2.45%	n/a	n/a	n/a	n/a

Rock Island-Milan School District #41

Required Supplementary Information
Schedule of District Contributions
Teachers' Health Insurance Security Fund
Last Ten Fiscal Years

	2024	2023	2022	2021
Statutorily required contribution	$ 316,518	$ 305,025	$ 291,248	$ 382,909
Contributions in relation to the statutorily required contribution	(316,518)	(305,025)	(291,248)	(382,909)
Contribution deficiency (excess)	$ -	$ -	$ -	$ -
District's covered payroll	$ 47,241,540	$ 45,526,121	$ 43,469,863	$ 41,620,501
Contributions as a percentage of covered payroll	0.67%	0.67%	0.67%	0.92%

Note 1: Contributions in relation to the statutorily required contribution only include contributions required by the state of Illinois.

2020	2019	2018	2017	2016	2015
$ 368,355	$ 359,103	$ 330,390	$ 304,840	$ 286,290	$ 269,635
(368,355)	(359,103)	(330,390)	(304,840)	(286,290)	(269,635)
$ -	$ -	$ -	$ -	$ -	$ -
$ 40,038,588	$ 39,032,960	$ 37,544,318	$ 36,286,278	$ 35,785,101	$ 35,478,289
0.92%	0.92%	0.88%	0.84%	0.80%	0.76%

Rock Island-Milan School District No. 41

Required Supplementary Information
Schedule of Changes in the District's Total OPEB
Liability and Related Ratios
Last Seven Fiscal Years

	2024	2023	2022
Total OPEB liability			
Changes for the year:			
Service cost	$ 70,362	$ 51,961	$ 70,185
Interest	52,691	50,969	32,036
Changes of benefit terms	-	-	-
Differences between expected and actual experience	131,763	-	(55,277)
Changes in assumptions or other inputs	160,157	(3,309)	(204,789)
Benefit payments	(61,475)	(78,432)	(52,579)
Net changes in total OPEB liability	353,498	21,189	(210,424)
Total OPEB liability - beginning	1,306,581	1,285,392	1,495,816
Total OPEB liability - ending	$ 1,660,079	$ 1,306,581	$ 1,285,392
Covered employee payroll	$ 39,161,878	$ 38,656,242	$ 37,209,865
Total OPEB liability as a percentage of covered employee payroll	4.2%	3.4%	3.5%

Notes to Schedule:

Changes of benefit terms:

There were no changes as a result of changes in benefit terms.

Changes of assumption:

Changes of assumptions or other inputs reflect a change in the discount rate.

The following are the discount rates used in each period:	4.21%	4.13%	4.09%

No assets are accumulated in a trust that meets the criteria in paragraph 4 of Statement No. 75

* The schedule is intended to present information for ten years.
Information prior to 2018 is not available.

2021	2020	2019	2018
$ 76,920	$ 76,414	$ 69,498	$ 67,704
35,704	36,049	35,730	44,590
-	-	-	-
-	(76,826)	-	(264,654)
50,927	32,003	11,204	(111,355)
(19,920)	(15,080)	(31,605)	(26,810)
143,631	52,560	84,827	(290,525)
1,352,185	1,299,625	1,214,798	1,505,323
$ 1,495,816	$ 1,352,185	$ 1,299,625	$ 1,214,798
$ 33,328,611	$ 33,328,611	$ 48,394,910	$ 48,394,910
4.5%	4.1%	2.7%	2.5%
2.18%	2.66%	2.79%	2.98%

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Rock Island - Milan School District #41

Note to Required Supplementary Information

The District's Board of Education annually adopts a budget and approves the related appropriations for the General, special revenue, Debt Service and capital projects funds in accordance with provisions of Illinois Compiled Statutes. These budgets are adopted on a basis consistent with accounting principles generally accepted in the United States of America. On-behalf payments made by the state of Illinois for the District are not budgeted for by the District as revenues and expenditures. These on-behalf payments were recorded in the General Fund in the amount of $27,262,842 as of June 30, 2024 and resulted in the General Fund exceeding budget by $22,192,365. In addition, the Debt Service Fund exceeded the final amended budget by $46,235.

Legal spending control is established at the fund level, but management control is exercised at budgetary line item levels within each fund. The Board of Education may amend the budget after it is approved using the same procedures necessary to approve the original budget. Unexpended budgeted amounts lapse at year-end and are not available to finance expenditures of the following year.

The budget was passed on September 12, 2023. The amendment was passed on May 28, 2024.

Rock Island-Milan School District #41

Balance Sheet - By Account
General Fund
June 30, 2024

	Educational Account	Operations and Maintenance Account	Working Cash Account	Total
Assets				
Cash and investments	$ 34,450,570	$ 6,575,130	$ 2,895,470	$ 43,921,170
Receivables, net of allowances for uncollectible accounts:				
Property taxes	26,729,023	6,093,518	408,491	33,231,032
Corporate personal property replacement taxes	1,613,378	-	-	1,613,378
Other	5,810	15,426	-	21,236
Due from other governmental units	4,756,789	-	-	4,756,789
Due from other funds	76,891	-	-	76,891
Lease	-	194,285	-	194,285
Total assets	$ 67,632,461	$ 12,878,359	$ 3,303,961	$ 83,814,781
Liabilities, Deferred Inflows of Resources, and Fund Balances				
Liabilities:				
Accounts and contracts payable	$ 357,776	$ 546,579	$ -	$ 904,355
Accrued payroll and benefits	4,320,072	21,902	-	4,341,974
Due to other funds	7	47,434	-	47,441
Unearned revenue	67,239	-	-	67,239
Total liabilities	4,745,094	615,915	-	5,361,009
Deferred inflows of resources, Unavailable revenue:				
Property taxes	21,596,095	4,934,654	328,977	26,859,726
Intergovernmental	523,137	-	-	523,137
Lease	-	194,285	-	194,285
Total deferred inflows of resources	22,119,232	5,128,939	328,977	27,577,148
Fund balances:				
Unassigned	40,768,135	7,133,505	2,974,984	50,876,624
Total fund balances	40,768,135	7,133,505	2,974,984	50,876,624
Total liabilities, deferred inflows of resources and fund balances	$ 67,632,461	$ 12,878,359	$ 3,303,961	$ 83,814,781

Rock Island-Milan School District #41

Schedule of Revenues, Expenditures and Changes in Fund Balances - By Account
General Fund
Year Ended June 30, 2024

	Educational Account	Operations and Maintenance Account	Working Cash Account	Total
Revenues:				
Property taxes	$ 22,010,921	$ 4,950,459	$ 330,032	$ 27,291,412
Intergovernmental	85,866,213	2,750,000	-	88,616,213
Interest	1,709,130	326,032	830	2,035,992
Other, primarily fees	1,580,279	28,837	-	1,609,116
Total revenues	111,166,543	8,055,328	330,862	119,552,733
Expenditures:				
Current:				
Instruction	79,342,251	-	-	79,342,251
Support services	21,638,056	6,369,139	-	28,007,195
Community services	4,882,653	-	-	4,882,653
Intergovernmental	2,619,653	-	-	2,619,653
Capital outlay	750,038	1,345,612	-	2,095,650
Total expenditures	109,232,651	7,714,751	-	116,947,402
Excess of revenues over expenditures	1,933,892	340,577	330,862	2,605,331
Other financing sources (uses):				
Issuance of long term debt	14,189	-	-	14,189
Transfer in	2,000,000	-	-	2,000,000
Transfer out	(4,130,933)	(2,000,000)	-	(6,130,933)
Total other financing sources (uses)	(2,116,744)	(2,000,000)	-	(4,116,744)
Net change in fund balances	(182,852)	(1,659,423)	330,862	(1,511,413)
Fund balances, beginning of year	40,950,987	8,792,928	2,644,122	52,388,037
Fund balances, end of year	$ 40,768,135	$ 7,133,505	$ 2,974,984	$ 50,876,624

Rock Island-Milan School District #41

Schedule of Revenues, Expenditures and Changes in Fund Balance -
Budget and Actual - By Account - General Fund
Year Ended June 30, 2024

	Educational Account	
	Budget	Actual
Revenues:		
Property taxes	$ 22,139,635	$ 22,010,921
Intergovernmental, including $27,262,842 TRS and THIS on-behalf payments	61,044,957	85,866,213
Interest	800,000	1,709,130
Other, primarily fees	1,362,056	1,580,279
Total revenues	85,346,648	111,166,543
Expenditures:		
Operating:		
Instruction	54,519,393	79,342,251
Support services	22,254,633	21,638,056
Community services	5,562,411	4,882,653
Intergovernmental	2,576,328	2,619,653
Capital outlay	942,946	750,038
Total expenditures	85,855,711	109,232,651
Excess (deficiency) of revenues over (under) expenditures	(509,063)	1,933,892
Other financing sources (uses):		
Issuance of long term debt	-	14,189
Transfer in	2,000,000	2,000,000
Transfer (out)	(4,087,616)	(4,130,933)
Total other financing sources (uses)	(2,087,616)	(2,116,744)
Net change in fund balances	$ (2,596,679)	(182,852)
Fund balance, beginning of year		40,950,987
Fund balance, end of year		$ 40,768,135

Operations and Maintenance Account		Working Cash Account		Total	
Budget	Actual	Budget	Actual	Budget	Actual
$ 4,934,776	$ 4,950,459	$ 328,985	$ 330,032	$ 27,403,396	$ 27,291,412
2,750,000	2,750,000	-	-	63,794,957	88,616,213
175,000	326,032	100	830	975,100	2,035,992
45,000	28,837	-	-	1,407,056	1,609,116
7,904,776	8,055,328	329,085	330,862	93,580,509	119,552,733
-	-	-	-	54,519,393	79,342,251
6,956,176	6,369,139	-	-	29,210,809	28,007,195
-	-	-	-	5,562,411	4,882,653
-	-	-	-	2,576,328	2,619,653
1,943,150	1,345,612	-	-	2,886,096	2,095,650
8,899,326	7,714,751	-	-	94,755,037	116,947,402
(994,550)	340,577	329,085	330,862	(1,174,528)	2,605,331
-	-	-	-	-	14,189
-	-	-	-	2,000,000	2,000,000
(2,000,000)	(2,000,000)	-	-	(6,087,616)	(6,130,933)
(2,000,000)	(2,000,000)	-	-	(4,087,616)	(4,116,744)
$ (2,994,550)	(1,659,423)	$ 329,085	330,862	$ (5,262,144)	(1,511,413)
	8,792,928		2,644,122		52,388,037
	$ 7,133,505		$ 2,974,984		$ 50,876,624

Rock Island-Milan School District #41

Combining Balance Sheet
Nonmajor Governmental Funds
June 30, 2024

	Special Revenue		
	Transportation	Municipal Retirement	School Activity
Assets			
Cash and investments	$ 1,958,732	$ 2,666,277	$ 561,668
Receivables, net of allowances for uncollectible amounts:			
Property taxes	1,529,026	2,875,397	-
Due from other governmental units	840,000	-	-
Due from other funds	-	7	-
Total assets	$ 4,327,758	$ 5,541,681	$ 561,668
Liabilities, Deferred Inflows of Resources, and Fund Balances			
Liabilities:			
Accounts and contracts payable	$ 33,356	$ -	$ -
Accrued payroll and benefits	-	220,126	-
Total liabilities	33,356	220,126	-
Deferred Inflows of Resources:			
Unavailable revenue:			
Property taxes	1,236,953	2,324,551	-
Intergovernmental	840,000	-	-
Total deferred inflows of resources	2,076,953	2,324,551	-
Fund Balances:			
Restricted	2,217,449	2,997,004	561,668
Total fund balances	2,217,449	2,997,004	561,668
Total liabilities, deferred inflows of resources and fund balances	$ 4,327,758	$ 5,541,681	$ 561,668

Special Revenue		Capital Projects		
Tort Immunity and Judgment	Total	Life Safety	Debt Service	Total Nonmajor Governmental Funds
$ 1,393,563	$ 6,580,240	$ 172,388	$ 762,021	$ 7,514,649
1,646,219	6,050,642	-	3,747,267	9,797,909
-	840,000	-	-	840,000
-	7	-	-	7
$ 3,039,782	$ 13,470,889	$ 172,388	$ 4,509,288	$ 18,152,565
$ 119,378	$ 152,734	$ -	$ -	$ 152,734
-	220,126	-	-	220,126
119,378	372,860	-	-	372,860
1,325,777	4,887,281	-	3,037,115	7,924,396
-	840,000	-	-	840,000
1,325,777	5,727,281	-	3,037,115	8,764,396
1,594,627	7,370,748	172,388	1,472,173	9,015,309
1,594,627	7,370,748	172,388	1,472,173	9,015,309
$ 3,039,782	$ 13,470,889	$ 172,388	$ 4,509,288	$ 18,152,565

Rock Island-Milan School District #41

Combining Statement of Revenues, Expenditures and Changes in Fund Balances
Nonmajor Governmental Funds
Year Ended June 30, 2024

	Special Revenue		
	Transportation	Municipal Retirement	School Activity
Revenues:			
Property taxes	$ 1,094,097	$ 2,380,762	$ -
School facility occupation tax	-	-	-
Intergovernmental	651,587	75,000	-
Interest	165,754	106,486	-
Other, primarily student fundraising activities	-	-	392,696
Total revenues	1,911,438	2,562,248	392,696
Expenditures:			
Current:			
Instruction	-	959,802	-
Support services	1,850,003	1,275,233	347,362
Community services	-	3,920	-
Debt service:			
Principal	-	-	-
Interest	-	-	-
Total expenditures	1,850,003	2,238,955	347,362
Excess (deficiency) of revenues over (under) expenditures	61,435	323,293	45,334
Other financing sources (uses):			
Transfer (out)	(2,000,000)	-	-
Transfer in	-	-	-
Total other financing sources (uses)	(2,000,000)	-	-
Net change in fund balances	(1,938,565)	323,293	45,334
Fund balance, beginning of year	4,156,014	2,673,711	516,334
Fund balance, end of year	$ 2,217,449	$ 2,997,004	$ 561,668

Special Revenue		Capital Projects		Total Nonmajor Governmental Funds
Tort Immunity and Judgment	Total	Life Safety	Debt Service	
$ 1,266,654	$ 4,741,513	$ -	$ 3,262,767	$ 8,004,280
-	-	-	1,771,319	1,771,319
-	726,587	-	-	726,587
68,727	340,967	7,364	72,939	421,270
-	392,696	-	-	392,696
1,335,381	6,201,763	7,364	5,107,025	11,316,152
-	959,802	-	-	959,802
1,253,429	4,726,027	-	-	4,726,027
-	3,920	-	-	3,920
-	-	-	4,022,073	4,022,073
-	-	-	2,206,991	2,206,991
1,253,429	5,689,749	-	6,229,064	11,918,813
81,952	512,014	7,364	(1,122,039)	(602,661)
-	(2,000,000)	-	-	(2,000,000)
-	-	-	130,933	130,933
-	(2,000,000)	-	130,933	(1,869,067)
81,952	(1,487,986)	7,364	(991,106)	(2,471,728)
1,512,675	8,858,734	165,024	2,463,279	11,487,037
$ 1,594,627	$ 7,370,748	$ 172,388	$ 1,472,173	$ 9,015,309

Rock Island-Milan School District #41

Combining Schedule of Revenues, Expenditures and Changes in Fund Balances - Budget and Actual - Special Revenue Funds
Year Ended June 30, 2024

	Transportation		Municipal Retirement	
	Budget	Actual	Budget	Actual
Revenues:				
Property taxes	$ 866,547	$ 1,094,097	$ 2,447,649	$ 2,380,762
Intergovernmental	700,000	651,587	75,000	75,000
Interest	80,000	165,754	10,000	106,486
Other, primarily fees	-	-	-	-
Total revenues	1,646,547	1,911,438	2,532,649	2,562,248
Expenditures:				
Current:				
Instruction	-	-	988,775	959,802
Support services	2,020,500	1,850,003	1,342,268	1,275,233
Community services	-	-	3,844	3,920
Intergovernmental	-	-	-	-
Total expenditures	2,020,500	1,850,003	2,334,887	2,238,955
Excess (deficiency) of of revenues over (under) expenditures	(373,953)	61,435	197,762	323,293
Other financing (uses):				
Transfer out	(2,000,000)	(2,000,000)	-	-
Net change in fund balances	$ (2,373,953)	(1,938,565)	$ 197,762	323,293
Fund balance, beginning of year		4,156,014		2,673,711
Fund balance, end of year		$ 2,217,449		$ 2,997,004

School Activity		Tort Immunity and Judgment		Total	
Budget	Actual	Budget	Actual	Budget	Actual
$ -	$ -	$ 1,165,923	$ 1,266,654	$ 4,480,119	$ 4,741,513
-	-	-	-	775,000	726,587
-	-	20,000	68,727	110,000	340,967
600,000	392,696	-	-	600,000	392,696
600,000	392,696	1,185,923	1,335,381	5,965,119	6,201,763
-	-	1,000	-	989,775	959,802
500,000	347,362	1,382,350	1,253,429	5,245,118	4,726,027
-		-	-	3,844	3,920
-	-	115,000	-	-	-
500,000	347,362	1,498,350	1,253,429	6,238,737	5,689,749
100,000	45,334	(312,427)	81,952	(273,618)	512,014
-	-	-	-	(2,000,000)	(2,000,000)
$ 100,000	45,334	$ (312,427)	81,952	$ (2,273,618)	(1,487,986)
	516,334		1,512,675		8,858,734
	$ 561,668		$ 1,594,627		$ 7,370,748

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Rock Island-Milan School District #41

Schedule of Revenues, Expenditures and Changes in Fund Balance -
Budget and Actual - Debt Service Fund
Year Ended June 30, 2024

	Budget	Actual
Revenues:		
Property taxes	$ 3,581,990	$ 3,262,767
School facility occupation tax	2,572,813	1,771,319
Interest	40,000	72,939
Total revenues	6,194,803	5,107,025
Expenditures:		
Debt service:		
Principal	3,981,544	4,022,073
Interest	2,201,285	2,206,991
Total expenditures	6,182,829	6,229,064
Excess of revenues over expenditures	11,974	(1,122,039)
Other financing sources, transfer in	87,616	130,933
Net change in fund balances	$ 99,590	(991,106)
Fund balance, beginning of year		2,463,279
Fund balance, end of year		$ 1,472,173

Rock Island-Milan School District #41

Combining Schedule of Revenues, Expenditures and Changes in Fund Balances - Budget and Actual - Capital Projects Funds
Year Ended June 30, 2024

	Capital Projects	
	Budget	Actual
Revenues:		
School facility occupation tax	$ 1,627,187	$ 2,670,558
Interest	150,000	946,036
Intergovernmental	3,627,208	1,933,171
Total revenues	5,404,395	5,549,765
Expenditures:		
Capital outlay	23,380,350	19,057,187
Total expenditures	23,380,350	19,057,187
(Deficiency) of revenues (under) expenditures	(17,975,955)	(13,507,422)
Other financing sources:		
Transfer in	6,000,000	6,000,000
Total other financing sources	6,000,000	6,000,000
Net change in fund balances	$ (11,975,955)	(7,507,422)
Fund balance, beginning of year		20,899,357
Fund balance, end of year		$ 13,391,935

Life Safety		Total	
Budget	Actual	Budget	Actual
$ -	$ -	$ 1,627,187	$ 2,670,558
2,731	7,364	152,731	953,400
-	-	3,627,208	1,933,171
2,731	7,364	5,407,126	5,557,129
167,500	-	23,547,850	19,057,187
167,500	-	23,547,850	19,057,187
(164,769)	7,364	(18,140,724)	(13,500,058)
-	-	6,000,000	6,000,000
-	-	6,000,000	6,000,000
$ (164,769)	7,364	$ (12,140,724)	(7,500,058)
	172,388		8,619,736
	$ 179,752		$ 1,119,678

Rock Island-Milan School District #41

Combining Statement of Fiduciary Net Position
Fiduciary Funds
June 30, 2024

	Custodial Funds		
	Student Scholarships	Employees Flex Benefits	Total
Assets			
Cash and investments	$ 221,417	$ 28,685	$ 250,102
Net Position			
Restricted for individuals, organizations and other governments	$ 221,417	$ 28,685	$ 250,102

Rock Island-Milan School District #41

Combining Statement of Changes in Fiduciary Net Position
Fiduciary Funds
Year Ended June 30, 2024

	Custodial Funds		
	Student Scholarships	Employees Flex Benefits	Total
Additions			
Contributions:			
Employees	$ -	$ 220,213	$ 220,213
Investment earnings:			
Interest, dividends, and other	16,451	-	16,451
Total additions	16,451	220,213	236,664
Deductions			
Benefits paid to participants	-	223,537	223,537
Scholarships paid to recipients	1,209	-	1,209
Total deductions	1,209	223,537	224,746
Net increase (decrease) in fiduciary net position	15,242	(3,324)	11,918
Net position- beginning	206,175	32,009	238,184
Net position- ending	$ 221,417	$ 28,685	$ 250,102

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Rock Island - Milan School District #41

Statistical Section
Contents

The statistical section of the District's annual comprehensive financial report presents detailed information as a context for understanding what the information presented in the financial statements, note disclosures and required supplementary information say about the District's overall financial health.

Contents	Page
Financial Trends These schedules contain trend information to help the reader understand how the District's financial performance and well being have changed over time.	97-110
Revenue Capacity These schedules contain information to help the reader assess the District's most significant local revenue sources, the property tax (or sales tax).	111-114
Debt Capacity These schedules present information to help the reader assess the affordability of the District's current level of outstanding debt and the District's ability to issue additional debt in the future.	115-120
Demographic and Economic Information These schedules offer demographic and economic indicators to help the reader understand the environment within which the District's financial activities take place.	121-122
Operating Information These schedules contain service and infrastructure data to help the reader understand how the information in the District's financial report relates to the services the District provides and the activities it performs.	123-130

Sources: Unless otherwise noted, the information in these schedules is derived from the annual comprehensive report for the relevant year.

Rock Island - Milan School District #41

Net Position by Component
Last Ten Fiscal Years
(accrual basis of accounting)
(Unaudited)

	Fiscal Year			
	2015	2016	2017	2018 (1)
Governmental activities:				
Net investment in capital assets	$ 17,888,668	$ 18,471,949	$ 19,356,003	$ 22,613,699
Restricted	6,444,914	6,940,719	7,515,637	9,071,467
Unrestricted	19,214,475	18,465,472	16,086,767	(29,651,339)
Total governmental activities net position	$ 43,548,057	$ 43,878,140	$ 42,958,407	$ 2,033,827
Primary government:				
Net investment in capital assets	$ 17,888,668	$ 18,471,949	$ 19,356,003	$ 22,613,699
Restricted	6,444,914	6,940,719	7,515,637	9,071,467
Unrestricted	19,214,475	18,465,472	16,086,767	(29,651,339)
Total primary government net position	$ 43,548,057	$ 43,878,140	$ 42,958,407	$ 2,033,827

Source: District financial records

(1) The District implemented GASB Statement No. 75, Accounting and Financial Reporting for *Postemployment Benefits Other Than Pensions*

Fiscal Year						
2019	2020	2021	2022	2023	**2024**
$ 25,831,461	$ 30,790,120	$ 35,394,799	$ 58,278,788	$ 74,319,884	**$ 82,320,313**
10,612,099	10,185,098	11,271,189	13,828,529	18,060,159	**23,259,448**
(27,760,740)	(25,796,163)	(20,522,406)	(9,248,053)	4,771,246	**9,890,654**
$ 8,682,820	$ 15,179,055	$ 26,143,582	$ 62,859,264	$ 97,151,289	**$ 115,470,415**
$ 25,831,461	$ 30,790,120	$ 35,394,799	$ 58,278,788	$ 74,319,884	**$ 82,320,313**
10,612,099	10,185,098	11,271,189	13,828,529	18,060,159	**23,259,448**
(27,760,740)	(25,796,163)	(20,522,406)	(9,248,053)	4,771,246	**9,890,654**
$ 8,682,820	$ 15,179,055	$ 26,143,582	$ 62,859,264	$ 97,151,289	**$ 115,470,415**

Rock Island - Milan School District #41

Expenses, Program Revenues and Net (Expense) Revenue
Last Ten Fiscal Years
(accrual basis of accounting)
(Unaudited)

	Fiscal Year			
	2015	2016	2017	2018
Expenses:				
Governmental activities:				
Instruction	$ 58,952,935	$ 61,857,287	$ 74,452,410	$ 74,227,645
Support services	28,599,481	28,902,418	28,948,514	27,488,871
Community services	3,326,092	3,393,877	3,606,118	3,422,434
Interest on long-term debt	1,543,726	1,486,606	1,431,068	765,507
Total governmental activities expenses	92,422,234	95,640,188	108,438,110	105,904,457
Program revenues:				
Governmental activities:				
Charges for services:				
Instruction	216,844	124,200	107,447	113,867
Support services	918,330	476,825	248,841	524,297
Operating grants and contributions	35,084,742	38,173,859	47,615,715	40,978,647
Capital grants and contributions	-	-	-	-
Total governmental activities program revenues	36,219,916	38,774,884	47,972,003	41,616,811
Net (expense) revenue, governmental activities	$ (56,202,318)	$ (56,865,304)	$ (60,466,107)	$ (64,287,646)

Source: District financial records

Fiscal Year						
2019	2020	2021	2022	2023	**2024**
$ 75,672,887	$ 79,843,452	$ 84,839,336	$ 73,915,316	$ 73,668,361	**$ 78,497,678**
26,449,820	26,783,621	23,122,164	27,997,207	32,211,890	**36,232,968**
3,469,566	3,518,361	3,980,370	3,849,609	4,980,917	**2,619,653**
1,276,049	3,360,328	1,341,554	1,081,821	1,526,350	**1,783,747**
106,868,322	113,505,762	113,283,424	106,843,953	112,387,518	**119,134,046**
233,163	375,799	634,523	1,081,010	1,252,803	**1,124,283**
533,831	500,468	347,071	538,730	721,238	**877,528**
43,201,317	47,011,683	49,926,957	44,127,879	45,496,134	**47,441,675**
-	-	-	12,929,111	6,676,030	**646,998**
43,968,311	47,887,950	50,908,551	58,676,730	54,146,205	**50,090,484**
$ (62,900,011)	$ (65,617,812)	$ (62,374,873)	$ (48,167,223)	$ (58,241,313)	**$ (69,043,562)**

Rock Island - Milan School District #41

General Revenues and Total Change in Net Position
Last Ten Fiscal Years
(accrual basis of accounting)
(Unaudited)

	Fiscal Year			
	2015	2016	2017	2018
Net (expense) revenue, governmental activities	$ (56,202,318)	$ (56,865,303)	$ (60,466,107)	$ (64,287,646)
General revenues and other changes in net position:				
Governmental activities:				
Taxes:				
Property taxes levied for general purposes	28,533,838	29,088,255	29,657,311	29,784,304
Corporate personal property replacement taxes	5,020,415	4,011,519	5,660,954	4,178,789
School facility occupation tax	-	-	-	3,445,082
Unrestricted grants and contributions	20,573,512	22,129,066	23,049,152	27,442,829
Other	2,038,656	1,791,281	954,334	777,731
Investment earnings	159,395	175,265	224,623	468,909
Gain on sale of capital assets	812,508	-	-	-
Total governmental activities	57,138,324	57,195,386	59,546,374	66,097,644
Change in net position, governmental activities	$ 936,006	$ 330,083	$ (919,733)	$ 1,809,998

Source: District financial records

Fiscal Year						
2019	2020	2021	2022	2023	**2024**
$ (62,900,011)	$ (65,617,812)	$ (62,374,873)	$ (48,167,223)	$ (58,241,313)	**$ (69,043,562)**
30,767,215	31,010,582	31,981,627	32,320,872	35,827,342	**35,295,692**
4,650,152	5,028,148	7,005,694	15,147,582	15,808,620	**9,525,963**
3,360,624	3,157,550	3,459,758	4,208,631	4,346,994	**4,429,540**
28,955,767	30,434,438	30,434,261	32,992,414	33,966,789	**34,525,494**
970,545	573,759	272,251	-	-	**-**
844,701	1,909,570	185,809	219,017	2,582,986	**3,585,999**
-	-	-	-	-	**-**
69,549,004	72,114,047	73,339,400	84,888,516	92,532,731	**87,362,688**
$ 6,648,993	$ 6,496,235	$ 10,964,527	$ 36,721,293	$ 34,291,418	**$ 18,319,126**

Rock Island - Milan School District #41

Fund Balances, Governmental Funds
Last Ten Fiscal Years
(modified accrual basis of accounting)
(Unaudited)

	Fiscal Year			
	2015	2016	2017	2018
General Fund:				
Nonspendable	$ -	$ -	$ -	$ -
Restricted	-	-	-	-
Unassigned	32,255,677	31,988,838	32,769,518	34,619,332
Total General Fund	$ 32,255,677	$ 31,988,838	$ 32,769,518	$ 34,619,332
All other governmental funds:				
Nonspendable	$ 23,000	$ 23,000	$ -	$ -
Restricted	5,741,914	5,981,664	6,535,295	7,844,857
Assigned	-	-	-	-
Total all other governmental funds	$ 5,764,914	$ 6,004,664	$ 6,535,295	$ 7,844,857

Source: District financial records

2019	2020	2021	2022	2023	**2024**
$ -	$ -	$ -	$ -	$ -	**$ -**
-	-	-	-	-	**-**
35,976,624	37,227,732	38,266,692	44,741,109	52,388,037	**50,876,624**
$ 35,976,624	$ 37,227,732	$ 38,266,692	$ 44,741,109	$ 52,388,037	**$ 50,876,624**
$ -	$ -	$ -	$ -	$ -	**$ -**
9,605,080	26,247,164	24,434,885	18,891,144	32,386,394	**22,407,244**
-	-	-	-	-	**-**
$ 9,605,080	$ 26,247,164	$ 24,434,885	$ 18,891,144	$ 32,386,394	**$ 22,407,244**

Rock Island - Milan School District #41

Governmental Funds Revenues
Last Ten Fiscal Years
(modified accrual basis of accounting)
(Unaudited)

	Fiscal Year			
	2015	2016	2017	2018
Revenues:				
Property taxes	$ 28,533,838	$ 29,088,255	$ 29,657,311	$ 29,784,304
Corporate personal property taxes	5,020,415	4,011,519	5,660,954	4,178,789
School facility occupation tax	-	-	-	3,136,757
Intergovernmental	56,059,675	59,259,385	68,878,234	67,497,060
Interest and other income	147,774	153,340	185,817	389,232
Other revenues	3,173,830	2,407,524	2,622,095	2,771,459
Total revenues	$ 92,935,532	$ 94,920,023	$ 107,004,411	$ 107,757,601

Source: District financial records

Fiscal Year						
2019	2020	2021	2022	2023	**2024**
$ 30,767,215	$ 31,010,582	$ 31,981,627	$ 32,320,872	$ 35,827,342	**$ 35,295,692**
4,650,152	5,028,148	6,930,694	15,147,582	15,808,620	**9,525,963**
3,371,930	3,157,550	3,459,758	4,175,710	4,347,095	**4,441,877**
70,869,574	75,780,428	80,436,219	86,626,900	88,187,940	**81,750,008**
721,524	494,498	162,256	193,741	2,420,520	**3,403,298**
2,815,910	2,001,173	1,133,831	1,619,740	1,974,041	**2,001,812**
$ 113,196,305	$ 117,472,379	$ 124,104,385	$ 140,084,545	$ 148,565,558	**$ 136,418,650**

Rock Island - Milan School District #41

Governmental Funds Expenditures and Debt Service Ratio
Last Ten Fiscal Years
(modified accrual basis of accounting)
(Unaudited)

	Fiscal Year			
	2015	2016	2017	2018
Instruction	$ 59,784,249	$ 71,181,968	$ 69,257,519	$ 69,257,519
Support services	28,454,037	27,585,415	26,091,432	26,091,432
Community services	3,393,877	3,606,118	3,422,434	3,422,434
Capital outlay	224,755	140,836	3,091,343	3,091,343
Debt service:				
Principal	1,560,000	1,705,000	1,870,000	1,870,000
Interest	1,530,194	1,473,763	884,645	884,645
Total expenditures	$ 92,373,301	$ 94,947,112	$ 105,693,100	$ 104,617,373
Debt service as a percentage of noncapital expenditures	3.27%	3.27%	3.03%	2.71%

Source: District financial records

	Fiscal Year					
2019	2020	2021	2022	2023	**2024**
$ 73,284,889	$ 79,129,199	$ 85,315,030	$ 74,255,129	$ 77,630,996	**$ 80,302,053**
27,172,434	26,089,678	24,567,057	29,541,626	30,764,945	**35,352,875**
3,469,566	3,518,361	3,980,370	3,849,609	4,980,917	**4,886,573**
2,619,676	4,888,508	6,368,610	26,750,837	29,238,159	**21,152,837**
2,110,000	2,170,000	3,080,000	3,300,000	3,556,544	**4,022,073**
1,422,225	982,443	1,566,637	1,456,668	1,842,581	**2,206,991**
$ 110,078,790	$ 116,778,189	$ 124,877,704	$ 139,153,869	$ 148,014,142	**$ 147,923,402**
3.29%	2.81%	3.92%	4.24%	4.51%	**4.93%**

Rock Island - Milan School District #41

Other Financing Sources and Uses and Net Change in Fund Balances
Governmental Funds
Last Ten Fiscal Years
(modified accrual basis of accounting)
(Unaudited)

	Fiscal Year			
	2015	2016	2017	2018
Excess of revenues over (under) expenditures	$ 562,231	$ (27,089)	$ 1,311,311	$ 3,140,228
Other financing sources (uses):				
Issuance of long-term debt	-	-	-	27,730,000
Proceeds from sale of capital asset	835,915	-	-	-
Payment to refunded bond escrow agent	-	-	-	(29,884,197)
Bond premium	-	-	-	2,173,345
Transfers in	-	-	-	-
Transfers out	-	-	-	-
Total other financing sources (uses)	835,915	-	-	19,148
Net change in fund balances	$ 1,398,146	$ (27,089)	$ 1,311,311	$ 3,159,376

Source: District financial records

	Fiscal Year					
2019	2020	2021	2022	2023	**2024**
$ 3,117,515	$ 694,190	$ (773,319)	$ 930,676	$ 551,416	**$ (11,504,752)**
-	14,700,000	-	-	19,683,174	**14,189**
-	-	-	-	-	**-**
-	-	-	-	-	**-**
-	2,499,002	-	-	907,588	**-**
-	-	-	3,000,000	5,087,616	**8,130,933**
-	-	-	(3,000,000)	(5,087,616)	**(8,130,933)**
-	17,199,002	-	-	20,590,762	**14,189**
$ 3,117,515	$ 17,893,192	$ (773,319)	$ 930,676	$ 21,142,178	**$ (11,490,563)**

Rock Island - Milan School District #41

Assessed Value and Actual Value of Taxable Property
Last Ten Fiscal Years

(Unaudited)

Fiscal Year	Actual Value: Residential Property Actual	Actual Value: Personal Property Assessed	Less Exemptions	Total Taxable Value - Actual	Total Taxable Value Assessed	Total Direct Rate
2014	$ 1,435,985,113	$ 478,613,838	$ 105,125,607	$ 1,120,576,751	$ 373,488,231	5.4610
2015	1,482,174,296	494,008,693	111,134,624	1,148,737,081	382,874,069	5.3782
2016	1,482,174,296	494,008,693	111,134,624	1,148,737,081	382,874,069	5.3782
2017	1,485,496,433	494,008,693	106,633,447	1,165,564,098	388,482,514	5.3398
2018	1,505,092,307	501,647,266	107,936,412	1,181,250,687	393,710,854	5.3732
2019	1,536,610,192	512,152,177	112,446,197	1,199,237,864	399,705,980	5.3897
2020	1,550,338,086	516,727,684	114,440,353	1,206,982,691	402,287,331	5.4136
2021	1,581,543,954	527,128,600	112,021,473	1,245,445,926	415,107,127	5.3731
2022	1,804,042,772	601,287,456	119,220,115	1,446,346,657	482,067,341	5.2760
2023	**1,800,381,527**	**600,067,163**	**117,273,385**	**1,448,526,187**	**482,793,778**	**5.2944**

Source: County Assessor's Office.

Rock Island - Milan School District #41

Direct and Overlapping Property Tax Rates
Last Ten Fiscal Years
(rate per $1,000 of assessed value)
(Unaudited)

Fiscal Year Ended June 30	District Direct Rates			Overlapping Rates					
	General Purposes	Capital Purposes	Total	Rock Island County	City Of Rock Island	SRI Township	Airport	Blackhawk College	Transit
2014	4.7064	0.5918	5.2982	1.0596	2.3852	0.1954	0.0750	0.5485	0.2082
2015	4.8610	0.6000	5.4610	1.2480	2.4002	0.1924	0.0750	0.5598	0.2086
2016	4.7754	0.6028	5.3782	1.2466	2.3882	0.1898	0.0750	0.5718	0.2056
2017	4.7888	0.5510	5.3398	1.2436	2.6038	0.1798	0.0756	0.5676	0.2120
2018	4.7958	0.5774	5.3732	1.3674	2.6570	0.1784	0.0748	0.5632	0.1952
2019	4.8007	0.5890	5.3897	1.4602	2.7497	0.1750	0.0733	0.5714	0.1958
2020	4.8075	0.6061	5.4136	1.4355	2.7590	0.1761	0.0721	0.5682	0.2000
2021	4.7976	0.5755	5.3731	1.3051	2.7479	0.1705	0.0696	0.5620	0.1952
2022	4.7316	0.5444	5.2760	1.1098	2.7556	0.1622	0.0647	0.5441	0.1888
2023	**4.8328**	**0.4616**	**5.2944**	**1.0490**	**2.7727**	**0.1516**	**0.0638**	**0.5312**	**0.1849**

Source: Rock Island County Clerk.

Rock Island - Milan School District #41

Principal Property Taxpayers
Current Year and Nine Years Ago
(Unaudited)

	2024			2015		
Taxpayer	Taxable Value	Rank	Percentage of Total Taxable Value	Taxable Value	Rank	Percentage of Total Taxable Value
GLP Capital LP	**$ 24,283,296**	**1**	4.10%			
Modern Woodmen of America	**11,672,199**	**2**	2.00%	7,692,555	3	1.47%
Deere & Co.				8,237,491	2	1.58%
Iowa Illinois Gas & Elec	**6,803,394**	**3**	1.20%			
GTI Rock Island Partners	**6,271,770**	**4**	1.10%			
Breit US Winston Holdings LLC	**4,816,573**	**5**	0.80%			
Friendship Manor	**4,147,439**	**6**	0.70%	3,031,571	4	0.58%
1709 RC Sarasota Investments LLC	**3,834,375**	**7**	0.70%			
LRC HV LLC	**3,826,826**	**8**	0.70%			
Century Woods IL TC, LP	**3,726,646**	**9**	0.60%			
First Financial Group LLC	**3,654,879**	**10**	0.60%			
Heather Ridge ILTC LP						
Export Packaging Co Inc				2,646,957	6	0.51%
Rock Island Boat Works				22,000,375	1	4.22%
Modern Warehousing, LLC				2,508,297	7	0.48%
Mid-American Energy Company				2,098,700	10	0.40%
HyVee, Inc., Milan				2,449,755	8	0.47%
HyVee, Inc., Rock Island				2,333,100	9	0.45%
Mid-American Energy Company				2,760,042	5	0.53%
Total	$ 73,037,397		12.50%	$ 55,758,843		10.69%
Total District Assessed Valuation	$ 704,824,764			$ 520,479,623		

Source: Rock Island County Assessor

Rock Island - Milan School District #41

Property Tax Levies and Collections
Last Ten Fiscal Years
(Unaudited)

Fiscal Year	Taxes Levied for the Fiscal Year	Collected Within the Fiscal Year of the Levy		Collections In Subsequent Years	Total Collections to Date*	
		Amount	Percentage of Levy		Amount	Percentage of Levy
2015	$ 27,645,971	$ 8,635,083	31.23%	$ 18,753,371	$ 27,388,454	99.07%
2016	28,912,334	9,403,041	32.52%	19,374,741	28,777,782	99.53%
2017	29,210,724	9,282,144	31.78%	19,830,357	29,112,501	99.66%
2018	29,262,394	9,335,570	31.90%	19,669,390	29,004,960	99.12%
2019	29,735,469	9,443,408	31.76%	20,142,848	29,586,256	99.50%
2020	30,270,279	9,957,240	32.89%	20,084,521	30,041,761	99.25%
2021	30,534,879	10,692,020	35.02%	20,053,133	30,675,281	100.10%
2022	32,305,913	8,493,893	26.29%	23,790,891	32,284,784	99.93%
2023	34,714,506	13,328,981	38.40%	21,106,101	34,435,082	99.20%
2024	**37,316,242**	**13,117,463**	**35.15%**	**n/a**	**n/a**	**n/a**

Source: County Property Appraiser and District records.

* Excludes tax collections for delinquent taxes

n/a- not applicable

Rock Island - Milan School District #41

Ratios of Net General Bonded Debt Outstanding
Last Ten Fiscal Years
(dollars in thousands, except per capita)
(Unaudited)

Fiscal Year	General Obligation Bonds Outstanding	Amount Restricted for Repayment of Bonded Debt	Net Bonded Debt	Percent of Actual Taxable Value of Property	Per Capita	Percent of Personal Income
2015	$ 34,844,346	*	*	3.03%	$ 238	0.56%
2016	33,245,461	1,723,385	31,522,076	2.89%	230	0.52%
2017	31,503,412	1,741,709	29,761,703	2.70%	214	0.47%
2018	29,804,557	2,151,239	27,653,318	2.52%	206	0.22%
2019	27,496,980	1,795,608	25,701,372	2.29%	192	0.24%
2020	42,314,522	1,920,510	40,394,012	3.51%	287	0.16%
2021	38,870,345	2,114,357	36,755,988	3.22%	269	*
2022	35,206,169	2,162,890	33,043,279	2.83%	246	*
2023	51,648,110	2,463,279	49,184,831	3.40%	331	*
2024	**47,338,554**	**1,472,173**	**45,866,381**	**3.27%**	**325**	*

Source: District financial records

* Information not currently available

Rock Island - Milan School District #41

Direct and Overlapping Governmental Activities Debt
As of June 30, 2024
(Unaudited)

Governmental Unit	Debt Outstanding	Estimated Percentage Applicable	Estimated Share of Direct and Overlapping Debt
City of Rock Island, self-supporting	$ 64,720,000	96.10%	$ 62,195,920
Rock Island County	26,726,833	25.13%	6,716,453
Metropolitan Airport Authority	10,090,000	3.03%	305,727
Subtotal, overlapping debt			69,218,100
District direct debt			47,338,554
Total direct and overlapping debt			$ 116,556,654

Source: Rock Island County Clerk's Office

Note: The amount of each entity's outstanding debt attributable to the District is calculated by determining the percentage amount of that entity overlapping the District and multiplying the entity's outstanding debt by that percentage

Rock Island - Milan School District #41

Legal Debt Margin Information
Last Ten Fiscal Years
(dollars in thousands)
(Unaudited)

	2015	2016	2017	2018
Debt limit	$ 72,008	$ 73,062	$ 74,952	$ 75,625
Total net debt applicable to limit	34,560	33,000	31,295	27,730
Legal debt margin	$ 37,448	$ 40,062	$ 43,657	$ 47,895
Total net debt applicable to the limit as a percentage of debt limit	47.99%	45.17%	41.75%	36.67%

Source: District financial records

Legal Debt Margin Calculation for Fiscal Year 2024	
Assessed value	**$ 704,824,764**
Debt limit (13.8% of assessed value)	**$ 97,265,817**
Debt applicable to limit	**43,947,608**
Legal debt margin	**$ 53,318,209**

2019	2020	2021	2022	2023	**2024**
$ 76,370	$ 77,505	$ 77,838	$ 82,973	$ 90,800	**$ 97,266**
27,497	42,315	42,768	35,235	47,956	**43,948**
$ 48,873	$ 35,190	$ 35,070	$ 47,738	$ 42,844	**$ 53,318**
36.00%	54.60%	54.94%	42.47%	52.81%	45.18%

Rock Island - Milan School District #41

Pledged Revenue Coverage
Last Ten Fiscal Years
(dollars in thousands)
(Unaudited)

Fiscal Year	Long-term debt			
		Debt Service		
	Revenue	Principal	Interest	Coverage
2015	$ 92,935,532	$ 1,420,000	$ 1,579,053	3.23
2016	94,920,023	1,560,000	1,530,194	3.26
2017	107,004,411	1,705,000	1,473,763	2.97
2018	107,757,601	1,870,000	884,645	2.56
2019	113,196,305	2,110,000	1,422,225	3.12
2020	120,001,997	2,170,000	981,400	2.63
2021	124,247,951	3,080,000	1,566,637	3.74
2022	140,684,545	3,300,000	1,456,668	3.38
2023	148,565,558	3,475,000	1,833,891	3.57
2024	**135,856,829**	**3,900,000**	**2,195,213**	**4.49**

Source: District financial records

Rock Island - Milan School District #41

Outstanding Debt by Type
Last Ten Fiscal Years
(Unaudited)

Fiscal Year	Governmental Activities: General Obligation Bonds	Lease Obligation	IT Subscription Obligation	Total	Percentage of Personal Income	Per Capita
2015	$ 34,844,346	$ -	$ -	$ 34,844,346	0.59%	238.44
2016	33,245,461	-	-	33,245,461	0.55%	229.62
2017	31,503,412	-	-	31,503,412	0.49%	213.52
2018	29,804,557	-	-	29,804,557	0.46%	205.82
2019	27,496,980	-	-	27,496,980	0.42%	191.65
2020	42,314,522	-	-	42,314,522	0.62%	286.80
2021	38,870,345	-	-	38,870,345	0.53%	268.68
2022	35,206,169	28,684	30,178	35,265,031	0.51%	246.77
2023	51,648,110	215,535	44,957	51,908,602	N/A	366.78
2024	**47,338,554**	**130,544**	**22,064**	**47,491,162**	**N/A**	**336.25**

Source: District financial records

Rock Island - Milan School District #41

Demographic and Economic Statistics
Last Ten Calendar Years
(Unaudited)

Calendar Year	Population	Personal Income (000's)	Per Capita Personal Income	Unemployment Rate
2015	146,133	$ 5,893,826	$ 40,332	5.6
2016	144,784	6,034,217	26,893	6.0
2017	147,546	6,394,033	27,822	5.0
2018	144,808	6,428,026	28,595	4.8
2019	143,477	6,485,482	29,756	4.4
2020	147,541	6,832,874	30,380	9.2
2021	144,672	7,349,695	31,715	5.6
2022	142,909	6,904,685	34,233	4.3
2023	141,527	*	*	5.4
2024	**141,236**	*	*	**6.8**

* Information not available
Note: Current and data are often adjusted due to re-benchmarking and changes in methodology.
Sources:

(1) US Census Bureau Quick Facts, Updated April 1, 2020 (Census)

(2) Federal Reserve Bank of St. Louis Economic Research, Updated November 17, 2020

(3) Department of Employment Securities, August 2021

Rock Island - Milan School District #41

Principal Employers
Current Year and Nine Years Ago
(Unaudited)

	2024			2015		
Employer	**Employees**	**Rank**	**Percentage of Total Employment**	Employees	Rank	Percentage of Total Employment
Unity Point Health - Trinity (Rock Island Only)	**2,048**	**1**	**11.12%**	2,900	3	3.8%
City of Rock Island	**665**	**2**	**3.61%**			
Bally's Hotel & Casino	**550**	**3**	**2.99%**			
Thoms Proestler Co	**530**	**4**	**2.88%**			
Modern Woodmen of America	**475**	**5**	**2.58%**			
Anderson Dean	**300**	**6**	**1.63%**			
Art-O-Lite Electric	**300**	**7**	**1.63%**			
Augustana College	**300**	**8**	**1.63%**			
Friendshp Manor	**300**	**9**	**1.63%**			
Friendshp Manor	**300**	**10**	**1.63%**			
Rock Island Arsenal				8,500	1	11.1%
Deere & Company				7,300	2	9.6%
Tyson				2,400	4	3.2%
Hy-Vee (Rock Island)				1,500	5	2.0%
XPAC				1,195	6	1.6%
Moline CSD #40				1,111	7	1.5%
Genesis Medical Center (Silvis)				970	8	1.3%
Group O				800	9	1.1%
Walmart (Rock Island County Locations)				533	10	0.7%
Total	**5,768**		**31.3%**	27,209		35.9%

Note: Data provided is derived from multiple sources with varying levels of accuracy.
Sources: City of Rock Island - Annual Comprehensive Financial Report as of December 31, 2023

Rock Island - Milan School District #41

Full-Time Equivalent District Employees By Type
Last Ten Fiscal Years
(Unaudited)

	2015	2016	2017	2018
Instruction:				
Elementary classroom teachers	156.50	159.83	156.50	157.00
Secondary classroom teachers	125.00	129.37	130.50	132.50
Special education teachers	68.50	70.00	69.00	72.00
Bi-lingual program teachers	14.50	19.10	16.80	18.00
Headstart/pre-k teachers	23.00	24.00	21.00	25.00
Other teachers	14.50	14.50	13.00	13.00
Para-professionals	116.50	123.00	138.00	141.00
Total instruction	518.50	539.80	544.80	558.50
Student services:				
Deans/building supervisors	15.00	12.00	11.00	11.00
Guidance counselors	12.00	14.00	13.00	10.00
Psychologists/social workers	10.00	11.00	10.00	10.00
Speech	12.00	9.00	8.00	9.00
Nurses	14.00	14.00	14.00	13.00
Library/library para-professionals	11.00	10.00	11.00	11.00
Headstart/pre-k family service/coordinator	41.00	46.00	42.00	41.00
Other professionals (noninstructional)	6.00	6.00	6.00	6.00
Technicians	4.00	4.00	4.00	5.00
Total student services	125.00	126.00	119.00	116.00
Supervisory:				
Instructional administrators	4.00	5.79	5.00	5.00
Noninstructional administrators	2.00	2.00	2.00	2.00
Principals	15.00	13.21	13.00	13.00
Assistant principals	7.00	6.00	6.00	6.00
Total supervisory	28.00	27.00	26.00	26.00
Support and administration:				
Clerical/secretarial	41.50	42.00	35.00	37.00
Custodian/maintenance/warehouse	44.50	42.00	44.00	42.00
Security	11.00	12.00	10.00	11.00
Food service	57.25	60.00	57.00	58.00
Other support staff	3.00	3.00	3.00	4.00
Total support and administration	157.25	159.00	149.00	152.00

Source: District financial records

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Full-Time Equivalent Employees as of June 30						Percentage Change
2019	2020	2021	2022	2023	**2024**	2015-2024
190.00	159.47	163.50	157.50	159.00	**153.00**	-2.24%
127.00	113.40	116.10	113.50	113.00	**101.00**	-19.20%
68.00	71.33	70.00	73.00	72.00	**71.00**	3.65%
16.00	17.80	18.90	21.00	25.00	**27.00**	86.21%
20.00	24.00	26.00	29.00	28.00	**29.00**	26.09%
13.00	13.00	13.00	13.00	13.00	**19.00**	31.03%
129.00	141.00	130.00	133.00	136.00	**137.00**	17.60%
563.00	540.00	537.50	540.00	546.00	**537.00**	3.57%
11.00	13.00	14.00	14.00	15.00	**14.00**	-6.67%
17.00	18.00	20.00	20.00	22.00	**22.00**	83.33%
12.00	11.00	12.00	12.00	10.00	**13.00**	30.00%
9.00	9.00	10.00	10.00	10.00	**11.00**	-8.33%
12.00	15.00	14.00	17.00	14.00	**17.00**	21.43%
12.00	9.00	9.00	10.00	9.00	**10.00**	-9.09%
38.00	42.00	41.00	41.00	42.00	**43.00**	4.88%
6.00	6.00	6.00	6.00	6.00	**8.00**	33.33%
5.00	5.00	6.00	6.00	6.00	**6.00**	50.00%
122.00	128.00	132.00	136.00	134.00	**144.00**	15.20%
5.00	6.88	6.88	7.00	7.00	**7.00**	75.00%
2.00	3.00	3.00	3.00	3.00	**3.00**	50.00%
13.00	13.12	13.00	13.00	13.00	**13.00**	-13.33%
6.00	6.00	6.00	6.00	6.00	**7.00**	0.00%
26.00	29.00	28.88	29.00	29.00	**30.00**	7.14%
38.00	35.00	36.00	34.00	34.00	**33.00**	-20.48%
41.00	43.00	42.00	37.00	40.00	**42.00**	-5.62%
12.00	10.00	8.00	10.00	13.00	**14.00**	27.27%
68.00	68.00	60.00	62.00	68.00	**82.00**	43.23%
6.00	6.00	7.00	7.00	7.00	**7.00**	133.33%
165.00	162.00	153.00	150.00	162.00	**178.00**	13.20%

Rock Island - Milan School District #41

Operating Statistics
Last Ten Fiscal Years
(Unaudited)

Fiscal Year	Enrollment	Operating Expenditures	Cost Per Pupil	Percentage Change
2015	6,740	$ 65,240,687	$ 9,680	0.04
2016	6,651	66,330,147	9,973	0.03
2017	6,433	66,566,274	10,348	0.04
2018	6,364	66,979,172	10,525	0.02
2019	6,243	69,597,007	11,148	0.06
2020	6,277	69,345,917	11,048	0.11
2021	6,123	71,271,194	11,640	0.05
2022	6,194	76,682,017	12,380	0.06
2023	6,204	79,974,620	12,891	0.04
2024	**6,209**	**84,910,912**	**13,675**	**0.06**

Source: Illinois State Board of Education Fall Housing Report
Source: Illinois State Board of Education Annual Financial Report

*Information not available due to Community Eligibility Program

Expenses	Cost Per Pupil	Percentage Change	Teaching Staff	Pupil-Teacher Ratio	Percentage of Students Receiving Free or Reduced Priced Meals
$ 67,562,517	$ 10,024	0.03	402	16.77	75* %
68,655,761	10,323	0.03	417	15.95	75*
76,501,953	10,955	0.06	411	15.65	75*
105,095,598	16,514	0.51	416	15.30	75*
109,218,862	17,495	0.06	423	14.76	63*
116,203,622	18,513	0.06	433	14.50	63*
124,877,704	20,395	0.10	443	13.82	63*
139,153,869	22,466	0.10	450	13.76	63*
148,014,142	23,858	0.06	450	13.79	63*
147,923,402	**23,824**	**0.00**	**457**	**13.59**	63*

Rock Island - Milan School District #41

School Building Information
Last Ten Fiscal Years
(Unaudited)

School	Fiscal Year 2015	2016	2017	2018
Elementary:				
Denkmann (1930, 1941, 1954, 2009)				
Square feet	47,304	47,304	47,304	47,304
Capacity	550	550	550	550
Enrollment	483	483	412	418
Earl Hanson (1971, 2010)				
Square feet	56,171	56,171	56,171	56,171
Capacity	575	575	575	575
Enrollment	414	414	424	413
Eugene Field (1949, 1951, 1954, 2009)				
Square feet	45,617	45,617	45,617	45,617
Capacity	425	425	425	425
Enrollment	399	399	374	385
Frances Willard (1937, 1953, 2010)				
Square feet	45,442	45,442	45,442	45,442
Capacity	350	350	350	350
Enrollment	313	313	302	267
Horace Mann (1957)				
Square feet	32,951	32,951	32,951	32,951
Capacity	400	400	400	400
Enrollment	108	108	144	140
Intermediate Academy (1953, 1961)				
Square feet	92,747	92,747	92,747	92,747
Capacity	300	300	300	300
Enrollment	-	-	-	-
Longfellow (1935, 2009)				
Square feet	39,149	39,149	39,149	39,149
Capacity	375	375	375	375
Enrollment	320	320	296	273
Primary Academy (1961, 2010)				
Square feet	59,380	59,380	59,380	59,380
Capacity	650	650	650	650
Enrollment	508	508	525	546
Ridgewood (1972, 2010, 2018)				
Square feet	55,618	55,618	55,618	64,125
Capacity	575	575	575	575
Enrollment	327	327	280	316

(Continued)

Fiscal Year					
2019	2020	2021	2022	*2023*	**2024**
47,304	47,304	47,304	47,304	47,304	**47,304**
550	550	550	550	550	**550**
411	401	362	345	341	**331**
56,171	56,171	56,171	56,171	56,171	**56,171**
575	575	575	575	575	**575**
388	377	344	352	352	**343**
45,617	45,617	45,617	45,617	45,617	**45,617**
425	425	425	425	425	**425**
389	402	385	400	441	**424**
45,442	45,442	45,442	45,442	45,442	**45,442**
350	350	350	350	350	**350**
335	334	314	307	288	**264**
32,951	32,951	32,951	32,951	32,951	**32,951**
400	400	400	400	400	**400**
158	164	163	292	138	**173**
92,747	92,747	92,747	92,747	-	**-**
300	300	300	300	-	**-**
-	-	-	-	-	**-**
39,149	39,149	39,149	39,149	39,149	**39,149**
375	375	375	375	375	**375**
287	259	213	216	234	**242**
59,380	59,380	59,380	59,380	59,380	**59,380**
650	650	650	650	650	**650**
458	452	452	498	489	**504**
64,125	64,125	64,125	64,125	64,125	**64,125**
575	575	575	575	575	**575**
279	284	281	300	299	**276**

Rock Island - Milan School District #41

School Building Information (Continued)
Last Ten Fiscal Years
(Unaudited)

School	Fiscal Year 2015	2016	2017	2018
Thomas Jefferson (1962, 1999, 2009)				
Square feet	52,803	52,803	52,803	52,803
Capacity	550	550	550	550
Enrollment	447	447	399	402
Rock Island Center for Math & Science (2010)				
Square feet	64,400	64,400	64,400	64,400
Capacity	600	600	600	600
Enrollment	567	567	554	536
Middle:				
Edison (1925, 1953, 1956, 1970)				
Square feet	80,292	80,292	80,292	80,292
Capacity	600	600	600	600
Enrollment	429	429	388	381
Washington (1920, 1955, 1960, 2022)				
Square feet	91,872	91,872	91,872	91,872
Capacity	875	875	875	875
Enrollment	535	535	510	501
High School (1937, 1957, 1964, 2000, 2023):				
Square feet	398,483	398,483	398,483	398,483
Capacity	2,200	2,200	2,200	2,200
Enrollment	1,736	1,736	1,656	1,597
Alternative School (1949):*				
Square feet	51,154	51,154	51,154	51,154
Capacity	475	475	475	475
Enrollment	164	164	169	172

*Alternative school moved into the former Grant Elementary School in 2006.
Source: District records.

Fiscal Year					
2019	2020	2021	2022	2023	**2024**
52,803	52,803	52,803	52,803	52,803	**52,803**
550	550	550	550	550	**550**
370	387	300	300	299	**304**
64,400	64,400	64,400	64,400	64,400	**64,400**
600	600	600	600	600	**600**
535	537	467	470	472	**473**
80,292	80,292	80,292	80,292	80,292	**80,292**
600	600	600	600	600	**600**
389	381	397	419	407	**415**
91,872	91,872	91,872	94,874	94,874	**94,874**
875	875	875	875	875	**875**
500	537	532	498	481	**521**
398,483	398,483	398,483	398,483	411,733	**411,733**
2,200	2,200	2,200	2,200	2,200	**2,200**
1,595	1,612	1,659	1,693	1,715	**1,686**
51,154	51,154	51,154	51,154	51,154	**51,154**
475	475	475	475	475	**475**
149	150	100	104	147	**152**

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Compliance

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Rock Island - Milan School District #41

Schedule of Expenditures of Federal Awards
Year Ended June 30, 2024

Federal Grantor/Pass-Through Grantor/ Program Title or Cluster Title	Federal Assistance Listing Number	Pass-Through Entity Identifying Number	Provided to Subrecipients	Total Federal Expenditures
U.S. Department of Agriculture:				
Pass-Through Illinois State Board of Education:				
Child Nutrition Cluster Programs:				
School Breakfast Program	10.553	24-4220-00	$ -	$ 953,010
National School Lunch Program	10.555	24-4210-00	-	3,111,464
COVID-19 ARP-National School Lunch Program	10.555	24-4210-SC	-	156,094
Commodities- DOD (Noncash)	10.555	24-4250-00	-	205,269
Commodities -(Noncash)	10.555	24-4250-00	-	78,804
			-	3,551,631
Summer Food Service Program for Children	10.559	24-4225-00	-	6,523
Fresh Fruit and Vegetable Program	10.582	24-4240-00	-	95,392
Total Child Nutrition Cluster			-	4,606,556
Equipment Assistance- National School Lunch Program	10.579	24-4260-00	-	50,000
COVID-19 ARP Pandemic EBT Administration Costs	10.649	23-4210-BT	-	6,180
U.S. Department of Agriculture			-	4,662,736
U.S. Department of Education:				
Direct:				
Education Innovation & Research Program Grant	84.411C	n/a	-	595,803
Pass-Through Illinois State Board of Education:				
Title I Grants to Local Educational Agencies	84.010A	23-4300-00	-	48,267
Title I Grants to Local Educational Agencies	84.010A	24-4300-00	-	3,345,123
Title I Grants to Local Educational Agencies	84.010A	24-4331-PL	-	154,720
Title I Grants to Local Educational Agencies	84.010A	24-4331-00	-	31,657
			-	3,579,767
Special Education Cluster (IDEA):				
Special Education- Grants to States (IDEA, Part B)	84.027	24-4620-00	-	1,911,823
COVID-19 American Rescue Plan Special Education-Grants to States (IDEA, Part B)	84.027X	24-4620-00	-	54,286
			-	1,966,109
Special Education- Grants to States (IDEA Preschool)	84.173	24-4600-00	-	59,211
COVID-19 American Rescue Plan Special Education-Grants to States (IDEA Preschool)	84.173X	24-4600-00	-	8,018
			-	67,229
Total Special Education Cluster (IDEA)			-	2,033,338

(Continued)

Rock Island - Milan School District #41

Schedule of Expenditures of Federal Awards (Continued)
Year Ended June 30, 2024

Federal Grantor/Pass-Through Grantor/ Program Title or Cluster Title	Federal Assistance Listing Number	Pass-Through Entity Identifying Number	Provided to Subrecipients	Total Federal Expenditures
U.S. Department of Education (continued):				
English Language Acquisition State Grants	84.365A	24-4905-00	$ -	$ 2,000
English Language Acquisition State Grants	84.365A	23-4909-00	-	14,734
English Language Acquisition State Grants	84.365A	24-4909-00	-	63,379
			-	80,113
Supporting Effective Instruction State Grant	84.367A	23-4932-00	-	10,104
Supporting Effective Instruction State Grant	84.367A	24-4932-00	-	268,320
				278,424
Student Support and Academic Enrichment Grants	84.424A	24-4400-00	-	270,342
Education Stabilization Fund:				
COVID-19 Elementary and Secondary School Emergency Relief (ESSER II) Fund	84.425D	24-4998-E2	-	37,746
COVID-19 Governor's Emergency Education Relief Fund (GEER)	84.425U	24-4998-D3	-	2,800
COVID-19 Elementary and Secondary School Emergency Relief (ARP-ESSER) Fund	84.425U	24-4998-15	-	93,353
COVID-19 Elementary and Secondary School Emergency Relief (ARP-ESSER) Fund	84.425U	24-4998-15	-	33,838
COVID-19 American Rescue Plan - Elementary and Secondary School Emergency Relief (ARP-ESSER) Fund	84.425U	24-4998-EB	-	7,944
COVID-19 American Rescue Plan - Elementary and Secondary School Emergency Relief (ARP-ESSER) Fund	84.425U	24-4998-E3	-	2,928,709
COVID-19 American Rescue Plan - Elementary and Secondary School Emergency Relief			-	3,066,644
Homeless Children and Youth (ARP-HCY)	84.425W	24-4998-HL	-	14,550
Total Education Stabilization Fund Program			-	3,118,940
Pass-Through Blackhawk Area Special Education District:				
Rehabilitation Services Vocational Rehabilitation Grants to States	84.126	24-4999-00	-	1,677
Total U.S. Department of Education			-	9,958,404

(Continued)

Rock Island - Milan School District #41

Schedule of Expenditures of Federal Awards (Continued)
Year Ended June 30, 2024

Federal Grantor/Pass-Through Grantor/ Program Title or Cluster Title	Federal Assistance Listing Number	Pass-Through Entity Identifying Number	Provided to Subrecipients	Total Federal Expenditures
U.S. Department of Health and Human Services:				
Direct:				
HeadStart	93.600	N/A	$ -	$ 3,157,825
Pass-Through Illinois Department of Healthcare and Family Services				
Medicaid Cluster:				
Medicaid Administrative Outreach- Medical Assistance Program	93.778	24-4991-00	-	269,717
Total U.S. Department of Health and Human Services			-	3,427,542
Total Expenditures of Federal Awards			$ -	$ 18,048,682

See notes to schedule of expenditures of federal awards.

Rock Island-Milan School District #41

Notes to the Schedule of Expenditures of Federal Awards
Year Ended June 30, 2024

Note 1. Basis of Presentation

The accompanying schedule of expenditures of federal awards (the "schedule") includes the federal grant activity of Rock Island-Milan School District #41 under programs of the federal government for the year ended June 30, 2024. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the schedule presents only a selected portion of the operations of Rock Island-Milan School District #41, it is not intended to and does not present the financial position, changes in net position or cash flows of Rock Island-Milan School District #41.

Note 2. Summary of Significant Accounting Policies

Expenditures reported on the schedule are reported on the modified accrual or accrual basis of accounting. Such expenditures are recognized following the cost principles in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Negative amounts shown on the schedule represent adjustments or credits made in the normal course of business to the amounts reported as expenditures in the prior years. Revenue from federal awards is recognized when the District has done everything necessary to establish its right to revenue. For governmental funds, revenue from federal awards is recognized when it is both measurable and available. Expenditures of federal awards are recognized in the accounting period when the liability is incurred.

Note 3. Indirect Cost Rate

The District has elected not to use the 10-percent de minimus indirect cost rate allowed under the Uniform Guidance.

Rock Island-Milan School District #41

Summary Schedule of Prior Audit Findings
Year Ended June 30, 2024

Findings	Status	Reason For Recurrence and Corrective Action Plan or Other Explanation

None.

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Bohnsack & Frommelt LLP
Certified Public Accountants

Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With *Government Auditing Standards*

To the Board of Education
Rock Island-Milan School District #41
Rock Island, Illinois

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*), the financial statements of the governmental activities, each major fund and the aggregate remaining fund information of Rock Island-Milan School District #41 (the District) as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the District's basic financial statements and have issued our report thereon dated November 18, 2024.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of Rock Island-Milan School District #41's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Moline, Illinois
November 18, 2024

Bohnsack & Frommelt LLP
Certified Public Accountants

Independent Auditor's Report on Compliance For Each Major Federal Program and Report on Internal Control Over Compliance Required by the Uniform Guidance

To the Board of Education
Rock Island-Milan School District #41
Rock Island, Illinois

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Rock Island-Milan School District #41 's (the District) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the District's major federal programs for the year ended June 30, 2024. The District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, Rock Island-Milan School District #41 complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2024.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the District and to meet our other ethical responsibilities in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the District's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the District's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error; as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the District's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we

- exercise professional judgment and maintain professional skepticism throughout the audit,
- identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the District's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- obtain an understanding of the District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



Moline, Illinois
November 18, 2024

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Rock Island-Milan School District #41

Schedule of Findings and Questioned Costs
Year Ended June 30, 2024

I. Summary of the Independent Auditor's Results

Financial Statements

Type of auditor's report issued:	Unmodified	
Internal control over financial reporting:		
● Material weakness(es) identified?	[ ] Yes	[X] No
● Significant deficiency identified?	[ ] Yes	[X] None Reported
● Noncompliance material to financial statements noted?	[ ] Yes	[X] No

Federal Awards

Internal control over major programs:		
● Material weakness(es) identified?	[ ] Yes	[X] No
● Significant deficiency identified?	[ ] Yes	[X] None Reported
Type of auditor's report issued on compliance for major programs:	Unmodified	
● Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?	[ ] Yes	[X] No

Identification of major programs:

Federal Assistance Listing Number	Name of Federal Program or Cluster
93.600	HeadStart
Education Stabilization Fund:	
84.425D	COVID-19 Elementary and Secondary School Emergency Relief (ESSER II) Fund
84.425U	COVID-19 American Rescue Plan Elementary and Secondary School Emergency Relief (ARP-ESSER) Fund
84.425W	COVID-19 American Rescue Plan - Elementary and Secondary School Emergency Relief Homeless Children and Youth (ARP-HCY)

Dollar threshold used to distinguish between type A and type B programs: $750,000

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Auditee qualified as low-risk auditee?	[X] Yes	[ ] No

(Continued)

Part II: Findings Related to the Basic Financial Statements

Instances of noncompliance:

No matters were reported.

Internal control deficiencies:

No matters were reported.

Part III: Findings and Questioned Costs for Federal Awards

Instances of noncompliance:

No matters were reported.

Internal control deficiencies:

No matters were reported.

Rock Island-Milan School District #41

Corrective Action Plan
Year Ended June 30, 2024

Current Number	Comment	Corrective Action Plan	Anticipated Date of Completion	Contact Person

None.

ROCK ISLAND - MILAN SCHOOL DISTRICT NO. 41

Bohnsack & Frommelt LLP
Certified Public Accountants

Deliverables

- 2024 Comprehensive Annual Financial Report
- Illinois State Board of Education Annual Financial Report
- Communication with Government

Required Communications

Audits Completed and Related Results

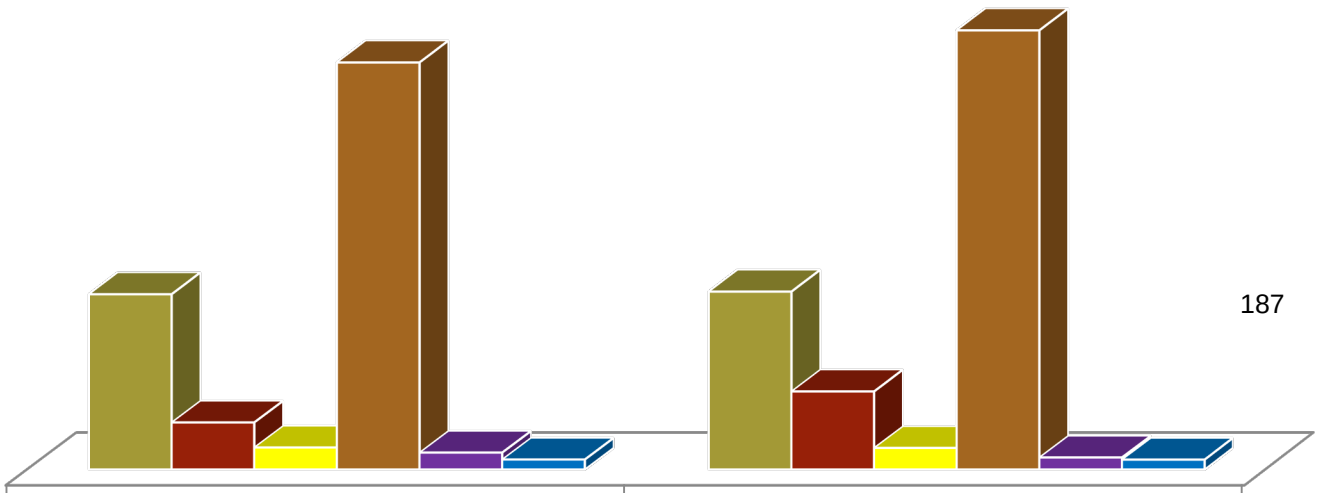
- Financial Statement Audit
  - Unmodified Opinion

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- Government Auditing Standards Audit
  - Internal Control
    - Material Weaknesses - None
    - Significant Deficiencies - None
  - Compliance

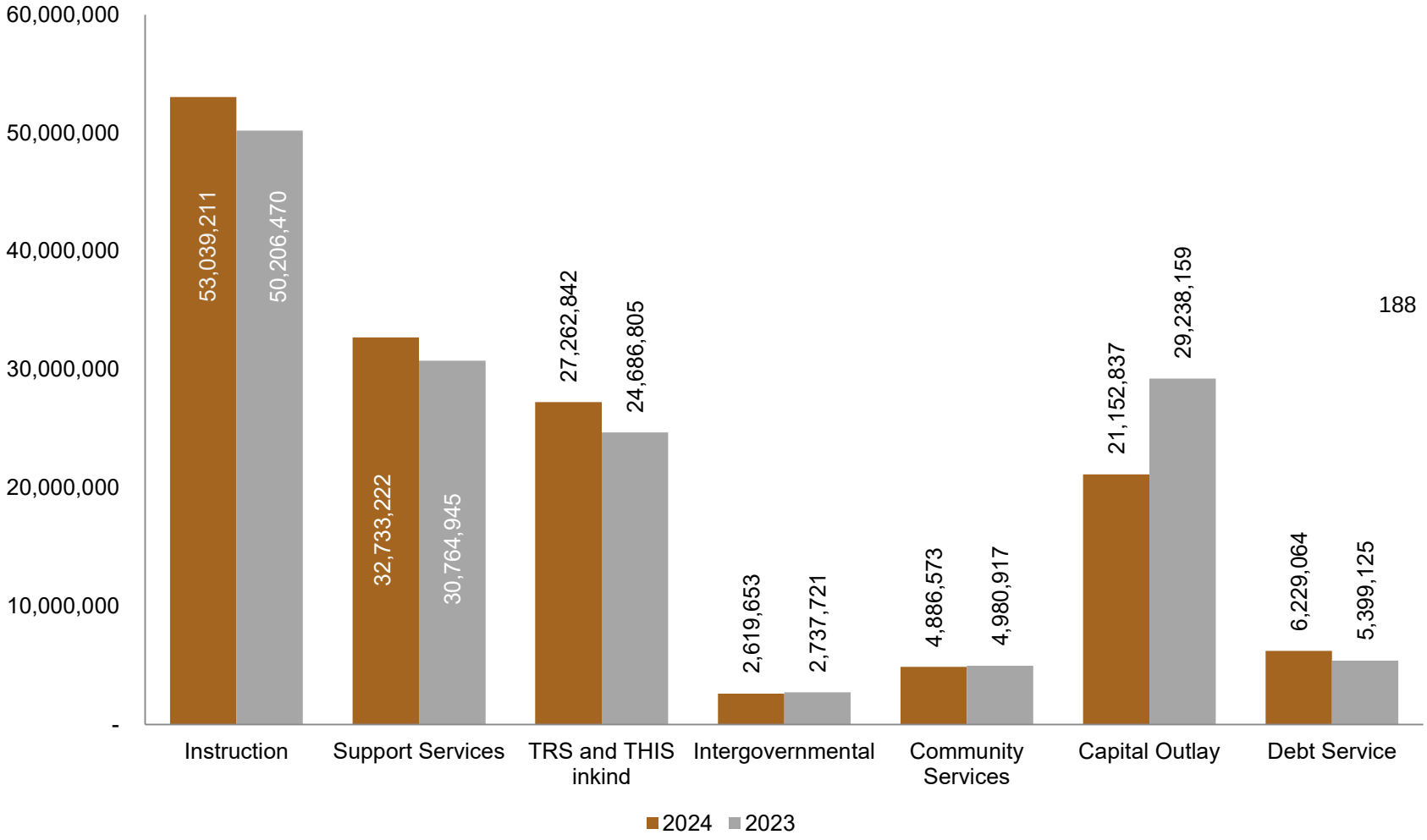
- Federal Single Audit
  - Material Weaknesses - None
  - Significant Deficiencies - None

Rock Island - Milan School District
Revenues of Governmental Funds

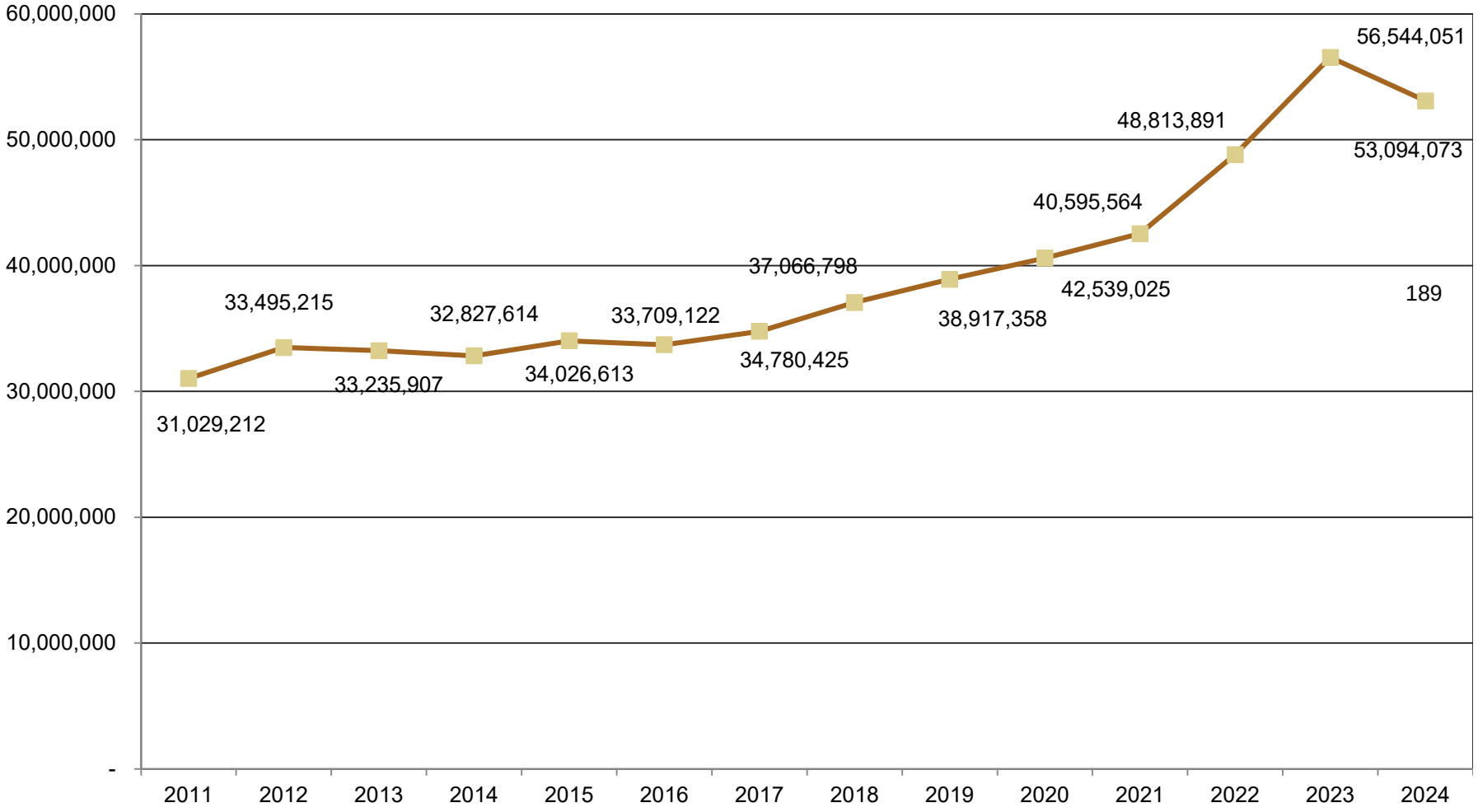


	2024	2023
Property taxes	35,295,692	35,827,342
CPPRT	9,525,963	15,808,620
School Facilities Taxes	4,441,877	4,347,095
Intergovernmental	81,750,008	88,187,940
Interest	3,403,298	2,420,520
Other	2,001,812	1,974,041

Rock Island – Milan School District Expenditures of Governmental Funds



Rock Island – Milan School District Operating Fund Balance



Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Annaka Whiting, Chief Financial Officer
Date: December 10, 2024
Re: Amazon Supply Purchases

Amazon.com is included in the Omnia Partners purchase cooperative that the District participates in. Omnia Partner's contracts are competitively solicited, evaluated and awarded by a government entity acting as the lead agency. The lead agency prepares a competitive solicitation, incorporating language to make the agreement accessible nationally to agencies in states that allow intergovernmental contract usage. This allows the District to make purchases from Amazon.com knowing their prices are competitive, customer service is accommodating, and delivery is quick. Staff is seeking approval to continue to utilize Amazon.com for various supplies throughout the District for the remainder of the fiscal year.

Amazon purchase history:

FY 2025 to date	$196,256.70
FY 2024	$613,308.28
FY 2023	$533,866.31
FY 2022	$387,542.88

Investment Period: September 1, 2024 - June 30, 2025
Total Investment: Not to Exceed $500,000
Funding Source: District Funds

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Ramona Dixon, Director of Grants, Accountability, and Assessments
Date: December 10, 2024
Re: American Institute for Research MOU for Frances Willard Elementary School's Designated School Improvement Needs Assessment 24-25

Each year the Illinois State Board of Education provides designations for schools and districts via the State Report Card System. The five annual summative designations are exemplary, commendable, targeted support, comprehensive, and intensive. The ratings are established using multiple measures of both academic and student success indicators.

Last fiscal year a comprehensive support designation was placed on Longfellow Elementary, Rock Island Academy, Edison Jr. High, and Washington Jr. High Schools. This year the state added Frances Willard to that list. As such a comprehensive needs assessment is required per the Illinois State Board of Education (ISBE) to provide formative feedback to the school and district as a way to inform the individual building efforts. The needs assessment will measure key areas such as leadership, vision, curriculum, instruction, culture, climate, and other related items.

It is recommended that the Board of Education approve a contract for service with American Institute for Research, 1400 Crystal Drive, 10th floor, Arlington, VA 22202-3289 in the amount of $40,090. Title I School Improvement funds will be used for this contract for service.

Investment Period: December 10, 2024 -June 30, 2025
Total Investment: $40,090
Funding Source: Title I School Improvement Grant (SIG)

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

PROFESSIONAL SERVICE AGREEMENT
Between
ROCK ISLAND – MILAN SCHOOL DISTRICT 41
and
AMERICAN INSTITUTES FOR RESEARCH

AGREEMENT IS HEREBY MADE between **CLIENT** and **CONTRACTOR** set forth below according to the following terms, conditions and provisions:

1. **IDENTITY OF CLIENT:**

Name:	**Rock Island - Milan School District 41**
Address/City/State/Zip:	2000 7th Avenue Rock Island, IL 61201
Contact Person:	Sharon Williams
Telephone Number:	309-793-5900
Email Address:	sharon.williams@rimsd41.org

2. **IDENTITY OF CONTRACTOR**:

Name:	**American Institutes for Research**
Address/City/State/Zip:	1400 Crystal Drive, 10th Floor Arlington, VA 22202-3289
Contact Person:	Christine James, Contracts and Grants Specialist
Telephone Number:	202-403-6915
Email Address:	cjames@air.org

3. SERVICE TO BE PERFORMED. CLIENT desires and CONTRACTOR agrees to perform services defined in the Statement of Work incorporated herein and made part of this Agreement as Attachment A. CONTRACTOR has been selected to participate in this Project at CLIENT's discretion.

4. **TERMS OF PAYMENT/FINANCIAL PROVISIONS.** This is a **Firm Fixed Price** for a total amount of **$40,090** whereby CONTRACTOR will be paid by CLIENT for the delivery of services described in the Statement of Work attached hereto as Attachment A.

Performance Period: November 1, 2024 - May 30, 2025

Payment terms will be as set forth in the Illinois Local Government Prompt Payment Act (50 ILCS 505/1 et seq.). In the event CLIENT does not remit payment to CONTRACTOR by the due date, CONTRACTOR reserves the right, in its sole discretion, to charge interest, in accordance with the Illinois Local Government Prompt Payment Act and to suspend its work efforts until payment is received. CONTRACTOR shall invoice the CLIENT pursuant to the following schedule:

Description	Date	Amount Due
First Half Payment	Upon Contract Execution	$20,045.00
Second Half Payment	April 1, 2025	$20,045.00
Total Firm Fixed Price		**$40,090.00**

Invoices shall be submitted to:

Name: Ramona Dixon
Email address: ramona.dixon@rimsd41.org

CONTRACTOR's preferred receipt of payment under this Agreement is CLIENT's direct electronic deposit to CONTRACTOR using EFT/ACH. CONTRACTOR's general accounting staff, at GeneralAccountingTeam@air.org, are responsible for receipt of CLIENT payments. Upon agreement execution, CONTRACTOR's general accounting staff will contact CLIENT to complete forms required for direct deposit payments by EFT/ACH and send them directly to the CLIENT's designated payments office via secure transmission.

If payment by electronic means is not possible, payments by check shall be mailed to CONTRACTOR's lockbox at the following address:

American Institutes for Research
PO Box 28126
New York, NY 10087-8126

5. **REIMBURSEMENT OF EXPENSES.** CLIENT shall not be liable for any additional expenses paid or incurred by CONTRACTOR in excess of the amount in Section 4 of this Agreement unless otherwise agreed in writing.

6. **ADVERTISING.** CONTRACTOR agrees that the name of CLIENT, its trustees, officers, agents and employees will not be used for the purposes of advertising. CONTRACTOR and CLIENT will obtain written approval from each other prior to issuing any press release or other publicity in connection with this Agreement.

7. **NON-SOLICITATION.** Neither party shall knowingly solicit, recruit, hire or otherwise employ or retain any employee of the other, performing hereunder, during the Term of this Agreement and for one (1) year following the termination or expiration of this Agreement without the prior written consent of the other party. This paragraph shall not restrict in any way the right of either party to solicit or recruit generally in the media, and shall not prohibit either party from hiring an employee of the other who answers any advertisement or who otherwise voluntarily applies for hire without having been personally solicited or recruited by the hiring party.

8. **FAITH'S LAW.** CONTRACTOR certifies that prior to sending any employee or contractor/subcontractor to CLIENT school buildings, CONTRACTOR has complied with all employment history review and other obligations of 105 ILCS 5/22-94. Upon request of CLIENT, CONTRACTOR agrees to promptly disclose all records, information and determinations related to Section 22-94 employment history review for each of its employees or independent contractors.

9. **INDEMNIFICATION.** With regard to the Services performed by CONTRACTOR pursuant to the terms of this Agreement, the CONTRACTOR shall indemnify and hold harmless the State of Illinois, its agencies, officers, employees, agents and volunteers from any and all costs, demands, expenses, losses, claims, damages, liabilities, settlements and judgments, including for (a) breach or violation by CONTRACTOR of any of its certifications, representations, warranties, covenants or agreements; (b) any actual or alleged death or injury to any person, damage to any real or personal property, or any other damage or loss claimed to result in whole or in part from negligent performance; or (c) any actual or alleged claim that the services or goods provided under this contract infringe, misappropriate, or otherwise violate any intellectual property (patent, copyright,

trade secret, or trademark) rights of a third party. In accordance with Article VIII, Section 1(a),(b) of the Constitution of the State of Illinois, the State may not indemnify private parties absent express statutory authority permitting the indemnification. Neither Party shall be liable for incidental, special, consequential, or punitive damages. CONTRACTOR shall not be liable to CLIENT for any acts or omissions in the performance of Services on the part of CONTRACTOR or on the part of its agents or employees, except when said acts or omissions of CONTRACTOR are due to willful misconduct or gross negligence or are in breach of this Agreement. CLIENT shall hold CONTRACTOR free and harmless from any obligations, costs, claims, judgments, attorneys' fees, and attachments arising from or growing out of the Services rendered to CLIENT pursuant to the terms of this Agreement or in any way connected with the rendering of Services, except when the same shall arise due to the willful misconduct or gross negligence of CONTRACTOR, or are in breach of this Agreement, and CONTRACTOR is adjudged to be guilty of willful misconduct or gross negligence, or in breach of this Agreement, by a court of competent jurisdiction. CONTRACTOR's liability shall be limited to the amount paid under this Agreement.

10. **INSURANCE.** During the term of this Agreement, CONTRACTOR, at its sole cost and expense, and for the benefit of CLIENT, shall carry and maintain the following insurance:

    a. Comprehensive general liability and property damage insurance, insuring against all liability of the Consultant related to this Agreement, with a minimum combined single limit of One Million Dollars ($1,000,000.00) per occurrence and Two Million Dollars ($2,000,000) general aggregate;
    b. Professional Liability Insurance with limits in the per claim amount of not less than Five Million Dollars ($5,000,000.00) and the annual aggregate of not less than Five Million Dollars ($5,000,000);
    c. Automobile liability Insurance with a combined single limit of One Million Dollars ($1,000,000);
    d. Cyber liability/identity theft insurance with a combined limit of Five Million Dollars ($5,000,000);
    e. Sexual abuse and molestation insurance with a combined single limit of One Million dollars ($1,000,000). Coverage can be extended through the Contractor's General Liability policy.
    f. Workers' Compensation Insurance covering all costs, statutory benefits, and liabilities under State Workers' Compensation and similar laws for the Consultant's respective employees and if the Consultant will be on the School's premises the Workers' Compensation Insurance must provide an alternative employer endorsement; and
    g. Umbrella liability insurance with a minimum combined single limit of Five Million dollars ($5,000,000.00) per occurrence and Five Million Dollars ($5,000,000) general aggregate.

    All insurers shall be licensed by the State of Illinois and rated A-VII or better by A.M. Best or comparable rating service.

11. **NON-WAIVER.** The failure of either party to exercise any of its rights under this Agreement for a breach thereof shall not be deemed to be a waiver of such rights or a waiver of any subsequent breach.

12. **DECLARATION BY CONTRACTOR.** CONTRACTOR declares that CONTRACTOR has complied with all Federal, State and Local laws regarding business permits, certificates and licenses that may be required to carry out the work to be performed under this Agreement.

13. **HOW NOTICES SHALL BE GIVEN.** All communications pertaining to contractual and/or administrative matters under this Agreement shall be delivered in writing, by delivery notice mail or email. Such communications shall be to the person(s) set forth in Sections 1 and 2 above. Any party may change its address stated herein by giving notice of the change in accordance with this paragraph.

14. **OWNERSHIP.** The CONTRACTOR expressly acknowledges and agrees that all Custom Work Product constitutes "work made for hire" under the Federal copyright laws (17 U.S.C. Sec. 101) owned exclusively by the CLIENT it contracted with, and alternatively, hereby irrevocably assigns all ownership or other rights it might have in Custom Work Product to the CLIENT. The CONTRACTOR shall sign such documentation as may be reasonably requested by the CLIENT to ensure that title to the Custom Work Product is vested in the CLIENT. If by operation of law any of the Custom Work Product, including all related intellectual property rights, is not owned in its entirety by the CLIENT automatically upon creation thereof, the CONTRACTOR agrees to assign, and hereby assigns to the CLIENT and its designees the ownership of such Custom Work Product, including all related intellectual property rights. The Illinois State Board of Education (ISBE) hereby retains an irrevocable, paid-up, worldwide, perpetual, nonexclusive license to use the Custom Work Product.

License to Embedded IP. Except as otherwise specifically set forth in the Agreement, the Agreement conveys no ownership rights to ISBE or the CLIENT with respect to Embedded IP, and ISBE and the CLIENT is granted a paid-up, worldwide, perpetual, nonexclusive license to use the Embedded IP strictly as an integral part of, and in conjunction with, ISBE's use of the Custom Work Product and for no other purpose.

Ownership of Generic Components. The CLIENT shall own all rights, title, and interest to any Generic Components to the Custom Work Product. The CONTRACTOR expressly acknowledges and agrees that all such Generic Components constitutes "work made for hire" under the Federal copyright laws (17 U.S.C. Sec. 101) owned exclusively by the CLIENT it contracted with, and alternatively, hereby irrevocably assigns allows ownership or other rights it might have in the Generic Components to the CLIENT. The CONTRACTOR shall sign such documentation as may be reasonably requested by the CLIENT to ensure that title to the Generic Components is vested in the CLIENT. If by operation of law any of the Generic Components, including all related intellectual property rights, is not owned in its entirety by CLIENT automatically upon creation thereof, the CONTRACTOR agrees to assign, and hereby assigns to the CLIENT and its designees the ownership of such Generic Components, including all related intellectual property rights.

Definitions to the above:

"Custom Work Product" means the resulting materials, products, data, or other items created by the CONTRACTOR on behalf of ISBE or CLIENT, or in furtherance of the services hereunder.

“Embedded IP” means any pre-existing intellectual property owned by the CONTRACTOR or by any third Party and incorporated or embedded into the Custom Work Product.

“Generic Components” means the software/programming tools developed generally by the CONTRACTOR to support the Custom Work Product and which (a) can be used in websites and systems other than the Custom Work Product developed hereunder, (b) can be used completely free of the Custom Work Product, and (c) do not embody or convey the look and feel of the Custom Work Product developed hereunder.

15. **RIGHT TO PUBLICIZE.** CONTRACTOR is encouraged to publish and otherwise disclose the results of its work under this Agreement. CONTRACTOR understands that all announcements and other materials publicizing this program must include statements as to the amount and proportion of federal funding involved in accordance with the provisions of Section 511 of P.L. 101-166 (the "Stevens Amendment"). CONTRACTOR will provide CLIENT with an advanced copy of any substantial communication that publicizes the work funded thereby. CLIENT reserves the right to review and approve the use of its name in the context of such communication. CONTRACTOR shall provide CLIENT with five business days or a mutually agreed upon period to complete its review of such communication. No response will be deemed CLIENT approval.

16. **CONFIDENTIALITY.** During and after the term of this Agreement, the CONTRACTOR will maintain information identified by CLIENT as confidential and obtained under or in connection with this Agreement regarding CLIENT and will not divulge such information to any person (except to their own employees or subcontractors and then only to those employees or subcontractors who need to know same) without CLIENT's prior written consent, except as may be required by law, regulation or court order.

    The obligations in the immediately preceding paragraph do not extend to information which was known to CONTRACTOR prior to CONTRACTOR's receipt of or access to that information under this Agreement, which was or becomes a matter of public information or publicly available through no act or failure on the part of CONTRACTOR, acquired from a third Party entitled to disclose the information without obligation of confidentiality or is developed independently and without use of CLIENT's confidential information.

17. **DATA SHARING.** Any information and/or data provided by the CLIENT and used by CONTRACTOR directly or indirectly in the performance of this Agreement shall remain at all times the property of the CLIENT. It shall be identified, clearly marked and recorded as such by CONTRACTOR on all media and in all documentation. CONTRACTOR shall take all reasonable precautions to preserve the integrity and prevent any corruption or loss, damage or destruction of the CLIENT's data and information. All personal data acquired by CONTRACTOR from the CLIENT shall only be used for the purposes of this Agreement and shall not be further processed or disclosed without the consent of the CLIENT. Upon termination of the agreement, CONTRACTOR shall dispose of the data received along with backup copies and any temporary or permanent work files that contain confidential data and provide written notification of disposal.

18. **STUDENT DATA.** CONTRACTOR and CLIENT acknowledge that certain information concerning students is confidential by reason of school policy, the Family Educational Rights and Privacy Act (FERPA), and the Illinois School Student Records Act (ISSRA). Both parties agree to protect these records in accordance with FERPA and ISSRA. To the extent permitted by law, nothing contained herein shall be construed as precluding either party from releasing such information to the other so that each can perform its respective responsibilities.

19. **DISPUTE RESOLUTION.** If a dispute arises from or relative to this Agreement or the breach thereof which cannot be settled by the Parties through direct discussions of executive level officers within sixty (60) days after one Party has provided written notice of the dispute to the other, the Parties agree to settlement by arbitration administered by the American Arbitration Association in accordance with its Commercial Arbitration Rules and judgement on the award rendered by the arbitrator(s) may be entered in any court having jurisdiction thereof.

20. **GOVERNING LAW.** This Agreement is governed by the laws of the State of Illinois.

21. **TERMINATION.** Either party may terminate this Agreement at any time by giving fourteen (14) days written notice to the other. In addition, either party may terminate this Agreement for cause. Reasonable cause shall include, among others: (1) material violation of this Agreement, and (2) any act exposing the other party to liability to others for personal injury or property damage. Such a termination will be effective five (5) days after delivery of a written notice to that effect. CONTRACTOR shall be entitled to bill CLIENT for, and CLIENT shall be obligated to pay for all allowable costs up to the time of termination, all costs associated with non-cancellable commitments to 3rd parties (but not yet incurred), and reasonable costs incurred after the termination notice date associated with project closeout.

22. **SEVERABILITY.** Each provision of this Agreement will be considered separable. If for any reason any provision or provisions hereof are determined to be invalid or contrary to applicable law, such invalidity will not impair the operation of or affect the remaining provision of this Agreement.

23. **FORCE MAJEURE.** Neither party will be liable for its failure to perform any of its obligations hereunder during any period in which such performance is delayed by acts of God or Government authorities, fire, natural disaster, epidemic, pandemic or any other cause beyond the control of such party provided that the party experiencing the difficulty provides prompt written notice to the other party and uses its best efforts to cure the delay.

24. **ORDER OF PRECEDENCE**. The terms and conditions of any applicable State of Illinois documents will prevail in the event of a conflict between the State of Illinois and CONTRACTOR documents. The terms and conditions of this Agreement shall prevail in the event of a conflict between the terms and conditions of this Agreement and any terms and conditions issued by CLIENT.

25. **ENTIRE AGREEMENT.** This Agreement constitutes the complete understanding of the parties supersedes any other prior agreements.

26. **AMENDMENTS.** This Agreement may be supplemented, amended or revised only in writing upon agreement by both parties.

SIGNATURE OF AUTHORIZED OFFICER:

ROCK ISLAND - MILAN SCHOOL DISTRICT 41

_____ _____

Terell Williams, Board President — Date

AMERICAN INSTITUTES FOR RESEARCH

_____ _____

Date

Attachment A

SCOPE OF WORK

This document describes how the American Institutes for Research® (AIR®) will engage with your district during the 2024–25 academic year to conduct a school-level needs assessment for the following school(s):

Rock Island-Milan School District 41	Assessment Type	Cost
Frances Willard Elementary School	Needs Assessment	$40,090.00
TOTAL COST		**$40,090.00**

AIR commits to

- maintaining appropriate levels of communication with the district's point of contact;
- seeking feedback on data collection activities, timelines, and communications to teachers and staff regarding needs assessment activities; and
- coordinating with the school point of contact to ensure that planning and execution of needs assessment activities is effective, is efficient, and provides meaningful data to inform school improvement planning.

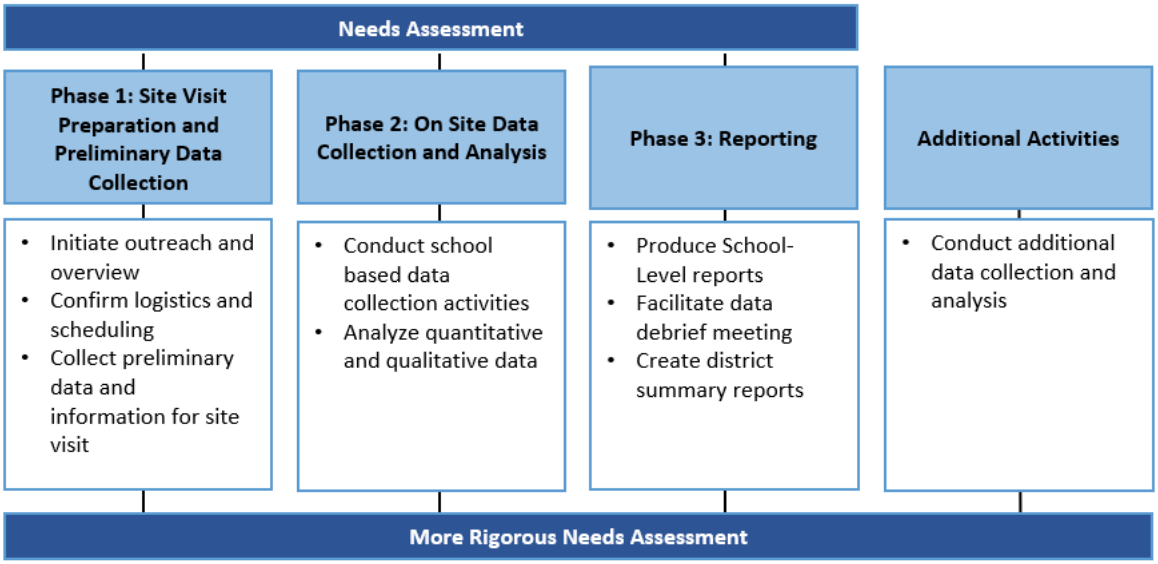
The district commits to

- executing the contract in a manner that allows adequate time for planning and execution of needs assessment activities;
- identifying a district point of contact who will work directly with AIR to ensure timely and frequent communication and coordination;
- supporting communication to schools regarding the needs assessment process and benefits; and
- supporting the needs activities by providing necessary information, such as school calendars, teacher lists, and classroom rosters.

Work Plan of Services

A needs assessment is a critical first step in engaging community members and learning about current efforts, successes, and obstacles in a district or school. Needs assessments involve intentional data collection and analysis to understand schools' existing conditions and performance on key indicators. Exhibit 1 outlines AIR's approach to the needs assessments.

Exhibit 1. AIR's Design for School-Level Needs Assessments



Methodology for Needs Assessments

Needs Assessment

AIR's **school-level needs assessment** is designed to provide important formative feedback to the school and district to inform each school's improvement efforts. In consultation with the Illinois State Board of Education (ISBE), AIR developed the needs assessment framework, data collection instruments, and reporting template to provide information on each school's existing conditions in key areas such as leadership and vision, curriculum and instruction, culture and climate, and targeted instruction and support. Further, we will help school leaders, school staff, and district staff use the results of the initial needs assessment to take stock of strengths and identify areas for improvement so they can develop school improvement plans and related monitoring activities.

Our needs assessment process combines extant state, district, and school data with site-based collected data to ensure a comprehensive assessment.

Exhibit 2 identifies the phases of AIR's school-level needs assessment and related activities, after which we provide additional detail about each of these phases.

Exhibit 2. Phases of the Needs Assessment

Phase	Key school-engaged activities
Phase 1: Site Visit Preparation and Preliminary Data Collection	Initiate communications with district and school points of contact. Provide an overview of the initial needs assessment process. Coordinate logistics, scheduling, data collection, and related activities.

Phase 2: On-Site data collection and analysis	Conduct school-based data collection activities, such as principal interview, classroom observations, and focus groups and interviews. Collect data remotely using measures such as school leader survey and instructional staff survey.
Phase 3: Reporting	Communicate with district and schools about the reporting timeline and provide updates on progress. Deliver the needs assessment report. Facilitate a data debrief session with school and district members to discuss the findings from the needs assessment report. Provide resources and tools to support schools and districts in connecting the results from the needs assessment report to goal development and steps for planning a school improvement plan.

Phase 1: Site Visit Preparation and Preliminary Data Collection

In collaboration with the district and each school, AIR will design the scheduling and coordination approach to conduct the school-level needs assessments. AIR will coordinate district outreach and assign a district lead. The district lead will be the primary contact for district leadership and will handle communications related to scheduling and outreach to school leaders.

A site lead will coordinate each school's needs assessment and will serve as a single point of contact for the school, manage all details of the visit, and answer any questions that may arise. All site leads have experience in school improvement technical assistance and/or research and data collection and will be trained on the needs assessment process. Districts and schools will receive a Needs Assessment Process Guide that provides background on the process and activities.

As part of Phase 1, AIR will initiate efforts to collect administrative data from ISBE and the district. To minimize burden, we will leverage state administrative data (e.g., student achievement data, student enrollment and demographic data), where available and appropriate. AIR will collect information relevant for planning the school visits, including information such as staff lists with roles, school scheduled, school maps, and visitor information or requirements.

Phase 2: On-Site Data Collection and Analysis

AIR will collect relevant data, asking districts and schools to provide only information that is deemed necessary for the needs assessment. The following subsections briefly describe the specific data collection activities—which employ both qualitative and quantitative methods.

Principal Survey. AIR will design the principal survey to collect information about systems, structures, and staffing in place at the school. The principal and, as relevant, other school administrators will complete the questionnaire prior to the principal interview, which will allow the

AIR site lead to focus interview questions on the most salient topics and discuss them in more detail.

Principal Interview. The site lead will conduct a principal interview by phone or video and focus on obtaining data on all aspects of the initial needs assessment using a structured interview protocol. Interview questions will focus on items identified in the framework for needs assessments (e.g., continuous improvement practices, governance, educator and employee quality, curriculum, instructional practices, and school climate and culture). The interview will take approximately 45-60 minutes and, with the permission of participants, will be recorded and transcribed for qualitative coding and analysis.

Instructional Staff Survey. The needs assessment instructional staff survey will provide crucial data from a broad range of staff members regarding school activities related to the key improvement practices and indicators, such as professional collaboration and school climate. AIR designed the survey to avoid duplicating existing measures (e.g., items already addressed by the 5Essentials Survey), ensuring that survey items provide new and relevant information. The survey, which AIR staff will administer through an online platform, will take approximately 30 minutes to complete. A response rate of at least 80% is preferred, but reports will include findings from individual items or constructs that obtain a response rate of at least 50%.

Classroom Observations. Certified AIR team members will observe a sample of classrooms within each school. A typical observation team will include two observers who will each make multiple observations. In schools with more than 700 enrolled students, AIR may assign additional observers. Observers will select classrooms prior to the visit, focusing on courses in English language arts and mathematics. Typically, they will also observe classes in other content areas and, in instances in which a school has a particular focus (e.g., science, technology, engineering, and mathematics [STEM] or the arts), they may also sample some of these classrooms. The resulting observation ratings will be reported as schoolwide averages to maintain the anonymity of individual classroom teachers.

Focus Groups and Interviews. Needs assessments may include a set of on-site focus groups and interviews with school stakeholders (e.g., teachers, school administrators, counselors, family members) facilitated using tailored protocols to collect data on school-specific strategies. Each interview and focus group will last approximately 45 to 60 minutes to accommodate school schedules and minimize burden on school staff and other participants. All resulting data will be reported in aggregate, and every effort will be made to ensure that the participants are not identifiable.

For schools designated as needing intensive support, we will conduct an additional focus group which will include teachers and support staff who serve students with disabilities and/or those who serve students who are English learners.

For middle and high schools designated as needing intensive support, we will also conduct focus groups with students to gather their perspectives on the school. Student participants must have a signed consent form from a parent or guardian unless the student is at least 18 years old and can sign the consent form on their own. A consent form will be provided to the school leader to share with students and/or their parents or guardians. AIR will provide the consent form in other languages as needed.

AIR follows all Institutional Review Board (IRB) procedures for data collection and privacy protection, and all instruments and methodologies are reviewed and approved by the IRB prior to data collection. In addition, AIR understands that individuals may feel risk with involvement in a visit; thus, we implement multiple procedures to protect each participant's identity. Further, AIR staff participate in internal trainings such as sessions on managing implicit bias.

Phase 3: Reporting

The report that results from a needs assessment will provide school and district leaders and staff with information to help them better understand the status of improvement efforts at the school and make decisions about needs and priorities for school improvement. AIR will provide school-level reports to school leaders and district administrators within 4 to 6 weeks of the conclusion of data collection at that school. Reports will highlight strengths and areas for improvement of each school.

Data Debrief Session

In addition to the reports that will be shared as part of the school-level needs assessment, AIR will provide a debrief session for the school to discuss the data resulting from the school-level needs assessments. This session may be conducted virtually and will include a review of the report findings and suggested next steps to use the resulting data to inform the school improvement process.

More Rigorous Needs Assessments

For schools designated as needing intensive support, AIR will conduct **a more rigorous needs assessment**. AIR will expand the needs assessment process to include additional data collection and analysis, specifically additional focus groups with stakeholders including students (in schools with students in grades 6 and above).

Requested Data

To minimize burden on districts, AIR will request relevant extant administrative data from ISBE to support the needs assessment process. AIR will work closely with ISBE officials to determine the state administrative data to incorporate in the needs assessment process. These may include state assessment results data (growth measures and attainment results for state assessments, including the Illinois Assessment of Readiness, Dynamic Learning Maps, SAT, PSAT 10, PSAT 8/9, Illinois Science Assessment, Algebra I assessment, and ACCESS); student enrollment and demographic

data (including variables for all student subgroups and students participating in specific programs, such as English learners and students with individualized education programs); graduation status data (including adjusted cohort graduation rates and enrollment exit/withdrawal types as relevant); college and career readiness indicator data; course performance and enrollment data; Grade 9 on-track data; attendance and chronic absenteeism data; school climate survey data (5Essentials Survey data); student discipline/behavior records; and teacher and administrator data.

Contact Structure to Conduct School-Level Needs Assessments

AIR's district lead will consult with the identified district contact regarding the school needs assessment, providing an overview of the process and sharing the Needs Assessment Process Guide. The district lead will work with the primary district contact to discuss timeline options for each school's needs assessment and coordinate outreach efforts to primary school contacts. AIR's school site lead will then reach out to the primary school contact and introduce the needs assessment process and share the Needs Assessment Process Guide. The site lead will be the school's main point of contact for the duration of the needs assessment.

The site lead will maintain communications with the school leader on all aspects of the needs assessment. In one of the early steps in this phase, we will collect background data from the district and/or school, including the following information:

- Completed principal survey
- List of instructional staff with roles
- Master schedule with teachers' names and subjects and a map of the school building for the classroom observations
- Time and date to conduct a principal interview
- Dates to conduct classroom observations and, if relevant, focus groups and interviews with stakeholders across the school (potentially including teachers; counselors; instructional coaches; community members; family representatives; and, in middle and secondary schools, students)

After the dates for the instructional staff survey, classroom observations, and focus groups and interviews have been set, the AIR site lead will work with the school leader or other identified staff to plan the activities around each of the data collection efforts. For the *instructional staff survey*, the site lead will send the survey link to the school principal to distribute to instructional staff on an agreed-on day, providing them with background on the needs assessment and inviting them to complete the online survey. The online survey will be open for at least 2 weeks—and maybe longer, if necessary to achieve the desired response rate. For the *classroom observations*, the classroom observers will check in at the school's main office and then select the classrooms to observe using the roster and schedule provided by the school leader; the school leader is not involved in selecting classrooms to visit. For the *focus groups and interviews*, the site lead will work with the school leader or other identified school staff to develop a schedule of activities. The

school staff will identify participants, times, and locations for each of the sessions. Further detail on the itinerary for the day of focus groups and interviews is provided in the following section.

After the analysis of resulting data is complete, the AIR site lead will send the needs assessment report to the school and district leads. This report will outline the findings from the needs assessment. The site lead will facilitate a debrief session to review the findings of the report and answer any questions about the needs assessment process that resulted in the report. As noted in an earlier section, AIR will conduct this data debrief session to review the report findings.

Following the conclusion of the needs assessment process, AIR will survey district and site primary contacts to gather feedback on the process and resulting report. AIR will use this information to inform continuous improvement efforts.

Presentation of the School-Level Needs Assessment Results to Schools

In addition to the reports that will be shared as part of the needs assessment, AIR will provide data debrief sessions to districts and schools to discuss the results of the needs assessments. AIR will design the data-use workshop to be an interactive data review and learning session that will increase school and district capacity to leverage data for improvement.

This session, estimated to last 60 minutes, will provide school stakeholders with an opportunity to review the results of the comprehensive needs assessment, discuss the findings across the various data sources, and ask questions for clarity and understanding. The session is intended to prepare participants for taking action during future improvement planning sessions.

Needs Assessment Reports Provided to Schools and Districts

The **Needs Assessment Report** will provide an overview of the assessment and information about the items in the framework, along with a bulleted list of findings and supporting evidence. AIR will provide this report to the school following final data collection, and it will cover all aspects of the needs assessment process, including detail on the analyses of extant data and results of the instructional staff surveys, classroom observations (including aggregated information on the ratings and information on the dimensions and domains of the Classroom Assessment Scoring System [CLASS] tool), and interviews and focus groups, as relevant.

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Redrick Terry, Director of Communications
Date: December 10, 2024
Re: Apptegy Contract

As we continue to move forward with our shared district goal of improving our overall communication, both internal and external, our website continues to be key in accomplishing that goal. Over the course of the past 7 years, we've been using the same vendor. Over the course of the last 5 months, we've been exploring other options that better serve today's needs of all of our stakeholders, meeting them where they already are.

After careful consideration, we narrowed down to three website vendors that we felt best provided us that opportunity. After discussions and demonstrations with the Cabinet, we decided the services provided by Apptegy will best fit our district/stakeholder needs. Among some of the external highlights, like a modern and dynamic website/mobile app design, the functionality of getting content out will be made much easier for both the Communications Department and for staff members inside our schools that want to send content to the district.

In addition, there will be virtually no additional cost associated with this move, as a result of the ability to consolidate several of our other vendor agreements with Apptegy's service. In addition to the Content Management Services (CMS) services with our website and app, Apptegy also offers a two-way communication system, newsletter creation tool, as well as a robocall feature that would eliminate the need for at least three other current vendors used by our district.

The total cost of a three-year agreement with Apptegy would be $91,300. This includes a $29,500 annual cost, and a one-time app development fee of $16,000 which could be discounted by $11,200 if the agreement is signed by 12/31/2024. We would also receive a $2,000 discount for signing a multi-year agreement. Services within the agreement include the website and app design/hosting (with one included yearly re-design), unlimited text/voice/email communications, unlimited support service/training, newsletter creation service, and static content migration. We are currently on track to pay $33,241 for these services for the 24-25 school year, using three separate platforms, not including the mobile app which would add an additional $5,962.50 to that total.

Investment Period: January 2025-June 2028
Total Investment: $91,300.00
Funding Source: District/Communications Budget

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

Contract for Service Form

Rock Island-Milan School District 41

VENDOR NAME: Apptegy **EMAIL:** blake.norman@apptegy.com

ADDRESS: 2201 Brookwood Dr. Suite 115, Little Rock, AR 72202

DATES OF SERVICE TO BE COMPLETED: January 2025-June 2028

SCHOOL DISTRICT CONTACT: Redrick Terry

COMPENSATION: $ 91,300.00

DESCRIPTION OF DUTIES:

Design and implementation of website and accompanying mobile app, two-way communication system access, mass robocall/voice messaging accss, newsletter creation service, unlimited training and support, and one free web re-design per year. This total is for a three-year agreement.

Is this a Subscription/Software: Yes ☐ or No ☐

If yes, this is an internal form that does not need to be sent to the vendor.

Subscription/Software Name: _____ **Website:** _____

Subscription/Software Start Date: _____ **End Date:** _____

SOPPA Approved: Yes ☐ or No ☐

_____ _____

School Board President or Superintendent **Date**

Requesting School: Administration Center

Budget Code: 1-5-080-000-2633-3

Signature of Vendor: _____ **Date:** _____

Signature of Requestor: _____ **Date:** 12/10/2024

Signature of Budget Administrator: _____ **Date:** _____

apptegy

Powering Your School's Identity

Apptegy started in 2014 with the goal of enabling public school districts to build a strong brand and communicate more effectively with their audiences. In 2015, we partnered with our first three beta clients. Today, 2024, we've partnered with more than 4,000 clients in all 50 states to build their website, custom mobile app, and the mass notiification system.

What Makes Us Different

1 Thrillshare's Ease of Use

With our publishing platform, Thrillshare, **you don't need any programming knowledge** to update your district's website, app, or mass notification system. Now, you can promote your success stories across all communication channels right from your smartphone.

2 The User Experience for Your Community

Wherever your community engages with you online, **they'll be able to do so with ease.** No more pinching and pulling to view your website on a smartphone or being redirected somewhere else within your mobile app.

3 Your Experience Working With Us

From the beginning, Apptegy set out to be more than a software provider. We strive to be a true partner and resource for our districts. That commitment and our personal, fast, and easy support has earned Apptegy an unheard of **99% client retention rate.**

> "I have to tell you, this platform is GREAT. Thrillshare simplifies the process of posting things to various school online resources to the point where I can see where we will be sharing so much with parents, especially on the app.

• • •

> All of you at Apptegy have been absolutely wonderful to work with. We have received great feedback on our new website and app, and one of our most recent posts reached more people than we ever have! That would never have happened without Thrillshare!"

apptegy

Scope & Deliverables

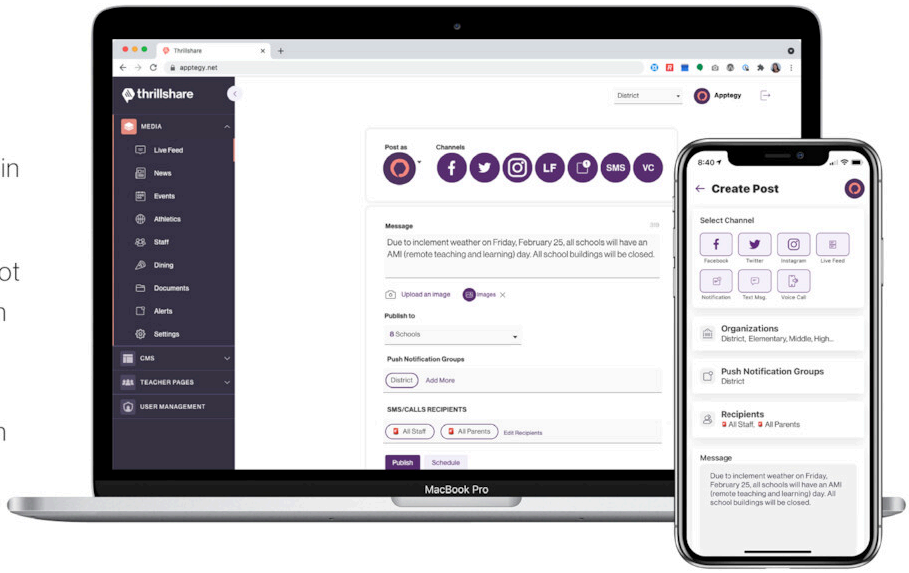
At Apptegy, we've developed the first publishing platform for school districts, so your team manages all of your communication channels from a single place. This means you'll share more stories with your community without creating more work for your staff.

By eliminating the technological barrier required to communicate, Thrillshare makes it easy to assign roles and privileges to your team to update what they care most about. With this level of customization and control, you can be confident about consistent messaging being shared with your community.

Publishing Platform

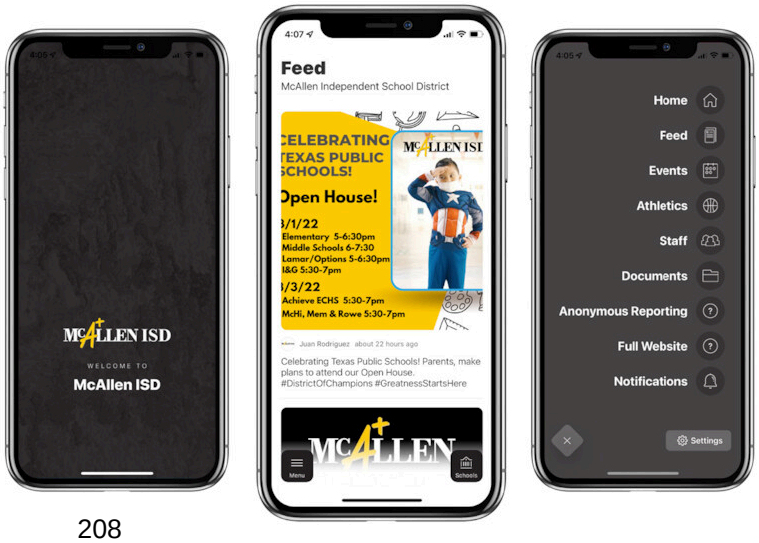
From the beginning, Thrillshare was designed to contain all your district communication channels in one place.

Built specifically for school districts, Thrillshare not only manages your website, but also your custom mobile app, all of your social media channels, and your alerts and notification system. Keeping information up-to-date is **as easy as it gets**, from the lunch menu to your calendar and news.



Mobile Apps

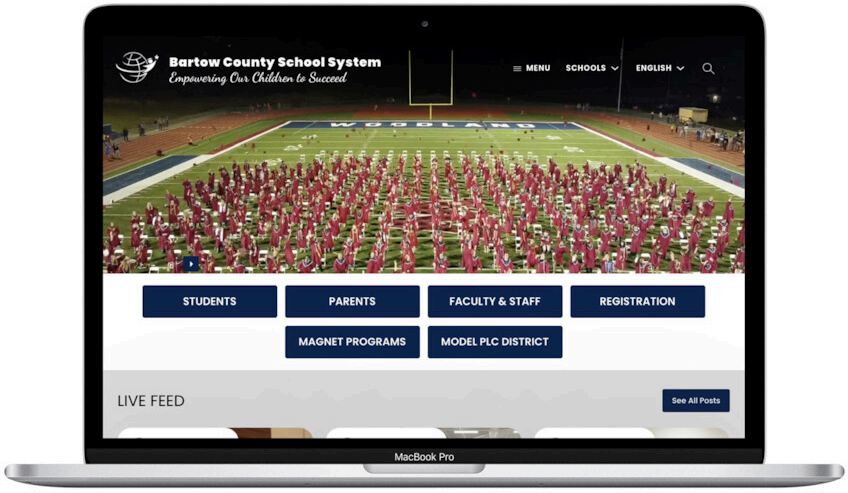
We build beautiful mobile apps for **Android and iPhone** that focus on what really matters: the user experience. A user experience that delights parents and community members means they will continue to come back to the app for meaningful information.



apptegy

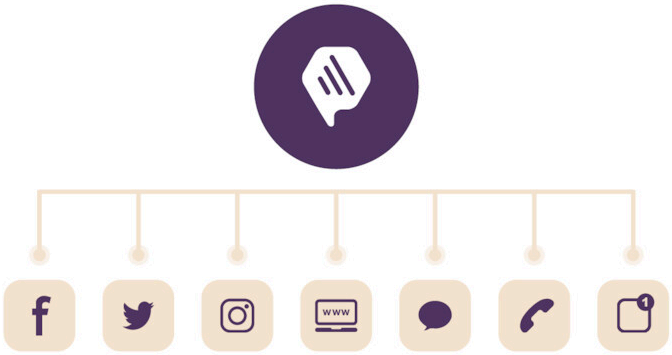
Websites

We will work with you to understand how you want your district brand to come across by creating a new website. Within your common branding, each school webpage can be customized, using the school's specific colors, mascots, logos, etc. We want your website to stay fresh and never grow stale, so we **include a free re-design** with each year of our partnership.



Alerts

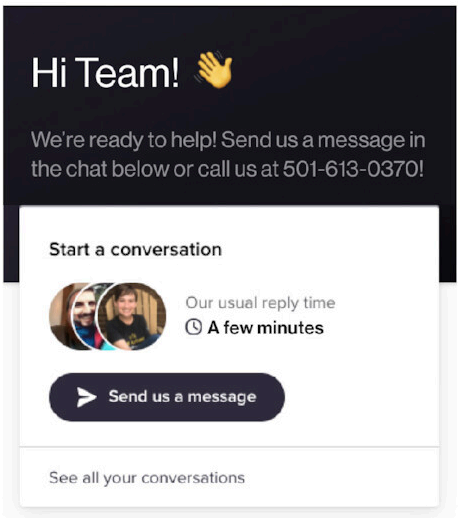
In order to save you time, we can automatically **sync with your Student Information System** so you can send out text, phone and email notifications. Easily send and schedule recurring alerts like attendance calls. Plus, with state-of-the-art technology, your text, email and voice calls can be automatically translated.



Transition & Support

We handle all of the heavy lifting including design, development, static content migration, training and ongoing support. Your own dedicated contacts at Apptegy during implementation and after launch make it an easy transition for the district.

With **unlimited training and prompt support**, every Thrillshare user will always have someone to assist with any questions that arise.



apptegy

I. Estimated Transition Timeline

Kick-off
Week 1

We get our partnership started with a meeting to introduce stakeholders on your side and ours. In this meeting, we will cover our detailed roadmap, initial designs, and the overall structure of the planned implementation.

Design
Weeks 2-3

We create a mockup as a first draft and iterate from there. Since we've already established a good understanding of what you're looking for in the kick-off call, this process is typically quite fast.

Development & Content Migration
Weeks 4-6

Once we're done with the development, we migrate your static content for you. After our team has gone through your entire website and app and confirmed that everything is working, we will ask you to approve the content and functionality as well.

Training Sessions
Weeks 7-8

An ideal training schedule will include a setup call with your project lead, in-depth sessions for all of your power users, and introduction sessions for casual users.

Launch Campaign
Weeks 9-10

Flipping the switch is all it takes: we just point your domain to our servers and the change to the new website will be instant.

Of course we don't want the switch to go unnoticed by your community. That's why we design an entire launch campaign around the app and website with you. You'll get a custom marketing playbook, including graphics, videos, and a launch plan.

Support
Ongoing

Now that you are live, we work together to drive adoption of your new website and mobile app. You will be working closely with your Client Success Manager on marketing strategies and our Support Team on any questions your users have after the switch.

apptegy

II. Order Form

Client Name: Rock Island - Milan School District #41, IL	
Address: 2101 6th Ave, Rock Island	Email: redrick.terry@rimsd41.org
Illinois 61201	Phone: 309-793-5900

Description	Price	Qty	Subtotal
Mobile App Development (one-time) One-time app development for iOS and Android apps for the District + 13 campuses *Billed one-time	$16,000	1	$16,000
App Development Discount (one-time) Discounting app development for agreement signed by 12/31/2024	-$11,200	1	-$11,200
Extended Agreement Discount (one-time) Discounting app development for signing 3-year agreement	-$2,000	1	-$2,000
Thrillshare (annual) Thrillshare Publishing Platform (desktop and mobile) for ~6200 students *Billed and payable in full annually *For Clients that elect automatic renewal, pricing subject to 5% annual increases after last year of initial purchased term(see Terms for more info)	$28,500	3	$85,500
Annual Access to Thrillshare Media - Engage (annual) Newsletters, Forms, and ongoing Training and support *Discounted from $3,700/year for bundling *Billed and payable in full annually *For Clients that elect automatic renewal, pricing subject to 5% annual increases after last year of initial purchased term(see Terms for more info)	$1,000	3	$3,000
Website design and hosting Up to 1 re-design per contract year Included in Thrillshare cost	$0	1	$0
Alerts Unlimited text, voice, and email alerts Included in Thrillshare cost *Subject to Carrier restrictions (see Terms for more info), including, but not limited to, character limits per SMS message [currently 320 characters per SMS message]	$0	1	$0
Support, service, and training Included in Thrillshare cost	$0	1	$0
Static content migration Included in Thrillshare cost	$0	1	$0

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Troy Bevans, IT Director
Date: December 10th, 2024
Re: Dell Computer Corporation Annual Vendor Purchases

By investing in annual technology equipment and device purchases, we position the district to thrive in the digital age and provide our students and staff with the tools they need to succeed. A major vendor that is utilized for these purchases is Dell Computer Corporation, who is also included in the Omnia Partners purchase cooperative that the District participates in.

Omnia Partner's contracts are competitively solicited, evaluated and awarded by a government entity acting as the lead agency. The lead agency prepares a competitive solicitation, incorporating language to make the agreement accessible nationally to agencies in states that allow intergovernmental contract usage. This allows the District to make purchases from Dell Computer Corporation knowing their prices are competitive, customer service is accommodating, and delivery is expedited.

At this time, a 4-year annual lease agreement, in the yearly amount of $51,684.60 and approved on April 9th, 2024, exists between the vendor and district. However, additional purchases will be required throughout the remainder of the current fiscal year. Therefore, It is recommended that the Rock Island - Milan School Board of Education approve the future purchases from Dell Computer Corporation, 1 Dell Way-RR8 Round Rock, TX 78682, in the amount not to exceed **$150,000.00**. Funding for these purchases may be provided from district, grants, or Federal funds for the remainder of the current fiscal year.

Investment Period: December 1st, 2024 through June 30th 2025
Total Investment: Not to Exceed $150,000.00
Funding Source: District, Grants, and Federal Funds

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Troy Bevans, IT Director
Date: December 10th, 2024
Re: DecisionEd Fiscal Year Alignment Contract Renewal

DecisionEd allows school educators and administrators to focus on analyzing relevant information, through dashboards and reports, with the use of data analytics and data warehousing solutions. To continue the ability for the district to have this data available, a contract renewal, from DecisionEd Group, Inc, 9901 Valley Ranch Pkwy East Suite 1060 Irving, TX 75063 is requested. This renewal is for 6-months to align the next contract with the next fiscal year.

It is recommended that the RIMSD #41 Board of Education approve the six-month alignment contract renewal in the amount of **$14,478.00**. This amount will be funded by the Technology Department budget and valid from January, 2025 through the end of June, 2025.

Investment Period: January 1, 2025 - June 30, 2025
Total Investment: $14,478.00
Funding Source: Technology Department Funds

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

Contract for Service Form

Rock Island-Milan School District 41

VENDOR NAME: DecisionEd Group Inc **EMAIL:** deborah.mason@decisioned.com

ADDRESS: 9901 Valley Ranch Pway East Suite 1060 Iriving, TX 75063

DATES OF SERVICE TO BE COMPLETED: 1/1/2025-6/30/2025

SCHOOL DISTRICT CONTACT: Deborah Mason

COMPENSATION: $ 14,478

DESCRIPTION OF DUTIES:

Decision Ed XJ1 Performance Management

Is this a Subscription/Software: Yes ☐ or No ☐

If yes, this is an internal form that does not need to be sent to the vendor.

Subscription/Software Name: Decision Ed **Website:** https://decisioned.com/

Subscription/Software Start Date: 1/1/2025 **End Date:** 6/30/2025

SOPPA Approved: Yes ☐ or No ☐

School Board President or Superintendent **Date**

Requesting School: District

Budget Code: 1-5-080-016-2660-3160-0

Signature of Vendor: **Date:**

Signature of Requestor: Troy D. Bevans Digitally signed by Troy D. Bevans Date: 2024.12.03 10:19:20 -06'00' **Date:** 12/03/2024

Signature of Budget Administrator: Troy D. Bevans Digitally signed by Troy D. Bevans Date: 2024.12.03 10:19:46 -06'00' **Date:** 12/03/2024

Updated January 2022

DecisionEd Group, Inc

9901 Valley Ranch Pway East
Suite 1060
Irving, TX 75063

Invoice

Date	Invoice #
11/7/2024	3761

Bill To
Rock Island-Milan School District #41 2000 7th Avenue Rock Island, IL 61201

P.O. No.	Support Period
	1/2025-6/2025

Quantity	Description	Rate	Amount
1	Annual support DecisionEd XJ1 performance management	14,478.00	14,478.00T
	Sales to non taxable customer	0.00%	0.00
		Total	$14,478.00

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Scott Vance, Assistant Superintendent for Teaching and Learning
Date: December 10, 2024
Re: Contract for Service: Connect with Kids (CWK) & Empirical Education(EE)

The Rock Island - Milan School District was awarded a 5-year grant in the amount of $3,835,171.68 to partner with two (2) organizations, Connect with Kids (CWK) and Empirical Education, Inc. (EE), around social emotional learning (SEL) and mental health at the high school level. This grant is awarded by the U.S. Department of Education and is called Education Innovation and Research Grant (EIR). The grant began January 1, 2023 and will sunset on December 31, 2027.

RIMSD (specifically Rock Island High School) was chosen to be the lead research school district in part due to our work on cultural competence and the diversity of the district. The district was contacted by representatives from the two partnering organizations in the hope of researching the effectiveness of a SEL curriculum designed for high school students. Rock Island High School will be the research school for this grant. The curriculum is a project-based learning program designed to increase student attendance and engagement, decrease discipline concerns, and improve academic outcomes. RIMSD will serve as the fiscal agent for this grant.

The title for the grant project is called: How Are The Children: Increasing Social Emotional/Mental Health in the High School Environment (HATC). The grant was named from a historic tribal traditional greeting, acknowledging the high value the tribe always placed on their children's well being. If the children are doing well, the whole community will be successful.

It is recommended that the Board of Education approve the one-year contract for service with CWK Network, Inc (6849 Peachtree Dunwoody Road, Building 4-150 Atlanta, Georgia 30328) in the amount of $105,635.00; and with Empirical Education (2120 University Avenue Berkeley, California 94704) in the amount of $181,690.00 for the time period of January 1, 2025 - December 31, 2025. EIR (Education and Innovation Research) grant funds will be used for these contracts.

Investment Period: January 1, 2025 - December 31, 2025
Total Investment: $287,325.00
Funding Source: Education and Innovation Research Grant Funds

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

Contract for Service Form

Rock Island-Milan School District 41

VENDOR NAME: CWK Network, Inc **EMAIL:** accounting@cwknetwork.com

ADDRESS: 6849 Peachtree Dunwoody Rd., Bldg 4-150

Atlanta, GA 30328

DATES OF SERVICE TO BE COMPLETED: January 1, 2025 – December 31, 2025

SCHOOL DISTRICT CONTACT: Stacey Golz

COMPENSATION: $ 105,635

DESCRIPTION OF DUTIES:

Conduct the Year 3 curriculum, training, and meeting activities of the U.S. Dept. of Education EIR Grant award, as stated in the 12/10/24 board memo. (attached)
Participate in various planning meetings (January - December 2025)
Participate (consult) on refinement of HATC SEL/PBL Curriculum with RIMSD (Jan-June 2025)
Participate (consult) on training of teachers/staff on HATC SEL Curriculum and PBL- June-July 2025
Participate on creation of Guidebooks and the Annual Reports - January - December 2025)
Participate in quarterly coaching and requested support to teachers for HATC SEL/PBL Curriculum Implementation (January- December 2025)
CWK will be reimbursed through ACH on a bi-monthly or monthly schedule. CWK will provide invoices to RIMSD. RIMSD will ensure all items on the invoice meet grant approval.

Faith's Law. Contractor additionally certifies that prior to sending any employee or contractor/subcontractor to the premises, Contractor has complied with all employment history review and other obligations of 105 ILCS 5/22-94. Upon request of the School District, Contractor agrees to promptly disclose all records, information and determinations related to Section 22-94 employment history review for each of its employees or independent contractors.

Is this a Subscription/Software: Yes ☐ or No X

If yes, this is an internal form that does not need to be sent to the vendor.

Subscription/Software Name: _____ **Website:** _____

Subscription/Software Start Date: _____ **End Date:** _____

SOPPA Approved: Yes ☐ or No ☐

_____ _____

School Board President or Superintendent **Date**

Requesting School: RIMSD #41/RIHS

Budget Code: 1-5-100-091-3000-3140-0

Signature of Vendor: stacey DeWitt **Date:** January 3, 2024

Signature of Requestor: _____ **Date:** _____

Signature of Budget Administrator: _____ **Date:** _____

Updated January 2022

Contract for Service Form

Rock Island-Milan School District 41

VENDOR NAME: Empirical Education, Inc. **EMAIL:** swade@empiricaleducation.com

ADDRESS: 2120 University Ave.

Berkeley, CA 94704

DATES OF SERVICE TO BE COMPLETED: January 1, 2025 – December 31, 2025

SCHOOL DISTRICT CONTACT: Stacey Golz

COMPENSATION: **$** 181,690

DESCRIPTION OF DUTIES:

Conduct the Year 3 research components of the U.S. Dept. of Education EIR Grant award, as stated in the 12/10/24 board memo. (attached)

Participate in various planning meetings (January - December 2025)
Conduct RCT and implementation studies in RIHS and TMLC advisory/homeroom classrooms (January - December 2025)

See detailed Scope of Work document from Empirical education (attached)

Empirical Education will be reimbursed on a quarterly basis for general expenses. In addition to the quarterly invoices, Empirical Education will invoice for stipends (participant costs/honorariums/gift cards/etc.) as the expenses are incurred. These additional invoices will be reimbursed on the district check run schedule.

Faith's Law. Contractor additionally certifies that prior to sending any employee or contractor/subcontractor to the premises, Contractor has complied with all employment history review and other obligations of 105 ILCS 5/22-94. Upon request of the School District, Contractor agrees to promptly disclose all records, information and determinations related to Section 22-94 employment history review for each of its employees or independent contractors.

Is this a Subscription/Software: Yes ☐ or No X

If yes, this is an internal form that does not need to be sent to the vendor.

Subscription/Software Name: _____ **Website:** _____

Subscription/Software Start Date: _____ **End Date:** _____

SOPPA Approved: Yes ☐ or No ☐

_____ _____

School Board President or Superintendent **Date**

Requesting School: RIMSD #41/RIHS

Budget Code: 1-5-100-091-3000-3141-0

Signature of Vendor: _____ **Date:** 11/25/24

Signature of Requestor: _____ **Date:** _____

Signature of Budget Administrator: _____ **Date:** _____

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CWK Network

CWK Contract for Services
Rock Island Milan School District

THIS AGREEMENT is entered into as of **February 14, 2023**, by and between **CWK NETWORK, INC.** (hereinafter "CWK"), with its principal place of business at 6849 Peachtree Dunwoody Road, Building 4- 150, Atlanta, Georgia 30328 and, Rock Island Milan School District (hereinafter RIMSD) with its principal place of business at **2101 6th Avenue Rock Island, IL 61201** (Hereinafter, individual referred to as "the Party" and collectively referred to as "the Parties" WITNESSETH: IN CONSIDERATION of the premises and mutual covenants hereinafter contained, the Parties hereto agree as follows:

I. **PRIMARY SERVICES:** The Parties are entering into this Contract Agreement (hereinafter "Agreement") to exchange services and compensation related the 2022 Education Innovation Research Grant Award (hereinafter the "Grant or EIR Grant" to:
   a. RIMSD, the primary school district and lead educational organization awarded the grant;
   b. CWK as the partnering organization to RIMSD for development, management, and training on the multimedia curricula with a working title of "How are The Children" (hereinafter, "HTC") to be implemented, evaluated, and tested through the Grant; and,
   c. Empirical Education, as the partnering organization to RIMSD to provide research and testing of the curricula.

The Grant will examine the effectiveness of the HTC multimedia curricula implemented by RIMSD teachers with high school students with a full description of the services provided by RIMSD and each partnering organization described in the EIR grant.

II. **FEES AND PAYMENT:** In consideration for the programs and services provided in the EIR awarded grant, CWK will receive the fees detailed in the budget portion of the awarded EIR grant. CWK will be paid by RIMSD through ACH Transfer twice per month based on invoices provided and approved by RIMSD. Timing of billing and payment terms may change based on the mutual written agreement of RIMSD and CWK.

III. **INDEPENDENT CONTRACTOR (IC):** CWK and RIMSD acknowledge that CWK is retained under this Agreement as an Independent Contractor and not as an employee, and, therefore, no amounts will be withheld from any payment to IC for purposes of the Federal Insurance Contribution Act, the Social Security Act, the Federal Unemployment Tax Act or for income tax withholding (collectively "Acts"). CWK will not be treated as an employee for purposes of such Acts or for purposes of any employee benefits, and CWK acknowledges that it is solely responsible for payment of all income and self-employment taxes and estimates thereof on all amounts paid to CWK. During the term, the CWK also agrees not to be treated, or seek to be treated, as an employee of Company for any purpose, including for the purposes of fringe benefits provided by the Company, or for disability income, taxes, and benefits. CWK hereby represents that the CWK has and always will maintain timely payments of all taxes due to the Income Tax Department and all other government agencies, including withholding and all other taxes.

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IV. **INTELLECTUAL PROPERTY:** The Parties acknowledge that any deliverables under this Agreement by CWK may contain CWK's intellectual property and for avoidance of doubt and notwithstanding anything in this Agreement to the contrary, CWK which owns the intellectual property of HATC and other video, text, curriculum, training and associated resources provided to RIMSD and/or Empirical Education will remain the sole and exclusive owner of all rights, titles, and interest in and to the intellectual property, including all intellectual property rights herein. Provided that RIMSD is not in default of this Agreement, it will have an irrevocable, non-exclusive, royalty-free limited license to use such intellectual property solely, exclusively, and only in connection with the deliverable hereunder, without any right to copy, or make derivative works, modifications, enhancement, variations, or improvements thereto, except as reasonably required to use the deliverables. Nothing herein shall be construed to grant us by implication, estoppel or otherwise, directly, or indirectly, any right of ownership to such intellectual property by implication, estoppel or otherwise. **"Intellectual property"** means all curricula, texts, videos, software, data, know-how, ideas, methodologies, specifications, and other technology owned or developed by CWK prior to the Effective Date of this agreement or developed by CWK as part of the programs and services outlined in the EIR grant during the term of this Agreement.

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V. **OPEN LICENSING REQUIREMENTS FOR FEDERAL GRANT PROGRAMS:** CWK will comply with all current regulations for any CWK copyrighted work that is governed by the Open Licensing Requirement for Competitive Grant Programs authorized under 20 U.S.C. 1221e-3 and 3474 and https://www.govinfo.gov/content/pkg/FR-2017-01-19/pdf/2017-00910.pdf that requires CWK to provide the U.S. Department with a royalty-free, non-exclusive, and irrevocable right to reproduce, publish, or otherwise use for Federal purposes, and to authorize others to do so (referred to as a "Federal purpose license").

VI. **CONFIDENTIALITY**: CWK and RIMSD may from time to time communicate certain information to enable the parties to effectively perform the Services. IC shall treat all such information as confidential, whether so identified, and shall not disclose any part thereof without the prior written consent of CWK. IC shall limit the use and circulation of such information to the extent necessary to perform the Services. The foregoing obligations of this Paragraph 4, however, shall not apply to any part of the information that: a) has been disclosed by CWK in publicly available sources of information; b) is in the possession of IC on the date hereof without any obligation of confidentiality; c) is hereafter rightfully disclosed to IC by a third party, but only to the extent that the use of disclosure thereof has been or is rightfully authorized by that third party; or d) Is disclosed pursuant to the order of a government or judicial body. IC shall not disclose any reports, recommendations, conclusions or other results of the Services or the existence of the subject matter of this Agreement without the prior written consent of CWK. In performance hereunder, IC shall comply with all legal obligations he/she may now or hereafter have respected the information or other property of any other person, firm, or corporation.

VII. **ASSIGNMENT:** Neither Party may assign this Agreement or any right, interest, or benefit under this Agreement without the prior written consent of the other Party; · provided, however, that each Party may assign its rights and obligations under this Agreement in the event the Party effects a corporate reorganization, consolidate with, or

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merge into, any Person or transfer all or substantially all its properties or assets to any Person. Subject to the foregoing, this Agreement and any rights, interests or benefits shall be fully binding upon, inure to the benefit of and be enforceable by the Patties hereto and their respective successors and permitted assigns. Any attempted assignment in violation of the provisions of this Section shall be void.

VIII. **MUTUAL INDEMNITY:** CWK shall indemnify, defend and hold harmless RMISD and its members, managers, and agents, collectively, from any and all losses, liabilities, actions, suits, demands, causes of action, damages (excluding punitive, special, consequential, incidental, lost profit or indirect damages, even if given advance notice of the possibility of such damages), penalties, fines, judgments and expenses (including, attorneys' fees and court costs), **("Claims")** incurred by CWK and/or its members, managers, and agents and which arise out of or in connection with a claim by a third party due to: (I) a breach by CWK of any covenant, condition, warranty or representation of CWK in this Agreement (2) the gross negligence, willful misconduct or lack of good faith on the part of CWK. RMISD shall indemnify, defend and hold harmless CWK and its members, managers, and agents from all Claims incurred by CWK and/or its members, managers, and agents and which arise out of or in connection with a claim by a third party due to: (I) a breach by RIMSD of any covenant, condition, warranty or representation of RIMSD in this Agreement; or (2) the gross negligence, willful misconduct or lack of good faith on the part of RIMSD.

IX. **STUDENT RECORDS:** CWK Shall comply with Federal and State laws and regulations regarding confidentiality of student records. Specifically, CWK shall comply and shall assist RIMSD in compliance, in all material respects, with applicable laws and regulations, including with the Family Education Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, and the Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, and all applicable privacy laws. To the extent CWK or its subcontractors have access to or come into contact with any student data or information, CWK or its subcontractors will not disclose such information without eligible student/parent/guardian permission. Personally identifiable student information and education records, as defined pursuant to O.C.G.A. Title 20 and FERPA, will be, and will be deemed to have been, received in confidence and will be used only for purposes of the services contemplated in this Agreement.

X. **EMPLOYMENT OF CHILD SEX OFFENDERES AND PERSON WITH UNCONTROLLED ACCESS TO STUDENTS:** Individuals who are registered sex offenders are not eligible to work on any CWK project. CWK will initially check the Illinois Department of Public Safety & Correctional Services' Illinois Sex Offender Registry and search for the name of any employee or contractor to be assigned to work on this project. This applies to subcontractors and material/equipment suppliers as well. For projects lasting more than a few months, the vendor will periodically re- check the names of workers against the registry to ensure ongoing compliance. If a registered sex offender is discovered to be working on a CWK project, whether through employment by the vendor, subcontractor or equipment or material supplier, CWK will notify the site manager to immediately remove the individual from the premises and permanently terminate his work assignment. CWK or subcontractor(s), will not knowingly assign an employee to work on RIMSD school premises and/or through electronic media with direct, unsupervised, and uncontrolled access to children, if the employee has been

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convicted of a crime identified as a crime of violence.

XI. **TERM AND TERMINATION:** The term of this Agreement shall begin on the Effective Date and end on **December 31, 2027**. Notwithstanding the foregoing, a Party breaches or fails to perform any of the terms and conditions of this Agreement and such breach or failure is not cured within fifteen (15) days after written notice from other Party, the non-breaching Party may terminate this Agreement. Upon termination of this Agreement for any reason all rights of the Parties will immediately cease, and each Party will otherwise cooperate with the other to terminate relations in an orderly manner.

XII. **ENTIRE AGREEMENT:** This Agreement contains all the understandings and agreements of the parties with respect to the subject matter discussed herein. All prior agreements, whether written or oral, are merged herein and shall be of no force or effect. This Agreement and the rights and obligations of the parties hereto, shall be governed by and construed according to the laws of the State of Georgia as if executed and fully performed therein. Each party accepts, generally and unconditionally, jurisdiction of all disputes hereunder in the Federal and State courts sitting in Georgia, and waives any defense of lack of personal jurisdiction, lack of venue or *forum non-convenience* to an action in those forums.

XIII. **NO WAIVER:** Failure by either Party to enforce any provision of this Agreement will not be deemed a waiver of future enforcement of that, or of any other, provision of this Agreement. Any waiver by either Party of its rights under this Agreement must be in writing and signed by a duly authorized officer of the waiving Party.

XIV. **CONSTRUCTION:** The language of all Parties of this Agreement will in all cases be construed as a whole, according to its fair meaning and not strictly for or against any of the Parties. Headings of paragraphs herein are for convenience and reference only and are without substantive significance.

XV. **SEVERABILITY:** In the event that any provision of this Agreement conflicts with the law under which this Agreement is to be construed or if any such provision is held illegal, invalid or unenforceable by a court of competent jurisdiction, then (a) such provision shall be deemed to be restated to reflect as nearly as possible the original intentions of the Parties in accordance with applicable law, and (b) the remaining terms, provisions, covenants and restrictions of this Agreement shall remain in full force and effect.

XVI. **GOVERNING:** This Agreement, and any disputes arising hereunder, shall be governed, interpreted, construed, and enforced in all respects in accordance with the laws of the State of Georgia except for its conflicts of laws rules.

XVII. **FORCE MAJURE:** Neither Party shall be liable hereunder by reason of any failure or delay in the performance of its obligations hereunder during any event of force majeure or due to any reason beyond such Party's reasonable control.

XVIII. **SURVIVAL OF OBLIGATIONS:** Those Sections which by their terms are intended to survive, including without limitation, IV, V., VII shall survive the expiration or termination

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more than one such counterpart. Fax and electronic signature will be deemed original signatures for all purposes hereunder.

IN WITNESS WHEREOF, the parties hereto have duly executed this Agreement as of the date first abov written.

By: _____ (Title) RIMSD Superintendent

B _____ (Title) RIMSD Board of Education President

DocuSigned by:

CWK NETWORK, INC. By: Stacey DeWitt 8061F56FBC70427... Stacey Dewitt, Chief Executive Officer

Empirical Education

EMPOWERING EDUCATORS THROUGH EVIDENCE AND INSIGHT

Statement of Work and Budget Schedule for Empirical Education Inc.

JANUARY 1, 2023 – DECEMBER 31, 2027

The following is the Statement of Work (SOW) to be undertaken during this contract. The SOW consists of the independent evaluation of Rock Island Milan School District (RIMSD)'s How Are the Children (HATC) grant under the U.S. Department of Education's EIR program. This SOW is divided into tasks, by year, and at the end is a timeline of research activities. This is a five-year project taking place from January 1, 2023 – December 31, 2027.

Year 1: January 1- December 31, 2023

TASK 1: GENERAL COMMUNICATION

- Attend EIR kickoff meeting in January 2023
- Participate in regular study team meetings
- Maintain regular communication with RIMSD, Rock Island High School (RIHS) administration, and RIHS teachers
- Maintain regular communication with CWK
- Maintain regular communication with EIR Evaluation Technical Assistance (TA) liaison from Abt Associates and hold monthly team calls
- Attend annual EIR In-Person Fall meeting in DC
- Provide RIMSD with quarterly progress reports

TASK 2: STUDY DESIGN

- Continue research on existing literature, program materials, and research methods.
- Provide assistance to CWK and RIMSD to refine the HATC logic model and establish measures and thresholds for Fidelity of Implementation (FOI).
- Develop a study plan and revise it based on feedback from the TA providers. The study plan will detail implementation and impact studies. It will state the research questions and describe sample selection, the approach to documenting attrition, data collection, outcome variables, baseline balance testing, and the statistical analysis of impacts on students and teachers.
- Submit draft and final study plan and contrast table to EIR Analysis and Reporting (A&R) team and make revisions as required.

Task 3: IRB, Recruitment, and Consent

- Develop IRB submission and obtain approval, providing RIMSD with approval letter.
- Develop protocols for using Empirical's secure website, SecureServer®, which uses VeriSign security, so that data collection from RIMSD is compliant with Family Educational Rights and Privacy Act (FERPA).
- Secure district agreement.
- Conduct informed consent webinars to recruit study teachers.
- Document recruiting procedures and processes.
- Offer conference calls to all potential participants to discuss the research study and data collection.
- Prepare, collect, and enter consent forms from administrator and teacher participants.
- Keep IRB submission up to date with any changes in design or data collection protocols.

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Task 4: Teacher Surveys

- Develop original content for teacher background survey and quarterly implementation surveys.
- Administer baseline survey in spring 2023 on teaching preparation and background, and other contextual factors using SurveyCenter®. Administer two quarterly implementation surveys (in fall and winter 2023) using SurveyCenter.
- Create and update the survey framework to reflect items asked on surveys.
- Use standard Empirical survey follow-up protocol including reminder calls, emails, and faxes.
- Follow up with school principals to determine if study teachers who have not completed surveys are still at the school and participating.
- Track teacher participation and communication.
- Contact participants regarding comments made on surveys for clarification or to resolve any issues.

Task 5: Measure of Socio-Emotional Learning Competency

- Communicate with RIMSD and RIHS during their administration of the SEL competency measure to all eligible students and teachers (baseline in spring 2023; administer to new students in fall 2023).
- Coordinate with RIMSD and RIHS to securely transfer data to Empirical.

Task 6: Teacher Interviews

- Develop coding protocols and transcription methods pertaining to teacher interviews.
- Review baseline teacher survey responses with RIMSD and CWK to determine the method of selection for a subsample for teacher interviews.

Task 7: Training Observations

- Develop and refine observation protocol and processes
- One Empirical Education staff will travel to RIMSD to observe the CWK training in June or July 2023
- One Empirical Education staff member will virtually observe a sample of quarterly coaching sessions (schedule and sample TBD)

Task 8: Data Collection, Data Warehousing, and SecureServer

- Develop specifications and protocols for the collection of individual student and teacher data from RIMSD
- Set up and maintain Empirical Education's SecureServer, data warehouse, and other infrastructure for the purpose of obtaining and storing data securely
- Submit data requests to obtain class rosters, administrative records (attendance and behavioral data), standardized test scores, measures of SEL competency, and student and teacher demographic data from RIMSD
- Communicate with district representatives to assure data requests are completed as requested
- Collect data from CWK and RIMSD needed for FOI analysis (e.g., training attendance, meeting agendas, etc.)

Task 9: Randomization

- Collect all necessary data for blocking procedures and randomization
- Randomly assign approximately 100 RIHS teachers to receive HATC training or participate in business as usual
- Communicate randomization results to the HATC team (CWK and RIMSD)

Task 10: Monitoring Participants

- Monitor and document participation, contamination, and attrition

Task 11: Reports

- Prepare internal quarterly feedback reports and submit them with quarterly invoices
- Prepare and deliver an end-of-year report with randomization results and study progress updates

Year 1 Timeline and Payment Schedule

The year 1 portion of this project will begin in January 2023 with the initiation of the contract. Table 1 presents a timeline of the primary research tasks for the first year of the study.

TABLE 1. YEAR 1 MILESTONES

Target date	Major milestone
January 2023	Commencement of work
January 2023	Attend the in-person EIR kickoff meeting in DC
January 2023	Prepare and deliver district agreement
Spring 2023	Prepare and submit IRB application
Spring 2023	Hold informed consent webinars and collect teacher consent
Spring 2023	Administer baseline teacher survey and collect from RIMSD other background data necessary for randomization (including student rosters for the 2023/24 school year and SEL measure)
Spring 2023	Randomize teachers and communicate results
Summer 2023	Prepare and share initial draft of study plan
Summer 2023	Observe one day of teacher training
Fall 2023	Attend the in-person EIR meeting in DC
Fall and Winter 2023	Develop and administer teacher survey
Winter 2023	Submit first internal feedback report

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Table 2 presents a fixed-price payment schedule, with each payment tied to a deliverable. In addition to those fixed-price payments, we plan to issue $50 gift cards to all 100 teachers who return their teacher background baseline survey. Since we do not know the exact number of teachers at this time, this cost will be invoiced as a reimbursable expense at the time it is incurred (not to exceed $5,000). Any remaining funds from the year 1 subcontract budget that are not used in year 1, will be rolled over into the following year's budget and included with the renewal subcontract paperwork. All invoices will be Net 30 and submitted by Skott Wade (swade@empiricaleducation.com).

TABLE 2. YEAR 1 PAYMENT SCHEDULE

Target date	Deliverable	Payment
March 2023	Deliver quarter 1 report	$35,000
June 2023	Deliver quarter 2 report	$35,000
September 2023	Deliver quarter 3 report	$35,000
December 2023	Deliver first interim report	$37,073
Year 1	Total fixed costs	$142,073
Summer 2023	Honorarium for teacher participants who return the baseline background survey (invoiced as the expense occurs, not to exceed amount)	$5,000

Year 2: January 1 – December 31, 2024

Task 1: General Communication

- Participate in regular study team meetings
- Maintain regular communication with RIMSD, RIHS administration, and RIHS teachers
- Maintain regular communication with CWK
- Maintain regular communication with EIR TA liaison from Abt Associates and hold monthly team calls
- Attend annual EIR in-Person meeting in DC
- Provide RIMSD with quarterly reports

Task 2: Study Design

- Continue research on existing literature, program materials, and research methods
- Work with to CWK and RIMSD to refine the HATC logic model
- Revise the study plan and contrast table based on the feedback provided by the EIR Analysis and Reporting (A&R) team for documents submitted in Year 1
- Document key discussions and decisions about study design, and share with RIMSD and CWK as appropriate
- Track the implementation data against FOI thresholds
- Use PDSA cycles to incorporate feedback into the implementation design

Task 3: IRB, Recruitment, and Consent

- Inform IRB and obtain approval, if needed, of any changes in design or data collection protocols
- Manage use of Empirical's secure website, SecureServer, which uses VeriSign security, so that data collection from RIMSD is compliant with Family Educational Rights and Privacy Act (FERPA)
- Conduct informed consent webinars to recruit any new study teachers
- Prepare, collect, and enter consent forms from administrator and teacher participants new to the study

Task 4: Teacher Surveys

- Refine content for teacher quarterly implementation surveys
- Administer two of four quarterly implementation surveys for the 2023/24 school year (in March and May 2024) and two of four quarterly implementation surveys for the 2024/25 school year (in fall and winter 2024) using SurveyCenter
- Update the survey framework to reflect items asked on surveys
- Use standard Empirical survey follow-up protocol including reminder calls, emails, and faxes
- Follow up with school principals to determine if study teachers who have not completed surveys are still at the school and participating
- Track teacher participation and communication
- Contact participants regarding comments made on surveys for clarification or to resolve any issues

Task 5: Measure of Socio-Emotional Learning Competency

- Communicate with RIMSD and RIHS during their administration of the SEL competency measure to all eligible students and teachers (spring and fall 2024)
- Coordinate with RIMSD and RIHS to securely transfer data to Empirical

Task 6: Teacher Interviews

- Research and develop interview questions, in collaboration with RIMSD and CWK
- Select a subsample of teachers to invite to participate in interviews
- Schedule and conduct interviews
- Collect and transcribe interview data for analysis

Task 7: Data Collection, Data Warehousing, and SecureServer

- Submit data requests to obtain class rosters, administrative records (attendance and behavioral data), standardized test scores, SEL competency data, and student and teacher demographic data from RIMSD
- Communicate with district representatives to assure data requests are completed as requested
- Maintain Empirical Education's SecureServer, data warehouse, and other infrastructure for the purpose of obtaining and storing data securely
- Clean and warehouse all data collected through teacher surveys
- Clean and warehouse all data collected through teacher interviews
- Clean and warehouse all data collected from RIMSD
- Collect data from CWK and RIMSD needed for FOI analysis (e.g., training attendance, meeting agendas, etc.)
- Integrate all data and prepare analytic data files

Task 8: Monitoring Participants

- Monitor and document participation, contamination, and attrition
- Administer honorariums for completion of surveys and interviews

Task 9: Analysis

- Collect cost estimates for implementation and costs associated with business-as-usual instruction; develop methods for analyzing cost estimates
- Conduct analysis of teacher surveys, SEL competency outcomes, achievement and behavioral data, and teacher interviews
- Continue to develop analytic techniques for impact and implementation analysis
- Refine research questions, algorithms to calculate FOI, and aggregate results based on thresholds established in the FOI matrix submitted to EIR

Task 10: Reports

- Prepare internal quarterly feedback reports and submit them with quarterly invoices
- Prepare and deliver an end-of-year report with interim results and study progress updates
- Submit preliminary results to AERA for presenting in 2025

Year 2 Timeline and Payment Schedule

Table 3 presents a timeline of the primary research tasks for the second year of the study.

TABLE 3. YEAR 2 MILESTONES

Target date	Major milestone
Spring 2024	Administer two teacher surveys
Summer 2024	Revise draft of study plan
Summer 2024	Collect and warehouse data from RIMSD
Fall 2024	Collect teacher consent for any new study teachers
Fall 2024	Attend the in-person EIR meeting in DC
Fall and Winter 2024	Administer teacher surveys
Winter 2024	Conduct analyses
Winter 2024	Submit second internal feedback report

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Table 4 presents a fixed-price payment schedule, with each payment tied to a deliverable. In addition to those fixed-price payments, we plan to issue $75 gift cards for each completed survey and $150 gift cards for each teacher interview. Since we do not know the exact number of teachers at this time, this cost will be invoiced as a reimbursable expense at the time it is incurred (not to exceed $33,000). Any remaining funds from the year 2 subcontract budget that are not used in year 2, will be rolled over into the following year's budget and included with the renewal subcontract paperwork. All invoices will be Net 30 and submitted by Skott Wade (swade@empiricaleducation.com).

TABLE 4. YEAR 2 PAYMENT SCHEDULE

Target date	Deliverable	Payment
March 2024	Deliver quarter 1 report	$50,000
June 2024	Deliver quarter 2 report	$50,000
September 2024	Deliver quarter 3 report	$50,000
December 2024	Deliver second interim report	$53,104
Year 2	Total fixed costs	$203,104
Summer 2024	Honorarium for teacher participants who complete the surveys and interviews (invoiced as the expense occurs, not to exceed amount)	$33,000

Year 3: January 1 – December 31, 2025

Task 1: General Communication

- Participate in regular study team meetings
- Maintain regular communication with RIMSD, RIHS administration, and RIHS teachers
- Maintain regular communication with CWK
- Maintain regular communication with EIR TA liaison from Abt Associates and hold monthly team calls
- Attend annual EIR In-Person meeting in DC
- Provide RIMSD with quarterly reports

Task 2: Study Design

- Continue research on existing literature, program materials, and research methods.
- Work with to CWK and RIMSD to refine the HATC logic model
- Revise the study plan and contrast table based on the feedback provided by the EIR Analysis and Reporting (A&R) team for documents submitted in Year 1
- Document key discussions and decisions about study design, and share with RIMSD and CWK as appropriate
- Track the implementation data against FOI thresholds
- Use PDSA cycles to incorporate feedback into the implementation design
- Collaborate with RIMSD and CWK to map out the data analysis plan and timeline, including priority questions and data to be analyzed for teacher survey items

Task 3: IRB, Recruitment, and Consent

- Inform IRB and obtain approval, if needed, of any changes in design or data collection protocols
- Manage use of Empirical's secure website, SecureServer, which uses VeriSign security, so that data collection from RIMSD is compliant with Family Educational Rights and Privacy Act (FERPA)
- Conduct informed consent webinars to recruit any new study teachers
- Prepare, collect, and enter consent forms from administrator and teacher participants new to the study

Task 4: Teacher Surveys

- Refine content for teacher quarterly implementation surveys
- Administer two of four quarterly implementation surveys for the 2024/25 school year (in March and May 2025) and two of four quarterly implementation surveys for the 2025/26 school year (in fall and winter 2025) using SurveyCenter
- Update the survey framework to reflect items asked on surveys
- Use standard Empirical survey follow-up protocol including reminder calls, emails, and faxes
- Follow up with school principals to determine if study teachers who have not completed surveys are still at the school and participating

- Track teacher participation and communication
- Contact participants regarding comments made on surveys for clarification or to resolve any issues

Task 5: Measure of Socio-Emotional Learning Competency

- Communicate with RIMSD and RIHS during their administration of the SEL competency measure to all eligible students and teachers (spring and fall 2025)
- Coordinate with RIMSD and RIHS to securely transfer data to Empirical

Task 6: Teacher Interviews

- Research and develop interview questions, in collaboration with RIMSD and CWK
- Select a subsample of teachers to invite to participate in interviews
- Schedule and conduct interviews
- Collect and transcribe interview data for analysis

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Task 7: Data Collection, Data Warehousing, and SecureServer

- Submit data requests to obtain class rosters, administrative records (attendance and behavioral data), standardized test scores, SEL competency data, and student and teacher demographic data from RIMSD
- Communicate with district representatives to assure data requests are completed as requested
- Maintain Empirical Education's SecureServer, data warehouse, and other infrastructure for the purpose of obtaining and storing data securely
- Clean and warehouse all data collected through teacher surveys
- Clean and warehouse all data collected through teacher interviews
- Clean and warehouse all data collected from RIMSD
- Collect data from CWK and RIMSD needed for FOI analysis (e.g., training attendance, meeting agendas, etc.)
- Integrate all data and prepare analytic data files

Task 8: Monitoring Participants

- Monitor and document participation, contamination, and attrition
- Administer honorariums for completion of surveys and interviews

Task 9: Analysis

- Collect cost estimates for implementation; develop methods for analyzing cost estimates
- Conduct analysis of teacher surveys, SEL competencies, behavioral and achievement data, and teacher interviews
- Continue to develop analytic techniques for impact and implementation analysis
- Refine research questions, algorithms to calculate FOI, and aggregate results based on thresholds established in the FOI matrix submitted to EIR

Task 10: Reports

- Prepare internal quarterly feedback reports and submit them with quarterly invoices
- Prepare and deliver an end-of-year report with interim results and study progress updates
- Attend AERA conference to present preliminary results (if submission is accepted)
- In collaboration with CWK and RIMSD, identify appropriate journals to submit results to, and start drafting journal articles

Year 3 Timeline and Payment Schedule

Table 5 presents a timeline of the primary research tasks for the third year of the study.

TABLE 5. YEAR 3 MILESTONES

Target date	Major milestone
Spring 2025	Administer two teacher surveys
Summer 2025	Revise draft of study plan
Summer 2025	Collect and warehouse data from RIMSD
Fall 2025	Collect teacher consent for any new study teachers
Fall 2025	Attend the in-person EIR meeting in DC
Fall and Winter 2025	Administer teacher surveys
Winter 2025	Conduct analyses
Winter 2025	Submit third internal feedback report

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Table 6 presents a fixed-price payment schedule, with each payment tied to a deliverable. In addition to those fixed-price payments, we plan to issue $75 gift cards for each completed survey and $150 gift cards for each teacher interview. Since we do not know the exact number of teachers at this time, this cost will be invoiced as a reimbursable expense at the time it is incurred (not to exceed $33,000). Any remaining funds from the year 3 subcontract budget that are not used in year 3, will be rolled over into the following year's budget and included with the renewal subcontract paperwork. All invoices will be Net 30 and submitted by Skott Wade (swade@empiricaleducation.com).

TABLE 6. YEAR 3 PAYMENT SCHEDULE

Target date	Deliverable	Payment
March 2025	Deliver quarter 1 report	$40,000
June 2025	Deliver quarter 2 report	$40,000
September 2025	Deliver quarter 3 report	$40,000
December 2025	Deliver third interim report	$28,690
Year 3	Total fixed costs	$148,690
Summer 2025	Honorarium for teacher participants who complete the surveys and interviews (invoiced as the expense occurs, not to exceed amount)	$33,000

Year 4: January 1 – December 31, 2026

Task 1: General Communication

- Participate in regular study team meetings
- Maintain regular communication with CWK, RIMSD, RIHS administration, and RIHS teachers
- Maintain regular communication with EIR TA liaison from Abt Associates and hold monthly team calls
- Attend annual EIR In-Person meeting in DC
- Provide RIMSD with quarterly reports

Task 2: Study Design

- Continue research on existing literature, program materials, and research methods.
- Work with to CWK and RIMSD to refine the HATC logic model
- Revise the study plan and contrast table based on the feedback provided by the EIR Analysis and Reporting (A&R) team for documents submitted in Year 1
- Document key discussions and study design decisions; share with RIMSD and CWK as appropriate
- Track the implementation data against FOI thresholds
- Use PDSA cycles to incorporate feedback into the implementation design
- Collaborate with RIMSD and CWK to refine the data analysis plan and timeline, including priority questions and data to be analyzed for teacher survey items
- Travel to RIMSD to discuss scaling and replication of the program implementation to other school districts

Task 3: IRB, Recruitment, and Consent

- Inform IRB and obtain approval, if needed, of any changes in design or data collection protocols
- Manage use of Empirical's secure website, SecureServer, which uses VeriSign security, so that data collection from RIMSD is compliant with Family Educational Rights and Privacy Act (FERPA)
- Conduct informed consent webinars to recruit any new study teachers
- Prepare, collect, and enter consent forms from administrator and teacher participants new to the study

Task 4: Teacher Surveys

- Refine content for teacher quarterly implementation surveys
- Administer two of four quarterly implementation surveys for the 2025/26 school year (in March and May 2026) and two of four quarterly implementation surveys for the 2026/27 school year (in fall and winter 2026) using SurveyCenter
- Update the survey framework to reflect items asked on surveys
- Use standard Empirical survey follow-up protocol including reminder calls, emails, and faxes
- Follow up with school principals to determine if study teachers who have not completed surveys are still at the school and participating

- Track teacher participation and communication
- Contact participants regarding comments made on surveys for clarification or to resolve any issues

Task 5: Measure of Socio-Emotional Learning Competency

- Communicate with RIMSD and RIHS during their administration of the SEL competency measure to all eligible students and teachers (spring and fall 2026)
- Coordinate with RIMSD and RIHS to securely transfer data to Empirical

Task 6: Teacher Interviews

- Research and develop interview questions, in collaboration with RIMSD and CWK
- Select a subsample of teachers to invite to participate in interviews
- Schedule and conduct interviews
- Collect and transcribe interview data for analysis

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Task 7: Data Collection, Data Warehousing, and SecureServer

- Submit data requests to obtain class rosters, administrative records (attendance and behavioral data), standardized test scores, SEL competency data, and student and teacher demographic data from RIMSD
- Communicate with district representatives to assure data requests are completed as requested
- Maintain Empirical Education's SecureServer, data warehouse, and other infrastructure for the purpose of obtaining and storing data securely
- Clean and warehouse all data collected through teacher surveys and teacher interviews
- Clean and warehouse all data collected from RIMSD
- Collect data from CWK and RIMSD needed for FOI analysis (e.g., training attendance, meeting agendas, etc.)
- Integrate all data and prepare analytic data files

Task 8: Monitoring Participants

- Monitor and document participation, contamination, and attrition
- Administer honorariums for completion of surveys and interviews

Task 9: Analysis

- Collect cost estimates for implementation; develop methods for analyzing cost estimates
- Conduct analysis of teacher surveys, SEL competencies, behavioral and achievement data, and teacher interviews
- Continue to develop analytic techniques for impact and implementation analysis
- Refine research questions, algorithms to calculate FOI, and aggregate results based on thresholds established in the FOI matrix submitted to EIR

Task 10: Reports

- Prepare internal quarterly feedback reports and submit them with quarterly invoices
- Prepare and deliver an end-of-year report with interim results and study progress updates
- Submit presentation proposals to AERA and SREE to present results in 2027
- Continue drafting journal articles with CWK and RIMSD

Year 4 Timeline and Payment Schedule

Table 7 presents a timeline of the primary research tasks for the fourth year of the study.

TABLE 7. YEAR 4 MILESTONES

Target date	Major milestone
Spring 2026	Administer two teacher surveys
Summer 2026	Revise draft of study plan
Summer 2026	Collect and warehouse data from RIMSD
Fall 2026	Collect teacher consent for any new study teachers
Fall 2026	Attend the in-person EIR meeting in DC
Fall and Winter 2026	Administer teacher surveys
Winter 2026	Conduct analyses
Winter 2026	Submit fourth internal feedback report

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Table 8 presents a fixed-price payment schedule, with each payment tied to a deliverable. In addition to those fixed-price payments, we plan to issue $75 gift cards for each completed survey and $150 gift cards for each teacher interview. Since we do not know the exact number of teachers at this time, this cost will be invoiced as a reimbursable expense when it is incurred (not to exceed $33,000). Any remaining funds from the year 4 subcontract budget that are not used in year 4, will be rolled over into the following year's budget and included with the renewal subcontract paperwork. All invoices will be Net 30 and submitted by Skott Wade.

TABLE 8. YEAR 4 PAYMENT SCHEDULE

Target date	Deliverable	Payment
March 2026	Deliver quarter 1 report	$40,000
June 2026	Deliver quarter 2 report	$40,000
September 2026	Deliver quarter 3 report	$40,000
December 2026	Deliver fourth interim report	$31,279
Year 4	Total fixed costs	$151,279
Summer 2026	Honorarium for teacher participants who complete the surveys and interviews (invoiced as the expense occurs, not to exceed amount)	$33,000

Year 5: January 1 – December 31, 2027

Task 1: General Communication

- Participate in regular study team meetings
- Maintain regular communication with RIMSD, RIHS administration, and RIHS teachers
- Maintain regular communication with CWK
- Maintain regular communication with EIR TA liaison from Abt Associates and hold monthly team calls
- May attend annual EIR In-Person meeting in DC
- Provide RIMSD with quarterly reports

Task 2: Study Design

- Continue research on existing literature, program materials, and research methods
- Work with to CWK and RIMSD to refine the HATC logic model
- Revise the study plan and contrast table based on the feedback provided by the EIR Analysis and Reporting (A&R) team for documents submitted in Year 1
- Document key discussions and decisions about study design, and share with RIMSD and CWK as appropriate
- Track the implementation data against FOI thresholds; focus implementation data on scaling and replication
- Use PDSA cycles to incorporate feedback into the implementation design
- Collaborate with RIMSD and CWK to refine the data analysis plan and timeline, including priority questions and data to be analyzed for teacher survey items
- Travel to RIMSD to discuss scaling and replication of the program implementation to other school districts

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Task 3: IRB, Recruitment, and Consent

- Inform IRB and obtain approval, if needed, of any changes in design or data collection protocols
- Manage use of Empirical's secure website, SecureServer, which uses VeriSign security, so that data collection from RIMSD is compliant with Family Educational Rights and Privacy Act (FERPA)

Task 4: Teacher Surveys

- Develop original content for teacher quarterly implementation surveys
- Administer two of four quarterly implementation surveys for the 2026/27 school year (in March and May 2027) using SurveyCenter
- Update the survey framework to reflect items asked on surveys
- Use standard Empirical survey follow-up protocol including reminder calls, emails, and faxes
- Follow up with school principals to determine if study teachers who have not completed surveys are still at the school and participating

- Track teacher participation and communication
- Contact participants regarding comments made on surveys for clarification or to resolve any issues

Task 5: Measure of Socio-Emotional Learning Competency

- Communicate with RIMSD and RIHS during their administration of the SEL competency measure to all eligible students and teachers (spring 2027)
- Coordinate with RIMSD and RIHS to securely transfer data to Empirical

Task 6: Teacher Interviews

- Research and develop interview questions, in collaboration with RIMSD and CWK
- Select a subsample of teachers to invite to participate in interviews
- Schedule and conduct interviews
- Collect and transcribe interview data for analysis

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Task 7: Data Collection, Data Warehousing, and SecureServer

- Submit data requests to obtain class rosters, administrative records (attendance and behavioral data), standardized test scores, SEL competency data, and student and teacher demographic data from RIMSD
- Communicate with district representatives to assure data requests are completed as requested
- Maintain Empirical Education's SecureServer, data warehouse, and other infrastructure for the purpose of obtaining and storing data securely
- Clean and warehouse all data collected through teacher surveys
- Clean and warehouse all data collected through teacher interviews
- Clean and warehouse all data collected from RIMSD
- Collect data from CWK and RIMSD needed for FOI analysis (e.g., training attendance, meeting agendas, etc.)
- Integrate all data and prepare analytic data files
- Compile an inventory of all data received to date

Task 8: Monitoring Participants

- Monitor and document participation, contamination, and attrition
- Administer honorariums for completion of surveys and interviews

Task 9: Analysis

- Collect data and conduct final cost estimates for implementation
- Complete analysis of teacher surveys, SEL competencies, behavioral and achievement data, and teacher interviews
- Collaborate with CWK and RIMSD (as needed) to finalize the year 5 data analysis plan and timeline, including priority questions and data to be analyzed

- Refine research questions, algorithms to calculate FOI, and aggregate results based on thresholds established in the FOI matrix submitted to EIR
- Document key discussions and decisions about analysis, and share with CWK and RIMSD as appropriate

Task 10: Reporting

- Support RIMSD with the EIR Final Performance Report
- Prepare internal quarterly feedback reports and submit them with quarterly invoices
- Prepare final FOI matrix
- Prepare and deliver final report with all results
- Submit final report and contrast tool to EIR
- Submit final report to the ERIC database
- Attend AERA conference to present results (if submission is accepted)
- Attend SREE conference to present results (if submission is accepted)
- Submit journal articles to appropriate journals
- Collaborate with RIMSD and CWK on other outreach materials (e.g., research briefs, slide decks)

Year 5 Timeline and Payment Schedule

Table 9 presents a timeline of the primary research tasks for the final year of the study.

TABLE 9. YEAR 5 MILESTONES

Target date	Major milestone
Spring 2027	Administer final teacher surveys
Spring 2027	Present results at conferences
Summer 2027	Collect and warehouse final data from RIMSD
Fall 2027	May attend the in-person EIR meeting in DC
Fall-Winter 2027	Complete analyses
Winter 2027	Share a draft of the final report with RIMSD and CWK
Winter 2027	Submit final report to RIMSD, CWK, and EIR
Winter 2027	Contribute to dissemination of final report

Table 10 presents a fixed-price payment schedule, with each payment tied to a deliverable. In addition to those fixed-price payments, we plan to issue $75 gift cards for each completed survey and $150 gift cards for each teacher interview. Since we do not know the exact number of teachers at this time, this cost will be invoiced as a reimbursable expense at the time it is incurred (not to exceed $33,000). All invoices will be Net 30 and submitted by Skott Wade (swade@empiricaleducation.com).

TABLE 10. YEAR 5 PAYMENT SCHEDULE

Target date	Deliverable	Payment
March 2027	Deliver quarter 1 report	$50,000
June 2027	Deliver quarter 2 report	$50,000
September 2027	Deliver quarter 3 report	$50,000
December 2027	Deliver final report	$53,143
Year 5	Total fixed costs	$203,143
Summer 2027	Honorarium for teacher participants who complete the surveys and interviews (invoiced as the expense occurs, not to exceed amount)	$33,000

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Empirical Education

EMPOWERING EDUCATORS THROUGH EVIDENCE AND INSIGHT

January 25, 2023

Dr. Reginald Lawrence II
Superintendent
Rock Island - Milan School District #41
2101 6th Avenue, Rock Island, IL 61201

Dear Dr. Reginald Lawrence II:

We look forward to working with Rock Island - Milan School District #41 (RIMSD) in evaluating the implementation and effectiveness of the How are The Children (HATC) project on student social-emotional competencies, attendance and suspension rates, and student achievement in grades 9-12. This letter describes how Empirical Education Inc. will work with RIMSD during this study. At the end of the letter, we ask you or another authorized signatory of the district to sign and date this document, acknowledging our agreement to work together. 241

Purpose and Timeframe

RIMSD has contracted with Empirical Education to conduct an independent evaluation of HATC, as part of a 2022 Education Innovation and Research (EIR) grant award.

The evaluation will consist of four main components: (1) a rigorous randomized experiment (impact study) to measure how effective the HATC program is compared to business-as-usual (BAU); (2) program processes, with rapid-cycle performance feedback, to inform RIMSD about implementation and factors that facilitate or impede program development, scale-up, and potential replication; (3) fidelity of implementation (FOI) of the program's key components relative to established thresholds; and (4) a cost-analysis and cost-effectiveness study.

Empirical Education will conduct the study during the 2023-24 through 2026-27 academic years. We will focus our analysis on students in grades 9-12 in the advisory period classes of participating teachers. The impact study will occur during the 2023-24 school year. The primary outcome of interest for the impact study will be students' social-emotional competencies, and attendance and suspension rate. Teachers will be randomized in spring 2023, with half using the HATC program and half continuing BAU during the following school year. All teachers will receive HATC professional development and support by summer 2024 and we will continue to evaluate the program processes, FOI and cost-effectiveness for the remainder of the grant. The general study timeline will be as follows.

- Spring 2023: Study planning, participant recruitment, baseline data collection; teacher randomization once rosters have been formed

- Summer 2023: Teachers randomly assigned to the HATC group receive training
- Fall 2023-Spring 2024: Implementation and impact study
- Summer 2024: All RIHS teachers trained in HATC
- Fall 2024 through Fall 2027: Study of whole school implementation; process study and formative evaluation of sustainability/scalability; and cost study

The HATC activities consist of training quarterly coaching sessions lead by Connect with Kids (CWK), implementation of SEL lessons during the advisory period, and project-based learning modules that result in a video production for each SEL competency. During the course of the evaluation, teachers will be asked to complete quarterly web-based surveys to better understand program implementation and the program's influence on SEL competencies and student achievement. A subsample of teachers will also be invited to video conference call interviews.

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The research questions are as follows.

1. Is there a positive intent-to-treat (ITT) impact of HATC (relative to BAU) on:
   a. students' social-emotional (SE) competence (composite) (teacher-rated)?
   b. students' attendance rate (at school)?
   c. students' suspension rate (reduction in proportion of students with one or more suspensions)?
2. Is there a positive impact of HATC on:
   a. students' individual SE competencies (teacher-rated and student-rated): self-awareness, self-management, social-awareness, relationship skills, relationship skills, personal responsibility, decision making, goal-directed behavior, optimistic thinking?
   b. students' disciplinary office referrals?
   c. student end of year achievement?
   d. teachers' positive relationship with students?
   e. teachers' burnout/well-being?
   f. teachers' SE competencies?
3. Is impact on achievement mediated by students' (a) increased SE competence, (b) increased attendance, (c) reduction in suspension rate?
4. Is there a differential impact of HATC on student and teacher outcomes based on baseline characteristics, including gender, race, socioeconomic status, LEP status, baseline number of suspensions (students) and years of teacher experience, and teacher baseline SE competencies (teachers)?

Our research will be independent of and uninfluenced by CWK and RIMSD. Our reports will provide your district, CWK, and a national audience of educators and researchers with an objective evaluation of the HATC

program. Empirical Education is committed to conducting research that is of the highest quality and usability for practitioners. Each study we conduct also has the purpose of contributing to our continuous improvement of methodologies for producing actionable evidence.

The research activities in your district will commence with the signing of this agreement and conclude at the end of the 2026-27 school year and once final data has been received. A final report is expected to be available in late 2027. Follow-on research may continue beyond the 2026-27 school year.

Research Methods

Our company provides technical assistance, data analysis, reporting, and related services to help school districts conduct scientifically-based research that meets the standards for evidence called for by the U.S. Department of Education.

- The impact study will involve data from students in grades 9-12 who are implementing HATC during the 2023-24 school year and comparison classes who are not implementing HATC. In order to help ensure that any differences found between student and teacher outcomes are caused by the presence of the HATC program, students of RIMSD teachers will be randomly assigned to either use the HATC program or to participate as part of the control group (BAU).
- The implementation, process, and cost studies will be conducted during the 2023-24 through 2026-27 school years.
- Empirical Education will follow its human subjects protocol, which includes obtaining informed consent from teachers who complete data collection activities. Empirical Education's policy on "Program for Protection of Research Participants" is posted at https://empiricaleducationinc.box.com/HumanSubjects.
- Empirical Education will collect data as described below and will communicate with participating teachers via quarterly web-based surveys and teacher interviews to evaluate the level of program implementation and satisfaction.
- Empirical Education will not interview or test students.

Assignment of District Point of Contact

RIMSD has assigned a point of contact (POC) to the project—Dr. Kathy Ruggeberg, Assistant Superintendent for Teaching & Learning—who will act as the contact person for our company and whose responsibilities will include the following.

- Determine whether the scope of the study addresses the interests of RIMSD
- Assure that the study procedures are consistent with those of RIMSD
- Obtain authorization for teachers to spend sufficient time during the study responding to surveys or replying to other queries from Empirical Education
- Facilitate the release of requested data

Data Collection

The study will rely on data that RIMSD and CWK supply to Empirical Education, as well as data collected through web-based surveys and interviews with teachers. Teachers will be given an honorarium (in the form of a gift card or check) for completing study surveys, which they will be able to spend as they wish.

- Empirical Education will provide its services to your district in a manner consistent with the provisions of the Family Educational Rights and Privacy Act (FERPA). All data provided to our company will remain the property of your district, even while stored in our company's database. We will ensure that data are accessible only to company personnel and consultants with a legitimate interest in the information or to authorities legally authorized for access. Personally identifying information will be removed so that your students and teachers will be identified only by unique numeric IDs within our database used for analysis.
- All transfers of confidential data between Empirical Education and the district will occur through Empirical's secure website, Empirical SecureServer®, which uses HTTPS/SSL with a signed security certificate. Any hard copy data will be stored in locked file cabinets. Hard copies and data files obtained from the district containing individually identifiable student or teacher data will be destroyed one year after the study has been completed.
- We will retain the data that has been stripped of all personally identifying information (de-identified data) for use in reanalysis and follow-on research, which is one of the purposes for which the study is being conducted.
- In order for Empirical Education to conduct the study, RIMSD will supply our company with relevant data in electronic form. These data will include individual records for the students of participating teachers, as well as other background data including relevant demographic information. Specifically, your district will provide the following student and teacher data.
    - Student-level data
        - Unique state or district ID
        - Demographic data including: gender, race/ethnicity, date of birth, and grade level
        - Economic Disadvantaged Status
        - Markers for Special Education and Limited English Proficiency status
        - State- or district-mandated assessment scores from 2023 through 2027 school years (for example, Measures of Academic Progress (MAP) scores in math and reading)
        - Behavioral data (daily attendance records, disciplinary office referrals, and in-school and out-of-school suspension data)
        - Social-emotional learning competency scores (individual scales and composite scores from teacher-rated and student self-rated assessment)

- Other data deemed important as indicators of improved progress specific to this population
- Classroom rosters linking students to teachers and class sections

- Empirical Education will collect additional data for analysis from participating teachers via quarterly web-based surveys and interviews with a subset of teachers
- CWK will provide Empirical Education with any available data on the extent to which students use HATC (for example, if implementation data are automatically collected by CWK and are recorded in the CWK platform).

RESEARCH REPORTS

In most cases, the results from the study will be made public.

- The study will be presented in standard research report format. Empirical Education will own the copyright to the reports and will grant your district a limited license to use and distribute the reports.
- Published reports will never use the names of students or teachers. The school and district name will be used unless otherwise requested.
- We will seek to report the results in reputable scientific journals and at scientific conferences.
- Empirical Education may combine the results from this study with the results from similar studies conducted in other school districts and may report these combined results.

On behalf of Empirical Education, we very much look forward to working with RIMSD. If I can answer any questions or be of assistance, please do not hesitate to call.

Sincerely,

Robin Means

Robin Means
President
Empirical Education Inc.

Reginald L. Lawrence II
Signature

2/14/23
Date

Reginald L. Lawrence II
Printed name

Superintendent
Title

EXEMPT HUMAN SUBJECTS NARRATIVE

Rock Island-Milan School District (RIMSD), in partnership with Connect with Kids (CWK), is submitting a proposal entitled *How Are the Children: Increasing Social Emotional/Mental Health in the High School Environment (HATC)* to the Office of Elementary and Secondary Education (OESE) at the Department of Education for their Education Innovation and Research (EIR) program under the Early-phase grant category. Empirical Education (Empirical) will serve as the independent evaluator. It is our determination that this is research and does involve humans as subjects, but that the activities are exempt from full IRB review, under Exemption Category 1: Normal educational practice.

The research team has submitted previous protocols to Empirical's IRB without issue. Similar to previous work, the Principal Investigator will submit all required materials to the IRB with significant time for review and approval prior to initial human subjects research activities.

Human Subjects Involvement and Characteristics. This study will examine the effectiveness of the CWK curriculum with project-based learning (PBL) components with high school students and teachers in RIMSD. The program is a social emotional learning (SEL) curriculum designed to improve SEL competencies, as well as behavioral and academic outcomes. Teachers attend 14 hours of summer training and receive quarterly coaching sessions to implement the program. SEL competencies are addressed through video modeling, group discussion, written productivity, and weekly reinforcement of SEL competencies with follow-up activities. All curriculum is available in an online portal. Teachers will use the curriculum during their advisory period and are expected to complete 25 lessons (across 5 units), implementing 4-5 days/week. The program will be enhanced through a PBL component that will result in a video production for each SEL competency. There will be a 6 month planning period (January – June 2023). Recruitment for the impact study will begin in spring 2023 and will be a randomized control trial (RCT) where teachers serving as advisors (during advisory period) will be randomly assigned to use the CWK curriculum or be wait-listed and serve as the control group for one year (the control group will receive the program the following school year). The RCT will last one year and the implementation study and formative evaluation will span the five-year grant.

The CWK program will be implemented in a high-needs high school in RIMSD. The teacher population will include 100 teachers and approximately 1700 high school students in treatment and control, as well as administrators and other school staff.

As part of the impact and implementation study, Empirical will collect data from RIMSD including student administrative records (such as attendance and behavioral outcomes) and assessments that are administered annually. Teachers and students will complete SEL competencies rating forms (each rating their own SEL competencies and teachers will also rate students). Teachers will be asked to complete quarterly surveys that will ask them to reflect on normal educational practices, school climate, and self-efficacy. Participating teachers will be observed during select professional development sessions, and meetings. We will also conduct interviews and focus groups with a sample of teachers and school/district administrators.

Sources of Materials. All data collected for this study will be used solely for the purpose of research. Data for this study will come from the following sources.

- *Observations of professional learning activities:* We will observe a subset of professional learning activities that teachers participate in (e.g., summer training, quarterly coaching sessions).
- *Quarterly teacher surveys/annual interviews with teachers and administrators (exact schedule TBD):* We will survey teachers and administrators in both treatment and control groups about normal educational practices, school climate, and self-efficacy. Teachers will also be asked about engagement in CWK professional learning.
- *SEL competency rating*: Teachers and students will be asked to complete SEL competency scales twice per year (at the beginning and end of each school year). Teachers will also be asked to rate their students.
- *Student educational record data*: We will collect student demographic and test score data, as well as attendance and behavioral data (e.g., suspensions, disciplinary office referrals) from RIMSD for students in both treatment and control groups.

Recruitment. In year one of the project, RIMSD will also be asked to complete a Memorandum of Understanding (MOU) regarding program participation (with CWK) and research activities (with Empirical). RIMSD will introduce the project to teachers and administrators in spring 2023. Administrators and teachers will also receive information about project goals and implementation, as well as possible participation in the study. 247

Informed Consent. During the recruitment process, researchers will provide administrators and teachers with information about the study (during an in-person meeting or via webinar). Following the meeting, administrators and teachers will be asked to actively consent to participate in the study through an online consent form. The consent forms will include a clear description of what it means to participate in the study and what data will be collected. There will also be statements about the voluntary nature of the study and confidentiality, the risks and benefits of participation, and a description of the honorarium provided as part of study participation. The consent form will also include the contact information for the research team and an IRB representative.

Potential Risks. Potential risks to participating in this research are minimal. However, the research team recognizes that it is possible that some participants may experience feelings of frustration or embarrassment through participation in sharing their knowledge such as during interviews or during observed professional learning activities. While all efforts will be made to keep data confidential, there is a small chance that participation in research may cause a loss of privacy. There is also a small risk of data loss.

Protection Against Risk. The research team will ensure that the methods of data collection do not invade the privacy of students, teachers, or schools. We will monitor participation and responses to identify and reduce potential feelings of frustration or embarrassment.

The data security procedures for this project have been designed to minimize the potential for any breach of confidentiality. Members of the research team will complete/have completed an online course covering research with human subjects and data security prior to the study's commencement. All data collected for this study will be used solely for the purpose of research. During the project, all identifying information will be stored in locked cabinets and through

encrypted computer files/cloud-based environments, to which only the trained research staff will have access. All data will be entered into researchers' data warehouses and be linked across the dataset. To the greatest extent possible, data will be de-identified prior to analysis. Only designated research personnel will be involved in the analysis of data.

The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific individual. Information that identifies individual participants will not be provided to anyone other than researchers and legally authorized personnel.

Importance of the Knowledge to be Gained. The proposed study will result in important contributions to research with respect to the impact of CWK on SEL competencies and behavioral and academic outcomes, as revealed by the RCT. The evaluation will also provide information on conditions supporting impact to inform replication and scaling efforts, based on conditions for successful implementation and understanding of moderators (for whom) and mediators (how) impacts are achieved.

Collaborating Sites. The site-based work described will take place in a high school in RIMSD. The district will provide access to the educational data we need for our analyses. Researchers from Empirical will be engaged in human subjects research activities, working directly with sites around data collection and other research-related activities. As the prime awardee, RIMSD and CWK will be engaged in human subjects research and will provide the CWK programming.

IRB and Program for Protection of Research Participants. Prior to any data collection or analysis, Empirical will submit the necessary documents for expedited review to Ethical and Independent Review Services, our external IRB, for review and approval. Empirical's policy on "Program for Protection of Research Participants" is posted at https://empiricaleducationinc.box.com/v/HumanSubjects.

Empirical Education

EMPOWERING EDUCATORS THROUGH EVIDENCE AND INSIGHT

Budget Narrative for Education Innovation and Research (EIR) Early-Phase Program

Empirical Education Inc. as Subaward for Rock Island-Milan School District #41 (RIMSD)

How Are the Children: Increasing Social Emotional/Mental Health in the High School Environment

January 1, 2023 – December 31, 2027

The following information includes the budget table, the %FTE table, personnel, fringe, travel, other direct costs, and our indirect rate.

Empirical Education will oversee all aspects of the project evaluation, including: study compliance; data collection and warehousing; design and analysis; report writing; and dissemination activities.

Budget for 2023-2027

Budget Categories	2023	2024	2025	2026	2027	5-year Total
1. Personnel	71,872	105,449	71,754	74,856	99,657	423,588
2. Fringe Benefits	21,389	31,382	21,354	22,277	29,658	126,060
3. Travel	3,765	1,638	6,012	4,834	7,650	23,899
4. Equipment	0	0	0	0	0	0
5. Supplies	0	287	125	127	130	670
6. Contractual	0	0	0	0	0	0
7. Construction	0	0	0	0	0	0
8. Other	7,000	4,902	5,925	4,907	6,590	29,325
9. Total Direct Costs (lines 1-8)	104,026	143,658	105,170	107,002	143,686	603,542
10. Indirect Costs	43,046	59,446	43,519	44,277	59,457	249,746
11. Stipends	0	33,000	33,000	33,000	33,000	132,000
12. Total Costs (lines 9-11)	147,073	236,104	181,690	184,279	236,143	985,288

Personnel

Name	Job Title	2023	2024	2025	2026	2027
Andrew Jaciw	Chief Scientist	17%	20%	12%	12%	20%
Jenna Zacamy	VP of Research Operations	6%	10%	8%	8%	10%
Adam Schellinger	Senior Research Analyst	25%	25%	20%	20%	20%
Zahava Heydel	Research Assistant	15%	20%	20%	20%	15%
Li Lin	Statistician	4%	15%	6%	8%	12%
Garrett Lai	Data Warehouse Engineer	3%	8%	6%	5%	4%
Skott Wade	Office Manager	0%	2%	2%	2%	2%
Robin Means	President	2%	4%	1%	1%	4%

Andrew Jaciw, principal investigator of the independent impact evaluation, will work closely with Zacamy and Schellinger to direct the experimental design and analysis and supervise all reporting. Jaciw will also contribute to the writing of the report.

Jenna Zacamy, VP of research operations, will provide management and oversight in the compliance issues, including IRB and district research requirements; communication with RIMSD and the participating schools; data aggregation processes; reporting; and dissemination activities.

Adam Schellinger, senior research analyst, under the guidance and supervision of the VP of research operations, will be a key liaison with local NC school contacts. He will maintain communication and agreements with districts and schools; submit materials and updates to the IRB; manage all data collection activities; work across the research team to coordinate activities; conduct descriptive analysis; draft all reports (quarterly, annual, and summative); and disseminate results.

Zahava Heydel, research assistant, will collaborate with Schellinger to assist with all project tasks. These tasks include data entry, cleaning, aggregation; data collection; communication with study participants and the project team; analysis and reporting; and dissemination.

Li Lin, analyst managed by Jaciw will be responsible for data analysis for student and teacher outcomes.

Garrett Lai, data warehouse engineer, under the guidance and supervision of the VP of research operations, will perform the cleaning of data, warehousing all data, preparing data for analysis, and documenting the data through a codebook.

Skott Wade, operations manager, under the management of Robin Means, will assist in the daily management of project tasks relating to the following: issuing and tracking payments to teachers; invoicing and project budget tracking; and processing project related expenses.

Robin Means, asset manager, will be responsible for production and revision of reports, presentations, and other dissemination materials and deliverables related to the project. She will also be responsible for reviewing contractual documents with RIMSD and the Department of Education.

Fringe Benefits

All of the employees listed in the Personnel section are regular employees. Their benefits rate is 29.76% of regular employees' salaries. Benefits include worker's compensation, unemployment tax, and FICA for both employee classifications. Regular employees also receive medical/dental, life insurance, disability insurance, and other staff benefits.

Travel

All travel expense reimbursements are based on airfare estimates of the current average round-trip coach fares. Lodging, ground transport, and per diem are based on GSA's approved rates, adding in taxes.

Adam Schellinger will travel to RIMSD once in year 1 of the project to observe the CWK training. We estimate this trip at $2,127 in year 1 only.
$700 roundtrip airfare + $250/night for lodging x 3 nights ($750) + $79 for ME&I x 3 days ($237) + $100 for ground transport x 3 days ($300) + transport to/from home to airport before and after trip ($140) = $2,127

Andrew Jaciw and Adam Schellinger will travel to RIMSD in year 4 of the project to discuss scaling and replication of the program implementation to other school districts. We estimate this trip at $3,196 in year 4 only.
2 staff x $700 roundtrip airfare = $1,400
2 staff x $250/night for lodging x 2 nights = $1,000
2 staff x $79 for ME&I x 2 days = $158
$100 for ground transport x 2 days = $200
2 staff x $70 ground transport to/from home to airport before and after trip = $280
Total = $3,196

Andrew Jaciw will travel to Washington, DC for the annual 2-day project directors meeting in all 5 years of the project. We estimate this trip at $1,638/year in years 1-5.
$600 roundtrip airfare + $300/night for lodging x 2 nights ($600) + $79 for ME&I x 2 days ($158) + $70 ground transport x 2 days ($140) + transport to/from home to airport before and after trip ($140) = $1,638

Andrew Jaciw and Adam Schellinger will travel to the American Education Research Association (AERA) annual meeting in years 3 and 5 of the project to disseminate study findings. We estimate this trip at $4,374 in each of the 2 years.

2 staff x $700 roundtrip airfare (estimating high since we don't yet know the city) = $1,400
2 staff x $300/night for lodging x 3 nights = $1,800
2 staff x $79 for ME&I x 3 days = $474
2 staff x $70 ground transport x 3 days = $420
2 staff x $70 ground transport to/from home to airport before and after trip = $280
Total = $4,374

Andrew Jaciw will travel to Washington, DC for the annual Society of Research on Educational Effectiveness (SREE) conference in year 5 of the project to disseminate study findings. We estimate this trip at $1,638 in year 5.
$600 roundtrip airfare + $300/night for lodging x 2 nights ($600) + $79 for ME&I x 2 days ($158) + $70 ground transport x 2 days ($140) + transport to/from home to airport before and after trip ($140) = $1,638

Equipment – N/A

Supplies

Supplies include envelopes, checks, toner, and labels to mail stipends in years 2-5. They are estimated at $287 in year 2, $125 in year 3, $127 in year 4, and $130 in year 5.

Contractual – N/A

Construction – N/A

Other

IRB

IRB costs include an initial submission in year 1 ($1,500) and annual reviews in each project year thereafter ($300/year) for a total across all 5 years of the project of $2,700.
$1,500 (Y1) + $300 x 4 years (Y2, 3, 4, and 5) = $2,700

Legal

Legal costs include having our lawyer review contracts and other executive documents. We estimate $1,000 only occurring in year 1 to accommodate contract review.

Conferences

Conference expenses include registration fees for 2 staff to attend AERA in years 3 and 5 and for 1 staff to attend SREE in year 5 for dissemination of results.

Year 3: $510 (AERA annual meeting registration) x 2 staff = $1,020
Year 5: $510 x 2 staff ($1,020 for AERA) + $660 x 1 staff (SREE conference registration) = $1,680.

Software

Software expenses include tools needed for conducting the following portions of the evaluation: administering surveys, securely collecting data, and analyzing the data. Those tools include SAS, SurveyCenter, and SecureServer. We estimate these costs based on our annual payments divided by the number of projects we typically use the tools for.

$6,000 (SAS) + $1,800 (SurveyCenter) + $1,200 (SecureServer) / 2 (projects that share these annual expenses) = $4,500/year for years 1-5.

Printing

Printing expenses include letters to include when mailing stipends. They are estimated at $40 per year for years 2-5.

Postage

Postage expenses include stamps to mail stipends in years 2-5. They are estimated at $62.40 in year 2, $64.90 in year 3, $67.49 in year 4, and $70.19 in year 5.

Participant Costs

Participant costs for years 2-5 are estimated at $33,000/year (100 teachers x $75/survey x quarterly surveys + 20 teachers x $150) for completion of quarterly teacher surveys, a small sample of teacher interviews, and assistance with data collection.

Indirect Costs

Rate of 41.38% is based on financial information for year 2020. The rate was calculated using the methodology required by U.S. Department of Education (ED), but ED informed Empirical that unless Empirical had Prime Federal contracts, it would not negotiate an indirect rate. Empirical has not had any Prime contracts for over ten years.

Total

We estimate the following annual totals for conducting this project evaluation.
Y1: $147,073
Y2: $236,104
Y3: $181,690
Y4: $184,279
Y5: $236,143
Years 1-5: $985,288

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Josh Becker, Director of Building Operations
Date: September 24, 2024
Re: Filterbuy, Inc Contract for Service

This is to request the approval of a contract with **Filterbuy, Inc.** for FY25 in an amount not to exceed **$30,000**. The contract will cover the purchase and delivery of air filtration products, including filters for HVAC systems across our district buildings. Their products are essential for maintaining indoor air quality, improving HVAC efficiency, and promoting the well-being of our students and staff.

As a member of the The Interlocal Purchasing System (TIPS) purchasing cooperative, we are entering into this agreement through TIPS To remain compliant with Board policy and State Code ILCS220/2 Intergovernmental Cooperation Act.

It is recommended that the Board of Education approve the Filterbuy, Inc. contract not to exceed $30,000 for FY25.

Investment Period: FY 25
Total Investment: $30,000
Funding Source: District Funds/Maintenance and Operations Department

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

Contract for Service Form

Rock Island-Milan School District 41

VENDOR NAME: Filterbuy Inc. **EMAIL:** jimmyespinosa@filterbuy.com

ADDRESS: 101 POPE ST
TALLADEGA,AL 35160

DATES OF SERVICE TO BE COMPLETED: July 2024-June 2025

SCHOOL DISTRICT CONTACT: Joshua Becker

COMPENSATION: $ 30,000

DESCRIPTION OF DUTIES:

Purchase and delivery of air filtration products for HVAC systems for all of our district buildings.

Is this a Subscription/Software: Yes ☐ or No ☒

If yes, this is an internal form that does not need to be sent to the vendor.

Subscription/Software Name: _____ **Website:** _____

Subscription/Software Start Date: _____ **End Date:** _____

SOPPA Approved: Yes ☐ or No ☐

_____ _____
School Board President or Superintendent **Date**

Requesting School: _____

Budget Code: O & M budget

Signature of Vendor: Jimmy Espinosa **Date:** 12-3-2024

Signature of Requestor: _____ **Date:** 12/3/24

Signature of Budget Administrator: _____ **Date:** _____

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Annaka Whiting, Chief Financial Officer
Date: December 10, 2024
Re: Cyber Liability and Workers Comp Coverage

Gallagher has provided the District with Cyber Liability and Workers Compensation coverage for many years; to ensure no lapse in coverage, Staff is requesting approval of the District's Cyber Liability and Workers Compensation coverage through Gallagher. The coverage includes the following:

- Cyber Liability: $1,000,000 limit with $25,000 retention; same coverage as previous years.
- Workers Comp: Program costs vary based on total salary estimates and actual claims, historical incurred losses/claim count range from $332,000 - $508,000.

Staff will be issuing a request for proposal in the spring to ensure the District is receiving the best value for this service.

Investment Period: December 1, 2024 - November 30, 2025
Total Investment: $719,375
Funding Source: District Tort Fund

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

Executive Summary

Arthur J. Gallagher Risk Management Services LLC appreciates the opportunity to present this proposal for your consideration.

I. CYBER LIABILITY

- Coverage continues with Tokio Marine ($1,000,000 limit with a $25,000 retention) with terms & conditions the same as expiring.
  Optional higher limits - $2,000,000 @ $ 6,585 additional
  $3,000,000 @ $14,535 additional

II. WORK COMP

- Payrolls revised from $60,222,800 to $60,237,604

Schools – Professional	$56,101,114 to $56,244,046
Schools – Other	$ 3,906,851 to $ 3,778,018
Drivers	$ 214,385 to $ 225,540

- State rates revised:

Schools – Professional	$ .40 to $ .36
Schools – Other	$3.55 to $3.34
Drivers	$8.78 to $8.53

- Experience Modification increased from 142% to 181% with the addition of the 2022/23 year with $452,427 losses & the elimination of 2019/20 with $1,496 losses.

- Historical incurred losses/claim count:

23/24	$331,501
22/23	$452,427
21/22	$508,778
20/21	$350,708

III. PROGRAM COST

	Expiring	Projected
Work Comp	$620,992	$684,522
Cyber Liability	34,853	$ 34,853
	$655,845	$719,375

In the following pages, we will demonstrate what makes our company the best fit for your insurance placement and risk management needs. Thank you again for allowing us to be your partner in this placement.

Kevin O'Hara

Thursday, November 14, 2024

Gallagher
Insurance | Risk Management | Consulting

Your Gallagher Team

Your Gallagher team is a true partner. We have the expertise to understand your business and we're here to service and stay alongside you, every step of the way.

Service Team	Role	Email	Phone
Kevin O'Hara, CPCU, ARM Area Senior Vice President	Account Manager	Kevin_OHara@ajg.com	(309) 948-2226 (p)
Debbie Taylor Client Service Manager	Client Service Manager	Debbie_Taylor@ajg.com	(309) 948-2221 (p)

Gallagher
Insurance | Risk Management | Consulting

Client Authorization to Bind Coverage

After careful consideration of Gallagher's proposal dated 11/14/2024, we accept the following coverage(s). Please check the desired coverage(s) and note any coverage amendments below:

	Coverage/Carrier
☐ **Accept** ☐ **Reject**	**Cyber Liability**
☑ Option # 1	Houston Casualty Company
☐ Option # 2	Houston Casualty Company - Option 2 Premium: $39,547
☐ Option # 3	Houston Casualty Company - Option 32Premium: $47,497
TRIA - Cyber Liability	☐ **Accept** ☐ **Reject**
☑ **Accept** ☐ **Reject**	**Workers Compensation**
	Accident Fund Insurance Company of America
TRIA - Workers Compensation	**Included***

*For this coverage, TRIA cannot be rejected

Additional Recommended Coverages

Gallagher recommends that you purchase the following additional coverages for which you have exposure. By checking the box(es) below, you are requesting that Gallagher provide you with a Proposal for this coverage. By not requesting a Proposal for this coverage, you assume the risk of any uncovered loss.

Other Coverages to Consider

☐ Cyber Liability

☐ Flood

The above coverage(s) does not necessarily represent the entirety of available insurance products. If you are interested in pursuing additional coverages other than those listed in the Additional Recommended Coverages, please list below:

_____

_____

Coverage Amendments and Notes:

_____

_____

Exposures and Values

You confirm the payroll, values, schedules, and any other information pertaining to your operations, and submitted to the underwriters, were compiled from information provided by you. If no updates were provided to Gallagher, the values, exposures

Gallagher
Insurance | Risk Management | Consulting

and operations used were based on the expiring policies. You acknowledge it is your responsibility to notify Gallagher of any material change in your operations or exposures.

Additional Terms and Disclosures

Gallagher is not an expert in all aspects of your business. Gallagher's Proposals for insurance are based upon the information concerning your business that was provided to Gallagher by you. Gallagher expects the information you provide is true, correct and complete in all material respects. Gallagher assumes no responsibility to independently investigate the risks that may be facing your business, but rather have relied upon the information you provide to Gallagher in making our insurance Proposals.

Gallagher's liability to you arising from any of Gallagher's acts or omissions will not exceed $20 million in the aggregate. The parties each will only be liable for actual damages incurred by the other party, and will not be liable for any indirect, special, exemplary, consequential, reliance or punitive damages. No claim or cause of action, regardless of form (tort, contract, statutory, or otherwise), arising out of, relating to or in any way connected with the Proposal, any of Gallagher's services or your relationship with Gallagher may be brought by either party any later than two (2) years after the accrual of the claim or cause of action.

Gallagher has established security controls to protect Client confidential information from unauthorized use or disclosure. For additional information, please review Gallagher's Privacy Policy located at https://www.ajg.com/privacy-policy/.

You have read, understand and agree that the information contained in the Proposal and all documents attached to and incorporated into the Proposal, is correct and has been disclosed to you prior to authorizing Gallagher to bind coverage and/or provide services to you. By signing below, or authorizing Gallagher to bind your insurance coverage through email when allowed, you acknowledge you have reviewed and agree with terms, conditions and disclosures contained in the Proposal.

By: _____

Print Name (Specify Title)

_____

Company

X _____

Signature

Date: 11/14/24

Gallagher
Insurance | Risk Management | Consulting

Gallagher

Rock Island Milan School District #41
CHANGES AND DEVELOPMENTS

It is important that we be advised of any changes in your operations that may have a bearing on the validity and/or adequacy of your insuranc
The types of changes in operations that concern us include, but are not limited to, those listed below:

- Expansion to another state, new product.
- Mergers and/or acquisition of new companies.
- Any newly assumed contractual liability, granting of indemnities, or hold harmless agreements.
- Circumstances which may require an increased liability insurance limits.
- Any changes in existing premises including vacancy, whether temporary or permanent, alterations, demolition, etc.
- Any new premises, purchased, constructed or occupied.
- Any change in ownership.
- Any permanent operations outside the United States, Canada or Puerto Rico.
- If we do not receive updated exposures prior to the requested date, quotes will be based on expiring exposures.

CHANGES IN OPERATIONS:

[X] None (Mark "x" if there are no changes)

Signature: X _____ Date: 11/24/84

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Josh Becker, Director of Building Operations
Date: September 24, 2024
Re: Graves Environmental Inc. Asbestos Services

This is a request to approve a contract of service with Graves Environmental Inc. not to exceed $30,000 for FY25. This will be for services including but not limited to asbestos training for employees, asbestos removal, and quality testing. This contract will support the district's commitment to maintaining safe, healthy, and compliant environments in our school buildings and facilities. Upon approval select employees will become up to date with training on how to properly handle products containing asbestos through the guidance of Graves Environmental Inc.

Investment Period: FY 25
Total Investment: $30,000
Funding Source: District Funds/Maintenance and Operations Department

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

Contract for Service Form

Rock Island-Milan School District 41

VENDOR NAME: Graves Enviromental **EMAIL:** jaci1965@msn.com

ADDRESS: P.O. Box 1415
Moline, IL 61265

DATES OF SERVICE TO BE COMPLETED: 2024-25 school year

SCHOOL DISTRICT CONTACT: Tracy Wyers

COMPENSATION: $ not to exceed $30,000

DESCRIPTION OF DUTIES:

November 2024 and May 2025 6 month surveillance for all buildings = $2500 each
Air Sampling if/when needed = $747 each
Training: Supervisor initial course for Josh Becker = $650
O&M Initial course for Shane Mattis, Nathan Webb & Aaron Webb = $300 each
O&M Refresher course for Rob DeMeyer,Tim Derry & Ralph Lohmann =$150 each
PM ASP services for walk tunnel abatement (over Christmas break) & crawl tunnel (summer 2025) estimated cost $10,000-$16,000

Is this a Subscription/Software: Yes ☐ or No ■

If yes, this is an internal form that does not need to be sent to the vendor.

Subscription/Software Name: _____ **Website:** _____

Subscription/Software Start Date: _____ **End Date:** _____

SOPPA Approved: Yes ☐ or No ☐

_____ _____

School Board President or Superintendent **Date**

Requesting School: All RIMSD41 Schools

Budget Code: O&M budget

Signature of Vendor: _____ **Date:** 11/13/24

Signature of Requestor: _____ **Date:** 11/13/24

Signature of Budget Administrator: Annara Whitting **Date:** 11/13/24



Graves Environmental, Inc.

PO BOX 1415 1922 7TH ST. STE. 202 MOLINE, IL 61265

PHONE: (309) 762-0407

Mr. Robert DeMeyer
Rock Island Milan School District #41
2101 6th Ave.
Rock Island, IL 61201

October 25, 2024

Dear Mr. DeMeyer,

Graves Environmental would like to offer the following proposal for conducting asbestos 6 Month Surveillance inspections for the Rock Island-Milan School District. Should you chose to accept this proposal the following rates will apply:

Administration Center 2101 6th Ave.	$200.00
Denkmann Elementary 4101 22nd Ave.	$150.00
Earl Hanson Elementary 4000 9th St.	$150.00
Edison Jr. High 4141 9th St.	$200.00
Eugene Field Elementary 2900 31st Ave.	$150.00
Frances Willard Elementary 2503 9th St.	$150.00
Horace Mann Early Learning Center 3530 38th Ave.	$150.00
Longfellow Elementary 4198 7th Ave.	$150.00
Ridgewood Elementary 9607 14th St.	$150.00
Rock Island Academy 930 14th St.	$150.00
Rock Island Center for Math & Science 2101 16th Ave.	$150.00
Rock Island High School 1400 25th Ave.	$250.00
Thomas Jefferson Elementary 1307 W. 4th St. Milan	$150.00
Thurgood Marshall Center 600 11th Ave.	$150.00
Washington Jr. High 3300 18th Ave.	$200.00
Total:	$2,500.00

Prices are valid through 2025. Should you have any questions, please feel free to contact our office at (309) 762-0407. Please indicate you acceptance of this proposal by signing on the line below.

Sincerely,

William Weckerly
Graves Environmental

RIMSD #41



Graves Environmental, Inc.

PO BOX 1415 1922 7TH ST. STE. 202 MOLINE, IL 61265

PHONE: (309) 762-0407

Mr. Robert DeMeyer
Rock Island Milan School District #41
2101 6th Ave.
Rock Island, IL 61201

October 25, 2024

Dear Mr. DeMeyer,

Graves Environmental would like to offer the following proposal for providing asbestos project management and air sampling services. This proposal is for a combined duty Project Manager and Air Sampling Professional during the removal of asbestos containing materialsr the Rock Island-Milan School District. Should you chose to accept this proposal the following rates will apply:

Project Manager/Air Sampling Professional:	$ 650.00/day
PCM Air Sample Analysis:	$ 12.00/sample
TEM Air Sample Analysis	$ 85.00/sample

Graves Environmental will utilize properly trained and licensed personnel to perform all phases of the project. The daily rate is based upon an up to 8 hour workday on site and includes travel time and final report. Hours beyond 8 per day on site will be charged at the rate of $ 85.00/hour. Air samples, either PCM or TEM will be submitted for 24 hour turnaround, rush request will be additional. Prices are valid through 2025.

Should you have any questions, please feel free to contact our office at (309) 762-0407. Please indicate you acceptance of this proposal by signing on the line below.

Sincerely,

William Weckerly
Graves Environmental

_____
RIMSD #41



Graves Environmental, Inc.

PO BOX 1415 1922 7TH ST. STE. 202 MOLINE, IL 61265

PHONE: (309) 762-0407

Mr. Robert DeMeyer
Rock Island Milan School District #41
2101 6th Ave.
Rock Island, IL 61201

October 25, 2024

Dear Mr. DeMeyer,

Graves Environmental would like to offer the following proposal for providing asbestos training services. Should you chose to accept this proposal the following rates will apply:

Asbestos Contractor/Supervisor Initial Course – 40 Hour:	$ 650.00/person
Asbestos Contractor/Supervisor Refresher Course – 8 Hour:	$ 175.00/person
AHERA Designated Person:	$ 150.00/person
Asbestos Operations & Maintenance Initial Course (O&M):	$ 300.00/person
Asbestos Operations & Maintenance Refresher Course:	$ 150.00/person

Prices are valid through 2025. Should you have any questions, please feel free to contact our office at (309) 762-0407. Please indicate you acceptance of this proposal by signing on the line below.

Sincerely,

William Weckerly
Graves Environmental

RIMSD #41

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Josh Becker, Director of Building Operations
Date: September 24, 2024
Re: Greenwood Cleaning Systems, Inc. Contract for Cleaning Supplies and Services

This a request for the Board of Education to approve the contract for services with Greenwood Cleaning Services, Inc. for FY25, with a budget not to exceed $275,000, based on their participation in the PACE purchase cooperative. PACE contracts are competitively solicited, evaluated, and awarded by a government entity acting as the lead agency, ensuring that the prices, customer service, and delivery from Greenwood Cleaning Services, Inc. are competitive and reliable. The cooperative agreement allows the District to confidently procure services, knowing that the terms have been vetted through a competitive process. Staff is requesting approval to continue utilizing Greenwood Cleaning Services, Inc. for cleaning supplies and related services for the remainder of the fiscal year.

Greenwood Cleaning Systems Purchase History:

FY 2025 to date	$72,301.57
FY 2024	$263,414.71
FY 2023	$177,266.85
FY 2022	$150,705.97

Investment Period: FY 25
Total Investment: Not to exceed $275,000
Funding Source: District Funds/Maintenance and Operations Department

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

Contract for Service Form

Rock Island-Milan School District 41

VENDOR NAME: Greenwood Cleaning Systems **EMAIL:** brianl@greenwoodcs.com

ADDRESS: 5880 Tremont Avenue
Davenport, IA 52807

DATES OF SERVICE TO BE COMPLETED: July 2024-June 2025

SCHOOL DISTRICT CONTACT: Joshua Becker

COMPENSATION: $ Not to exceed $350,000

DESCRIPTION OF DUTIES:

Purchase and delivery for all necessary custodial supplies and related services for all of our district buildings using their pricing through PACE purchase cooperative.

Is this a Subscription/Software: Yes ☐ or No ☐

If yes, this is an internal form that does not need to be sent to the vendor.

Subscription/Software Name: _____ **Website:** _____

Subscription/Software Start Date: _____ **End Date:** _____

SOPPA Approved: Yes ☐ or No ☐

_____ _____
School Board President or Superintendent **Date**

Requesting School: _____

Budget Code: _____

Signature of Vendor: _____ **Date:** 12-4-2024

Signature of Requestor: _____ **Date:** 12/4/24

Signature of Budget Administrator: Annara Whiting 268 **Date:** 12/4/2024

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Joshua Becker, Director of Building Operations
Date: December 10, 2024
Re: JL Brady Emergency Repair

The District dealt with a water main break at the Rock Island High School in June, 2024. The district contacted J.L. Brady to repair the break. The contractor fenced off the area, dug into the ground and inserted a ditch box for safety, found a fiber line and located the water main hole. A 4"water main repair band was installed.

This invoice for this repair was not sent in a timely manner and is now needing to be entered for payment. Due to the amount and time of service of the bill board approval is needed.

It is recommended that the Board of Education approve the payment to repair the water main break at Rock Island High School in June of 2024.

Investment Period: One time emergency repair

Total Investment: $12,069.00

Funding Source: Operations/Maintenance

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

J L Brady Company
4831 41st Street
Moline, IL 61265
309 797-4931

Get memo

Invoice 108531

Bill to:	Job: 159897
Rock Island District #41 2000 7th Avenue Rock Island, IL 61201	RI High School-Courtyard 1400 25th Avenue Rock Island, IL 61201

Invoice #: 108531 Date: 09/19/24	Customer P.O. #:
Payment Terms: Due Upon Receipt	Salesperson:
Customer Code: 22403	

Remarks:

Quantity	Description	U/M	Unit Price	Extension
20.000	Labor - Richard Moller	HR	125.000	2,500.00
1.000	Material	EA	719.000	719.00
1.000	Excavation	EA	5,500.000	5,500.00
1.000	Re-seeding	EA	2,750.000	2,750.00
1.000	Barricades	EA	600.000	600.00
			Total:	12,069.00
			Current Due:	12,069.00

Repaired 4" water main in Main Courtyard

VENDOR # 23698
ACCOUNT # 2-5100-000-2542-3234-0
PO # _____ TYPE _____
AMOUNT TO BE PD _____
DATE RECEIVED _____
APPROVED BY _____

Print Date: 09/18/24

HEATING - AIR CONDITIONING - SHEET METAL - REFRIGERATION - PLUMBING

J.L. BRADY L.L.C. SINCE 1915
4831 41ST ST., MOLINE IL 61265
IL (309) 797-4931 FAX (309) 755-0490
IA (563) 323-5053
Web site: www.jlbradyco.com

SERVICE REQUEST
Water Main Break

WORK PERFORMED
6-10-24 Checked, locates 8 hrs and started to dig
6-11-24 Inserted a ditch Dog for safety found a fiber line and located water main and hole 8-hrs
6-12-24 Installed a 4" water main repair band Pressure checked left hole open

Job Number 1598997
Name Rock Island High School
Address
City State Zip
Phone
Email
Billing

WE RECOMMEND: REPAIR NEW OTHER

Snow fence and Danger tape around hole at end of every day hole to remain open until further notice

BRAND: MODEL # SERIAL #

REPAIR OR ICN#	QTY.	MATERIAL	PRICE

DATE	Reg. Hr.	O.T.	D.T.	Arrival Time/Departure Time
6-10-24	8			From: am 7:00 pm 3:30
6-11-24	8			From: am 7:00 pm 3:30
6-12-24	4			From: am 7:00 - 11:00 pm

Flat Rate			
Material			
Taxes	IA	IL	
Labor Hrs.			
OT Labor			
Diagnosis Fee			
SSD			
TOTAL			

Discover / MasterCard / Visa Exp. Date _____

LIMITED WARRANTY: All materials, parts and equipment are warranted by the manufacturers or suppliers' written warranty only. All labor performed by the above named company is warranted for 30 days or as otherwise indicated in writing. The above named company makes no other warranties, express or implied, and its agents or technicians are not authorized to make any such warranties on behalf of above named company.1.5% per month or 18% per year for past due balances over 15 days.

I HEREBY AUTHORIZE THE ABOVE WORK TO BE DONE AS SO ORDERED AND OUTLINED ABOVE. IT IS AGREED THAT THE SELLER WILL RETAIN TITLE TO ANY EQUIPMENT OR MATERIAL FURNISHED UNTIL COMPLETE PAYMENT HAS BEEN MADE. IF SETTLEMENT IS NOT MADE AS AGREED, THE SELLER HAS THE RIGHT TO REMOVE EQUIPMENT AND MATERIAL WITHOUT BEING HELD RESPONSIBLE FOR ANY DAMAGES RESULTING FROM THE REMOVAL OF EQUIPMENT.

Customer Signature: _____ Date: 6-12-24 Technician: Rick Molter

Case #: 24-CTP-259863

Illinois Department of Labor

160 N. LaSalle St Suite1300
Chicago, IL 60601

Dol.certifiedpayroll@Illinois.gov • Phone: (312) 793-3600

CERTIFIED TRANSCRIPT OF PAYROLL FORM

PAY PERIOD

Payroll Date
6/10/2024 to 6/16/2024

Contractor Number Or FEIN
81-4748372

Project Number or Name
RIMSD 159897

Agency
Education, Board of

Project Location
1400 25TH AVE
ROCK ISLAND IL 61201

State Capital Funds
No

Contractor and/or Subcontractor

Company Name
JL Brady Company, LLC

Contact Name
Scott Robinson

Primary Email
katieh@jlbradyco.com

Primary Phone
3097974931

Contractor Location
4831 41ST ST
MOLINE IL 61265

Secondary Email

Secondary Phone

Public Body Information

Public Body Name
RIMSD

Contact Name

Primary Phone

Public Body Address
2101 6TH AVE
ROCK ISLAND IL 61201

Secondary Phone

Employee Details

Name	Last4SSN	Classification	Address	City	Race	Ethnicity	G	V	J	F	A	PhoneNumber
Richard Moller	1102	Plumbing Journeyman	722 40TH AVE	EAST MOLINE IL 61244	White	N H L	M	No	Yes	No	No	3093731455

G-Gender V-Veteran J-Journeyman F-Foreman A-Apprentice

N H L- Not Hispanic or Latino
H L- Hispanic or Latino

Work Classification

Name		Mon	Tue	Wed	Thr	Fri	Sat	Sun	Straight Hrs	Tot OT Hrs	Dub Tim Hrs	Hourly Wage	OT Wage Rate	Dbl Tim Wage	Gross	Net	No Work
Richard Moller	P	8.00	8.00	4.00	0.00	0.00	0.00	0.00	20.00	0.00		44.80	0.00		1657.60	1052.34	
	NP	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00		0.00	0.00	

Pension 0.00 Health 0.00 Vacation 0.00 Training 0.00

I, do hereby state: that I pay or supervise the payment of the persons employed on the public works project that during the payroll period commencing between mentioned above , all persons employed on said project have been paid the full weekly wages earned, that no rebates have been or will be made either directly or indirectly to or on behalf of said from the fully weekly wages earned by any person, and that no deductions have been made either directly or indirectly from the full weekly wages earned by any persons, other than permissible deductions as defined by Federal and/or State Law. I further certify that this payroll is correct and complete; that the wage rates herein stated and that the classification set forth for each laborers, workers, or mechanic conform to the work he/she performed

Katie Harden
Aug 20, 2024

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Josh Becker, Director of Building Operations
Date: September 24, 2024
Re: KONE, Inc. Elevator Service Amendment

On July 23, 2024, the Board approved an elevator and lift service agreement with KONE, Inc. not to exceed $17,500. The agreement included performance of routine maintenance for all schools with elevators and lifts. This request is to extend the amount to spend for an additional $17,500 for unexpected replacement parts and repairs for life-safety purposes. This will help ensure there are no disruptions in service for individuals utilizing the elevators and/or lifts.

KONE, Inc. purchase history:

FY 2025 to date	$21,978.90
FY 2024	$26,742.58
FY 2023	$11,154.61
FY 2022	$30,501.86

Investment Period: FY25
Total Investment: Not to exceed $35,000
Funding Source: District Funds/Operations and Maintenance Department

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

Contract for Service Form

Rock Island-Milan School District 41

VENDOR NAME: KONE **EMAIL:** andy.shrake@kone.com

ADDRESS: One Kone Court
Moline,IL 61265

DATES OF SERVICE TO BE COMPLETED: Aug 2024-July 2025

SCHOOL DISTRICT CONTACT: Rob DeMeyer

COMPENSATION: $ 17,055.00 not to exceed $35,000

DESCRIPTION OF DUTIES:

Maintenance agreement for the districts 5 elevators & 7 lifts.
$1401.25 per month with 5% Annual Advance Payment decrease ($16,815) and
$20 per month wireless fee for RIHS elevator ($240)
Amending for any additional repairs and service outside of the maintenance agreement

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Is this a Subscription/Software: Yes ☐ or No ☐

If yes, this is an internal form that does not need to be sent to the vendor.

Subscription/Software Name: _____ **Website:** _____

Subscription/Software Start Date: _____ **End Date:** _____

SOPPA Approved: Yes ☐ or No ☐

_____ _____
School Board President or Superintendent **Date**

Requesting School: District

Budget Code: 2-5-080-000-2542-4103-0

Signature of Vendor: _____ **Date:** 12/4/24

Signature of Requestor: _____ **Date:** 12/4/24

Signature of Budget Administrator: Annara Whiting **Date:** 12/4/2024

Updated January 2022

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Date: July 23, 2024
Re: KONE, Inc. Elevator Service Contract

The yearly service agreement with KONE, Inc. includes the performance of routine maintenance for all schools with elevators and lifts. KONE also repairs any elevators under this contract as well as coordinate inspections to ensure timely completion. KONE will perform load tests, lubricate and examine the lifts twice per year. The service includes wireless emergency video and phone service.

In service of Strategic Priority #3, it is recommended that the Board of Education approve the contract for services with KONE Inc., for our 2024 - 2025 maintenance agreement for $17,055. District Operations and Maintenance funds will be used for this purchase.

Investment Period: August 2025 - July 2025
Total Investment: $17,500
Funding Source: District Funds/Operations and Maintenance Department

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

Dedicated to People Flow™ KONE

Exhibit 4

KONE Inc. Proposal to Supply Elevator, Escalator, Moving Walkway Maintenance, Repair, Modernization and Related, Products, Services and Solutions under the U.S. Communities Program utilizing the Terms and Conditions of the City of Kansas City Master Contract (Reference GENRL-EV2516 dated December 1st, 2018)

The parties hereby agree to be bound to the Terms and Conditions of the City of Kansas City Master Contract (Reference GENRL-EV2516 dated December 1st, 2018) ("Contract"), together with those terms and conditions contained in this Exhibit 4(collectively, "Service Agreement"). In the event of conflict between terms and conditions contained in the Contract and this Exhibit 4, the terms in this Exhibit 4 shall supersede and prevail.

PROPOSED UNITS & EQUIPMENT PRICING:

Location & Address	Type of Equipment	Type of Service	Service Call Coverage	Testing	Pricing
Longfellow	#20329780 Hydraulic Passenger Elevator	Complete Maintenance	Regular Time Coverage	Annual Hydraulic Test	$150.00/month
Rock Island Academy	#20329777 Hydraulic Passenger Elevator	Complete Maintenance	Regular Time Coverage	Annual Hydraulic Test	$150.00/month
Rock Island Center for Math and Science	#20329778 Hydraulic Passenger Elevator	Complete Maintenance	Regular Time Coverage	Annual Hydraulic Test	$150.00/month
Washington Junior High	#20002852 Traction Passenger Elevator	Complete Maintenance	Regular Time Coverage	Annual Traction Test	$300.00/month
Rock Island High School (On warranty thru 8/22/24)	#45085690 MRL Traction Passenger Elevator	Complete Maintenance	Regular and Overtime Portion Coverage	Annual Escalator Test	$340.00/month* *(Includes Value Add Services for 24/7 Connect, Phone/Video Monitoring)
Rock Island High School #TJ & RW	7 Lifts at Auditorium, Band Room, Theater, Lobby and Cafe	Examination and Lubrication	None	Annual Test checked on also	$385.00/month # 9.

TOTAL: $1,475.00/month

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The price is based upon monthly in advance payment. In the event Purchaser chooses one of the following payment options by initialing the selection below, a discount will apply as outlined:

Payment Option	Discount	Revised Monthly Price	Acceptance
Annual in advance payment	5% Decrease	$1,401.25 per month	
Quarterly in advance payment	2% Decrease	$1,445.50 per month	

APPLICABLE LAW

This Agreement shall be construed and enforced in accordance with, and the validity and performance of shall be governed by, the laws of the State of Illinois.

PROPOSED SCOPE OF WORK:

1. **SERVICES**

Complete Maintenance - (See equipment included per table on page 1)

KONE will perform maintenance visits to examine, maintain, adjust, and lubricate the components listed below. In addition, KONE will repair or replace the components listed below, unless exclusion or limited scope language exists elsewhere in this Agreement. All other work related to the equipment is Purchaser's responsibility unless specifically noted elsewhere in this Agreement, or unless Purchaser has separately contracted with KONE for the work.

A. **Traction Elevators**

1. Relay Logic Control System
   All control system components.
2. Microprocessor Control System
   All control system components. System performance examinations will be conducted to ensure that dispatching and motion control systems are operating properly.
3. Geared Machine Components
   All geared machine components.
4. Hoistway and Pit Equipment
   All elevator control equipment and buffers.
5. Rails and Guides
   Guide rails, guide shoe gibs, and rollers
6. Ropes
   Hoist ropes, governor ropes, and compensation ropes.
7. Wiring
   All elevator control wiring and all power wiring from the elevator equipment input terminals to the motor.
8. Door Equipment
   Automatic door operators, hoistway and car door hangers, hoistway and car door contacts, door protective devices, hoistway door interlocks, door gibs, and auxiliary door closing devices.
9. Manual Freight Door Equipment
   Switches, retiring cams, interlocks, guide shoes, sheaves, rollers, chains, sprockets, tensioning devices, and counter-balancing equipment.
10. Power Freight Door Equipment
    Controller, relays, contactors, rectifiers, timers, resistors, solid state components, door motors, retiring

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cams, interlocks, switches, guide shoes, sheaves, rollers, chains, sprockets, and tensioning devices.

11. Signals and Accessories
    Car operating panels, hall push button stations, hall lanterns, emergency lighting, car and hall position indicators, car operating panels, fireman's service equipment and all other signals, and accessory facilities furnished and installed as an integral part of the elevator equipment. Re-lamping of signal fixtures is included only during KONE's maintenance visits. Service requests for re-lamping of signal fixtures will be billed separately at KONE's then current labor rates.
12. Car Equipment
    All elevator control system components on the car.

B. **MRL Elevators**

1. Relay Logic Control System
   All control system components.
2. Microprocessor Control System
   All control system components. System performance examinations will be conducted to ensure that dispatching and motion control systems are operating properly.
3. Gearless Machines Components
   All MRL machine components.
4. Hoistway and Pit Equipment
   All elevator control equipment and buffers.
5. Rails and Guides
   Guide rails, guide shoe gibs, and rollers
6. Ropes
   Hoist ropes, governor ropes, and compensation ropes.
7. Wiring
   All elevator control wiring and all power wiring from the elevator equipment input terminals to the motor.
8. Door Equipment
   Automatic door operators, hoistway and car door hangers, hoistway and car door contacts, door protective devices, hoistway door interlocks, door gibs, and auxiliary door closing devices.
9. Manual Freight Door Equipment
   Switches, retiring cams, interlocks, guide shoes, sheaves, rollers, chains, sprockets, tensioning devices, and counter-balancing equipment.
10. Power Freight Door Equipment
    Controller, relays, contactors, rectifiers, timers, resistors, solid state components, door motors, retiring cams, interlocks, switches, guide shoes, sheaves, rollers, chains, sprockets, and tensioning devices.
11. Signals and Accessories
    Car operating panels, hall push button stations, hall lanterns, emergency lighting, car and hall position indicators, car operating panels, fireman's service equipment and all other signals, and accessory facilities furnished and installed as an integral part of the elevator equipment. Re-lamping of signal fixtures is included only during KONE's maintenance visits. Service requests for re-lamping of signal fixtures will be billed separately at KONE's then current labor rates.
12. Car Equipment
    All elevator control system components on the car.

C. **Hydraulic Elevators**

1. Relay Logic Control System
   All control system components.
2. Microprocessor Control System
   All control system components. System performance examinations will be conducted to ensure that dispatching and motion control systems are operating properly.
3. Power Unit
   Pump, motor, valves, and all related parts and accessories.
4. Hoistway and Pit Equipment

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All elevator control equipment and buffers.

5. Rails and Guides
   Guide rails, guide shoe gibs, and rollers
6. Wiring
   All elevator control wiring and all power wiring from the elevator equipment input terminals to the motor.
7. Door Equipment
   Automatic door operators, hoistway and car door hangers, hoistway and car door contacts, door protective devices, hoistway door interlocks, door gibs, and auxiliary door closing devices.
8. Manual Freight Door Equipment
   Switches, retiring cams, interlocks, guide shoes, sheaves, rollers, chains, sprockets, tensioning devices, and counter-balancing equipment.
9. Power Freight Door Equipment
   Controller, relays, contactors, rectifiers, timers, resistors, solid state components, door motors, retiring cams, interlocks, switches, guide shoes, sheaves, rollers, chains, sprockets, and tensioning devices.
10. Hydraulic System Accessories
    Exposed piping, fittings accessories between the pumping unit and the jack, jack packing, hydraulic fluid, and any heating or cooling elements installed by the original equipment manufacturer ("OEM") for controlling fluid temperature.
11. Signals and Accessories
    Car operating panels, hall push button stations, hall lanterns, emergency lighting, car and hall position indicators, car operating panels, fireman's service equipment and all other signals, and accessory facilities furnished and installed as an integral part of the elevator equipment. Re-lamping of signal fixtures is included only during KONE's maintenance visits. Service requests for re-lamping of signal fixtures will be billed separately at KONE's then current labor rates.
12. Car Equipment
    All elevator control system components on the car.

Examination and Lubrication - (Equipment included per table on page 1)

KONE will provide the labor to perform 2 maintenance visits to examine and/or lubricate the following equipment areas per twelve month period.

- Control system
- Power unit and/or machines
- Hydraulic system accessories
- Hoistway and pit equipment
- Door equipment
- Signals and accessories Rails and guides

KONE will provide all lubricants, greases, and wiping cloths.

If KONE identifies items, which, in KONE's judgment, require replacement or repair, KONE will submit to Purchaser a separate proposal and contract for Purchaser's signature. KONE makes no guarantee that its examination will identify any items that require replacement or repair.

2. HOURS OF SERVICE

All services described above in this Agreement will be performed during the regular working hours of the regular working days of the elevator or escalator trade in the location where the services are performed, unless otherwise specified in the Agreement.

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3. SERVICE REQUESTS (CALLBACKS)

Service requests are defined as services that require immediate attention and that are within the scope of services and not excluded from the scope of services as provided below. Service requests outside the scope of services will be billed separately at KONE's then current labor rates and material prices plus mileage and incidentals. Any rates and lump sum amounts are not subject to audit. Service requests that require more than one technician or more than two hours to complete will be treated as a repair and scheduled in accordance with the Hours of Service section above. Purchaser agrees that KONE may perform service requests made by any person that KONE believes is authorized by Purchaser to make such requests.

Regular Time Coverage - (Complete Maintenance Equipment coverage per the table on page 1)
In addition to the work described in the Scope of Services section, this Agreement covers requests for service during the regular working hours of the regular working days of the elevator trade.

Overtime Portion Coverage - (Complete Maintenance Equipment coverage per the table on page 1)
If Purchaser requests service on overtime, Purchaser will be charged only for the difference between KONE's hourly billing rate and KONE's hourly overtime billing rate for each overtime hour.

Travel Time & Expenses – (Complete Maintenance Equipment coverage per the table on page 1)
Purchaser will not be billed for travel time or expenses to and from the site for service requests covered under the scope of work.

4. TESTS

KONE will perform the following tests on the equipment as per the table on page 1 of this Agreement. KONE is not liable for any property damage or personal injury, including death, resulting from any test.

HYDRAULIC ELEVATOR

A pressure relief test and a yearly leakage test as required by applicable code.

TRACTION ELEVATOR

An annual no load test as required by applicable code.

A five (5) year full load test as required by applicable code.

Coordination Fee

5. EXCLUSIONS

The following are excluded from the scope of services and per attachment D "exclusions section" EV2516:

A. **GENERAL**

1. KONE is not obligated to: removal of water or excessive debris from the pit; make replacements or repairs necessitated by fluctuations in the building power systems, adverse machine room or environmental conditions (including without limitation temperature variations below 50 degrees or above 90 degrees Fahrenheit) or humidity greater than 95% relative humidity, prior water exposure, rust, fire, explosion, acts of God, misuse, vandalism, theft, acts or mandates of government, labor disputes, strikes, lockouts, or tampering with the equipment by any person other than a KONE representative, negligence or acts or omissions of the Purchaser or any third party, or any other cause beyond KONE's control.
2. KONE agrees to maintain the existing performance as designed and installed. KONE is not required under this Agreement to make changes in operation and/or control, subsequent to the date of this Agreement.

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3. Notwithstanding anything contained to the contrary within this Agreement, KONE's work shall not include any abatement or disturbance of asbestos containing material (ACM), presumed asbestos containing materials (PACM), or other hazardous materials (i.e. lead, PCBs) (collectively "HazMat"). Any work in the affected area where reasonable precautions will be inadequate to prevent foreseeable bodily injury or death to persons resulting from the HazMat is excluded from KONE's scope of work without an applicable change order to reflect the additional costs and time. In accordance with OSHA requirements, Purchaser shall inform KONE and its employees who will perform work activities in areas which contain HazMat of the presence and location of HazMat in such areas which may be contacted during work before entering the area. Other than as expressly disclosed in writing, Purchaser warrants that KONE's work area at all times meets applicable OSHA permissible exposure limits (PELs). KONE shall have the right to discontinue its work in any location where suspected HazMat is encountered or disturbed. Any HazMat removal or abatement, or delays caused by such, required in order for KONE to perform its work shall be Purchaser's sole responsibility and expense. After any removal or abatement, Purchaser shall provide documentation that the HazMat has been abated from the KONE work area and air clearance reports shall be made available upon request prior to the start of KONE's work.
4. Nothing contained within this agreement shall be construed or interpreted as requiring KONE to assume the status of an owner, operator, generator, storer, transporter, treater or disposal facility as those terms appear within RCRA or any Federal or State statute or regulation governing the generation, transportation, treatment, storage and disposal of pollutants. Purchaser shall be responsible to execute all waste manifests necessary to transport hazardous materials for disposal.

B. OBSOLESCENCE

1. Component may become obsolete during the term of this Agreement. Obsolete components are not covered under this Agreement. KONE will provide Purchaser with a separate quotation for the price to replace obsolete components. Equipment modifications necessary to accommodate replacement of obsolete components are at the Purchaser's expense.
2. Components include without limitation any part, component, assembly, product, or firmware or software module. A component is obsolete when it can no longer be economically produced due to the cessation of consistent sources for materials, a loss or termination of a manufacturing process occurs, product reliability analysis shows that it is not economically feasible to continue to produce the component, escalation of component costs beyond acceptable industry expectations drive alternative equipment upgrades, the support of product safety programs or conformance to codes or standards mandates that use of a component be discontinued in its entirety, the OEM designates the component as obsolete, or such component has been installed 20 or more years. No exception to the above will be made for a component designated as obsolete because it can be custom made or acquired at any price. KONE will not be required to furnish reconditioned or used components. After the component that replaces the obsolete component is installed, that component is covered under this Agreement unless it becomes obsolete.

C. ELEVATOR

1. Refinishing, repairing, replacing, or cleaning of the: car enclosure; gates or door panels; door pull straps; hoistway enclosure; rail alignment; hoistway doors; door frames; sills; hoistway gates; flooring; power feeders, switches, and their wiring and fusing; car light diffusers; ceiling assemblies and attachments; smoke or heat sensors; fans; fireman's phone devices; intercoms; phone lines; music systems; media displays; card-readers or other security systems; computer monitoring systems; light tubes and bulbs; pit pumps; emergency power generators; hydraulic cylinder; unexposed piping; or disposal or clean-up of waste oil or contamination caused by leaks in the hydraulic cylinder or unexposed piping. KONE is not be obligated to perform or keep records of firefighter's service testing, unless specifically included in this Agreement.

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6.TERM AND TERMINATION

A. This Agreement will commence on the effective date and continue for an initial period of TEN (10) years and is non-cancelable. This Agreement will thereafter automatically renew for successive terms of TEN (10) years. Either party may terminate this Agreement at the end of the initial TEN (10) year term or at the end of any subsequent TEN (10) year term by giving the other party no less than ninety (90) days nor more than one hundred twenty (120) days written notice, via certified mail, prior to the expiration date of the then current term of the Agreement.

B. If a party materially breaches the Agreement, the other party shall provide written notice of the breach and a reasonable time under the circumstances to cure the breach, but in no event less than a thirty (30) days cure period. If the breaching party fails to cure the breach within the specified time period, the non-breaching party may terminate the Agreement upon fifteen (15) days written notice to the other party.

7. CANCELLATION

If Purchaser cancels or otherwise terminates the Agreement in any way inconsistent with the termination provisions of the Agreement, such cancellation will constitute a material breach of the Agreement. In such case, Purchaser will pay as a cancellation fee an amount equal to fifty percent (50%) of the balance of the total price owed for the remaining term of the Agreement. Notwithstanding anything to the contrary in the Agreement, the cancellation fee will be paid by Purchaser immediately upon receipt of KONE's invoice. Purchaser will reimburse KONE for all costs of collection, including without limitation court costs and reasonable attorneys' fees.

8. ASSIGNMENT

Either party may assign the Agreement to a third party upon thirty (30) days prior written notice to the other party subject to the terms of this provision. If Purchaser transfers ownership of the premises on which such equipment is located to a new owner, Purchaser will promptly provide KONE with new owner's contact information and take all such actions as are necessary to assign the Agreement to the new owner. Purchaser will promptly provide KONE with a copy of such assignment. Should the new owner fail to assume this Agreement, Purchaser shall remain liable for all unpaid amounts, including those owed for the balance of the current unexpired term of this Agreement.

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ACCEPTANCE

Service Agreement Effective Date: July 1, 2024
Service Agreement Number: **TBD**

The parties to this service agreement agree to the conditions contained herein:

Sign for on behalf of Participating Public Agency

(Signature)

Rob DeMeyer

(Print Name)

Supervison of operations

(Print Title)

Date: 7/11/24

Respectfully submitted,
KONE Inc.

(Submitted By) Jennifer Reyes, Sr. Sales Consultant

(Approved By) Authorized Representative

(Title)

Date: ___/___/___

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KONE Care Value Added Services

These services are offered to improve the quality and transparency of the KONE service delivery experience.

24/7 CONNECTED SERVICES (High School Passenger Equipment 45085690)

1. KONE shall perform the selected Value-Added Services (each a "Service" and together the "Services") substantially as set forth and authorized below:

A. KONE Care - Emergency Phone Monitoring

KONE shall program the elevator phone(s) listed below to call the KONE Customer Care Center and will monitor the elevator phone(s).

Customer shall:

1. Provide names and phone numbers of at least two (2) of its representatives for the KONE Service Center to contact on a 24 hour basis, and at least one (1) police, fire or local 911 agency name and phone number.
2. Notify KONE immediately in writing of any changes in these names or numbers. In the event of a call from the elevator, the KONE Customer Care Center will contact the points of contact in the order listed below. The local authorities will be contacted only if the previously mentioned point of contacts cannot be reached.
3. If KONE does not provide Wireless Phone Provider Service, Customer shall provide an analog phone line to the elevator machine room (to be terminated on the appropriate phone jacks). If phone line is an extension off an existing phone system, a backup power source must also be provided. An extension, if applicable, must be a direct inward dial (DID) extension. All phones and associated equipment shall be in compliance with the requirements of ASME A17.1, local codes and applicable law, as amended. Customer shall also provide the elevator phone number(s) and/or extension(s) for the phone(s) being programmed.

B. KONE Care - Wireless Phone Provider Service

If Wireless Phone Provider Service is selected, then KONE provides the phone connection via a KONE provided wireless service device and the phone connection must be programmed to the KONE Customer Care Center. KONE Care - Emergency Phone Monitoring is required (see A. above for description of services). Customer shall bear the responsibility to reactivate the analog phone line in the event KONE can no longer provide wireless service. Customer shall also provide KONE access to the appropriate location where the building telecommunications devices are located. KONE reserves the right to remove the wireless hardware in the event KONE no longer provides the wireless service or maintains the equipment. ACCEPTANCE Wireless Fee $20.00/unit/month: _____ 240/y

C. KONE Care 24/7 Connect - Performance Analytics

If KONE 24/7 Connected Services is selected, then KONE shall provide and install the necessary device(s) to perform KONE 24/7 Connected Services on the equipment below. Unless otherwise provided for in the Agreement, any callouts, repairs, or maintenance prompted by the KONE 24/7 Connected Services shall be performed during regular working hours of regular working days, Monday to Friday, statutory holidays excluded, of the International Union of Elevator Constructors (IUEC.) All response times generated by KONE 24/7 Connected Services shall be calculated starting at 8:00 a.m. local time the next business day. Repair and maintenance needs identified through the Services shall be performed based on the repair coverage agreed in the Agreement. Under no circumstances shall any indicators or predictions

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be cause for immediate services, but shall be determined and completed upon the next scheduled maintenance visit, or otherwise at the sole discretion of KONE.

KONE's 24/7 Emergency Video Communication

KONE will mount KONE's hardware in the car operating panel and provide all related wiring

KONE provides a 4-hour auxiliary power back-up for voice and data services 4-hour auxiliary power backup for internet data connection POTS-compatible analog telephone line in the control space and 4-hour auxiliary power backup KONE will provide data connectivity in the control space Voice, text and video communication interface on a 24-hour, 7-day per week basis, with KONE's Customer Care Center* Customer will provide the names and phone numbers of at least two (2) of its representatives for the KONE Customer Care Center to contact on a 24-hour / 7 days per week basis, and at least one (1) police, fire or local 911 agency name and phone number. Customer will notify KONE immediately in writing of any changes in these names or numbers. In the event of a call from the elevator, the KONE Customer Care Center will contact the points of contact in the order of reference designated by the Customer (see the form below the signature block). **The local authorities will be contacted only if none of these point of contacts can be reached.**

Upon expiration, termination, or cancellation of the Maintenance Agreement or this Contract, as applicable, to retain access to the communications portal, cloud connectivity, software support and other items necessary to maintain the emergency communications functionality of each unit, Purchaser shall pay KONE $75.00 per month, per unit of connected equipment ("Connectivity Fee"). KONE will invoice Purchaser the annual amount of the Connectivity Fee in advance. Any subsequent services, maintenance, updates and repairs of the hardware or other equipment will be charged and payable at the then applicable rates for hourly labor, materials, service, and travel time and expenses. For non-payment, KONE will terminate the services upon thirty (30) days' advance notice. In such event, KONE will have no responsibility for monitoring, receiving, or maintaining any communications from the elevator cab or for troubleshooting errors or service interruptions. Purchaser assumes all liability with respect to such communications, including any responsibility for retaining chat and voice logs and managing access rights for any users of the system receiving communications from the elevator car, as well as any other actions required by code or applicable law. Purchaser shall indemnify and hold harmless KONE from and against all loss or damages, however arising or categorized, including but not limited to personal injury and death or property damage, and for any claim or demands therefor resulting from or arising out of the Emergency Communications system and/or emergency response, except for claims caused by the sole negligence of KONE. In addition to other surviving clauses as provided herein, this provision will survive any termination, expiration, or cancellation of this Contract or the Maintenance Agreement for so long as the emergency communications equipment hardware remains in the elevator car.

2. The KONE Care 24/7 Connected Services are performed for the following equipment:

Equipment Name	KONE Equipment #	Wireless Phone	Phone Monitoring and EVC	24/7 Connect
High School Passenger Elevator	45085690	X	X	X

3. Unless the remote monitoring device was a built-in component of a new KONE elevator, the remote monitoring devices are installed to the equipment by KONE solely in order to enable the Services. The remote monitoring devices are provided to the Customer as part of the Services. Purchaser gives KONE the right to utilize 24/7 Connected Services to collect, export and use data generated by the use and operation of the equipment, regardless if Customer elects any of the Services. Purchaser will not use the 24/7 Connected Services device, except in connection with the use and operation of the equipment. Purchaser will not reverse engineer or otherwise attempt to obtain the source code of any software in object code form. Purchaser has no ownership or proprietary rights to such data, nor the device or software that monitors, analyzes, translates, reports or compiles such data. KONE 24/7 Connected Services, including any data collected, the device(s) to perform

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the service, and any software related thereto shall be the exclusive property of KONE.

4. KONE 24/7 Connected Services is a family of remote monitoring Services. The parties may later agree to add new Services to the equipment.
5. The Services shall be performed for the duration of the Agreement. Should the Agreement expire or terminate, the Services will automatically terminate.
6. If any or all Services are terminated, unless the remote monitoring device was a built-in component of a new KONE elevator, the Customer shall upon request give KONE access to the equipment to remove any remote monitoring devices owned by KONE along with any other equipment which remains KONEâ€™s property at the facility or otherwise at KONEâ€™s expense. Such right shall survive the expiration or termination of the Agreement. Upon termination for any reason of either the Emergency Phone Monitoring or Wireless Phone Provider Service, no further phone services will be provided, the phone(s) must be immediately reprogrammed to dial to a location other than a KONE designated phone number and KONE will block the phone numbers from coming into the KONE Service Center. Upon termination for any reason of the Data Remote Monitoring, no further data will be collected. Upon any termination or expiration of the Agreement, no further Services will be provided, including phone services or data collection. KONE shall have no obligation to any party to either collect, export or analyze any data, or to provide the source code of any software in object code form.
7. If the Customer uses its own SIM card or network connection for the data transfer required by the Services, KONE shall not be liable for the costs of such data transfer incurred due to the Services

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Remote Monitoring Service Voice Link and Wireless Phone Service

Elevator Description	Equipment #	Elevator Phone # and Extension for Caller ID
1 Conveyance# T009765		
2		
3		
4		
5		
6		
7		
8		
9		
First Point of Contact (Required)		
Name: Rob DeMeyer	Title: Supervisor, Building Operations	
Phone #: 309-793-5900 x-10297	Cell Phone #: 309-644-2076	
Second Point of Contact (Required)		
Name: Mike Adams	Title: Supervisor, Building Operations 2nd shift	
Phone #:	Cell Phone #: 309-519-8330	
Third Point of Contact (Optional)		
Name:	Title:	
Phone #:	Cell Phone #:	
Local Emergency Authorities (Required)		
Fire Department Phone #: 309-732-2800	Police Department Phone #: 309-732-2677	

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CUSTOMER INFORMATION

Who is the agreement with?		
Legal Name of the Company:		
Address:		
City:	State:	Zip:
Contact Name:	Title:	
Phone:	Fax:	
Is the Owner tax exempt? Yes (If Yes, provide the Tax Exemption Certificate.)		
Federal tax ID #:		

Where should the invoice be sent?		
Legal Name of the Company:		
Attention:		
Address:		
City:	State:	Zip:
Contact Name:	Title:	
Phone:	Fax:	
Federal tax ID #:	Email:	

Who will be responsible for paying the invoices?		
Legal Name of the Company:		
Attention:		
Address:		
City:	State:	Zip:
Contact Name:	Title:	
Phone:	Fax:	
Federal tax ID #:	Email:	

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Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Annaka Whiting, Chief Financial Officer
Date: December 10, 2024
Re: Lakeshore Learning Materials, LLC

Lakeshore Learning Materials, LLC is included in the Omnia Partners purchase cooperative that the District participates in. Omnia Partner's contracts are competitively solicited, evaluated and awarded by a government entity acting as the lead agency. The lead agency prepares a competitive solicitation, incorporating language to make the agreement accessible nationally to agencies in states that allow intergovernmental contract usage. Lakeshore Learning Materials has provided the District with top-quality education materials for early childhood programs and our elementary schools for many years. Staff is seeking approval to continue to utilize Lakeshore Learning Materials, LLC for various learning materials throughout the District for the remainder of the fiscal year.

It is recommended that the Board of Education approve the purchase of educational materials from Lakewood Learning Materials, LLC, 2695 E. Dominguez Street, Carson, CA through the Omnia Partners purchasing cooperative not to exceed $30,000 for the 2025 Fiscal Year.

Investment Period: September 1, 2024 - June 30, 2025
Total Investment: Not to Exceed $30,000
Funding Source: District Funds

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Debra Frantz, EL Director
Date: September 24, 2024
Re: Lexia English Renewal

The Teaching and Learning Department recommends that the Board of Education approve the purchase of Lexia English software license for use to supplement support for our English Learners in grades 7-12 at a cost not to exceed $16,200. By committing to the purchase before the end of the calendar year, the district can save $3,000.

Since August of 2023, Lexia English has been piloted as part of programming for English Learners in grades 7-12 as part of MTSS during the school day within the EL Resource and EL Study Skills courses. The program assists in the development of English language and provides direct instruction opportunities by way of printable lessons and skill builders. Currently, 26 students at Edison JHS, 33 students at Washington JHS, and 146 students at Rock Island High School utilize this online program. Training for EL paraprofessionals at the high school level has allowed for small group instruction of students needing additional support.

The overarching goal of implementation is to provide additional opportunities for students to engage in academic vocabulary via listening and speaking. These opportunities, along with key instruction of English language development, provide students with additional confidence and strategy when reading, writing, listening, and speaking across all subject areas.

It is recommended that the Board of Education approve the annual software license agreement with Lexia Learning Systems LLC, P.O. Box 83315 Woburn, MA 01813 in the amount not to exceed $16,200 for licenses at the junior high and senior high schools. Lexia English will be paid from Title III, the Sheila Murphy Trust, and the Dollar General Foundation.

Investment Period: July 1, 2025- June 30, 2026
Total Investment: $16,010
Funding Source: Federal Funds, Sheila Murphy Trust, Dollar General Foundation Grant

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

Contract for Service Form

Rock Island-Milan School District 41

VENDOR NAME: Lexia Learning Systems **EMAIL:** lori.Ruiz-Wamble@lexialearning.com

ADDRESS: PO Box 83315
Woburn, MA 01813

DATES OF SERVICE TO BE COMPLETED: 2025-2026 school year

SCHOOL DISTRICT CONTACT: Stacey Golz

COMPENSATION: $ 16,010.53

DESCRIPTION OF DUTIES:

English Learner Instruction Student Subscription renewal - 169 licenses

Is this a Subscription/Software: Yes ■ or No □

If yes, this is an internal form that does not need to be sent to the vendor.

Subscription/Software Name: Lexia English **Website:** www.lexialearning.com

Subscription/Software Start Date: 07/01/2025 **End Date:** 06/30/2026

SOPPA Approved: Yes ■ or No □

School Board President or Superintendent **Date**

Requesting School: RIMSD #41

Budget Code: 1-1-000-1600-0000-0 (dollar general=$4,000 & Sheila Murphy=$2,626.71)=$6,626.71 &1-5-080-064-1800-3140-0=$9,383.82

Signature of Vendor: N/A **Date:**

Signature of Requestor: Debra [illegible] **Date:** 11-22-24

Signature of Budget Administrator: [illegible] **Date:** 11/26/24

QUOTE

Lexia™

Lexia Learning Systems LLC
300 Baker Avenue, Suite 202
Concord, MA 01742 USA
Phone: (978) 405-6200
Fax: (978) 287-0062

Quote #: Q-662981-2
Created Date: 11/18/2024

Prepared By: Lori Ruiz-Wamble
Email: lori.ruiz-wamble@lexialearning.com

Quote To:
Rock Island-Milan Sch Dist 41
Attn: Accounts Payable
2101 6th Ave
Rock Island, IL 61201 US

Bill To:
Debra Frantz
Rock Island-Milan Sch Dist 41
Attn: Accounts Payable
2000 7th Ave
Rock Island, IL 61201 US

Early Renewal: Lock-In Price w/ Total Savings: $3,300

OPTION 1

Start Date	End Date	Quantity	Line Item Description	Sales Price	Total Price
7/1/2025	6/30/2026	169	Lexia English Student Subscription Renewal	$94.74	$16,010.53
			Early Renewal: Lock-In Price w/ Total Savings: $3,300 Total Price:		$16,010.53

If you are Tax-Exempt, please send a copy of your Tax-Exempt Certification with your PO. Please note that if you have previously provided this certificate to Voyager Sopris, we will need a new certificate issued to Lexia Learning Systems.

Fax or email Purchase Orders with quote number Q-662981-2 AND Option Number to the following:
Attn: Lori Ruiz-Wamble
Email: lori.ruiz-wamble@lexialearning.com
Fax: 978-287-0062

PLEASE NOTE THE QUOTE NUMBER AND OPTION NUMBER MUST APPEAR ON PURCHASE ORDER(S) IN ORDER TO PROCESS.

TERMS AND CONDITIONS
**Prices included herein are exclusive of all applicable taxes, including sales tax, VAT or other duties or levies imposed by any federal, state or local authority, which are the responsibility of Customer. Any taxes shown are estimates for informational purposes only. Customer will provide documentation in support of tax exempt status upon request. Pricing is valid 60 days. Lexia will invoice the total price set forth above upon Customer's acceptance. Payment is due net 30 days of invoice.

TERM
This quote serves as an Order Agreement and becomes effective upon its acceptance by both parties. The Product/Services purchased pursuant to this Agreement will begin on or about the start date set forth above and continue in effect for the Product/Service Term set forth above ("Subscription Period"). Unless otherwise set forth herein, all Product licenses shall have the same start and end dates, all Products are deemed delivered upon provisioning of license availability, and all Services must be used within the Subscription Period; unused Product licenses or Services are not eligible for refund or credit. Without prejudice to its other rights, Lexia may suspend delivery of the Product/Services in the event that Customer fails to make any payment when due.

ORDER PROCESS
To submit an order, please fax this quote along with the applicable Purchase Order to: (978) 287-0062, or send by email to your sales representative's email address listed above or to lexia_orders@lexialearning.com. To pay with credit card, please send your contact information and quote number to lexia_orders@lexialearning.com

NOTE: EACH PURCHASE ORDER MUST INCLUDE THE CORRECT QUOTE NUMBER PROVIDED ON THIS QUOTE, AND THE QUOTE SHOULD BE ATTACHED.

ACCEPTANCE
All Products and Services are offered subject to the Lexia K-12 Education Application License Agreement terms, available at https://lexialearning.com/privacy/eula (the "License"), as supplemented by the terms herein. By placing any order in response to this quote, Customer confirms its acceptance of the License Terms and the terms and fees in this quote, which together, constitute the entire agreement between Customer and Lexia regarding the Products and Services herein (the "Agreement"). Customer and Lexia agree that the terms and conditions of this Agreement supersede any additional or inconsistent terms or provisions in any Customer drafted purchase order, which shall be void and of no effect, or any communications, whether written or oral, between Customer and Lexia relating to the subject matter hereof. In the event of any conflict, the terms of this Agreement shall govern.

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Josh Becker, Director of Building Operations
Date: September 24, 2024
Re: Midwest Alarm Services Contract Addendum

This is a request to amend the contract for service with Midwest Alarm Services to include the cost of additional repair services needed within the district. The services for time and material aligned to district secured needs at various schools has exceeded the approved $28,500 for system testing at this time. At this time we have spent a total of $45,310.51 throughout the district for testing and repairs.

In addition, a contract for services bid for the next fiscal year will take place in late spring to ensure that the District complies with Board policies, as well as the assurance we are receiving the best value in terms of dollar amount and product.

It is recommended that the Board of Education approve an amendment to the previous board approved with a do not exceed budget of $75,000 for FY25.

Investment Period: FY25
Total Investment: $75,000
Funding Source: District Funds/Safety & Security Department

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

Midwest Alarm Services

www.midwestalarmservices.com

ADDENDUM TO BASIC AGREEMENT DATED 11/07/2024

Site Name	Site Address	Annual FA Insp	FA Monitoring	Annual Extinguisher Insp	Annual Sprinkler Insp	BA Monitoring	Semi-Annual Range Hood Insp			
Denkmann Elementary	4101 22nd Ave, Rock Island, IL 61201	$540.00	$540.00	$156.00	$156.00					$1,392.00
Earl Hanson Elementary	4000 9th Street, Rock Island, IL 61201	$373.00	$540.00	$117.00						$1,030.00
Edison Junior High	4141 9th Street, Rock Island, IL 61201	$468.00	$540.00	$202.00	$156.00		$400.00			$1,766.00
Eugene Field Elementary	2900 31st Ave, Rock Island, IL 61201	$370.00	$540.00	$130.00	$156.00					$1,196.00
Frances Willard Elementary	2503 9th Street, Rock Island, IL 61201	$385.00	$540.00	$130.00	$156.00	$500.00				$1,711.00
Horace Mann Early Learning Center	3530 38th Ave, Rock Island, IL 61201	$340.00	$540.00	$104.00						$984.00
Longfellow Elementary	4198 7th Ave, Rock Island, IL 61201	$604.00	$540.00	$150.00	$156.00					$1,450.00
Ridgewood Elementary	9607 14th Street, Rock Island, IL 61201	$365.00	$540.00	$117.00	$156.00					$1,178.00
Rock Island Academy	930 14th Street, Rock Island, IL 61201	$418.00	$540.00	$143.00	$156.00					$1,257.00
Rock Island Administration Building	2000 7th Ave, Rock Island, IL 61201	$376.00	$540.00	$52.00	$270.00		$800.00			$2,038.00
Rock Island High School	1400 25th Ave, Rock Island, IL 61201	$3,316.00	$540.00	$852.00	$312.00		$400.00			$5,420.00
Washington Junior High	3300 18th Ave, Rock Island, IL 61201	$920.00	$540.00	$208.00			$400.00		296	$2,068.00
Thomas Jefferson Elementary	1307 W 4th Street, Milan, IL 61264	$728.00	$540.00	$156.00	$270.00					$1,694.00
Thurgood Marshall Learning	600 11th Ave,Rock Island, IL 61284	$408.00	$540.00	$156.00						$1,104.00
Rock Island Center for Science & Math	2101 16th Avenue, Rock Island, IL 61201	$443.00	$540.00	$98.00	$270.00		$400.00			$1,751.00
										$0.00
										$0.00
										$0.00
										$0.00
										$0.00
										$0.00
										$0.00
										$0.00
										$0.00
										$0.00
										$0.00
										$0.00
									Total	$26,039.00

Customer Signature _____ *Date*_____

Authorized Representative of MIDWEST _____ *Date*_____

Rock Island-Milan School District #41
www.rimsd41.org

Memorandum

To: RIMSD Board of Education

From: Jennifer Barton, Chief Financial Officer

Date: May 14, 2024

Re: Annual Inspections and Fire Security Monitoring Contract Recommendation

The District has been working with several vendors to complete annual required inspections. These inspections include fire alarms, fire extinguishers, and sprinkler systems. The District has been diligent in speaking with vendors to move all of these inspections to a uniform vendor. Midwest Alarm Services has provided the District with a quote for all of the annual inspections and fire security monitoring. The quote includes an annual cost of fire alarm inspections at $10,054.00, fire extinguisher inspections at $2,771.00, sprinkler inspections at $2,214.00, and fire security
monitoring at $8,100.00. The district would need to have equipment installed for the fire security monitoring at a one-time cost of $5,380.00. The total cost for the contract will be $28,519.00.

It is the recommended that the Board of Education approve the contract with Midwest Alarm Services, 5424 Tremont Avenue, Davenport, IA 52807, in the amount of $28,519.00. District Operations and Maintenance funds will be used for this purchase.

Midwest Alarm Services
3001 99th Street
Urbandale, IA 50322
(515)400-4049
www.midwestalarmservices.com

Midwest Alarm Services Basic Agreement

Midwest Alarm Services. (“Midwest”) agrees to furnish CUSTOMER with installation and services described below:

INFORMATION

Billing Name (“CUSTOMER”):	**Site Name (“Premises”):**
Billing Address:	**Site Address:**
Billing City, State, Zip:	**Site City, State, Zip:**
Contact Name:	**Email Address:**
Phone Number:	**Salesperson:**

EQUIPMENT AND/OR SERVICES PROVIDED (“SYSTEM”)

The following Equipment to be Midwest Owned or CUSTOMER Owned under this Agreement:	The following Services to be provided under this Agreement:

INSTALLATION PRICE AND PAYMENT SUMMARY

Total Installation Price: $ (Plus applicable taxes) Deposit Due at Signing: $ Balance Due Upon Completion: $ Midwest reserves the right to progressively bill based on a percentage of completion method for any installations that take longer than ninety (90) days.	Service Charge: $ (Plus applicable taxes) Initial Term: Billing Cycle: Monthly service charge is due in advance of each billing cycle.

SCOPE OF WORK

Updated 1/2023

Terms & Conditions

1. The term of this Agreement is listed on page 1 and starts on the date Service is operative ("initial term"). After the initial term, this Agreement shall automatically renew for successive one-month terms, unless terminated by either party with thirty (30) days written notice. Midwest may increase the monthly service charges after the initial term one time annually to recover increases in service costs. CUSTOMER agrees the billing invoice setting forth the new charge will be sufficient notice of the increase. However, if CUSTOMER notifies Midwest in writing within thirty (30)days after the effective date of the increased charges that CUSTOMER is unwilling to pay the increased charges, Midwest will, at its sole option, either terminate this Agreement as if the term had expired or, in the alternative, continue the prior charges and will allow this Agreement to remain in full force and effect without further notice. Failure to notify Midwest in writing within thirty (30) days after the effective date of the increased charges will constitute CUSTOMER's acceptance of such increased charges.
2. CUSTOMER shall be responsible for sales tax, permits, false alarm fines or other charges relating to the installation of Equipment or the Services provided under this Agreement assessed by any governmental body.
3. A late fee of one and one-half percent (1.5%) per month will be applied to balances over thirty (30) days from invoice date. CUSTOMER is responsible for all collection costs incurred for unpaid bills, including reasonable attorney's fees.
4. When this Agreement includes inspection/testing, listed Equipment will be inspected/tested/cleaned during normal business hours only (8am – 5pm, Monday through Friday) unless specifically stated otherwise under Services provided area.
5. When this Agreement includes a Service package for normal wear and tear, (including all parts, with associated labor, except batteries), Services will be performed without charge. An additional charge shall be made for any Services necessitated by causes other than normal wear and tear in accordance with the standard charges of Midwest.
6. When this Agreement includes cellular communicator futureproof protection, Midwest will replace the cellular communicator as technology changes at no costs to CUSTOMER. When this Agreement includes cellular communication futureproof protection with batteries, Midwest will also provide free batteries on panel and wireless sensors. CUSTOMER may also request one (1) inspection by Midwest technician every twelve (12)months atnocharge when cellular communicator futureproof protection is included herein.
7. CUSTOMER authorizes Midwest to perform installation during regular work hours with CUSTOMER furnishing any necessary electric power at CUSTOMER'S cost. If any inspection bureau, any other authority having jurisdiction, or the CUSTOMER shall require or make necessary any changes in the System installation, such changes must be requested in writing by CUSTOMER and shall be paid for by CUSTOMER. Midwest is authorized to make any preparation appropriate for installation of the System, including but not limited to, drilling holes or making attachments.
8. When this Agreement includes the use of a digital, internet or cellular/radio communicator for transmitting signals to a monitoring center, the CUSTOMER understands that a communicator uses standard telephone lines, internet service or cellular/radio towers for sending signals, and that the monitoring center will not receive signals when the transmission mode is cut, interfered with, shut down, or becomes otherwise damaged or non operational. All charges made by any company for installation, line charges, telephone, internet and service charges for internet and telephone lines, and/or accessories to transmit signals between CUSTOMER'S premises and any monitoring facility shall be paid by CUSTOMER. Midwest shall not be obligated to perform monitoring Services hereunder during any time when telephone lines, internet or cellular/radio towers are not properly operating. Voice over Internet Protocol (VoIP) technology will affect the connection via the telephone line at CUSTOMER's premises to the monitoring center. If CUSTOMER chooses VoIP technology, CUSTOMER must notify Midwest of this choice to assure connectivity to the monitoring center. This may require an upgrade of the System that is not covered under any Midwest Service Agreement. Midwest recommends an alternate method of communication be added to the System.
9. If CUSTOMER defaults on the terms of this Agreement or cancels this Agreement before the end of the initial term, the balance of the amount due for the unexpired term will be immediately due and payable to Midwest. CUSTOMER shall be liable for attorney's fees and costs incurred by Midwest to enforce this Agreement. If CUSTOMER defaults or cancels this Agreement, Midwest shall have no further obligation to perform under this Agreement and may remove any Midwest owned equipment or alternately abandon all or any portion of the System.
10. Midwest hereby warrants to CUSTOMER that the System will be installed in a good and workmanlike manner. In the event that any part of the System, except for batteries, shall become defective within one (1) year from the date of the original installation, Midwest will replace or repair the defective part without charge. This warranty is not assignable. This warranty does not cover any damage to the System caused by accident, vandalism, fire, water, lightning, act of God, repair service, modification or improper installation by anyone other than Midwest, or any other cause other than normal wear and tear. MIDWEST MAKES NO IMPLIED OR OTHER EXPRESS WARRANTY AND EXPRESSLY DISCLAIMS THE IMPLIED W ARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE. Midwest does not warrant that the System will always detect, or help prevent any burglary, fire, holdup or other such event. Midwest is not liable for consequential or incidental damages.
11. Midwest, its representatives, successors, assigns, suppliers and/or the manufacturers of the Equipment used by Midwest (collectively "Midwest / SUPPLIERS") are not insurers. Payments provided under this Agreement are based solely on the value of the System set forth herein and are unrelated to the value of CUSTOMER's property or value of the contents thereon. Midwest/SUPPLIERS shall not be responsible for and are released from all loss, damage or expense due to the improper operation or non-operation of the System (including, without limitation, the communications Equipment or Service necessary to transmit to, or receive any data at the monitoring center) or the response time of third party

emergency personnel. CUSTOMER agrees that if Midwest/SUPPLIERS is found liable for loss or damage due to failure of Midwest/SUPPLIERS to perform any of the obligations herein, SUCH LIABILITY SHALL BE LIMITED TO THE SUM, AS APPLICABLE, OF THE TOTAL INSTALLATION PRICE STATED ON PAGE 1 OF THIS AGREEMENT AND THE TOTAL MONTHLY SERVICE CHARGES FOR THE INITIAL TERM OF THIS AGREEMENT. The provisions herein shall be the sole and exclusive remedy of CUSTOMER for any such liability of Midwest/SUPPLIERS and CUSTOMER hereby waives all statutory, common law and other claims and remedies with respect thereto. The limitations of liability herein are reflected in the pricing of the System to be provided by Midwest to CUSTOMER hereunder.

12. CUSTOMER AGREES TO INDEMNIFY, DEFEND AND HOLD HARMLESS Midwest/SUPPLIERS, FROM ANY LOSS, COST OR EXPENSE, INCLUDING REASONABLE ATTORNEYS' FEES AND COSTS, ON ACCOUNT OF ANY CLAIM FOR ECONOMIC LOSSES, PERSONAL INJURY, INCLUDING DEATH, OR PROPERTY DAMAGE (REAL OR PERSONAL) BY ANY PERSON OR ENTITY NOT A PARTY TO THIS AGREEMENT ARISING OUT OF OR IN CONNECTION WITH THE OPERATION OR NONOPERATION OF THE SYSTEM, UNLESS MIDWEST/SUPPLIERS WAS GROSSLY NEGLIGENT OR COMMITTED WILLFUL MISCONDUCT.

13. It is the responsibility of the CUSTOMER to maintain insurance covering risk of damage to CUSTOMER's premises and all property therein/thereon. CUSTOMER hereby releases Midwest/SUPPLIERS for all losses, damages, claims, suits, legal proceedings and expenses ("Suit"): (i) covered by CUSTOMER's insurance policies; (ii) policy deductibles, copay percentage, or related limits; (iii) in excess of amounts paid by CUSTOMER's insurance; and (iv) due to underinsurance. As an inducement to Midwest to enter into this Agreement, CUSTOMER represents, warrants and covenants that CUSTOMER's insurance company shall not have any right to subrogation against Midwest/SUPPLIERS.
14. This Agreement is made under and will be construed and enforced in accordance with the laws of the State of the premises listed on page 1. Each party hereby irrevocably agrees that any Suit arising as a result of this Agreement shall be brought exclusively in the State Courts or the Courts of the United States located in the state of the premises listed on page 1. Each party hereby waives any right to trial by jury in any Suit brought by either party. The CUSTOMER agrees that any Suit against Midwest/SUPPLIERS must be commenced within one (1) year after the cause of action accrued, without judicial extension of time, or said Suit is barred. CUSTOMER waives the right to bring any class action against Midwest/SUPPLIERS.
15. This instrument contains the entire Agreement between CUSTOMER and Midwest with respect to the transactions described herein and supersedes all previous agreements, whether written or oral, pertaining thereto, all of which shall be deemed merged into this Agreement. 16. This Agreement is not assignable by CUSTOMER except upon the written consent of Midwest, which shall not be unreasonably withheld. This Agreement or any portion thereof is assignable by Midwest in its sole discretion.
17. Should any provision of this Agreement (or any portion thereof), or its application to any circumstances, be held illegal, invalid or unenforceable to any extent, the validity and enforceability of the remainder of the provision and this Agreement, or of such provisions as applied to any other circumstances, shall not be affected thereby, and shall continue in full force and effect as valid, binding and subsisting. All changes or amendments to this Agreement must be in writing and signed by CUSTOMER AND Midwest to be binding.
18. Midwest shall not be liable for any loss, damage, or delay in delivery due to acts of God or causes beyond its reasonable control including acts of CUSTOMER, acts of civil or military authority, fires, strikes, floods, pandemics, epidemics, quarantine restrictions, riots, or inability due to causes beyond its reasonable control, whether foreseeable or not.
19. The parties hereto acknowledge and agree that: (i) the rule of construction to the effect that any ambiguities are resolved against the drafting party shall not be employed in the interpretation of this Agreement, and (ii) the terms and provisions of this Agreement shall be construed fairly as to all parties hereto and not in favor of or against any party, regardless of which party was generally responsible for the preparation of this Agreement.
20. If this Agreement terminates for any reason, the provisions of paragraphs 9 through 20 shall survive indefinitely. **NOTICE**

OF RIGHT TO CANCEL (for residential customers only)

You may cancel this transaction without any penalty or obligation within THREE (3) business days from this Agreement made date on the first page of the Agreement. If you cancel, any property traded in, any payments made by you under the Agreement or sale, and any negotiable instrument executed by you under the Agreement or transaction, will be returned within TEN (10) business days following receipt by Midwest of your cancellation notice, and any security interest arising out of the transaction will be cancelled. If you cancel, you must make available to Midwest at your location in substantially as good condition as when received, any goods delivered to you under this Agreement or transaction sale, or you may, if you wish, comply with the instructions of Midwest regarding the return shipment of the goods at Midwest's expense and risk. If you make the goods available to Midwest and Midwest does not pick them up within TWENTY (20) days of the date of your notice of cancellation; you may retain or dispose of the goods without any further obligation. If you fail to make the goods available to Midwest, or if you agree to return the goods to Midwest and fail to do so, then you remain liable for performance of all obligations under this Agreement.

CUSTOMER ACCEPTANCE

In signing this Agreement, CUSTOMER agrees to the terms and conditions contained herein and specifically acknowledges and accepts the disclaimer/limitation of liability and indemnity paragraphs hereof and the other terms and conditions which are an integral part of this Agreement.

READ ALL PAGES OF THIS AGREEMENT BEFORE SIGNING

Signed: 300

SIGNATURE TITLE DATE

Approved:

Midwest Alarm Services

Signed: Date:

System installed and operative this day of , 20 .

Updated 1/2023

Midwest Alarm Services

ADDENDUM TO BASIC AGREEMENT DATED

www.midwestalarmservices.com

Site Name	Site Address					

Customer Signature _____ *Date*_____

Authorized Representative of MIDWEST _____ *Date*_____

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Josh Becker, Director of Building Operations
Date: December 10, 2024
Re: Republic Services Agreement Approval

The District currently has no active contract for garbage and recycling pickup across the properties. At this time we are on a month to month agreement with Republic Services, 6449 Valley Drive, Bettendorf, Iowa at a cost of $15,200/Month supplying garbage, recycle, and rolloff services with varying pickups based on the needs of each school.

To remain compliant with Board policy and State Code, the District will solicit price listings for these services in late winter. In the interim, Board approval is required for the use of services not exceeding an additional $125,000 for the remainder of fiscal year 24-25. This would bring the total of FY25 to $205,000.

Investment Period: FY25
Total Investment: $205,000
Funding Source: District Funds/Operations and Maintenance Department

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

Sustainability in Action

December 5, 2024
Rock Island/ Milan Public School District
2000 7th Ave
Rock Island, IL 61201

Dear Valued Customer,
Your current pricing for trash and recycling services at 14 locations totals approximately $15,300 per month. This is for all scheduled trash dumpster and recycling cart services. This price does not include any *extra* pick ups requested, any on call services (yard waste roll off at the stadium), any overage charges due to overflowing dumpsters, or any services requested on any temporary services.
The current state of your account is "month-to-month" so this price is subject to change.
Your account has not been reviewed in the last 12-18 months to ensure adequate service levels for each individual school. Upon receipt of the bid request, Republic Services will be doing a free Blue Print Waste Assessment to ensure each location is receiving the adequate amount of service to ensure you are receiving the best value for your services.
Please note that this is not our official bid. Adjustments to services and pricing will be provided upon receipt of your RFP.

Thank you,

Samantha Brockert

Samantha Brockert
Account Manager

6449 Valley Dr.
Bettendorf, IA 52722
e sbrockert@republicservices.com
c 563-529-3189
w RepublicServices.com

School	Address	Qty	LOB	Type	Yards	Freq	Yds/ Month	Price/ Yd	Current
RidgeWood	9607 14th St W, Rock Island	1	Trash	FL	6	3	77.94	$ 4.25	$ 549.44
		2	Rec	Toter	0.48	0.5	2.0784	$ 15.00	$ 53.03
Longfellow	4198 7th Ave, Rock Island	1	Trash	FL	8	3	103.92	$ 4.25	$ 732.64
		6	Rec	Toter	0.48	0.5	6.2352	$ 15.00	$ 159.10
High School	1400 25th Ave, Rock Island	2	Trash	FL	8	5	346.4	$ 4.00	$ 991.36
		2	Rec	FL	8	1	69.28	$ 4.00	$ 775.76
		12	Rec	Toter	0.48	1	24.9408	$ 15.00	$ 631.51
Washington JR	3300 18th Ave. Rock Island	1	Trash	FL	8	5	173.2	$ 4.25	$ 1,221.15
		10	Rec	Toter	0.48	0.5	10.392	$ 15.00	$ 204.59
Edison	4141 9th St, Rock Island	1	Trash	FL	8	3	103.92	$ 4.25	$ 732.64
		4	Rec	Toter	0.48	0.5	4.1568	$ 15.00	$ 106.05
Denkmann	4101 22nd Ave, Rock Island	1	Trash	FL	6	3	77.94	$ 4.25	$ 549.44
		1	Rec	Toter	0.48	0.5	1.0392	$ 15.00	$ 106.05
Earl Hanson	4000 9th St, Rock Island	1	Trash	FL	8	3	103.92	$ 4.25	$ 732.64
		7	Rec	Toter	0.48	0.5	7.2744	$ 15.00	$ 185.61
Eugene Field	2900 31st Ave, Rock Island	1	Trash	FL	6	3	77.94	$ 4.25	$ 510.13
		6	Rec	Toter	0.48	0.5	6.2352	$ 15.00	$ 159.10
Frances Willard	2503 9th St, Rock Island	1	Trash	FL	6	3	77.94	$ 4.25	$ 565.25
		4	Rec	Toter	0.48	0.5	4.1568	$ 15.00	$ 106.05
Primary Academy	930 14th St, Rock Island	1	Trash	FL	6	5	129.9	$ 4.25	$ 1,001.97
		6	Rec	Toter	0.48	0.5	6.2352	$ 15.00	$ 159.10
Horace Mann	3530 38th Ave, Rock Island	1	Trash	FL	8	3	103.92	$ 4.25	$ 549.44
		4	Rec	Toter	0.48	0.5	4.1568	$ 15.00	$ 106.05
Thomas Jefferson	1307 4th St W, Milan	1	Trash	FL	8	3	103.92	$ 4.25	$ 732.64
		4	Rec	Toter	0.48	0.5	4.1568	$ 15.00	$ 106.05
Marshall	600 11th Ave, Rock Island	1	Trash	FL	8	2	69.28	$ 4.25	$ 488.47
		2	Rec	Toter	0.48	0.5	2.0784	$ 15.00	$ 53.03
Stadium	2400 17th St, Rock Island	1	Trash	FL	8	2	69.28	$ 4.25	$ 488.47
Fitness Center	1400 25th Ave, Rock Island	1	Rec	FL	8	2	69.28	$ 4.25	$ 416.73
		1	Trash	FL	8	2	69.28	$ 4.25	$ 488.47
RICMS	2101 16th Ave, Rock Island	1	Trash	FL	8	3	103.92	$ 4.25	$ 732.64
		8	Rec	Toter	0.48	0.5	8.3136	$ 15.00	$ 212.14
Admin center	2101 6th Ave, Rock Island	6	Rec	Toter	0.48	0.5	6.2352	$ 4.25	$ 159.10
New Admin Bldg	2000 7th Ave, Rock Island	2	Trash	FL	2	2	34.64	$ 4.25	$ 324.45
		4	Recy	Toter	0.48	1	8.3136	$ 15.00	$ 197.32
Stadium Yard Waste	2400 17th St, Rock Island	1	YW	RO	20 yard	On Call			$ 1,905.85
					Disposal	Per Ton			$ 118.33
	onthly Price excluding yard waste roll off								
				Monthly savings excluding yard waste roll off					

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Josh Becker, Director of Building Operations
Date: December 10, 2024
Re: Secure Entry Design Process

This is a request for approval in order for Legat Architects to begin the re-design phase of the secure entry vestibules for Washington and Edison Junior High Schools to accommodate the weapon's detectors at each location.

As part of our commitment to enhancing the safety and security of our school facilities, the continued implementation of secure entry vestibules is a critical step forward. District leaders from the safety and operations departments walked through with Legat Architects for their expertise and experience in designing secure, functional, and aesthetically pleasing school entryways. With the help of their team a vision was created and they are ready to begin the detailed design work necessary to bring this project to fruition.

It is recommended that the Board of Education approve the re-design phase of the secure entrances at Washington and Edison Junior Highs with a budget not to exceed $23,000.

Investment Period: FY25
Total Investment: $23,000
Funding Source: District Funds/Maintenance and Operations Department

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

LEGAT ARCHITECTS

Design with a Difference

December 5, 2024 VIA EMAIL

Dr. Sharon Wiliams
Rock Island-Milan School District 41
2000 7th Avenue
Rock Island, IL 61201

RE RIMSD41 Secure Entries
Proposal to Provide Professional Architectural Services

Dear Dr. Williams:

Legat Architects is pleased to have the opportunity to continue to provide professional architectural services to Rock Island-Milan School District 41 ("Client"). The purpose of this letter is to confirm our understanding of the scope of work and to identify the professional services to be provided and related fees.

1.0 Project Parameters

1.1 Project Objective: Remove existing interior main entry vestibule doors and move beyond newly installed metal detectors at two junior high schools to create secure entry sequences.

1.2 Locations:
- 1.2.1 Edison Junior High School, 4141 9th Street, Rock Island, IL 61201
- 1.2.2 Washington Junior High School, 3300 18th Avenue, Rock Island, IL 61201

1.3 Budget Parameters:
- 1.3.1 The estimate of probable cost for the above referenced scope of work is:
  - 1.3.1.1 Edison Junior High School $50,000
  - 1.3.1.2 Washington Junior High School $50,000

1.4 Schedule Parameters:
- 1.4.1 The assessment of existing conditions will begin immediately after acceptance of this proposal. Design documents will be completed over a three-month period. Construction will occur in June, upon completion of the school year.
- 1.4.2 See section 4.1 for project schedule.

1.5 Project Delivery Method: It is the Architect's understanding the Client intends to use a design-bid-build delivery method and award a construction contract(s) to a general contractor.

2.0 Architect's Scope of Services

2.1 Project Inception Phase
- 2.1.1 The Architect will provide a visual assessment of the existing conditions affected by the scope of work line items; and
- 2.1.2 The Architect will assist the Client to modify the scope of work line items as required based on the results of the visual assessment and/or detailed investigations and to assess the impact on the initial estimate of probable cost; and
- 2.1.3 The Architect will provide an updated estimate of probable cost; and

2.1.4 The Architect will attend two (2) meetings to complete this phase and receive approval of the scope of work from the Client including authorization to prepare and issue drawings and specifications suitable for bidding.

2.2 Construction Documents Phase:
- 2.2.1 The Architect will complete drawings and specifications suitable for bidding; and
- 2.2.2 The Architect will consult as required with authorities which may jurisdiction over scope of work line item(s); and
- 2.2.3 The Architect will facilitate the review of drawings and specifications by the Client at significant milestones as determined by the Client and Architect.

2.3 Bidding & Negotiations Phase:
- 2.3.1 The Architect will assist the Client in bidding the project and in the selection of the most qualified bidder; and
- 2.3.2 The Architect will prepare and submit necessary building permit paperwork to authorities having jurisdiction over scope of work line items(s) associated with the design of architectural, mechanical, and electrical disciplines; and
- 2.3.3 The Architect will attend a pre-bid meeting as required to complete this phase and assist the client with the approval of construction contract(s) by the Client.

2.4 Construction Phase:
- 2.4.1 The Architect will assist in administering the Contract for Construction; and
- 2.4.2 The Architect will attend Pre-Construction Meetings, Mobilization Meetings, bi-weekly Owner-Architect-General Contractor meetings while construction operations are in progress, and Closeout Coordination Meetings; and
- 2.4.3 The Architect will perform bi-weekly job-site observations while construction operations are in progress; and
- 2.4.4 The Architect may perform additional observations at instances of critical construction activity; and
- 2.4.5 The Architect will assist the Client with facilitating project closeout.

3.0 Deliverables

3.1 Construction Documents will consist of drawings and specifications setting forth in detail the quality levels of materials and systems and other requirements for the construction of the Work.

4.0 Project Schedule

4.1 The proposed project schedule is below (this is subject to change based on findings during onsite review).

4.1.1	Authorization to proceed:	November 2024
4.1.2	Design Document Phase:	November 2024 – February 2025
4.1.3	Bidding Phase:	February – March 2025
4.1.4	Construction Phase:	June – August 2025

4.2 Once established, the project schedule is subject to decisions made in timely manner pertaining to the documents submitted by the Architect for review in order to avoid unreasonable delay in the orderly and sequential progress of the Architect's services.

5.0 Compensation

5.1 The Architect's current agreement with the District is a sliding scale based upon a percentage of construction cost. This sliding scale is applied to each individual project as approved by the board. The Client will compensate the Architect for the basic services outlined in AIA Document B101 on a Time and Material basis, not to exceed $18,000, using the Schedule of Billable Rates attached as "Exhibit A".

5.1.1 Legat Architects reserves the right to renegotiate the not to exceed amount should the Scope of Work, as currently defined, be reasonably altered.

5.2 Reimbursable Expenses will be in addition to the Architect's compensation and shall be invoiced using the multipliers indicated below times the expenses incurred by Legat Architects.

5.2.1 Necessary consultants, including professional electrical engineering services, as approved by the Client will be invoiced at a 1.25 times.

Engineering (Required) ~$3,000-$5,000

5.2.2 Reproduction costs for drawings, specifications, addenda, reports, etc. required to be submitted at the end of each contractual phase and for bidding purposes shall be invoiced at 1.10 times.

5.2.3 Postage and delivery charges for bid documents and materials requested by the Client or required by authorities having jurisdiction shall be invoiced at 1.10 times.

6.0 Client's Responsibilities

6.1 The Client will provide access to the Project Locations and facilities and to all original construction drawings, as-built documents, etc. that document the existing conditions.

6.2 The Client will provide floor plans for each Project Location in a digital format compatible with either Autodesk AutoCAD software or Autodesk Revit software.

6.3 The Client will designate a representative authorized to act on the Client's behalf with respect to the projects. The authorized representative will render decisions in a timely manner pertaining to documents submitted by the Architect in order to avoid unreasonable delay in the orderly and sequential progress of the Architect's services.

7.0 Miscellaneous Provisions

7.1 Unless otherwise provided in this Agreement, Legat Architects and Legat Architects' consultants will have no responsibility for the discovery, presence, handling, removal or disposal of or exposure of persons to hazardous materials in any form at the Project site, including but not limited to asbestos, asbestos products, polychlorinated biphenyl (PCB) or other toxic substances.

7.2 Estimates of Probable Cost will be completed by referencing several sources, including active construction projects involving Legat Architects, R.S. Means Construction Cost Data, and historical construction information.

If you are in agreement with this proposal, you can authorize Legat Architects to proceed by signing below. Please note that Legat Architects will not begin work until written authorization to proceed is received. Upon receipt, Legat Architects will prepare AIA Document B101, Standard Form of Agreement Between Owner and Architect, 2017 edition, and forward to you for review and signature.

If you have any questions regarding this proposal, please contact me at your earliest convenience.

Thank you.

Sincerely,



Kalyssa Worden, Assoc. AIA
Project Associate

Legat Architects, Inc.
1515 5th Avenue, Suite 108
Moline, IL 61265

ATTACHMENTS Exhibit A - Schedule of Billable Rates

AUTHORIZATION We accept the terms of this Proposal:

OWNER	ARCHITECT
Rock Island-Milan School District 41	Legat Architects, Inc.
2000 7th Avenue	1515 5th Avenue, Suite 108
Rock Island, IL 61201	Moline, IL 61265
	
SIGNATURE	SIGNATURE
	Kalysa Worden
PRINT NAME	PRINT NAME
	Project Associate
TITLE	TITLE
	November 20, 2024
DATE	DATE

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Troy Bevans, IT Director
Date: December 10th, 2024
Re: SHI International Corporation (1-to-1 Student Chromebook Title Funds Acquisition)

In support of the district's 1-to-1 student device initiative, the technology department reviews enrollments to discover the estimated number of devices that would be required to support the upcoming school year. At the first board meeting in December, the total quantity and quote is brought to the board for approval. This allows for time to receive the devices prior to the end of the current school year. Once the devices have been received, the configuration process is completed and the devices are separated into groups for distribution during the summer break.

Therefore, the technology department requests and recommends, that the Rock Island – Milan School Board approve the purchase of the following items:

- 1495 Lenovo 100e Generation 4 Chromebooks, at $200.50 per device, for a total of $299,747.50.
- 1495 required Chrome OS management console licenses, at $31.00 per device, for a total of $46,345.00.
- 1495 Case Logic Work-In carrying case, at $28.00 per device, for a total of $41,860.00.

The combined amount for this request is **$387,952.50** from SHI, 290 Davidson Avenue, Somerset, NJ 08873. Title I funds will be utilized for the purchase of these items.

Investment Period: 60 months
Total Investment: $387,952.50
Funding Source: Title I Funds

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

Pricing Proposal
Quotation #: 25593059
Created On: 12/2/2024
Valid Until: 12/31/2024

IL-County of Rock Island School District 41

Troy Bevans
2101 6TH AVE
ROCK ISLAND, IL 612018116
United States
Phone: (309) 793-5900
Fax:
Email: troy.bevans@rimsd41.org

Inside Account Executive

Sean Dalgauer
290 Davidson Ave.
Somerset, NJ 08873
Phone: 732-564-8561
Fax: 732-564-8553
Email: Sean_Dalgauer@shi.com

All Prices are in US Dollar (USD)

	Product	Qty	Your Price	Total
1	Lenovo 100e G4 - MediaTek MT8186 (2.00GHz 256KB) - 11.6in 1366 x 768 Non-Touch Display - Chrome OS - 4.0GB - 1x32GB eMMC - Integrated Graphics - BT 5.1 or above - MT7921 Wi-Fi 6 - 720P HD - 3 Cell Li-Pol 47Wh - 1 Year Mail-in Lenovo - Part#: 82W00001US Contract Name: Open Market Contract #: Open Market	1495	$200.50	$299,747.50
2	Chrome OS Management Console - License - academic Google - Part#: CROSSWDISEDUNEW Contract Name: Open Market Contract #: Open Market	1495	$31.00	$46,345.00
3	Case Logic Work-In Case with pocket QNS-311-BLACK - Notebook carrying case - 10.1" - 12" - black Case Logic - Part#: 3203771 Contract Name: Open Market Contract #: Open Market	1495	$28.00	$41,860.00
			Total	$387,952.50

Additional Comments

Please Note: Lenovo has a zero returns policy on any custom build machines. Lenovo also does not allow returns on open box/phased out products. For these products, orders are non-cancellable and non-returnable from point of order.

Please note: Google has a zero returns policy.

Hardware items on this quote may be updated to reflect changes due to industry wide constraints and fluctuations.

Thank you for choosing SHI International Corp! The pricing offered on this quote proposal is valid through the expiration date listed above. To ensure the best level of service, please provide End User Name, Phone Number, Email Address and applicable Contract Number when submitting a Purchase Order. For any additional information including Hardware, Software and Services Contracts,

please contact an SHI Inside Sales Representative at (888) 744-4084. SHI International Corp. is 100% Minority Owned, Woman Owned Business. TAX ID# 22-3009648; DUNS# 61-1429481; CCR# 61-243957G; CAGE 1HTF0

The products offered under this proposal are Open Market and resold in accordance with the terms and conditions at SHI Online Customer Resale Terms and Conditions.

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Josh Becker, Director of Building Operations
Date: December 10, 2024
Re: Tri-City Electric Co. Entry Updates

Additional work to the entries at Denkmann Elementary, Edison Jr. High, Earl Hanson Elementary, Longfellow Elementary, and Rock Island Center for Math and Science are required to ensure that they remain secure and provide the necessary safety for individuals. This contract is exempt from bidding under 105 ILCS 5/10-20.21, Section vii – "purchases and contracts for the use, purchase, delivery, movement, or installation of data processing equipment, software, or services and telecommunications and interconnect equipment, software, and services." The location, description of work and cost breakdown is as follows:

Location	Description	Cost
Denkmann	Provide updates to create a secure vestibule including; electric strike on two doors, release buttons at reception desk, updated camera components, and card readers	$ 13,185.00
Edison	Update Aiphone at master station, video door station, power supply, and desk stand	$ 3,315.00
Hanson	Update Aiphone at master station, video door station, power supply, and desk stand; repairs to existing release button at reception	$ 3,530.00
Longfellow	Update electric strike on vestibule, install door release at reception, add access control cabling	$ 4,155.00
RICMS	Remove and relocate existing intercom at main entrance, install Aiphone kits, add card readers at Office, East and North Hall, add electric strikes and update network camera	$ 9,555.00
	Contingency	$ 5,000.00
	Total	$ 38,740.00

Investment Period: FY25
Total Investment: $38,740
Funding Source: District Funds/Safety & Security Department

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

Tri-City Electric Co.
Since 1895

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November 22, 2024

Charles Butler
RI-Milan Schools

RE: Denkmann Secure Vestibule
Estimate Number: 29879

Mr. Butler,

Tri-City Security Solutions, a division of Tri-City Electric, Co. is pleased to provide the following scope of work: Denkmann Secure Vestibule

Scope of work to include:

- Provide labor and material to install One (1) HES 9400 electric strike on Nurse's door.
- Provide labor and material to install One (1) HES 4500C electric strike on Vestibule to Office door.
- Provide labor and material to install Two (2) Alarm Controls TS-18 door release buttons at Reception.
  - One (1) to unlock Office to Vestibule Door
  - One (1) to unlock Nurse's Door
- Provide labor and material to install One (1) Axis P3265-LVE network camera at Main Entrance Door.
  - Includes device license
- Provide labor and material to install One (1) Axis M3088-V network camera in main vestibule.
  - Includes device license
- Provide labor and material to install One (1) network data drop at each of the above camera locations.
- Provide labor and material to install One (1) Aiphone JPS-4AEDV kit.
  - Includes door station, master station, desk stand and power supply.
- Provide labor and material to install One (1) Aiphone JP-4HD substation.
  - Includes cabling from master to station
- Provide labor and material to install Two (2) Rosslare AY-K35 card readers.
  - One (1) at the Vestibule to Office door
  - One (1) at the Vestibule to Nurse door
- Provide labor and material to install One (1) Rosslare D-805 door expansion board in existing enclosure.
- Provide labor and material to install all necessary access control cabling to above doors.
- Provide labor and material to install all necessary wiremold at above locations.
- Provide labor to aim and focus camera with customer.
- Provide labor to program new doors into existing Rosslare access control system.
  - Assumes system has capacity for programming additional doors.
- Provide labor to test doors with customer.
- Provide open-air pathways using j-hooks and EMT conduit sleeves thru any walls where necessary, fire stopping and installing all according to the BICSI 568 B building standards and/or the National Electrical Codes.

Excludes:

- Allowances for 110VAC power wiring or cable trays.
- Network connection with ISP.
- UPS backup.
- Lift rental.
- PoE network switches, network electronics and PC's except where specified.

- Electrified locksets, panic hardware or cylinders.
- Domain or Active Directory programming.
- Door contacts and request to exit motions.
- Access control server, licensing and software.
- Video Management server, and software.

Total: $13,185.00

This quote **does not** include any applicable taxes.

Thank you for the opportunity to quote this project. Please feel free to call with any questions concerning this quote.

Sincerely,



Dan Novitske
Project Manager
Technology
Phone: 563.468.6161
E-mail: dnovitske@tricityelectric.com

Notes

Due to the increasing rise in copper, aluminum, steel and PVC products Tri-City Electric reserves the right to review and adjust all material pricing on a daily basis. Bid is based on the daily market rate for goods and commodities reflected by the submitted date of this proposal. Tri-City Electric reserves the right to increase said bid accordingly to reflect the market rates on the day of receipt of the Purchase Order. Changes will be shown in documentation through commercial quotes, invoices, and/or receipts for such goods and commodities if applicable. Bid is subject to the terms of a mutually acceptable contract. **Tri-City Electric shall have the option to withdrawal this proposal if not accepted within 10 days from its date.** Work is to be performed during a standard 8-hour workday between 7:00 AM and 3:30 PM, Monday through Friday. Payments are due every 30 days as the work progresses. A 1.5% service charge will be applied to all outstanding account balances over 30 days past due.

Please note: As the global COVID-19 sub-variants situation continues; material lead time, material pricing, and manpower scheduling is subject to change in the event of adverse situations caused by pandemic effects. We appreciate your business and will work closely with you to minimize any possible impacts to your project.

Excavation Notes

Proposal is based on normal soil conditions for trenching, auguring and excavation. If TCE encounters rock, debris, old foundations, high water, loose or unstable soil conditions additional charges will be

added respectively. All excavation spoils are to remain on site. If included in bid for removal is based on CLEAN, Non-Contaminated soil removal and does not include remediation or special hauling fees, treatment charges and special permits relating to contaminated soils. Owner/General Contractor is responsible for all excavated areas if not specified and included in the scope of work.

Non Solicitation of Employees

By acceptance of this proposal, customer agrees not to directly or indirectly recruit, solicit, hire or induce any employee of Tri City Electric Company or any affiliate thereof, to terminate his or her employment with Tri City Electric Company. This restriction does not apply to solicitation of any employee of Tri City Electric Company or any affiliate thereof, who Tri City Electric Company has terminated due to job elimination or reduction in work force. Contractor agrees that it must obtain written consent of Tri City Electric Company prior to hiring any such Tri City Electric Company employee. The duties, objections and restrictions set forth in this paragraph shall expire upon the first anniversary of the conclusion date of the engagement contemplated in this proposal.

Force Majeure

If the Subcontractor is delayed at any time in the commencement or progress of the Work by diseases, epidemics, pandemics, including but not limited to labor or material shortages, unusual delay in deliveries, restrictions on access or travel, unavoidable casualties or other causes beyond the Subcontractor's control, then the contract times shall be extended. Given the volatility in material and equipment costs, as well as delivery dates, due to issues outside our control or because of unforeseen events, such as national port union strikes, our pricing is based on current market conditions at the time of this proposal. Should our material costs increase or delivery dates change as a result of such disruptions, we reserve the right to adjust the contract price and/or receive an extension of time due to delayed delivery dates accordingly.

Other Terms

TCE is proposing a price for the scope of its work based on the assumption the parties will execute a commercial reasonable subcontract agreement, such as an unmodified Consensus DOC 751, Short Form Agreement between Contractor and Subcontractor, or AIA A401, Standard Form of Agreement between Contractor and Subcontractor.

Tri-City Technologies takes the security of our customers' networks seriously. Customers of our products and services with connections to the internet must understand and agree to regularly update the firmware, perform software patches and updates of such equipment to maintain optimal security. Failure

to update firmware and software may expose the equipment to potential security vulnerabilities and increase the risk of unauthorized access. This proposal, unless specifically stated, does not include any labor or services to perform said firmware or software patches and updates. By using our products, you acknowledge and accept responsibility for ensuring that all connected equipment is kept up to date with the latest firmware and software patches provided by the manufacturers. Furthermore, password best practices should be taken into consideration as Tri-City Technologies is not responsible for maintaining or updating passwords. Tri-City Technologies shall not be held liable for any damages, losses, or liabilities arising from security breaches or unauthorized access to connected equipment resulting from the failure to update firmware and software as recommended by the manufacturers. Tri-City Technologies can provide these services under a maintenance contract if desired, please contact your Tri-City Technologies contact to learn more and receive maintenance contract pricing.

Tri-City Electric Co.
Since 1895

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September 14, 2024

Charles Butler
RI-Milan School District

RE: Edison Aiphone
Estimate Number: 24187

Mr. Butler,

Tri-City Security Solutions, a division of Tri-City Electric, Co. is pleased to provide the following scope of work: Edison Aiphone

Scope of work to include:

- Provide labor to remove One (1) existing door station and dispose.
- Provide labor to remove One (1) existing desk station and dispose.
- Provide labor to remove One (1) existing power supply and dispose.
- Provide labor and material to install One (1) Aiphone JPS-AEDV Intercom System.
    - Includes Master Station, Video Door Station, Power Supply and Desk Stand.
        - Existing cabling to be reused.
- Provide labor to terminate and test unit.
- Provide labor to train customer on operation of new unit.
- Provide open-air pathways using j-hooks and EMT conduit sleeves thru any walls where necessary, fire stopping and installing all according to the BICSI 568 B building standards and/or the National Electrical Codes.

Excludes:

- Allowances for 110VAC power wiring or cable trays.
- Network connection with ISP.
- UPS backup.
- Lift rental.
- PoE network switches, network electronics and PC's except where specified.
- Domain or Active Directory programming.
- Electrified strikes, maglocks and panic hardware.

Total: $3,315.00

This quote **does not** include any applicable taxes.

Thank you for the opportunity to quote this project. Please feel free to call with any questions concerning this quote.

Sincerely,



Dan Novitske

Tri-City Electric Co.
Since 1895

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Project Manager
Technology
Phone: 563.468.6161
E-mail: dnovitske@tricityelectric.com

Notes

Due to the increasing rise in copper, aluminum, steel and PVC products Tri-City Electric reserves the right to review and adjust all material pricing on a daily basis. Bid is based on the daily market rate for goods and commodities reflected by the submitted date of this proposal. Tri-City Electric reserves the right to increase said bid accordingly to reflect the market rates on the day of receipt of the Purchase Order. Changes will be shown in documentation through commercial quotes, invoices, and/or receipts for such goods and commodities if applicable. Bid is subject to the terms of a mutually acceptable contract. **Tri-City Electric shall have the option to withdrawal this proposal if not accepted within 10 days from its date.** Work is to be performed during a standard 8-hour workday between 7:00 AM and 3:30 PM, Monday through Friday. Payments are due every 30 days as the work progresses. A 1.5% service charge will be applied to all outstanding account balances over 30 days past due.

Please note: As the global COVID-19 situation continues; material lead time, material pricing, and manpower scheduling is subject to change in the event of adverse situations caused by pandemic effects. We appreciate your business and will work closely with you to minimize any possible impacts to your project.

Excavation Notes

Proposal is based on normal soil conditions for trenching, auguring and excavation. If TCE encounters rock, debris, old foundations, high water, loose or unstable soil conditions additional charges will be added respectively. All excavation spoils are to remain on site. If included in bid for removal is based on CLEAN, Non-Contaminated soil removal and does not include remediation or special hauling fees, treatment charges and special permits relating to contaminated soils. Owner/General Contractor is responsible for all excavated areas if not specified and included in the scope of work.

Non Solicitation of Employees

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Force Majeure

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restrictions on access or travel, unavoidable casualties or other causes beyond the Subcontractor's control, then the contract times shall be extended.

Other Terms

TCE is proposing a price for the scope of its work based on the assumption the parties will execute a commercial reasonable subcontract agreement, such as an unmodified ConsensusDOC 751, Short Form Agreement between Contractor and Subcontractor, or AIA A401, Standard Form of Agreement between Contractor and Subcontractor.

Tri-City Electric Co.
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September 14, 2024

Charles Butler
RI-Milan School District

RE: Hanson Aiphone
Estimate Number: 24187

Mr. Butler,

Tri-City Security Solutions, a division of Tri-City Electric, Co. is pleased to provide the following scope of work: Hanson Aiphone

Scope of work to include:

- Provide labor to remove One (1) existing door station and dispose.
- Provide labor to remove One (1) existing desk station and dispose.
- Provide labor to remove One (1) existing power supply and dispose.
- Provide labor and material to install One (1) Aiphone JPS-AEDV Intercom System.
    - Includes Master Station, Video Door Station, Power Supply and Desk Stand.
        - Existing cabling to be reused.
- Provide labor to test and repair existing door release button at reception.
- Provide labor to terminate and test unit.
- Provide labor to train customer on operation of new unit.
- Provide open-air pathways using j-hooks and EMT conduit sleeves thru any walls where necessary, fire stopping and installing all according to the BICSI 568 B building standards and/or the National Electrical Codes.

Excludes:

- Allowances for 110VAC power wiring or cable trays.
- Network connection with ISP.
- UPS backup.
- Lift rental.
- PoE network switches, network electronics and PC's except where specified.
- Domain or Active Directory programming.
- Electrified strikes, maglocks and panic hardware.

Total: $3,530.00

This quote **does not** include any applicable taxes.

Thank you for the opportunity to quote this project. Please feel free to call with any questions concerning this quote.

Sincerely,



Tri-City Electric Co.
Since 1895

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Dan Novitske
Project Manager
Technology
Phone: 563.468.6161
E-mail: dnovitske@tricityelectric.com

Notes

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Excavation Notes

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Force Majeure

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restrictions on access or travel, unavoidable casualties or other causes beyond the Subcontractor's control, then the contract times shall be extended.

Other Terms

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Tri-City Electric Co.
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November 5, 2024

Charles Butler
RI-Milan Schools

RE: Longfellow Secure Vestibule
Estimate Number: 30488

Mr. Butler,

Tri-City Security Solutions, a division of Tri-City Electric, Co. is pleased to provide the following scope of work: Longfellow Secure Vestibule

Scope of work to include:

- Provide labor and material to install One (1) HES 1006CS electric strike on Vestibule to Office Door.
- Provide labor and material to install One (1) Alarm Controls TS-18 door release button at Reception.
  - One (1) to unlock Office to Vestibule Door
- Provide labor and material to install all necessary access control cabling to above door.
- Provide open-air pathways using j-hooks and EMT conduit sleeves thru any walls where necessary, fire stopping and installing all according to the BICSI 568 B building standards and/or the National Electrical Codes.
- Provide labor to program new doors into existing Rosslare access control system.
  - Assumes system has capacity for programming additional doors.
- Provide labor to test doors with customer.

Excludes:

- Allowances for 110VAC power wiring or cable trays.
- Network connection with ISP.
- UPS backup.
- Lift rental.
- PoE network switches, network electronics and PC's except where specified.
- Electrified locksets, panic hardware or cylinders.
- Domain or Active Directory programming.
- Door contacts and request to exit motions.
- Access control server, licensing and software.
- Video Management server, and software.

Total: $4,155.00

This quote **does not** include any applicable taxes.

Thank you for the opportunity to quote this project. Please feel free to call with any questions concerning this quote.

Sincerely,

Dan Novitske
Project Manager

Tri-City Electric Co.
Since 1895

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Technology
Phone: 563.468.6161
E-mail: dnovitske@tricityelectric.com

Notes

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Excavation Notes

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Non Solicitation of Employees

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Tri-City Electric Co.
Since 1895

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Force Majeure

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Other Terms

TCE is proposing a price for the scope of its work based on the assumption the parties will execute a commercial reasonable subcontract agreement, such as an unmodified Consensus DOC 751, Short Form Agreement between Contractor and Subcontractor, or AIA A401, Standard Form of Agreement between Contractor and Subcontractor.

Tri-City Technologies takes the security of our customers' networks seriously. Customers of our products and services with connections to the internet must understand and agree to regularly update the firmware, perform software patches and updates of such equipment to maintain optimal security. Failure to update firmware and software may expose the equipment to potential security vulnerabilities and increase the risk of unauthorized access. This proposal, unless specifically stated, does not include any labor or services to perform said firmware or software patches and updates. By using our products, you acknowledge and accept responsibility for ensuring that all connected equipment is kept up to date with the latest firmware and software patches provided by the manufacturers. Furthermore, password best practices should be taken into consideration as Tri-City Technologies is not responsible for maintaining or updating passwords. Tri-City Technologies shall not be held liable for any damages, losses, or liabilities arising from security breaches or unauthorized access to connected equipment resulting from the failure to update firmware and software as recommended by the manufacturers. Tri-City Technologies can provide these services under a maintenance contract if desired, please contact your Tri-City Technologies contact to learn more and receive maintenance contract pricing.

Tri-City Electric Co.
Since 1895

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November 5, 2024

Charles Butler
RI-Milan Schools

RE: RICMS Secure Vestibule
Estimate Number: 30488

Mr. Butler,

Tri-City Security Solutions, a division of Tri-City Electric, Co. is pleased to provide the following scope of work: RICMS Secure Vestibule

Scope of work to include:

- Provide labor and material to demo existing intercom at main entrance.
  - Existing button release box to remain intact and functional.
- Provide labor and material to install One (1) Aiphone JPS-4AEDV kit.
  - Includes power supply, video door station, master station and desk stand.
  - Master station to release lock for exterior and interior main entrance doors.
- Provide labor and material to install Three (3) Rosslare AY-K35 cared readers, One (1) at each of the following locations.
  - Foyer to Office
  - Foyer to East Hall
  - Foyer to North Hall
- Provide labor and material to terminate lock wire on existing electric strikes at each of the above doors.
- Provide labor and material to install One (1) Axis M3088-V network camera in main vestibule.
  - Includes device license
- Provide labor and material to install One (1) network data drop at above camera location.
- Provide open-air pathways using j-hooks and EMT conduit sleeves thru any walls where necessary, fire stopping and installing all according to the BICSI 568 B building standards and/or the National Electrical Codes.
- Provide labor to aim and focus camera with customer.
- Provide labor to program new doors into existing Rosslare access control system.
  - Assumes system has capacity for programming additional doors.
- Provide labor to test doors with customer.

Excludes:

- Allowances for 110VAC power wiring or cable trays.
- Network connection with ISP.
- UPS backup.
- Lift rental.
- PoE network switches, network electronics and PC's except where specified.
- Electrified locksets, panic hardware or cylinders.
- Domain or Active Directory programming.
- Door contacts and request to exit motions.
- Access control server, licensing and software.
- Video Management server, and software.

Total: $9,555.00

This quote **does not** include any applicable taxes.

Thank you for the opportunity to quote this project. Please feel free to call with any questions concerning this quote.

Tri-City Electric Co.
Since 1895

CONFIDENCE DELIVERED.®

Sincerely,



Dan Novitske
Project Manager
Technology
Phone: 563.468.6161
E-mail: dnovitske@tricityelectric.com

Notes

Due to the increasing rise in copper, aluminum, steel and PVC products Tri-City Electric reserves the right to review and adjust all material pricing on a daily basis. Bid is based on the daily market rate for goods and commodities reflected by the submitted date of this proposal. Tri-City Electric reserves the right to increase said bid accordingly to reflect the market rates on the day of receipt of the Purchase Order. Changes will be shown in documentation through commercial quotes, invoices, and/or receipts for such goods and commodities if applicable. Bid is subject to the terms of a mutually acceptable contract. **Tri-City Electric shall have the option to withdrawal this proposal if not accepted within 10 days from its date.** Work is to be performed during a standard 8-hour workday between 7:00 AM and 3:30 PM, Monday through Friday. Payments are due every 30 days as the work progresses. A 1.5% service charge will be applied to all outstanding account balances over 30 days past due.

Please note: As the global COVID-19 sub-variants situation continues; material lead time, material pricing, and manpower scheduling is subject to change in the event of adverse situations caused by pandemic effects. We appreciate your business and will work closely with you to minimize any possible impacts to your project.

Excavation Notes

Proposal is based on normal soil conditions for trenching, auguring and excavation. If TCE encounters rock, debris, old foundations, high water, loose or unstable soil conditions additional charges will be added respectively. All excavation spoils are to remain on site. If included in bid for removal is based on CLEAN, Non-Contaminated soil removal and does not include remediation or special hauling fees, treatment charges and special permits relating to contaminated soils. Owner/General Contractor is responsible for all excavated areas if not specified and included in the scope of work.

Non Solicitation of Employees

By acceptance of this proposal, customer agrees not to directly or indirectly recruit, solicit, hire or induce any employee of Tri City Electric Company or any affiliate thereof, to terminate his or her employment with Tri City Electric Company. This restriction does not apply to solicitation of any employee of Tri City Electric Company or any affiliate thereof, who Tri City Electric Company has terminated due to job elimination or reduction in work force. Contractor agrees that it must obtain written consent of Tri City Electric Company prior to hiring any such Tri City Electric Company employee. The duties, objections and

restrictions set forth in this paragraph shall expire upon the first anniversary of the conclusion date of the engagement contemplated in this proposal.

Force Majeure

If the Subcontractor is delayed at any time in the commencement or progress of the Work by diseases, epidemics, pandemics, including but not limited to labor or material shortages, unusual delay in deliveries, restrictions on access or travel, unavoidable casualties or other causes beyond the Subcontractor's control, then the contract times shall be extended. Given the volatility in material and equipment costs, as well as delivery dates, due to issues outside our control or because of unforeseen events, such as national port union strikes, our pricing is based on current market conditions at the time of this proposal. Should our material costs increase or delivery dates change as a result of such disruptions, we reserve the right to adjust the contract price and/or receive an extension of time due to delayed delivery dates accordingly.

Other Terms

TCE is proposing a price for the scope of its work based on the assumption the parties will execute a commercial reasonable subcontract agreement, such as an unmodified Consensus DOC 751, Short Form Agreement between Contractor and Subcontractor, or AIA A401, Standard Form of Agreement between Contractor and Subcontractor.

Tri-City Technologies takes the security of our customers' networks seriously. Customers of our products and services with connections to the internet must understand and agree to regularly update the firmware, perform software patches and updates of such equipment to maintain optimal security. Failure to update firmware and software may expose the equipment to potential security vulnerabilities and increase the risk of unauthorized access. This proposal, unless specifically stated, does not include any labor or services to perform said firmware or software patches and updates. By using our products, you acknowledge and accept responsibility for ensuring that all connected equipment is kept up to date with the latest firmware and software patches provided by the manufacturers. Furthermore, password best practices should be taken into consideration as Tri-City Technologies is not responsible for maintaining or updating passwords. Tri-City Technologies shall not be held liable for any damages, losses, or liabilities arising from security breaches or unauthorized access to connected equipment resulting from the failure to update firmware and software as recommended by the manufacturers. Tri-City Technologies can provide these services under a maintenance contract if desired, please contact your Tri-City Technologies contact to learn more and receive maintenance contract pricing.

SUMMARY OF CHECKS AND WIRES
November 29, 2024

COMPUTERIZED CHECK RUN

EDUCATION

Ed Fund CHECKS			Ed Fund ACH		
V205716-V205810			VA2535-VA2594		
Education	$	989,007.67	Education	$	184,076.25
Transportation	$	26,110.04	Transportation	$	2,128.30
Debt Service Fund			Debt Service Fund		
Capital Projects	$	480,844.13	Capital Projects	$	7,699.22
Life Safety			Life Safety		
Tort Immunity			Tort Immunity	$	3,936.76
	$	1,495,961.84		$	197,840.53
			TOTAL EDUCATION	**$**	**1,693,802.37**

O&M

O&M CHECKS			O&M Fund ACH		
B38216-B38246	$	301,130.10	BA345-BA350	$	30,299.68
			TOTAL O&M	**$**	**331,429.78**

HEALTH

Health Fund CHECKS			Health Fund ACH		
			HA54	$	258.50
			TOTAL HEALTH	**$**	**258.50**

TOTAL COMPUTERIZED CHECK RUN	**$**	**2,025,490.65**

WIRES

Ed, Bldg, Tort Salary Checks	$	1,771,537.01
Federal Income Tax	$	238,346.00
OASDI/Medicare	$	147,879.16
State Withholdings	$	112,282.22
Teacher's Retirement Systems/IMRF	$	236,740.96
Employee Deductions	$	87,440.27
Benefits Payments		
TOTAL WIRES	**$**	**2,594,225.62**

GRAND TOTAL	**$**	**4,619,716.27**

ROCK ISLAND SCHOOLS

CHECK REGISTER FOR BH EDUCATION - VENDOR CHECKS - ACH

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
2535	12/05/2024	ACH	P - 17764	AJIBOLA, BEATRICE OLABISI	32.63
2536	12/05/2024	ACH	P - 07821	BERRY, NICOLE ELIZABETH	59.77
2537	12/05/2024	ACH	P - 06395	BRADDY, CRISTINA MARIA	172.19
2538	12/05/2024	ACH	P - 07074	BRADDY, STEVEN M	324.21
2539	12/05/2024	ACH	P - 07534	BRADLEY, DONNA LEIGH	45.49
2540	12/05/2024	ACH	P - 96340	BURBRIDGE, TIMOTHY J.	90.00
2541	12/05/2024	ACH	P - 96394	CUTKOMP, CRYSTAL M	5.63
2542	12/05/2024	ACH	P - 07063	DAVILA, GIOVANNA A	66.94
2543	12/05/2024	ACH	P - 95925	DRAPER, LISA M	8.44
2544	12/05/2024	ACH	P - 96008	ELLIOTT, MAGGIE K	12.19
2545	12/05/2024	ACH	P - 96673	FUHR, JENNIFER LYNN	232.66
2546	12/05/2024	ACH	P - 97090	GIMM, JALYNNE CHRISTINE	9.45
2547	12/05/2024	ACH	P - 95714	HAJDUK, BRIGETTE COREY	41.41
2548	12/05/2024	ACH	P - 97100	HOLTROP, JOCELYN LESLIE	120.19
2549	12/05/2024	ACH	P - 97026	JOY, MELISSA LYNN	9.45
2550	12/05/2024	ACH	P - 96466	KAHA, SHAYNA LEIGH	8.04
2551	12/05/2024	ACH	P - 05386	KETCHAM, JODI L	84.62
2552	12/05/2024	ACH	P - 97008	LAERMANS, BREANN MICHELLE	53.27
2553	12/05/2024	ACH	P - 18391	LYON, LAURIE CHRISTINE	21.04
2554	12/05/2024	ACH	P - 07108	MANWEILER, MATTHEW R	51.32
2555	12/05/2024	ACH	P - 95469	MATTLY, AMBER MARIE	31.36
2556	12/05/2024	ACH	P - 06237	MCDONALD, MICHELE A	22.31
2557	12/05/2024	ACH	P - 96216	MINER, JAMIE L	5.99
2558	12/05/2024	ACH	P - 01188	MUELLER, JEANNE L	9.78
2559	12/05/2024	ACH	P - 07591	NAHRGANG, KERI L	5.49
2560	12/05/2024	ACH	P - 07564	PAINTER, MONICA C	25.19
2561	12/05/2024	ACH	P - 96892	PITTARD, SUSIE J	6.30
2562	12/05/2024	ACH	P - 03200	POTERACK, TONIA R	113.97
2563	12/05/2024	ACH	P - 95047	RODRIGUEZ, FALLON MARIE	36.78
2564	12/05/2024	ACH	P - 05313	SIERRA-SANDERS, ALICIA A	252.13
2565	12/05/2024	ACH	P - 95655	TAETS, MCKENZIE A	23.18
2566	12/05/2024	ACH	P - 96679	THOMAS, KIMBERLY JEAN	33.63
2567	12/05/2024	ACH	P - 96100	TRICE, KRYSTALL LATINA	129.82
2568	12/05/2024	ACH	P - 95396	VARNES, CHRISTI ALAINE	242.94
2569	12/05/2024	ACH	P - 07870	VOIGT, SCOTT STUART	31.36
2570	12/05/2024	ACH	P - 17779	WILLIAMS, SUSANA	576.73
2571	12/05/2024	ACH	P - 95406	ZERO, AMY L	250.00

Total No. of Checks : 37 **Total Amount : 3,245.90**

CHECK REGISTER FOR BH EDUCATION - VENDOR CHECKS - CHECK

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
205716	11/29/2024	Check	V - 23446	IDMS ACCOUNT ABILITY	1,363.50
205717	11/29/2024	Check	V - 10245	ACT II TRANSPORTATION, INC.	2,045.00
205718	11/29/2024	Check	V - 25579	ADVANCED MEDICAL TRANSPORT OF CENTRAL ILLINOIS	840.00
205719	11/29/2024	Check	V - 11013	AFSCME COUNCIL 31	2,002.76
205720	11/29/2024	Check	V - 15172	ALLMAKES OFFICE & FURNITURE	12,296.08
205721	11/29/2024	Check	V - 24561	AMERICAN ORFF-SCHULWERK ASSOC.	377.00
205722	11/29/2024	Check	V - 19097	HIGGINS CORPORATION	258.45
205723	11/29/2024	Check	V - 21670	B.E. PUBLISHING	2,495.00
205724	11/29/2024	Check	V - 13909	BLACK HAWK COLLEGE	240.00
205725	11/29/2024	Check	V - 22296	BLITT AND GAINES, P.C.	474.88
205726	11/29/2024	Check	V - 24524	BOHNSACK & FROMMELT, LLP	13,000.00
205727	11/29/2024	Check	V - 25948	CAMELOT THERAPEUTIC SCHOOLS, LLC	10,167.20
205728	11/29/2024	Check	V - 24698	CARTRIDGE WORLD	2,220.76
205729	11/29/2024	Check	V - 22665	OCCUPATIONAL HEALTH CENTERS OF	97.00
205730	11/29/2024	Check	V - 15079	COUNCIL FOR PROFESSIONAL RECOGNITION	425.00
205731	11/29/2024	Check	V - 18115	CRISIS PREVENTION INSTITUTE	2,230.54
205732	11/29/2024	Check	V - 23749	DAVENPORT PRINTING COMPANY	8,823.86
205733	11/29/2024	Check	V - 13783	DOORS, INC.	1,137.00
205734	11/29/2024	Check	V - 26394	ECRA GROUP, INCORPORATED	4,215.00
205735	11/29/2024	Check	V - 23375	EMS DETERGENT SERVICES	273.10
205736	11/29/2024	Check	V - 25641	ERIC HAYES	293.99
205737	11/29/2024	Check	V - 24426	QUALITY GROUP	1,866.37
205738	11/29/2024	Check	V - 15426	EVERYCHILD	21,000.00
205739	11/29/2024	Check	V - 21616	FIGGE ART MUSEUM	500.00
205740	11/29/2024	Check	V - 25921	FIRST BOOK	53.50
205741	11/29/2024	Check	V - 24904	FLORIDA STATE DISBURSEMENT UNIT	109.46
205742	11/29/2024	Check	V - 26250	FOLLETT CONTENT SOLUTIONS	5,496.60
205743	11/29/2024	Check	V - 26209	HOWIES ATHLETIC TAPE	2,213.69
205744	11/29/2024	Check	V - 11475	HY-VEE FOOD STORE	723.76
205745	11/29/2024	Check	V - 16693	IASA	95.00
205746	11/29/2024	Check	V - 26383	INSIGHT EDUCATION GROUP LLC	29,750.00
205747	11/29/2024	Check	V - 11675	ILLINOIS ASCD	199.00
205748	11/29/2024	Check	V - 19730	ILLINOIS DEPARTMENT OF REVENUE	346.15
205749	11/29/2024	Check	V - 18729	ILLINOIS HEAD START ASSOC.	625.00
205750	11/29/2024	Check	V - 14937	ILLINOIS SCHOOL FOR THE DEAF	370.50
205751	11/29/2024	Check	V - 25740	ILLINOIS-SPEECH-LANGUAGE-HEARING ASSOC	1,365.00
205752	11/29/2024	Check	V - 26237	IOWA ROTOCAST PLASTIC	3,134.39

CHECK REGISTER FOR BH EDUCATION - VENDOR CHECKS - CHECK

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
205753	11/29/2024	Check	V - 10441	JOHANNES BUS SERVICE INC.	27,553.01
205754	11/29/2024	Check	V - 12092	KING FOOD SERVICE, INC.	504.00
205755	11/29/2024	Check	V - 25922	LAKESHORE LEARNING MATERIALS, LLC	211.70
205756	11/29/2024	Check	V - 10300	SUMMIT FINANCIAL RESOURCES, L.P.	1,689.60
205757	11/29/2024	Check	V - 25974	LEARNWELL	1,490.31
205758	11/29/2024	Check	V - 23457	LINCOLN PRAIRIE BEHAVIORAL HEALTH CENTER	525.00
205759	11/29/2024	Check	V - 20947	LOFFREDO FRESH PRODUCE CO., INC.	3,715.92
205760	11/29/2024	Check	V - 14782	LOVEWELL FENCING, INC.	8,500.00
205761	11/29/2024	Check	V - 12057	MACGILL & CO.	93.60
205762	11/29/2024	Check	V - 23032	MAKING FRIENDS WELCOME SERVICE, INC.	12.00
205763	11/29/2024	Check	V - 25670	MASCOT JUNCTION & PBIS TEACHING TOOLS	2,999.00
205764	11/29/2024	Check	V - 24063	MCGRAW-HILL SCHOOL EDUCATION, LLC	1,235.80
205765	11/29/2024	Check	V - 15666	MIDWEST MAILWORKS, INC.	105.61
205766	11/29/2024	Check	V - 20198	PLANK ROAD PUBLISHING, INC.	211.06
205767	11/29/2024	Check	V - 24125	NATIONAL LOUIS UNIVERSITY	10,214.78
205768	11/29/2024	Check	V - 10613	OFFICE MACHINE CONSULTANT	482.66
205769	11/29/2024	Check	V - 24456	ONE STEP INC	808.00
205770	11/29/2024	Check	V - 19416	PAPA JOHN'S OF IOWA	2,632.50
205771	11/29/2024	Check	V - 25389	PEPSI-COLA OF ROCK ISLAND	552.14
205772	11/29/2024	Check	V - 25306	PHOTOGRAPHIC ARTS BY GPI LLC	135.00
205773	11/29/2024	Check	V - 25977	PRIMETIME APPAREL AND PROMOTIONAL PRO	1,110.00
205774	11/29/2024	Check	V - 14524	PUTNAM MUSEUM	607.50
205775	11/29/2024	Check	V - 24361	QC CUSTOM TEES & MORE	385.00
205776	11/29/2024	Check	V - 25748	QUALITY AWARDS & LAMINATING	116.00
205777	11/29/2024	Check	V - 25501	REMIND	15,424.00
205778	11/29/2024	Check	V - 11658	ROCK ISLAND FITNESS AND	895.25
205779	11/29/2024	Check	V - 10727	ROCK ISLAND HIGH SCHOOL	231.50
205780	11/29/2024	Check	V - 10721	ROCK ISLAND BOARD OF EDUCATION	50.00
205781	11/29/2024	Check	V - 10722	CITY OF ROCK ISLAND	30,713.23
205782	11/29/2024	Check	V - 18465	ROCK ISLAND SCHOOL DISTRICT 41	729,141.27
205783	11/29/2024	Check	V - 20576	ROYAL IMAGING	231.00
205784	11/29/2024	Check	V - 23239	RUSSELL CONSTRUCTION COMPANY	38,000.00
205785	11/29/2024	Check	V - 12585	S.J. SMITH CO., INC.	5,915.42
205786	11/29/2024	Check	V - 16561	SCHOLASTIC INC. - MAGAZINES	275.00
205787	11/29/2024	Check	V - 24126	SCHOOL DATEBOOKS, INC	662.85

CHECK REGISTER FOR BH EDUCATION - VENDOR CHECKS - CHECK

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
205788	11/29/2024	Check	V - 18499	SCHOOL NURSE SUPPLY, INC.	795.00
205789	11/29/2024	Check	V - 25582	SCOTT COUNTY SHERIFF	653.53
205790	11/29/2024	Check	V - 19172	SHADY KNOLL FARM	846.00
205791	11/29/2024	Check	V - 26399	SOUNDTRAP US INC	349.00
205792	11/29/2024	Check	V - 24211	SPRING FORWARD LEARNING CENTER	2,543.00
205793	11/29/2024	Check	V - 11412	STECKER GRAPHICS	35.00
205794	11/29/2024	Check	V - 20558	SUN LIFE FINANCIAL	4,026.74
205795	11/29/2024	Check	V - 25874	SWANK K-12 STREAMING	1,654.00
205796	11/29/2024	Check	V - 23240	SWANSON CONSTRUCTION COMPANY	353,128.53
205797	11/29/2024	Check	V - 25586	TERRACYCLE REGULATED WASTE LLC	581.00
205798	11/29/2024	Check	V - 25298	ARC OF THE QUAD CITIES AREA	55.00
205799	11/29/2024	Check	V - 18792	THE CENTER: RESOURCES FOR TEACHING AND LEARNING	760.00
205800	11/29/2024	Check	V - 24363	THE LINCOLN ELECTRIC COMPANY	3,741.06
205801	11/29/2024	Check	V - 26363	THE STEPPING STONES GROUP LLC	5,070.00
205802	11/29/2024	Check	V - 24204	TNT TUCKPOINTING & BUILDING RESTORATION	89,715.60
205803	11/29/2024	Check	V - 21935	TOP SHELF, INC.	5,252.75
205804	11/29/2024	Check	V - 26017	TROPHY WORLD, INC.	744.00
205805	11/29/2024	Check	V - 26384	TX CHILD SUPPORT SDU	152.50
205806	11/29/2024	Check	V - 26087	TYLER KONRARDY	144.88
205807	11/29/2024	Check	V - 25969	THE UNIVERSITY OF ARIZONA GLOBAL CAMPUS	4,610.00
205808	11/29/2024	Check	V - 25679	VENTRIS LEARNING LLC	301.00
205809	11/29/2024	Check	V - 17371	VERNIER SCIENCE EDUCATION	149.00
205810	11/29/2024	Check	V - 24843	WI SCTF	100.00

Total No. of Checks : 95 **Total Amount : 1,495,961.84**

ROCK ISLAND SCHOOLS

CHECK REGISTER FOR BH OBM - OBM CHECKS - CHECK

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
38216	11/29/2024	Check	V - 26299	A&A MUFFLER AND LUBE	139.89
38217	11/29/2024	Check	V - 10018	ADEL WHOLESALERS, INC.	379.23
38218	11/29/2024	Check	V - 23054	REPUBLIC SERVICES	174.00
38219	11/29/2024	Check	V - 10409	AT&T	1,136.49
38220	11/29/2024	Check	V - 11176	BUILDERS SALES & SERVICE CO.	411.80
38221	11/29/2024	Check	V - 10519	CED OF THE QUAD CITIES	1,637.32
38222	11/29/2024	Check	V - 13783	DOORS, INC.	639.00
38223	11/29/2024	Check	V - 26262	FILTERBUY INC.	6,065.94
38224	11/29/2024	Check	V - 12258	GLASS SERVICE CENTER, INC.	874.80
38225	11/29/2024	Check	V - 10338	GRAINGER	72.38
38226	11/29/2024	Check	V - 23196	ILLINOIS OFFICE OF THE STATE FIRE MARSHAL	140.00
38227	11/29/2024	Check	V - 23083	INTERSTATE BATTERY OF THE QUAD CITIES	303.90
38228	11/29/2024	Check	V - 10369	IOWA INTERSTATE RAILROAD CO.	990.98
38229	11/29/2024	Check	V - 24483	J&J LOCKS, SAFES & ALARMS	80.00
38230	11/29/2024	Check	V - 23698	J.L. BRADY COMPANY, LLC	24,508.09
38231	11/29/2024	Check	V - 18292	LOWE'S	306.96
38232	11/29/2024	Check	V - 26312	MCCARTHY IMPROVEMENT COMPANY	95,806.43
38233	11/29/2024	Check	V - 14673	MENARDS, INC.	552.91
38234	11/29/2024	Check	V - 26382	MGT IMPACT SOLUTIONS, LLC	5,320.00
38235	11/29/2024	Check	V - 10428	MIDAMERICAN ENERGY COMPANY	42,004.36
38236	11/29/2024	Check	V - 23695	MIDWEST ALARM SERVICES	205.25
38237	11/29/2024	Check	V - 19100	NORTHWEST MECHANICAL	71,531.00
38238	11/29/2024	Check	V - 25119	O'REILLY AUTO PARTS	13.99
38239	11/29/2024	Check	V - 24758	PILLAR EQUIPMENT, INC	254.18
38240	11/29/2024	Check	V - 15355	POOLS WELDING	12.49
38241	11/29/2024	Check	V - 22570	PRO CLEAN CAR WASH AND DETAILING	12.00
38242	11/29/2024	Check	V - 26225	QUAD CITY TECH, INC.	1,875.89
38243	11/29/2024	Check	V - 10722	CITY OF ROCK ISLAND	8,974.30
38244	11/29/2024	Check	V - 18465	ROCK ISLAND SCHOOL DISTRICT 41	36,377.10
38245	11/29/2024	Check	V - 23326	SHERWIN WILLIAMS	39.88
38246	11/29/2024	Check	V - 21311	ULINE, INC.	289.54

Total No. of Checks : 31				**Total Amount :**	**301,130.10**

Report Code: AP_CHECKREG

Search Criteria:

Fiscal Year	**: 2025**
FY Period - Task	**: 5 - A4**
Start Due Date	**: None**
End Due Date	**: None**
Check Date	**: 11/29/2024**
Reprint Check Date	**: None**
Separate Check for Each Fund	**: No**
Group By	**: FIN_INST_ACCT_ID, FIN_INST_TRAN_SOURCE**
Sort By	**: VENDOR_SHORT_NAME**
Sort Employee Checks By Pay Location	**: No**

ROCK ISLAND SCHOOLS

CHECK REGISTER FOR BH EDUCATION - VENDOR CHECKS - ACH

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
2572	12/05/2024	ACH	V - 25525	AMAZON.COM SERVICES, INC.	14,211.97
2573	12/05/2024	ACH	V - 11940	BSN SPORTS, LLC	2,177.37
2574	12/05/2024	ACH	V - 17243	CDW GOVERNMENT, INC.	6,421.67
2575	12/05/2024	ACH	V - 10174	CONES REPAIR SERVICE, INC.	652.66
2576	12/05/2024	ACH	V - 18471	DELL INC.	1,070.53
2577	12/05/2024	ACH	V - 25757	IMAGINE LEARNING LLC	651.50
2578	12/05/2024	ACH	V - 16421	FRANCZEK RADELET	3,936.76
2579	12/05/2024	ACH	V - 16777	HUGHES NETWORK TECHNOLOGIES	2,821.48
2580	12/05/2024	ACH	V - 24908	KOHL WHOLESALE	58,142.77
2581	12/05/2024	ACH	V - 25213	LEGAT ARCHITECTS, INC	52,699.22
2582	12/05/2024	ACH	V - 15989	MAINSTREAMUSA INC.	6,754.80
2583	12/05/2024	ACH	V - 26008	PAN-O-GOLD BAKING CO.	2,577.90
2584	12/05/2024	ACH	V - 18944	POSITIVE PROMOTIONS	602.10
2585	12/05/2024	ACH	V - 24216	PROJECT LEAD THE WAY, INC	149.00
2586	12/05/2024	ACH	V - 25751	QUALITY CONTROLLED STAFFING, INC.	2,128.30
2587	12/05/2024	ACH	V - 15821	RENAISSANCE LEARNING, INC.	960.00
2588	12/05/2024	ACH	V - 18768	TRI-CITY ELECTRIC CO. OF IOWA	165.00
2589	12/05/2024	ACH	V - 19762	WEST MAINTENANCE, INC.	7,572.00

Total No. of Checks : 18 **Total Amount : 163,695.03**

ROCK ISLAND SCHOOLS

CHECK REGISTER FOR BH OBM - OBM CHECKS - ACH

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
345	12/05/2024	ACH	V - 25525	AMAZON.COM SERVICES, INC.	2,062.33
346	12/05/2024	ACH	V - 17235	GREENWOOD CLEANING SYSTEMS, IN	4,236.82
347	12/05/2024	ACH	V - 10355	HANDY TRUE VALUE HARDWARE	525.17
348	12/05/2024	ACH	V - 24232	LAKEWOOD ELECTRIC & GENERATOR SVC, INC	14,330.56
349	12/05/2024	ACH	V - 25213	LEGAT ARCHITECTS, INC	2,255.00
350	12/05/2024	ACH	V - 19712	STAPLES ADVANTAGE	6,889.80

Total No. of Checks : 6				**Total Amount :**	**30,299.68**

Report Code: AP_CHECKREG

Search Criteria:

Fiscal Year	**: 2025**
FY Period - Task	**: 5 - A5**
Start Due Date	**: None**
End Due Date	**: None**
Check Date	**: 11/29/2024**
Reprint Check Date	**: None**
Separate Check for Each Fund	**: No**
Group By	**: FIN_INST_ACCT_ID, FIN_INST_TRAN_SOURCE**
Sort By	**: VENDOR_SHORT_NAME**
Sort Employee Checks By Pay Location	**: No**

ROCK ISLAND SCHOOLS

CHECK REGISTER FOR BH EDUCATION - VENDOR CHECKS - ACH

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
2590	12/03/2024	ACH	V - 26020	ANNA THIRTYACRE	300.00
2591	12/03/2024	ACH	V - 26278	COMBINED INSURANCE COMPANY OF AMERICA	1,330.19
2592	12/03/2024	ACH	V - 11015	IMRF ACCOUNT	11,018.33
2593	12/03/2024	ACH	V - 26286	RELIANCE STANDARD LIFE INSURANCE COMPANY	14,802.58

Total No. of Checks : 4				**Total Amount :**	**27,451.10**

ROCK ISLAND SCHOOLS

CHECK REGISTER FOR BH HEALTH INS - HEALTH INSURANCE - ACH

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
54	12/03/2024	ACH	V - 18449	WORTHINTON-OLSON, INC.	258.50

Total No. of Checks : 1 **Total Amount : 258.50**

Report Code: AP_CHECKREG

Search Criteria:

Fiscal Year	**: 2025**
FY Period - Task	**: 5 - A6**
Start Due Date	**: None**
End Due Date	**: None**
Check Date	**: 11/29/2024**
Reprint Check Date	**: None**
Separate Check for Each Fund	**: No**
Group By	**: FIN_INST_ACCT_ID, FIN_INST_TRAN_SOURCE**
Sort By	**: VENDOR_SHORT_NAME**
Sort Employee Checks By Pay Location	**: No**

ROCK ISLAND SCHOOLS

CHECK REGISTER FOR BH EDUCATION - VENDOR CHECKS - ACH

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
2594	12/03/2024	ACH	V - 25684	ADMINREMIX LLC	3,448.50

Total No. of Checks : 1 **Total Amount : 3,448.50**

Report Code: AP_CHECKREG

Search Criteria:

Fiscal Year	**: 2025**
FY Period - Task	**: 5 - A7**
Start Due Date	**: None**
End Due Date	**: None**
Check Date	**: 11/29/2024**
Reprint Check Date	**: None**
Separate Check for Each Fund	**: No**
Group By	**: FIN_INST_ACCT_ID, FIN_INST_TRAN_SOURCE**
Sort By	**: VENDOR_SHORT_NAME**
Sort Employee Checks By Pay Location	**: No**

List of Donations 12.10.2024

Donor	Date	Amount	School	Propose
Rauch Family Foundation, Inc.	9/24/24	$750.00	RIHS	Resource Room
Dr. Yolanda Grandberry Pugh	10/1/2024	$50.00	RIHS	Girls Swimming
Estate of Michael A. Swanson	10/16/2024	$9,697.41	District	Development/Campaign for Excellence

Proposal for Overnight/Extended Student Trips

Email Address	*rodney.tapscott@rimsd41.org*
Type of Trip	*IHSA State Series - Finals - Sectionals TBD*
Proposed Departure Date	*Finals - Jan 31, 2025*
Return Date	*Finals - Feb 01, 2025*
Proposer	*Rodney Tapscott*
School	*RIHS*
Position	*Head Boys Bowling Coach*
Date By Which Response Is Needed	*Nov 27, 2024*
What is the major place to be visited or event to be attended?	*Boys State Bowling Tournament*
How is the trip related to the educational program of the District?	*TBA*
In what ways will the students benefit?	*Competing in the IHSA State Boys Bowling Series*
In what ways will the District benefit?	*Competing in the IHSA State Boys Bowling Series*
How will the trip be evaluated to determine the extent to which these benefits were realized?	*TBA*
Which students (grade, class, or organization) will be going?	*Rock Island Boys Varsity Bowling Team (grades9-12)*
How many students in total?	*12*
How many students are currently experiencing academic problems?	*0*
Which staff members will be in charge?	*Rodney Tapscott Peggy Tapscott*
What previous experience has the staff member had in conducting overnight or extended field trips?	*We have done these trips for the past 15 years*
What other staff members will be going?	*TBA*
How many chaperones, in addition to staff members, will be going?	*TBA*
What are their names and affiliations with the students?	*TBA*
How many days of school will be missed?	*1/2 day*
How will teachers be advised in advance that the students will be out of school?	*By advanced notice*

How will missed work be made up?	*TBA*
What special assistance will be provided to students with academic problems?	*N/A*
What is the destination?	*Sectionals TBD - Finals O'Fallon, IL*
What will be the mode of transportation? What liability insurance does the carrier have?	*ACT Transportation*
Where will the group be housed and fed?	*TBA*
What enroute or supplementary activities are planned?	*TBA*
What arrangements have been made for dealing with emergency situations?	*Snap app with all parents' information and contract Communication with our AD*
If tour guides are involved, what liability insurance do they carry?	*N/A*
What is the estimated total cost and cost per student?	*TBA*
What is the source of funds?	*TBA*
How will the funds be collected and safeguarded?	*TBA*
How will any shortfall be made up or excess funds used?	*TBA*
What provision has been made for students who are financially unable to pay any necessary costs?	*TBA*
How will you communicate to parents prior to, during, and after the trip?	*Our Boys Bowling page*
List telephone numbers at destination where group will be housed.	*TBA*
What information will be provided to the media and the community?	*Our Rock Island Boys Bowling Page*
Athletic Director approval	Approved by Mike Emendorfer
Principal approval	Approved by Jeff Whitaker
Superintendent/Designee approval	Approved by Scott Vance on Nov 26, 2024 0:08
Signature of School Board Representative	

Proposal for Overnight/Extended Student Trips

Email Address	*patricia.gallegos@rimsd41.org*
Type of Trip	*IHSA Competitive Cheer State Series*
Proposed Departure Date	*Feb 06, 2025*
Return Date	*Feb 08, 2025*
Proposer	*Patricia Gallegos*
School	*RIHS*
Position	*Head Cheer Coach*
Date By Which Response Is Needed	*Nov 27, 2024*
What is the major place to be visited or event to be attended?	*IHSA Competitive Cheer State Series at Grossinger Motors Arena*
How is the trip related to the educational program of the District?	*TBA*
In what ways will the students benefit?	*Competing in the IHSA Competitive Cheer State Series*
In what ways will the District benefit?	*TBA*
How will the trip be evaluated to determine the extent to which these benefits were realized?	*TBA*
Which students (grade, class, or organization) will be going?	*RIHS Competitive Cheer Team (grades 9-12)*
How many students in total?	*11*
How many students are currently experiencing academic problems?	*0*
Which staff members will be in charge?	*Patricia Gallegos, Emily Peterson*
What previous experience has the staff member had in conducting overnight or extended field trips?	*We have attended UCA overnight cheer camp for the last several years.*
What other staff members will be going?	*Mackenzie Munday, LaTerionna Pugh*
How many chaperones, in addition to staff members, will be going?	*TBA*
What are their names and affiliations with the students?	*TBA*
How many days of school will be missed?	*TBA*
How will teachers be advised in advance that the	*email, school announcement*

students will be out of school?	
How will missed work be made up?	*TBA*
What special assistance will be provided to students with academic problems?	*TBA*
What is the destination?	*Grossinger Motors Arena in Bloomington, IL*
What will be the mode of transportation? What liability insurance does the carrier have?	*ACT 2 transportation*
Where will the group be housed and fed?	*TBA*
What enroute or supplementary activities are planned?	*TBA*
What arrangements have been made for dealing with emergency situations?	*Snap App, communication with AD, Remind*
If tour guides are involved, what liability insurance do they carry?	*N/A*
What is the estimated total cost and cost per student?	*TBA*
What is the source of funds?	*TBA*
How will the funds be collected and safeguarded?	*TBA*
How will any shortfall be made up or excess funds used?	*TBA*
What provision has been made for students who are financially unable to pay any necessary costs?	*TBA*
How will you communicate to parents prior to, during, and after the trip?	*Remind*
List telephone numbers at destination where group will be housed.	*TBA*
What information will be provided to the media and the community?	*RIHS CHEER FACEBOOK PAGE*
Athletic Director approval	Approved by Mike Emendorfer
Principal approval	Approved by Jeff Whitaker
Superintendent/Designee approval	Approved by Scott Vance on Nov 26, 2024 10:31

Signature of School Board Representative	

Proposal for Overnight/Extended Student Trips

Email Address	*joel.stockwell@rimsd41.org*
Type of Trip	*IHSA Sectionals*
Proposed Departure Date	*Feb 14, 2025*
Return Date	*Feb 15, 2025*
Proposer	*Joel Stockwell*
School	*RIHS*
Position	*Head Wrestling Coach*
Date By Which Response Is Needed	*Dec 02, 2024*
What is the major place to be visited or event to be attended?	*TBD*
How is the trip related to the educational program of the District?	*TBA*
In what ways will the students benefit?	*Competing at IHSA Sectionals*
In what ways will the District benefit?	*TBA*
How will the trip be evaluated to determine the extent to which these benefits were realized?	*TBA*
Which students (grade, class, or organization) will be going?	*Varsity Sectional Qualifiers*
How many students in total?	*TBD*
How many students are currently experiencing academic problems?	*TBD*
Which staff members will be in charge?	*Joel Stockwell*
What previous experience has the staff member had in conducting overnight or extended field trips?	*20+ years*
What other staff members will be going?	*Jake Boyd*
How many chaperones, in addition to staff members, will be going?	*0*
What are their names and affiliations with the students?	*N/A*
How many days of school will be missed?	*1*
How will teachers be advised in advance that the students will be out of school?	*Notification to attendance office and scholars will let their teacher know*

How will missed work be made up?	*Per RIHS handbook policies.*
What special assistance will be provided to students with academic problems?	*9th hour. Support from coaching staff.*
What is the destination?	*TBD*
What will be the mode of transportation? What liability insurance does the carrier have?	*TBD*
Where will the group be housed and fed?	*TBD*
What enroute or supplementary activities are planned?	*None*
What arrangements have been made for dealing with emergency situations?	*Snap app with all parent contact information, contact with AD*
If tour guides are involved, what liability insurance do they carry?	*N/A*
What is the estimated total cost and cost per student?	*TBD*
What is the source of funds?	*TBD*
How will the funds be collected and safeguarded?	*N/A*
How will any shortfall be made up or excess funds used?	*N/A*
What provision has been made for students who are financially unable to pay any necessary costs?	*N/A*
How will you communicate to parents prior to, during, and after the trip?	*Printed and posted itinerary. Group Me app.*
List telephone numbers at destination where group will be housed.	*TBD*
What information will be provided to the media and the community?	*Post results via Snap*
Athletic Director approval	Approved by Mike Emendorfer
Principal approval	Approved by Jeff Whitaker
Superintendent/Designee approval	Approved by Scott Vance on Nov 27, 2024 15:06
Signature of School Board Representative	

Proposal for Overnight/Extended Student Trips

Email Address	*joel.stockwell@rimsd41.org*
Type of Trip	*IHSA Individual State Wrestling Tournament*
Proposed Departure Date	*Feb 19, 2025*
Return Date	*Feb 23, 2025*
Proposer	*Joel Stockwell*
School	*RIHS*
Position	*Head Wrestling Coach*
Date By Which Response Is Needed	*Dec 02, 2024*
What is the major place to be visited or event to be attended?	*TBD*
How is the trip related to the educational program of the District?	*TBD*
In what ways will the students benefit?	*Competing for All State honors*
In what ways will the District benefit?	*TBD*
How will the trip be evaluated to determine the extent to which these benefits were realized?	*TBD*
Which students (grade, class, or organization) will be going?	*Varsity Wretling 9-12*
How many students in total?	*TBD*
How many students are currently experiencing academic problems?	*TBD*
Which staff members will be in charge?	*Joel Stockwell*
What previous experience has the staff member had in conducting overnight or extended field trips?	*20+ years*
What other staff members will be going?	*Jake Boyd*
How many chaperones, in addition to staff members, will be going?	*0*
What are their names and affiliations with the students?	*N/A*
How many days of school will be missed?	*3*
How will teachers be advised in advance that the students will be out of school?	*Attendance office will be notified and scholars will notify teachers ahead of time.*

How will missed work be made up?	*Per RIHS student handbook policy.*
What special assistance will be provided to students with academic problems?	*9th hour and coach support*
What is the destination?	*State Finals - Champaign, IL*
What will be the mode of transportation? What liability insurance does the carrier have?	*TBD*
Where will the group be housed and fed?	*TBD*
What enroute or supplementary activities are planned?	*None*
What arrangements have been made for dealing with emergency situations?	*Snap app with all of the parent contact information, and contact with the AD*
If tour guides are involved, what liability insurance do they carry?	*N/A*
What is the estimated total cost and cost per student?	*TBD*
What is the source of funds?	*TBD*
How will the funds be collected and safeguarded?	*N/A*
How will any shortfall be made up or excess funds used?	*N/A*
What provision has been made for students who are financially unable to pay any necessary costs?	*N/A*
How will you communicate to parents prior to, during, and after the trip?	*Group Me app, printed itinerary*
List telephone numbers at destination where group will be housed.	*TBD*
What information will be provided to the media and the community?	*Results shared via Snap*
Athletic Director approval	Approved by Mike Emendorfer
Principal approval	Approved by Jeff Whitaker
Superintendent/Designee approval	Approved by Scott Vance on Nov 27, 2024 15:12
Signature of School Board Representative	

Proposal for Overnight/Extended Student Trips

Email Address	*jennifer.sholl@rimsd41.org*
Type of Trip	*IHSA state series*
Proposed Departure Date	*Feb 20, 2025*
Return Date	*Feb 22, 2025*
Proposer	*Jennifer Sholl*
School	*RIHS*
Position	*Head Bowling coach*
Date By Which Response Is Needed	*Dec 15, 2024*
What is the major place to be visited or event to be attended?	*TBA*
How is the trip related to the educational program of the District?	*TBA*
In what ways will the students benefit?	*Competing at the state bowling level*
In what ways will the District benefit?	*TBA*
How will the trip be evaluated to determine the extent to which these benefits were realized?	*TBA*
Which students (grade, class, or organization) will be going?	*Varsity girls bowling grades 9-12*
How many students in total?	*7-8*
How many students are currently experiencing academic problems?	*1*
Which staff members will be in charge?	*Jennifer Sholl*
What previous experience has the staff member had in conducting overnight or extended field trips?	*5 years as assistant coach and 2 years as head coach*
What other staff members will be going?	*None at this time depending on assistant bowling postition*
How many chaperones, in addition to staff members, will be going?	*0*
What are their names and affiliations with the students?	*n/a*
How many days of school will be missed?	*TBA*
How will teachers be advised in advance that the	*I will contact attendance office and also have*

students will be out of school?	*student let their teachers know*
How will missed work be made up?	*Advise girls to ask for work ahead of time and get it completed in a timely manner*
What special assistance will be provided to students with academic problems?	*n/a*
What is the destination?	*Finals - Rockford, IL*
What will be the mode of transportation? What liability insurance does the carrier have?	*Act II*
Where will the group be housed and fed?	*TBA*
What enroute or supplementary activities are planned?	*TBA*
What arrangements have been made for dealing with emergency situations?	*Snap app with all of parent contact information, contact with AD*
If tour guides are involved, what liability insurance do they carry?	*n/a*
What is the estimated total cost and cost per student?	*TBA*
What is the source of funds?	*TBA*
How will the funds be collected and safeguarded?	*TBA*
How will any shortfall be made up or excess funds used?	*TBA*
What provision has been made for students who are financially unable to pay any necessary costs?	*TBA*
How will you communicate to parents prior to, during, and after the trip?	*Through text with the parents and also printed detailed info on the event*
List telephone numbers at destination where group will be housed.	*TBA*
What information will be provided to the media and the community?	*Contact QC times with updated score results*
Athletic Director approval	Approved by Mike Emendorfer
Principal approval	Approved by Jeff Whitaker
Superintendent/Designee approval	Approved by Scott Vance on Nov 27, 2024 9:08

Signature of School Board Representative	

Proposal for Overnight/Extended Student Trips

Email Address	*patricia.gallegos@rimsd41.org*
Type of Trip	*IHSA Girls Basketball State Series*
Proposed Departure Date	*Sectionals TBD - Finals March 6, 2025*
Return Date	*Sectionals TBD - Finals Mar 08, 2025*
Proposer	*Patricia Gallegos*
School	*RIHS*
Position	*Head Cheer Coach*
Date By Which Response Is Needed	*Nov 27, 2024*
What is the major place to be visited or event to be attended?	*TBA*
How is the trip related to the educational program of the District?	*TBA*
In what ways will the students benefit?	*cheering at IHSA Girls Basketball State Series*
In what ways will the District benefit?	*TBA*
How will the trip be evaluated to determine the extent to which these benefits were realized?	*TBA*
Which students (grade, class, or organization) will be going?	*RIHS Girls Basketball Cheerleaders (grades 9-12)*
How many students in total?	*15*
How many students are currently experiencing academic problems?	*2*
Which staff members will be in charge?	*Patricia Gallegos, LaTerionna Pugh*
What previous experience has the staff member had in conducting overnight or extended field trips?	*We have attended UCA overnight cheer camps for several years.*
What other staff members will be going?	*Mackenzie Munday, Emily Peterson*
How many chaperones, in addition to staff members, will be going?	*TBA*
What are their names and affiliations with the students?	*TBA*
How many days of school will be missed?	*TBA*
How will teachers be advised in advance that the students will be out of school?	*EMAIL*

How will missed work be made up?	*TBA*
What special assistance will be provided to students with academic problems?	*TBA*
What is the destination?	*Bloomington, IL*
What will be the mode of transportation? What liability insurance does the carrier have?	*ACT 2*
Where will the group be housed and fed?	*TBA*
What enroute or supplementary activities are planned?	*TBA*
What arrangements have been made for dealing with emergency situations?	*SNAP APP, REMIND, COMMUNICATION WITH AD*
If tour guides are involved, what liability insurance do they carry?	*N/A*
What is the estimated total cost and cost per student?	*TBA*
What is the source of funds?	*TBA*
How will the funds be collected and safeguarded?	*TBA*
How will any shortfall be made up or excess funds used?	*TBA*
What provision has been made for students who are financially unable to pay any necessary costs?	*TBA*
How will you communicate to parents prior to, during, and after the trip?	*REMIND*
List telephone numbers at destination where group will be housed.	*TBA*
What information will be provided to the media and the community?	*RIHS CHEER FACEBOOK PAGE*
Athletic Director approval	Approved by Mike Emendorfer
Principal approval	Approved by Jeff Whitaker
Superintendent/Designee approval	Approved by Scott Vance on Nov 26, 2024 10:42
Signature of School Board Representative	

Proposal for Overnight/Extended Student Trips

Email Address	*marc.polite@rimsd41.org*
Type of Trip	*State Tournament Championship*
Proposed Departure Date	*Mar 13, 2025*
Return Date	*Mar 15, 2025*
Proposer	*Marc Polite*
School	*RIHS*
Position	*Boys Basketball Coach*
Date By Which Response Is Needed	*Feb 14, 2025*
What is the major place to be visited or event to be attended?	*State Farm Center - Champaign, IL*
How is the trip related to the educational program of the District?	*Boys Basketball State Tournament Finals*
In what ways will the students benefit?	*Students will be participating in the state finals.*
In what ways will the District benefit?	*Participating in extra-curricular activities*
How will the trip be evaluated to determine the extent to which these benefits were realized?	*TBA*
Which students (grade, class, or organization) will be going?	*Rock Island Varsity Basketball Team*
How many students in total?	*16*
How many students are currently experiencing academic problems?	*None*
Which staff members will be in charge?	*RIHS Boys Basketball Coach Staff*
What previous experience has the staff member had in conducting overnight or extended field trips?	*We as a program have traveled and done overnight trips over the years. Students understand policies and procedures.*
What other staff members will be going?	*None*
How many chaperones, in addition to staff members, will be going?	*None needed*
What are their names and affiliations with the students?	*N/A*
How many days of school will be missed?	*None*
How will teachers be advised in advance that the students will be out of school?	*N/A*

How will missed work be made up?	*N/A*
What special assistance will be provided to students with academic problems?	*N/A*
What is the destination?	*Champaign, IL - University of Illinois*
What will be the mode of transportation? What liability insurance does the carrier have?	*Activities office sets up our transportation for these events*
Where will the group be housed and fed?	*Meals provided by athletics and basketball program.*
What enroute or supplementary activities are planned?	*None*
What arrangements have been made for dealing with emergency situations?	*We will follow protocols established by athletic department*
If tour guides are involved, what liability insurance do they carry?	*N/A*
What is the estimated total cost and cost per student?	*TBA*
What is the source of funds?	*Athletics and Boys Basketball Development Account*
How will the funds be collected and safeguarded?	*N/A*
How will any shortfall be made up or excess funds used?	*N/A*
What provision has been made for students who are financially unable to pay any necessary costs?	*N/A*
How will you communicate to parents prior to, during, and after the trip?	*Follow athletics protocols*
List telephone numbers at destination where group will be housed.	*TBA*
What information will be provided to the media and the community?	*TBA*
Athletic Director approval	Approved by Mike Emendorfer
Principal approval	Approved by Jeff Whitaker
Superintendent/Designee approval	Approved by Scott Vance on Nov 27, 2024 9:38
Signature of School Board Representative	

Proposal for Overnight/Extended Student Trips

Email Address	*patricia.gallegos@rimsd41.org*
Type of Trip	*IHSA BOYS BASKETBALL STATE SERIES*
Proposed Departure Date	*Mar 12, 2025*
Return Date	*Mar 15, 2025*
Proposer	*PATRICIA GALLEGOS*
School	*RIHS*
Position	*HEAD CHEER COACH*
Date By Which Response Is Needed	*Nov 27, 2024*
What is the major place to be visited or event to be attended?	*STATE FARM CENTER*
How is the trip related to the educational program of the District?	*TBA*
In what ways will the students benefit?	*CHEERING AT IHSA STATE SERIES*
In what ways will the District benefit?	*TBA*
How will the trip be evaluated to determine the extent to which these benefits were realized?	*TBA*
Which students (grade, class, or organization) will be going?	*RIHS BOYS BASKETBALL CHEERLEADERS (GRADES 9-12)*
How many students in total?	*19*
How many students are currently experiencing academic problems?	*0*
Which staff members will be in charge?	*PATRICIA GALLEGOS*
What previous experience has the staff member had in conducting overnight or extended field trips?	*WE HAVE ATTENDED UCA OVERNIGHT CHEER CAMPS FOR SEVERAL YEARS.*
What other staff members will be going?	*MACKENZIE MUNDAY, EMILY PETERSON, LATERIONNA PUGH*
How many chaperones, in addition to staff members, will be going?	*TBA*
What are their names and affiliations with the students?	*TBA*
How many days of school will be missed?	*TBA*
How will teachers be advised in advance that the	*EMAIL*

students will be out of school?	
How will missed work be made up?	*TBA*
What special assistance will be provided to students with academic problems?	*TBA*
What is the destination?	*STATE FARM CENTER IN CHAMPAIGN, IL*
What will be the mode of transportation? What liability insurance does the carrier have?	*ACT 2*
Where will the group be housed and fed?	*TBA*
What enroute or supplementary activities are planned?	*TBA*
What arrangements have been made for dealing with emergency situations?	*REMIND, COMMUNICATION WITH AD*
If tour guides are involved, what liability insurance do they carry?	*N/A*
What is the estimated total cost and cost per student?	*TBA*
What is the source of funds?	*TBA*
How will the funds be collected and safeguarded?	*TBA*
How will any shortfall be made up or excess funds used?	*TBA*
What provision has been made for students who are financially unable to pay any necessary costs?	*TBA*
How will you communicate to parents prior to, during, and after the trip?	*REMIND*
List telephone numbers at destination where group will be housed.	*TBA*
What information will be provided to the media and the community?	*RIHS CHEER FACEBOOK PAGE*
Athletic Director approval	Approved by Mike Emendorfer
Principal approval	Approved by Jeff Whitaker
Superintendent/Designee approval	Approved by Scott Vance on Nov 26, 2024 10:49

Signature of School Board Representative	

Proposal for Overnight/Extended Student Trips

Email Address	*julie.hudnall@rimsd41.org*
Type of Trip	*Softball Tournament*
Proposed Departure Date	*Mar 26, 2025*
Return Date	*Mar 29, 2025*
Proposer	*Julie Hudnall- Head Coach*
School	*RIHS*
Position	*Head Coach*
Date By Which Response Is Needed	*Dec 20, 2024*
What is the major place to be visited or event to be attended?	*We are playing in a 5 game spring trip for softball. Murfreesboro, Tn*
How is the trip related to the educational program of the District?	*This trip will enhance competition for our softball program and provide a great team building experience.*
In what ways will the students benefit?	*The team will benefit by seeing different competition levels. They will work on team bonding thought the trip.*
In what ways will the District benefit?	*The district will benefit by bringing our Rock Island name to different parts of the country.*
How will the trip be evaluated to determine the extent to which these benefits were realized?	*The learning that will happen on the softball field.*
Which students (grade, class, or organization) will be going?	*Rock Island Varsity Softball Team, variety of grades*
How many students in total?	*15 students total*
How many students are currently experiencing academic problems?	*None at this time.*
Which staff members will be in charge?	*Julie Hudnall and 3 additional staff members*
What previous experience has the staff member had in conducting overnight or extended field trips?	*She has taken her Golf team out of town in previous years.*
What other staff members will be going?	*Kelly Young and Alicia Beadel*
How many chaperones, in addition to staff members, will be going?	*0 Parents may travel at their own expense*
What are their names and affiliations with the	*not applicable.*

students?	
How many days of school will be missed?	*0 we are on spring break*
How will teachers be advised in advance that the students will be out of school?	*Spring break so not necessary*
How will missed work be made up?	*We are on Spring Break*
What special assistance will be provided to students with academic problems?	*Spring break but will look at grades at the time and help anyone who needs it.*
What is the destination?	*Murfreesboro, Tn*
What will be the mode of transportation? What liability insurance does the carrier have?	*Act II or Coach bus*
Where will the group be housed and fed?	*Hotels and will be provided meal money. Meals will be at different venues.*
What enroute or supplementary activities are planned?	*None at this time.*
What arrangements have been made for dealing with emergency situations?	*All current information will be with us, we will take first aide kit as well*
If tour guides are involved, what liability insurance do they carry?	*None needed*
What is the estimated total cost and cost per student?	*$200*
What is the source of funds?	*Rock Island Softball and Athletic Department*
How will the funds be collected and safeguarded?	*Paid through our account and handled through the Athletic Department.*
How will any shortfall be made up or excess funds used?	*Rock Island Softball Account*
What provision has been made for students who are financially unable to pay any necessary costs?	*Our annual fundraiser will help if needed*
How will you communicate to parents prior to, during, and after the trip?	*Communication will be done through remind app*
List telephone numbers at destination where group will be housed.	*Not sure yet.*
What information will be provided to the media and the community?	*Twitter account and the new high school email to the sports media in the quad cities.*

Athletic Director approval	Approved by Mike Emendorfer
Principal approval	Approved by Jeff Whitaker
Superintendent/Designee approval	Approved by Scott Vance on Nov 20, 2024 12:57
Signature of School Board Representative	

Proposal for Overnight/Extended Student Trips

Email Address	*rebecca.brown@rimsd41.org*
Type of Trip	*IHSA State Series - Finals (Sectionals TBD)*
Proposed Departure Date	*Sectionals TBD -Finals Feb 28, 2025*
Return Date	*Sectionals TBD - Finals Mar 01, 2025*
Proposer	*Rebecca Brown*
School	*RIHS*
Position	*Head Swim/Dive Coach*
Date By Which Response Is Needed	*Jan 15, 2025*
What is the major place to be visited or event to be attended?	*TBA Chicago Area*
How is the trip related to the educational program of the District?	*Sport state event.*
In what ways will the students benefit?	*Competing in the Swimming / Diving state meet.*
In what ways will the District benefit?	*Representing Rock Island at the state meet.*
How will the trip be evaluated to determine the extent to which these benefits were realized?	*TBA*
Which students (grade, class, or organization) will be going?	*Varsity boys swim team*
How many students in total?	*1-9*
How many students are currently experiencing academic problems?	*O*
Which staff members will be in charge?	*Rebecca Brown*
What previous experience has the staff member had in conducting overnight or extended field trips?	*None*
What other staff members will be going?	*Sarah Fuelling (diving)*
How many chaperones, in addition to staff members, will be going?	*O*
What are their names and affiliations with the students?	*NA*
How many days of school will be missed?	*1*
How will teachers be advised in advance that the students will be out of school?	*Email*

How will missed work be made up?	*Afterschool or at home*
What special assistance will be provided to students with academic problems?	*Tutoring from coch*
What is the destination?	*Sectionals -TBD, Finals Westmont, IL*
What will be the mode of transportation? What liability insurance does the carrier have?	*Car. Full coverage*
Where will the group be housed and fed?	*Hotel*
What enroute or supplementary activities are planned?	*None*
What arrangements have been made for dealing with emergency situations?	*Parents will be attending event and staying in same hotel*
If tour guides are involved, what liability insurance do they carry?	*NA*
What is the estimated total cost and cost per student?	*TBD*
What is the source of funds?	*TBD*
How will the funds be collected and safeguarded?	*TBD*
How will any shortfall be made up or excess funds used?	*TBD*
What provision has been made for students who are financially unable to pay any necessary costs?	*Team fundraising*
How will you communicate to parents prior to, during, and after the trip?	*Cell phone*
List telephone numbers at destination where group will be housed.	*TBD*
What information will be provided to the media and the community?	*State qualifiers and final scores/times*
Athletic Director approval	Approved by Mike Emendorfer
Principal approval	Approved by Jeff Whitaker
Superintendent/Designee approval	Approved by Scott Vance on Dec 01, 2024 12:40
Signature of School Board Representative	

Proposal for Overnight/Extended Student Trips

Email Address	*henry.hall@rimsd41.org*
Type of Trip	*IHSA State Series - Finals . Sectionals TBD*
Proposed Departure Date	*Sectionals start Feb 25, 2025 - Finals 3/5/2025*
Return Date	*Finals - Mar 08, 2025*
Proposer	*Henry Hall*
School	*RIHS*
Position	*Head Girls Basketball Coach*
Date By Which Response Is Needed	*Nov 27, 2024*
What is the major place to be visited or event to be attended?	
How is the trip related to the educational program of the District?	*TBA*
In what ways will the students benefit?	*Competing in the IHSA State Girls Basketball Series*
In what ways will the District benefit?	*TBA*
How will the trip be evaluated to determine the extent to which these benefits were realized?	*TBA*
Which students (grade, class, or organization) will be going?	*Rock Island Girls Varsity Basketball Team. (grades 9-12)*
How many students in total?	*18*
How many students are currently experiencing academic problems?	*0*
Which staff members will be in charge?	*Henry Hall, Larry Hall, Betty Hall*
What previous experience has the staff member had in conducting overnight or extended field trips?	*We have done overnight trips for the past 15 years here at Rock Island*
What other staff members will be going?	*Julie Hudnall, Mike Randle, Maggi Voss*
How many chaperones, in addition to staff members, will be going?	*0*
What are their names and affiliations with the students?	*N/A*
How many days of school will be missed?	*TBA*
How will teachers be advised in advance that the students will be out of school?	*Via email to our attendance supervisor*

How will missed work be made up?	*TBA*
What special assistance will be provided to students with academic problems?	*N/A*
What is the destination?	*Normal, IL*
What will be the mode of transportation? What liability insurance does the carrier have?	*ACT Transportation/*
Where will the group be housed and fed?	*TBA*
What enroute or supplementary activities are planned?	*TBA*
What arrangements have been made for dealing with emergency situations?	*SNAP App with all parents information and contacts. Communication with our AD*
If tour guides are involved, what liability insurance do they carry?	*N/A*
What is the estimated total cost and cost per student?	*TBA*
What is the source of funds?	*TBA*
How will the funds be collected and safeguarded?	*TBA*
How will any shortfall be made up or excess funds used?	*TBA*
What provision has been made for students who are financially unable to pay any necessary costs?	*TBA*
How will you communicate to parents prior to, during, and after the trip?	*Via our Varsity Basketball Remind page with players and parents*
List telephone numbers at destination where group will be housed.	*TBA*
What information will be provided to the media and the community?	*Twitter, our RIHS Girls Basketball Facebook page*
Athletic Director approval	Approved by Mike Emendorfer
Principal approval	Approved by Jeff Whitaker
Superintendent/Designee approval	Approved by Scott Vance on Nov 25, 2024 12:45
Signature of School Board Representative	

Proposal for Overnight/Extended Student Trips

Email Address	*zach.vroman@rimsd41.org*
Type of Trip	*Girls Soccer*
Proposed Departure Date	*Jun 04, 2025*
Return Date	*Jun 07, 2025*
Proposer	*Zach Vroman*
School	*RIHS*
Position	*Head Coach*
Date By Which Response Is Needed	*May 26, 2025*
What is the major place to be visited or event to be attended?	*State Finals*
How is the trip related to the educational program of the District?	*Girls Soccer State Finals*
In what ways will the students benefit?	*Team work and collaboration*
In what ways will the District benefit?	*Positive exposure*
How will the trip be evaluated to determine the extent to which these benefits were realized?	*Success of the team*
Which students (grade, class, or organization) will be going?	*Varsity Girls Soccer*
How many students in total?	*25*
How many students are currently experiencing academic problems?	*0*
Which staff members will be in charge?	*Head coach and two assistant coaches*
What previous experience has the staff member had in conducting overnight or extended field trips?	*3rd year coaching*
What other staff members will be going?	*None*
How many chaperones, in addition to staff members, will be going?	*1*
What are their names and affiliations with the students?	*Volunteer assistant coach*
How many days of school will be missed?	*2*
How will teachers be advised in advance that the students will be out of school?	*Email*

How will missed work be made up?	*Students will complete work while in the hotel or on the bus*
What special assistance will be provided to students with academic problems?	*Two of the coaches are teachers so they can assist the students*
What is the destination?	*Naperville, IL*
What will be the mode of transportation? What liability insurance does the carrier have?	*District approved charter bus*
Where will the group be housed and fed?	*Hotel TBD*
What enroute or supplementary activities are planned?	*TBD*
What arrangements have been made for dealing with emergency situations?	*Healthy Roster communication*
If tour guides are involved, what liability insurance do they carry?	*N/A*
What is the estimated total cost and cost per student?	*$10 per day for meals and $25 for hotel room*
What is the source of funds?	*Athletic department funds and girls soccer development fund*
How will the funds be collected and safeguarded?	*I will be in charge of any cash and hand out to players when needed*
How will any shortfall be made up or excess funds used?	*N/A*
What provision has been made for students who are financially unable to pay any necessary costs?	*Students will not be asked to pay any money*
How will you communicate to parents prior to, during, and after the trip?	*Remind and Facebook page*
List telephone numbers at destination where group will be housed.	*TBD*
What information will be provided to the media and the community?	*Scores and pictures*
Athletic Director approval	Approved by Mike Emendorfer
Principal approval	Approved by Jeff Whitaker
Superintendent/Designee approval	Approved by Scott Vance on Nov 26, 2024 9:21

Signature of School Board Representative	

Rock Island-Milan School District No. 41

Investment Report

for Quarter Ended
September 30, 2024

Presented to Board of Education December 10, 2024
Prepared by: Annaka Whiting

Investment Report Summary

In December 1999, the Board of Education adopted Policy 6144 and Administrative Guidelines 6144. This put the District in compliance with SB1555, which required public entities to adopt policies and procedures for public funds within their custody and control.

The policy and guidelines require that an investment report be given to the Board of Education quarterly. Enclosed is the report for the quarter ending September 30, 2024. The guideline provides for a benchmark for the investment portfolio. The benchmark is the 90-day Treasury bill rate. FDIC insurance and/or a perfected security interest collateralize all investments. The collateral is 110% of the investment, marked to the market rate of the pledged assets.

The amount of cash and investments in the portfolio decreased by $2,806,027 from the September 30, 2023 balance. This decrease is due to bonds fund expenditures on capital projects.

	September 30, 2024			September 30, 2023		
Fund	**Cash/Invest**	**w/o cash**	**x-Mat**	**Cash/Invest**	**w/o cash**	**x-Mat**
Education	$39,542,435	3.97%	1	$31,468,023	4.68%	1
O & M	$6,823,313	4.33%	1	$7,793,740	4.49%	1
Bond & Int	$2,130,021	4.32%	1	$3,107,037	4.49%	1
Transportation	$2,534,422	4.32%	1	$4,210,429	4.49%	1
IMRF	$3,044,616	4.33%	1	$2,659,758	4.49%	1
Capital Proj	$16,119,268	4.64%	1	$24,028,991	4.83%	1
Tort	$2,002,656	4.32%	1	$1,742,289	4.49%	1
Life/Safety	$174,326	4.33%	1	$166,817	4.49%	1
Totals/Avgs	**$72,371,058**	**4.20%**	**1**	**$75,177,085**	**4.68%**	**1**

Portfolio rates have stayed consistent during the quarter. The district portfolio shows that 88.9% of money has been maintained locally at Blackhawk Bank. The remaining 11.1% is split between Illinois Funds and PMA at 1% and 10.1% respectively. Investment rates continued to stay consistent for the past quarter. The T-bill rates ranged from a high of 5.37% in the middle of the quarter to a low of 4.61% at the end of the quarter. Investing money is showing a greater rate of return than leaving money locally.

The portfolio contains 50% in Checking/Money Market Accounts, 50% in REPO Accounts, 0% in Commercial Paper and 0.0% Certificates of Deposit. At quarter end, the Rock Island-Milan School District portfolio is below the benchmark calculation, with cash in, by 1.10% compared to the T-bill rate. The portfolio is also below the benchmark compared to the T-bill rate by 1.28% with cash out of the calculation. As a reminder in periods of declining rates, the portfolio rate of return will generally exceed the market. When rates begin to ascend after a decline, the portfolio will underperform the benchmark. This is due to the timed investments.

Performance over the past four quarters is presented below. The portfolio average rate of return and average maturity are presented with cash out of the calculation.

	September 30, 2024			June 30, 2024		
Fund	**Cash/Invest**	**w/o cash**	**x-Mat**	**Cash/Invest**	**w/o cash**	**x-Mat**
Education	$39,542,435	3.97%	1	$45,160,611	4.31%	1
O & M	$6,823,313	4.33%	1	$6,458,318	4.49%	1
Bond & Int	$2,130,021	4.32%	1	$762,021	4.49%	1
Transportation	$2,534,422	4.32%	1	$1,958,733	4.49%	1
IMRF	$3,044,616	4.33%	1	$2,655,620	4.49%	1
Capital Proj	$16,119,268	4.64%	1	$9,523,064	4.49%	1
Tort	$2,002,656	4.32%	1	$1,393,563	4.49%	1
Life/Safety	$174,326	4.33%	1	$172,388	4.49%	1
Totals/Avgs	**$72,371,058**	**4.20%**	**1**	**$68,084,318**	**4.47%**	**1**

	March 31, 2024			December 31, 2023		
Fund	**Cash/Invest**	**w/o cash**	**x-Mat**	**Cash/Invest**	**w/o cash**	**x-Mat**
Education	$30,556,971	4.25%	1	$37,710,881	4.37%	1
O & M	$8,054,702	4.49%	1	$7,226,785	4.49%	1
Bond & Int	$705,349	4.49%	1	$562,517	4.49%	1
Transportation	$4,264,166	4.49%	1	$4,185,033	4.49%	1
IMRF	$2,143,562	4.49%	1	$2,465,795	4.49%	1
Capital Proj	$17,068,853	4.77%	1	$15,325,141	4.86%	1
Tort	$1,893,828	4.49%	1	$1,527,944	4.49%	1
Life/Safety	$170,511	4.49%	1	$168,654	4.49%	1
Totals/Avgs	**$64,857,942**	**4.45%**	**1**	**$69,172,750**	**4.50%**	**1**

The Education Fund portfolio is shorter in duration than the typical benchmark of six months. The average maturity of the Education Fund portfolio, with cash in, is 1 day. It is under the benchmark by 89 days. Positioning with a shorter duration provides more agility to take advantage of the rate increase.

The Capital Projects Fund was reinstated due to the County Wide Sales Tax being passed. The Capital Projects Fund will fluctuate as projects are completed

The investment report contains data by fund. Each fund is invested to meet the criteria of liquidity, safety and return on investment. The graphs shown include all cash within the fund, including cash on deposit to meet ongoing current expenses. The Education Fund includes the investment of the Working Cash Fund. All other funds are invested individually.

Below is a chart showing the balances, average investment rate with all cash in the checking accounts, without cash in the checking accounts, the benchmark and average maturity of the portfolio (x-Mat):

		Portfolio Avg. Return				T-Bill
Fund	**Cash/Invest**	**w/cash**	**x-Mat**	**w/o cash**	**x-Mat**	**Rate**
Education	$39,542,435	4.30%	1	3.97%	1	5.48%
O & M	$6,823,313	4.33%	1	4.33%	1	5.48%
Bond & Int	$2,130,021	4.32%	1	4.32%	1	5.48%
Transportation	$2,534,422	4.32%	1	4.32%	1	5.48%
IMRF	$3,044,616	4.33%	1	4.33%	1	5.48%
Capital Proj	$16,119,268	4.64%	1	4.64%	1	5.48%
Tort	$2,002,656	4.32%	1	4.32%	1	5.48%
Life/Safety	$174,326	4.33%	1	4.33%	1	5.48%
Totals/Avgs	**$72,371,058**	**4.38%**	**1**	**4.20%**	**1**	**5.48%**

From the chart, the aggregate portfolio, without cash in the calculation, is below the benchmark (T-bill Rate) by 1.10%. The average maturity of the portfolio is below the benchmark (90-day Treasury bill) by 89 days.

The Education Fund portfolio is below the benchmark, with the operating cash in, by 1.18% and below the benchmark with cash out of the calculation by 1.51%. The average maturity of the portfolio is below the benchmark by 89 days, with cash in, and is below the benchmark by 89 days with cash out of the calculation. The portfolio consists of 100% cash, 0% Commercial Paper and 0% Certificate of Deposit.

The O & M Fund portfolio is below the benchmark, with operating cash in, by 1.15% and below the benchmark by 1.15% with cash out of the calculation. The average maturity, with cash in, is below the benchmark by 89 days and below the benchmark by 89 days with cash out of the calculation. The portfolio consists of 100% cash, 0% certificate of deposit and 0% commercial paper.

The Bond & Interest Fund is used to amortize the 2018 General Obligation Refunding School Bonds. This fund must maintain liquidity for scheduled payments on the bonds and interest. Investments are monitored to stay within the investment parameters of the State of Illinois. Currently, the account is 1.16% below the benchmark.

The Transportation portfolio is below the benchmark with the operating cash in by 1.16%. With the operating cash out of the calculation, it is below the benchmark by 1.16%. The average maturity of the portfolio is below the benchmark by 89 days with cash in, and is below the benchmark by 89 days with cash out of the calculation.

The IMRF Fund is below the benchmark when cash is included in the calculation by 1.15%. Without the cash balance, the portfolio is below the benchmark by 1.15%. The average maturity of the portfolio is below the benchmark by 89 days with cash in, and is below the benchmark by 89 days with the operating cash out of the calculation. The current portfolio consists of 100% cash, 0% certificate of deposit and 0% commercial paper.

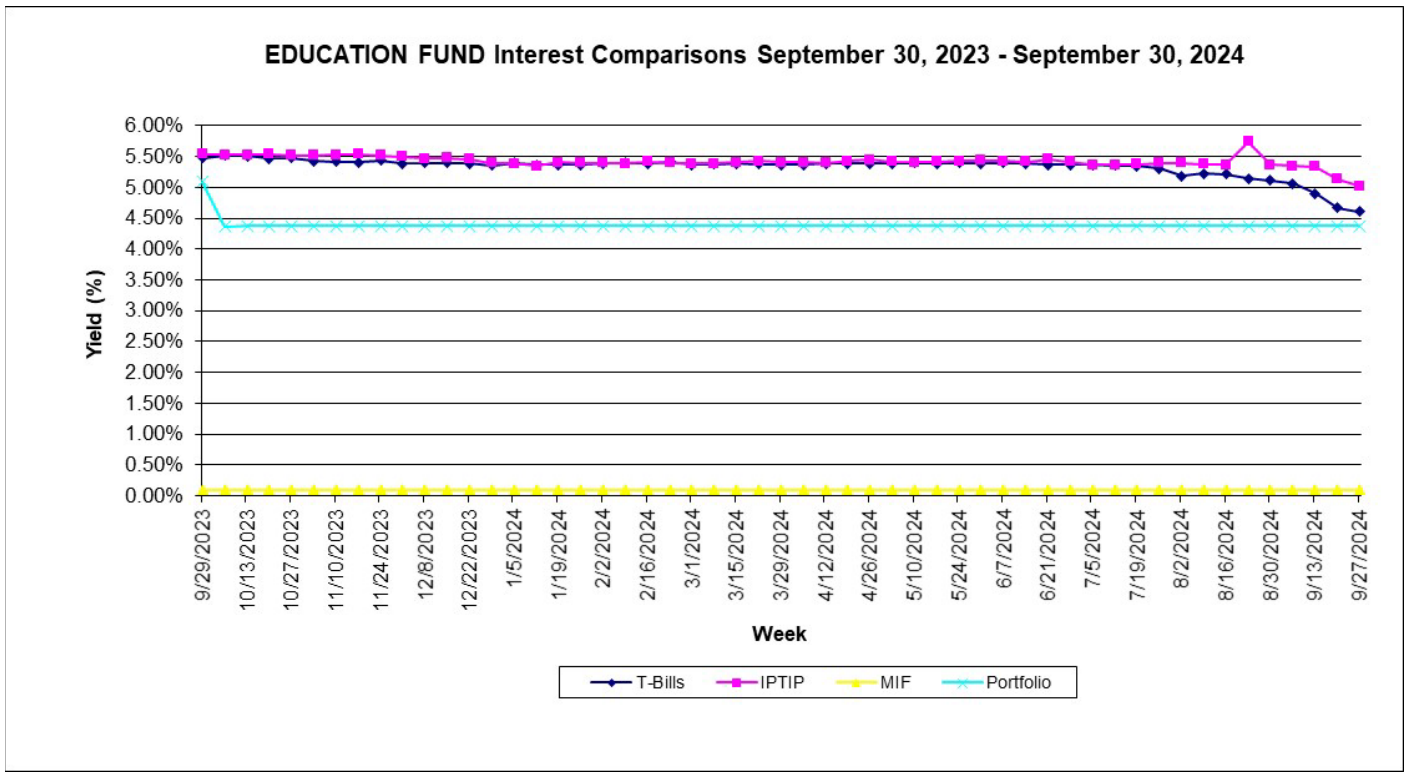
The Capital Projects portfolio is below the benchmark when cash is included in the calculation by 0.84%. Without the cash balance, the portfolio is also below the benchmark by 0.84%.

The Tort portfolio was below the benchmark by 1.16% with cash in and below the benchmark with cash out, by 1.16%. The average maturity of the portfolio is below the benchmark by 89 days with cash in, and below the benchmark by 89 days with cash out of the calculation.

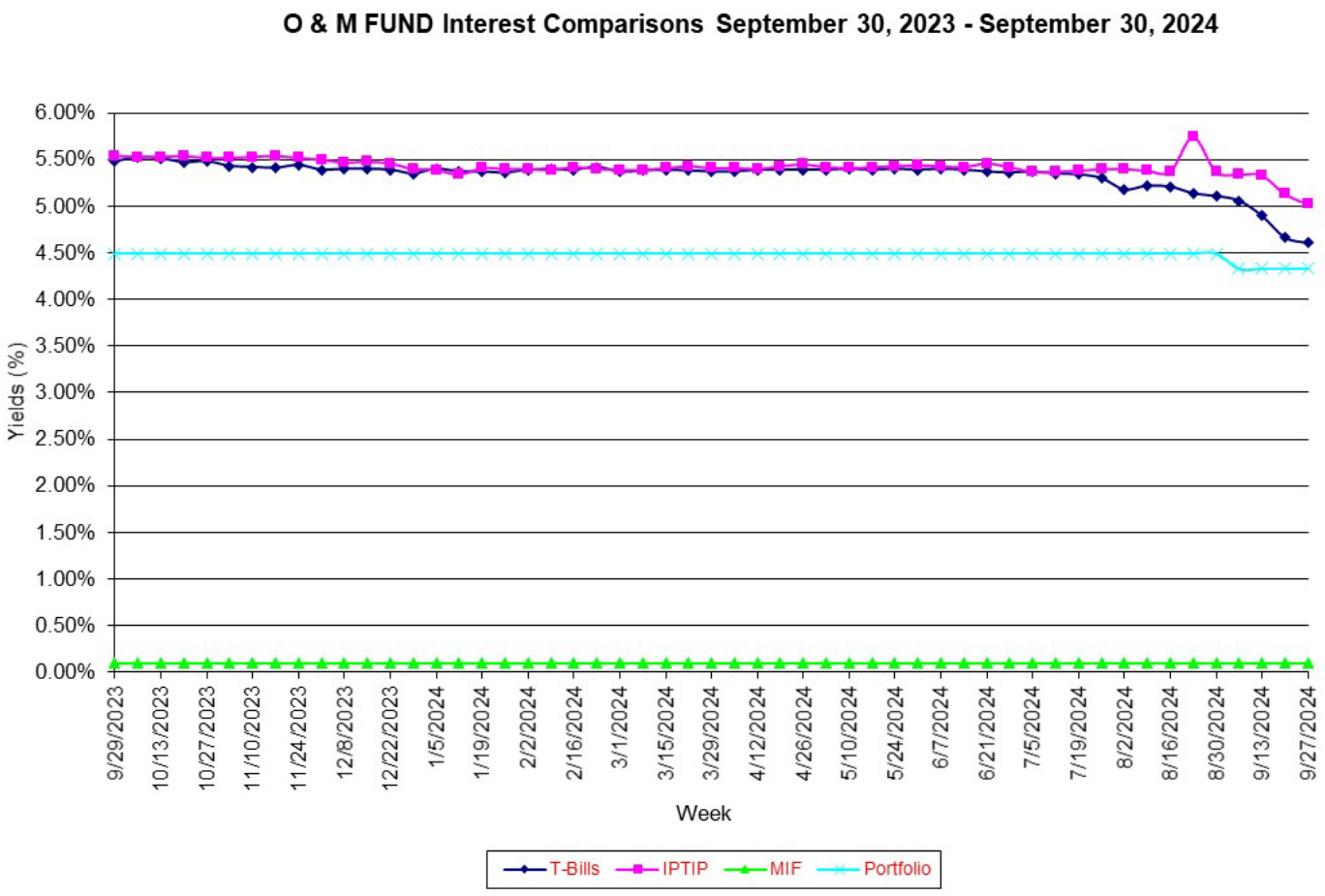
The Life/Safety Fund is below the benchmark when cash is included in the calculation by 1.15%. With cash out of the calculation, the fund is below the benchmark by 1.15%.

Please analyze this report. If there is additional information, you desire or something you would like explained in more depth, let me know and revisions will be made to the report for the next quarter.

FUND ANALYSIS

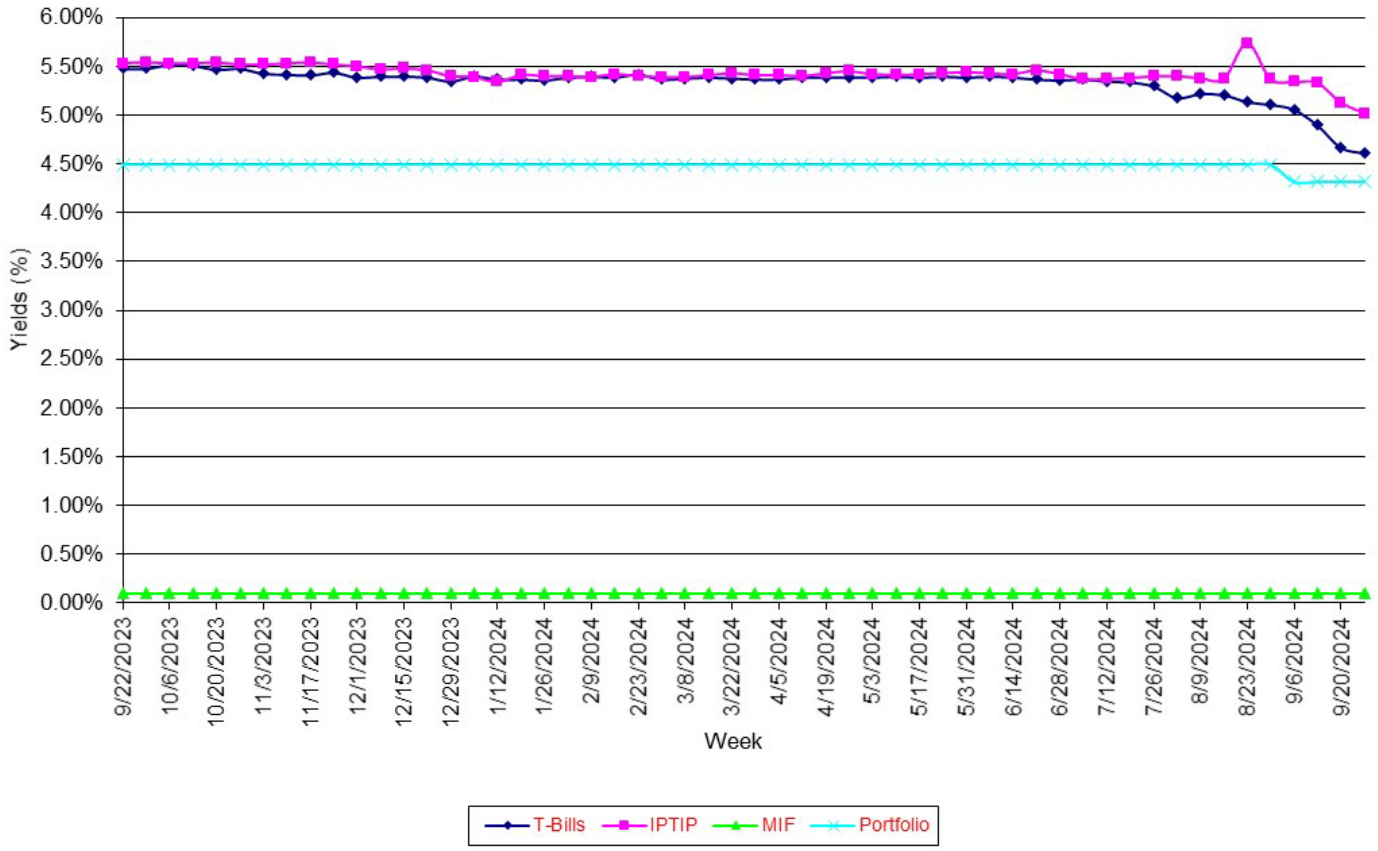


Maturity Date	Vendor	Type Invest	Amount	Interest Rate	Weighted Avg. %	Avg Weigh Maturity	Days to Maturity	W/O MIF X-Mat
9/30/2024	PMA MAX	Savings	$2,379,754	4.97%	0.2991%	0.06	1	0.06
9/30/2024	IPTIP	Repo	$725,207	5.02%	0.0921%	0.02	1	0.02
9/30/2024	Blackhawk	Checking	$700,020	0.00%	0.0000%	0.02	1	0.02
9/30/2024	Blackhawk	Development	$259,822	4.32%	0.0284%	0.01	1	0.01
9/30/2024	Blackhawk	Payroll	$42,262	4.19%	0.0045%	0.00	1	0.00
9/30/2024	Blackhawk	Repo	$35,435,371	4.33%	3.8803%	0.90	1	0.90
Total Portfolio/Average Weighted Rate			**$39,542,435**		**4.3043%**	**1.00**		**1.00**

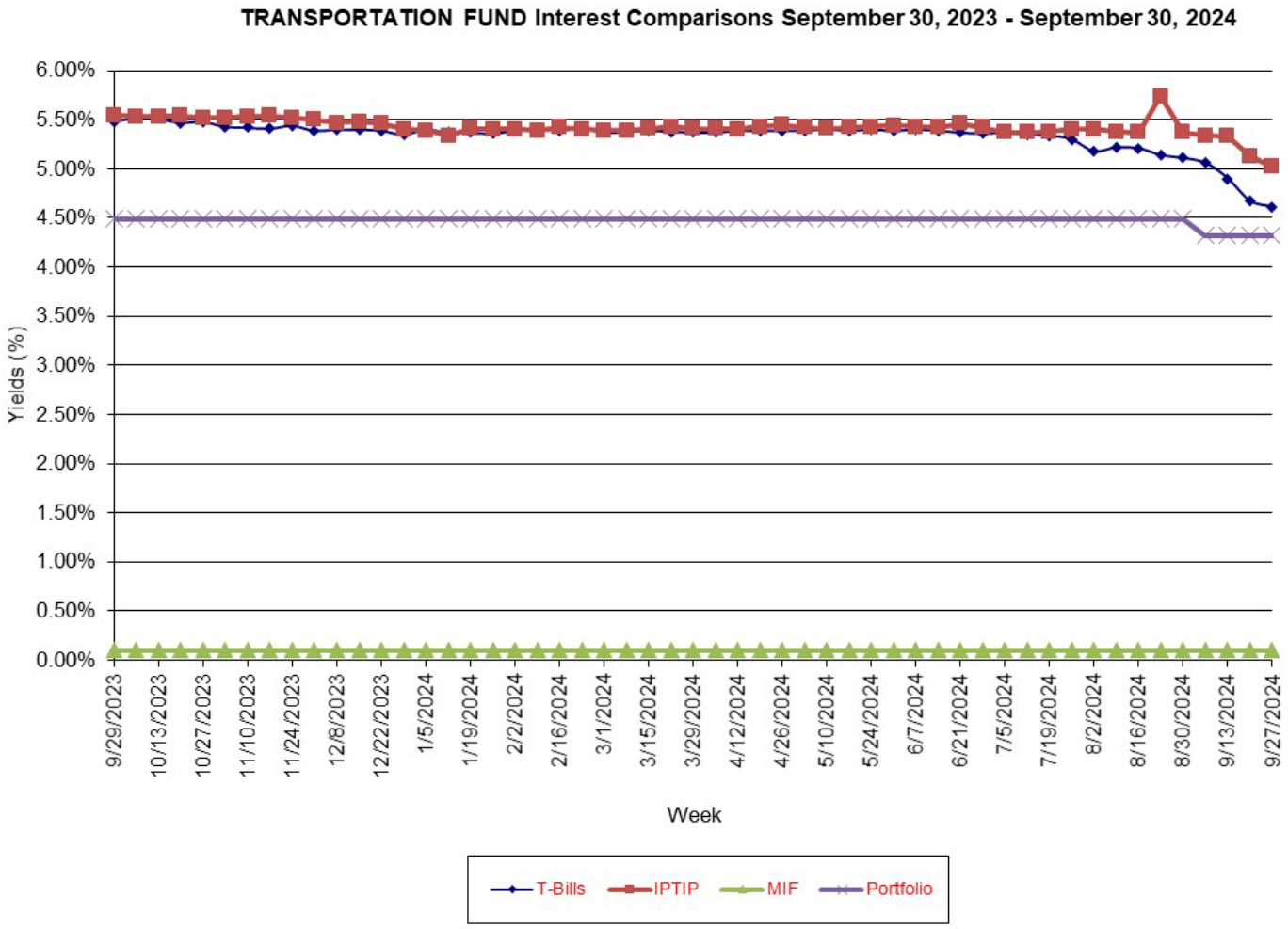


Maturity Date	Vendor	Type Invest	Amount	Interest Rate	Weighted Avg. %	Avg Weigh Maturity	Days to Maturity	W/O MIF X-Mat
9/30/2024	Blackhawk	Checking	$6,823,313	4.33%	4.3300%	1.00	1	1.00
Total Portfolio/Average Weighted Rate			**$6,823,313**		**4.3300%**	**1.00**	1	**1.00**

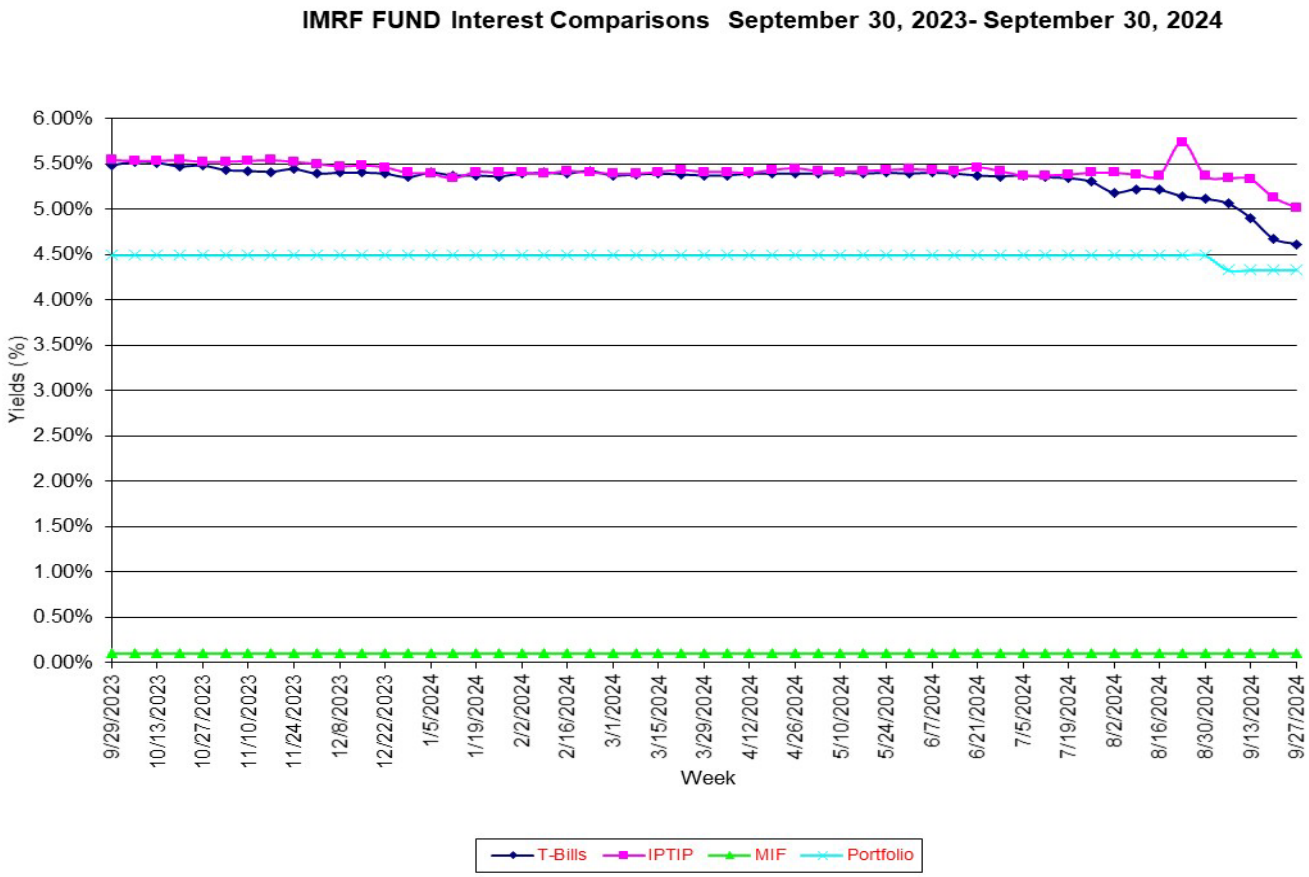
Bond & Interest Fund Interest Comparisons September 30, 2023 - September 30, 2024



Maturity Date	Vendor	Type Invest	Amount	Interest Rate	Weighted Avg. %	Avg Weigh Maturity	Days to Maturity	W/O MIF X-Mat
9/30/2024	Blackhawk	Money Market	$2,130,021	4.32%	4.3200%	1.00	1	1.00
Total Portfolio/Average Weighted Rate			**$2,130,021**		**4.3200%**	**1.00**	1	**1.00**

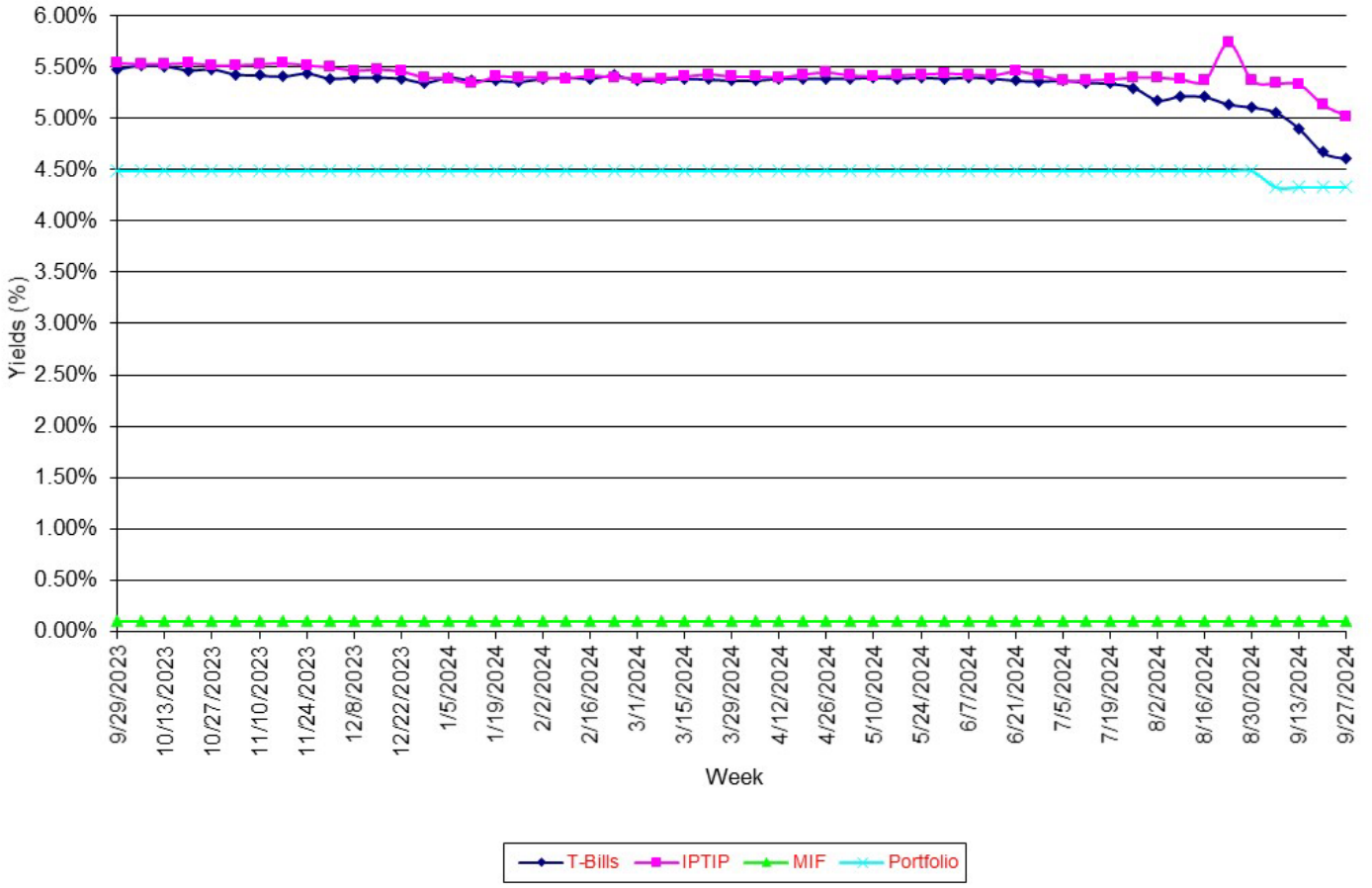


Maturity Date	Vendor	Type Invest	Amount	Interest Rate	Weighted Avg. %	Avg Weigh Maturity	Days to Maturity	W/O MIF X-Mat
9/30/2024	Blackhawk	Checking	$2,534,422	4.32%	4.3200%	1.00	1	1.00
Total Portfolio/Average Weighted Rate			**$2,534,422**		**4.3200%**	**1.00**	1	**1.00**

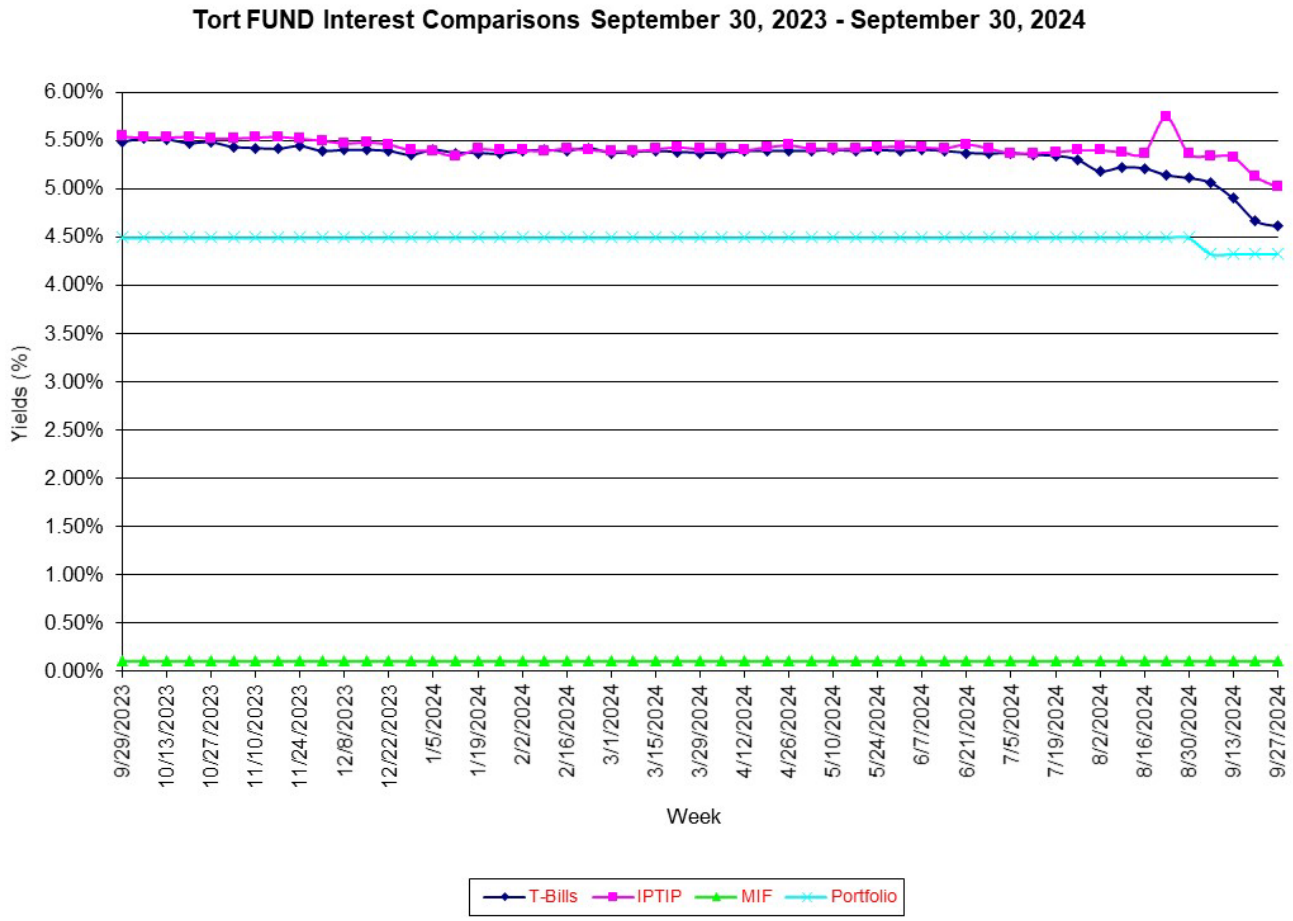


Maturity Date	Vendor	Type Invest	Amount	Interest Rate	Weighted Avg. %	Avg Weigh Maturity	Days to Maturity	W/O MIF X-Mat
9/30/2024	Blackhawk	Checking	$3,044,616	4.33%	4.3300%	1.00	1	1.00
Total Portfolio/Average Weighted Rate			**$3,044,616**		**4.3300%**	**1.00**	**1**	**1.00**

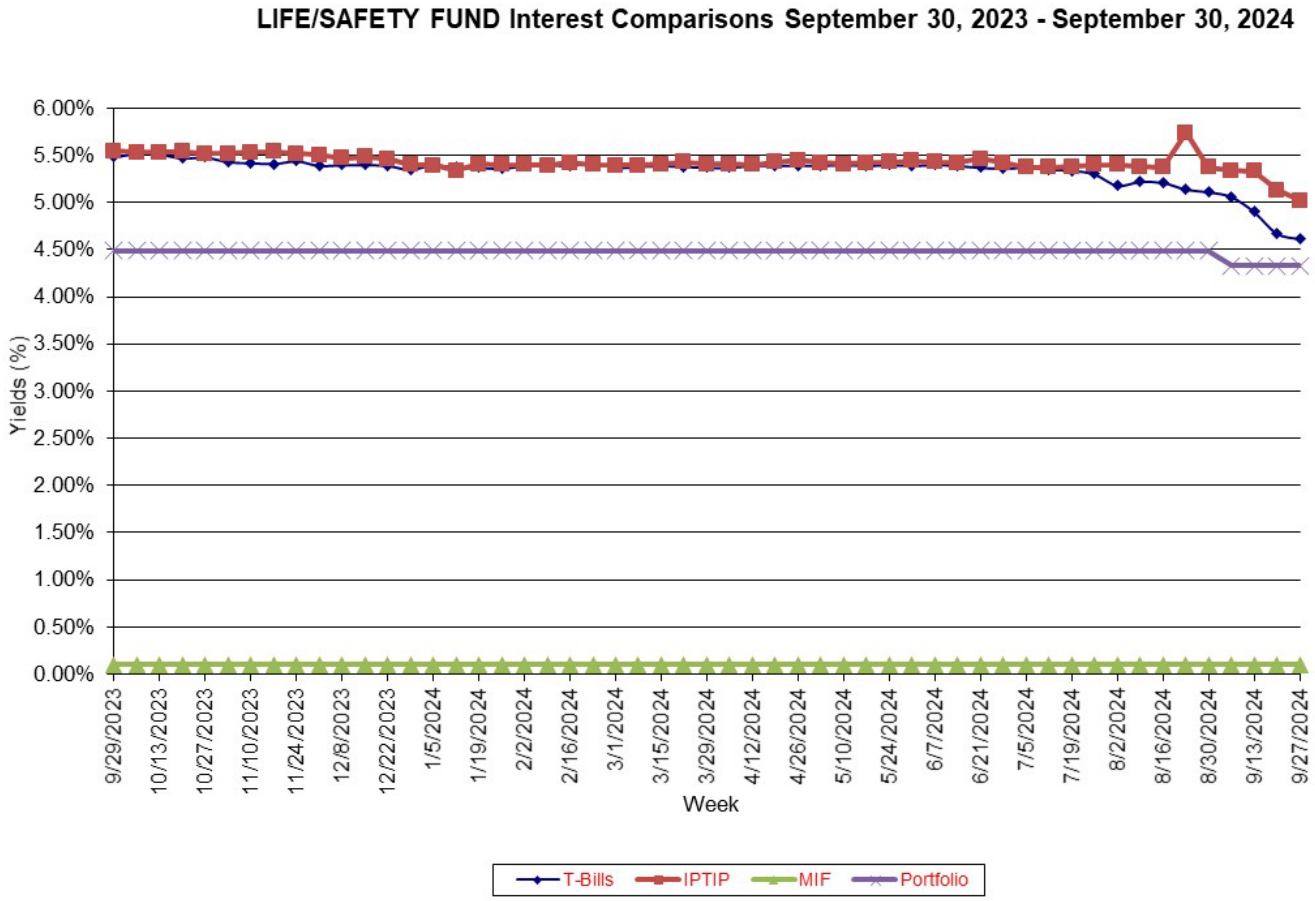
Capital Projects FUND Interest Comparisons September 30, 2023 - September 30, 2024



Maturity Date	Vendor	Type Invest	Amount	Interest Rate	Weighted Avg. %	Avg Weigh Maturity	Days to Maturity	W/O MIF X-Mat
9/30/2023	PMA SDA	Savings	$4,952,484	4.97%	1.5270%	0.31	1	0.31
9/30/2023	Blackhawk	Checking	$11,166,784	4.49%	3.1105%	0.69	1	0.69
Total Portfolio/Average Weighted Rate			**$16,119,268**		**4.6375%**	**1.00**	**2**	**1.0**



Maturity Date	Vendor	Type Invest	Amount	Interest Rate	Weighted Avg. %	Avg Weigh Maturity	Days to Maturity	W/O MIF X-Mat
9/30/2024	Blackhawk	Money Market	$2,002,656	4.32%	4.3200%	1.00	1	1.00
Total Portfolio/Average Weighted Rate			**$2,002,656**		**4.3200%**	**1.00**	**1**	**1.0**



Maturity Date	Vendor	Type Invest	Amount	Interest Rate	Weighted Avg. %	Avg Weigh Maturity	Days to Maturity	W/O MIF X-Mat
9/30/2024	Blackhawk	Money Market	$174,326	4.33%	4.3300%	1.00	1	1.00
Total Portfolio/Average Weighted Rate			**$174,326**		**4.3300%**	**1.00**	**1**	**1.0**

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Nicole Berry, Director of Early Childhood Programs
Date: December 10, 2024
Re: **Head Start Preschool Program Self-Assessment – 2024/2025 Program Year**

Constant quality improvement is a crucial component of the Head Start Preschool Program. A yearly program-wide Self-Assessment guarantees our agency is meeting Head Start Performance Standards and moving towards program excellence for serving preschool children and their families in Rock Island and Milan.

It is recommended the **Board of Education** approve the attached Head Start Preschool Program Self-Assessment for the 2024/2025 PY.

Investment Period: N/A
Total Investment: N/A
Funding Source: N/A

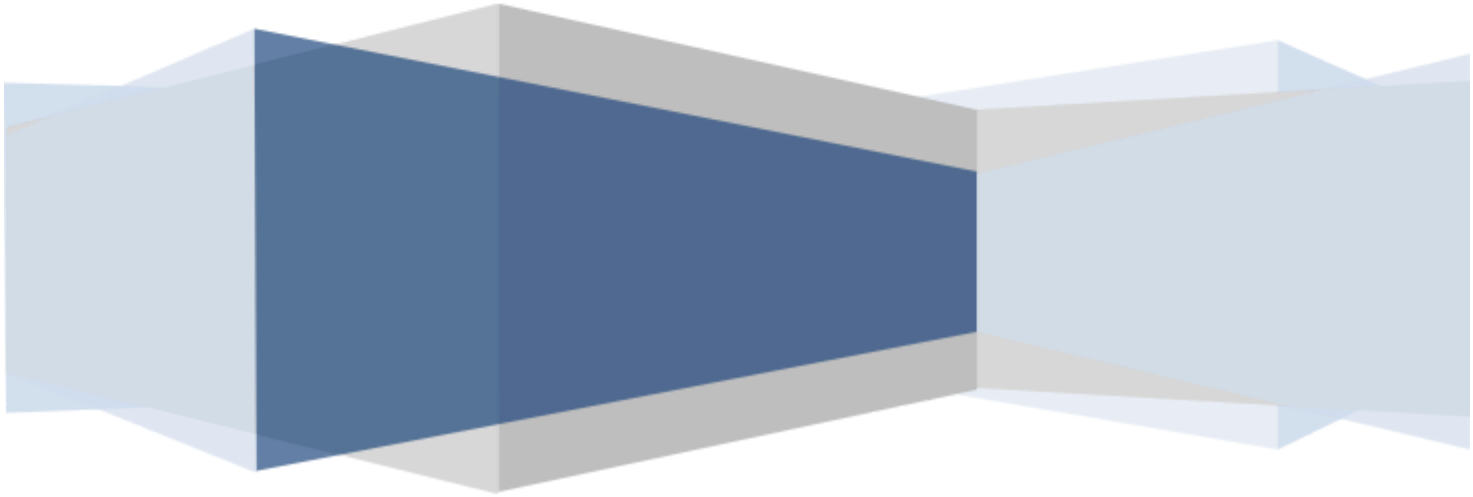
Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

Rock Island/Milan School District #41

Self-Assessment

Head Start Preschool Program

2024-2025 PY



Purpose

Continuous quality improvement is a crucial component of the Rock Island/Milan School District Head Start Preschool Program. A yearly program-wide Self-Assessment guarantees our agency is meeting Head Start Preschool Program Performance Standards and moving toward program excellence for serving children and families in Rock Island and Milan, Illinois.

Head Start Preschool Program Performance Standards state that grantee agencies must conduct yearly self-assessments of their effectiveness and progress in meeting goals and objectives and in implementing federal regulations. These self-assessments are done with the consultation and participation of the Policy Council and other community members, as appropriate.

Self- Assessment results are used to develop program goals, desired outcomes, and action plans within the program.

The self-assessment has been developed through carefully analyzing the results of several monitoring tools. These tools include the Program Information Report, Strategic Plan, Ongoing Monitoring Plan, Health and Safety Checklists, aggregated educational data, walkthrough classroom observations and outcomes, mental health referral analysis, Community Assessment, Child Plus reports, Teaching Strategies GOLD educational data, chart/file reviews, last year's Self-Assessment and satisfaction surveys.

Nicole Berry, Director
October 2024

Approvals

Approved By: _____ _____
Governing Board President Date

_____ _____
Policy Council Chairperson Date

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Introduction

The Rock Island/Milan School District #41 Head Start Preschool Program performs a comprehensive Self-Assessment looking at the program's entire operation each year to measure its effectiveness in meeting program goals and objectives. The Self-Assessment is required by section 1304.51(i)(1) of the Head Start Preschool Program Performance Standards (HSPPS).

The annual Self-Assessment for the Rock Island-Milan School District #41 Head Start Preschool Program was conducted in July 2024 for review of the 2023-2024 program year. Teams consisting of staff, parents, Policy Council members, and community members reviewed documents, files, systems, data, and procedures consistent with the Focus Area Monitoring Protocol. A manager led each team and was responsible for reporting any findings by writing quality improvement plans, if applicable.

Rock Island Milan School District #41 Head Start Preschool

The Rock Island/Milan Head Start Preschool Program is a single-purpose agency operating Head Start Preschool through a center-based option. The total funded enrollment for the 2023-2024 PY was 255. 120 slots were full-day (6.5 hours) and 135 slots were part-day (4 hours). The program has a total of 17 classrooms that are located within eight buildings of the school district. The students are taught by a staff of 17 teachers and 42 assistant teachers. Families are supported by five Family Service Workers. The program has a Management Team composed of three content area managers and the Head Start Preschool Director. Support staff for the program includes three program assistants, one administrative assistant, and three bus monitors. As part of the Rock Island Milan School District #41, the program has many other resources available such as Special Education Teachers, Speech Therapists, School Psychologist, School Social Workers, Occupational Therapists, and Physical Therapists with whom they can consult as needed.

Our mission at RIMSD #41 Head Start Preschool/Early Childhood Programs is:
To provide our district's diverse early childhood students with a quality education that prepares them for successful learning within our multicultural community

Our vision at RIMSD #41 Head Start Preschool/Early Childhood Programs is:
To be the premier early childhood learning organization within our ever changing community

Context for Self-Assessment

Rock Island Milan School District #41 Head Start Preschool concluded the fourth year of the five-year grant cycle from July 1, 2023 - June 30, 2024. The Self-Assessment is conducted on the same timeline as the Fiscal Year and Grant Year.

Program Five-Year Goals 2020-2025

July 1, 2020 - June 30, 2025

Every five years, each program decides on broad goals and initial short-term objectives, annually reviewing and revising if necessary. The program's five-year goals for the 2020-2025 grant cycle are as follows:

Program Goal 1: Prioritize teaching self-regulation skills through social-emotional strategies and resources to support school readiness.

Program Goal 2: Support the mental health of families and staff through trauma-informed care.

Program Goal 3: Evaluate transportation and program options annually according to the needs of families.

Program Goal 4: Collaborate with local childcare agencies to provide opportunities for birth to three services within the community.

Program Goal 5: Expand resources for English Learners (EL) to support growth in understanding and speaking English.

Methodology

Self-Assessment Design

The Self-Assessment process included the following steps:

- Pre-Assessment - The Director & management team on a regular basis reviewed data as it related to the organization's program and school readiness goals, in addition to any other important agency data.
- Process Design - The Self-Assessment process was designed to have core team members who were selected and invited to take part in the process. The teams consisted of the Director, all Management Staff, Policy Council members, Board members, Community Partners, and a select team of staff members.
- Engage the Team - The teams met to learn about the Self-Assessment process and to analyze the data.
- Analyze and Dialogue - During a meeting, in groups, the teams reviewed the data, and were given opportunity to ask further questions. They then made comments on the strengths, opportunities, and developed actionable recommendations.
- Recommendations - From the list of possible actionable recommendations, major themes were developed to narrow the focus and to develop concise recommendations to focus on for the next program year.

Tools

Data collection tools used in the Self-Assessment process include the following:

- Attendance sheets
- Teacher Count Sheets
- Family Partnership Agreements
- Linkage Agreements
- Community Partnerships
- Community Needs Assessment
- Child Plus Reports
- CLASS data & scores
- GOLD child outcome data
- Creative Curriculum Fidelity Checklists
- Reviewed Head Start Preschool Program Performance Standards
- Reviewed prior year's Self-Assessment
- Reviewed the prior year's grant application, Personnel Policies and Procedures

- Staff training data
- Program Information Report (PIR)
- Mental Health Staff Survey
- Virtual Lab School Training list
- 2023-2024 Program Goals
- Enrollment
- Attendance
- Staff Self Assessment Survey
- Parenting Class
- Sign in sheets from eight classes
- Center Meetings
- Sign in sheets from four Center Meetings (Library, Mental Health, SNAP Education and Kindergarten Readiness)
- Parent Orientation
- Sign in sheets
- Dual Language Learners

Self Assessment Team Members

- Nicole Berry, Director of Early Childhood Programs
- Maggie Elliott, ERSEA, Parent Involvement, Social Services, & Transportation Manager
- Brigette Hajduk, Education and Transition Manager
- McKenzie Taets, Health, Nutrition, & Mental Health Manager
- Jodi Becker, Community Representative
- Elizabeth De Lille, Head Start Preschool Teacher
- Susanna Enriquez, Head Start Preschool Parent
- Beth Garza, Head Start Preschool Parent
- Jodi Ketcham, Head Start Preschool Family Service Worker
- Tayler Louscher. Community Representative
- Jeanne Mueller, Head Start Preschool Teacher
- Tonia Poterack, Head Start Preschool Family Service Worker
- Kiersten Scurlock, Head Start Preschool Family Service Worker

Key Insights

Management Systems

Program Governance

Strengths

- Thorough communication with Policy Council members
- If concerns arise, information is explained in full as it relates to Policies and Procedures
- Excellent reporting data
- We have successfully had a quorum at all of our Policy Council meetings this past year since we changed our ByLaws to a fourth instead of a third of the membership to vote
- Updated Policies and Procedures to reflect Code of Conduct matching the Head Start Preschool Performance Standards and the Rock Island Milan School District

Opportunities for Growth

- Continue to revisit and update Policies and Procedures as needed and review Policy Council attendance as needed

Plan for Action

- Revisit Policies and Procedures annually and review Policy Council attendance to ensure follow up and communication is made to maintain a solid attendance rate

Planning

Strengths

- The center-based programming option aligns with community needs based on data from self assessment and community assessment
- Program Calendar is synchronized with school district calendar
- Reduction of slots from 299 to 255 has assisted in supporting the social emotional needs of students, as well as teacher fatigue, in the 2023–2024 program year
- Providing a minimum of 1,020 hours for at least 50% of funded enrollment by having eight full-day classrooms meets the HSPPS duration requirement

Opportunities for Growth

- Continue to ensure that program matches community needs for services

Plan for Action

- Consider applying for a waiver for the 2025-2026 program year regarding the duration requirement if needed, due to lower parent interest and enrollment in full-day classrooms

Communication

Strengths

- Weekly newsletter notes to all staff for reminders, updates, etc.
- Manager meetings held weekly, Office meetings held monthly, All Staff meetings held quarterly
- Weekly classroom visits by Director & Education Manager rotating through all eight centers to ensure one visit per quarter
- Administration communication with Rock Island Milan School District building principals to ensure cohesiveness
- Continue to provide spring and fall updates to Policy Council and stakeholders on the progress toward the five-year and annual goals reported in the grant application

Opportunities for Growth

- Ensure that communication continues with all stakeholders as changes are made and updates take place
- Google Calendar link on newsletters for families to access

Plan for Action

- Continue to update all stakeholders as changes and updates are made in the program

Program Management & Quality Improvement

Strengths

- Management staff meets weekly to address updates and needs of the program
- Monthly staff check in surveys are sent out to check on staff mental health and wellness
- Staff professional development plans are completed annually and staff surveys are sent out annually to ensure staff voice and professional development needs
- Management team is readily available as needed to attend to any staff or Rock Island Milan School District needs
- Partnership with the Rock Island Milan School District special education program to assist with classroom needs and student challenges

Opportunities for Growth

- An increase in student concerns and behavior needs in classrooms warrant additional time and attention from early childhood special education trained staff

Plan for Action

- Director to request additional Rock Island Milan School District staff support for classrooms

Human Resources Management

Strengths

- Hiring process (background checks, TB test, physical, onboarding checklists, etc) matches Rock Island Milan School District
- Extended onboarding for Head Start Preschool of one year beyond Rock Island Milan School District's 90 day onboarding supports staff during the probationary period with opportunities for remediation as needed
- Tuition assistance for staff
- Professional development offerings

Opportunities for Growth

- Continue to review support in the classroom on a consistent basis as currently classroom substitutes/program assistants are in the classroom to assist
- Ensure that all positions have Standard Operating Procedures developed by the end of the 2024-2025 program year

Plan for Action

- Continue to discuss with the school district special services department the need for special education support in Head Start Preschool classrooms based on needs of students with IEPs

Fiscal Management

Strengths

- Collaboration with the Rock Island Milan School District finance department along with quarterly meetings
- Financial reports are accurate and monitored quarterly
- Transferring of funds occurs within a timeframe to meet the end of the fiscal year and ensure that funds are spent down

Opportunities for Growth

- Highlight budget detailed information for areas of variances monthly for Policy Council

Plan for Action

- Continue to share detailed information and monthly finance reports with the Policy Council and Governing Board ensuring that budget changes are noted

Education & Disabilities

Education and Child Development Program Services

Strengths

- Teacher communication and collaboration is prioritized
- Partnership and communication with Rock Island Milan School District, especially Kindergarten leads
- Funds available for career growth, continuing education and professional development
- Comprehensive approach to education components ensuring continuity and intentionality
- Alignment of fidelity components
- Itinerant model of inclusion integrating Rock Island Milan School District special education staff has helped in supporting teaching staff as well as needs of children
- Staff retention

Opportunities for Growth

- Continue to prioritize and strengthen interpersonal communication among teaching teams through weekly meetings
- Ongoing alignment of multiple education components requires vigilance and intentionality
- Time for assistant teachers in full-day rooms to complete training and enter child assessment data
- Continue to strengthen intentionality of small group instruction using data consistently to guide planning

Plan for Action

- Creation of Weekly Team Meeting Note Sheet will guide discussions

- Utilize Google Calendar as a time management tool to monitor progress and component alignment
- Stagger classroom staffing engagement to provide a window of time during the school day for assistant teachers in full-day rooms to enter documentation or complete online training since there are three staff
- Use professional learning group time to analyze data and collaborate with colleagues for planning

Transition

Strengths

- Collaboration with Rock Island Milan School District regarding transition to Kindergarten (Round Up participation, meetings with teachers about incoming children, data sharing)
- Easy transition into the school district/Kindergarten for families
- Record sharing with Rock Island Milan School District
- Family Service Workers support families transitioning out of Rock Island Milan School District

Opportunities for Growth

- Continue to look for ways to increase parent attendance at center meetings and Kindergarten Round Ups

Plan for Action

- Modify meetings times and information sharing to meet needs of parents

Disability Services

Strengths

- In August 2022, we had 32 children being served through inclusion services or 12% of our enrollment. By May 2023, we had 56 children or 19% of our enrollment. There continues to be a steady growth of students qualifying with IEP's within the Head Start Preschool program.
- The Head Start Preschool program collaborates with the Local Education Agency, Rock Island/Milan School District #41, to provide additional screenings that guide placement decisions and services according to individual child needs
- Last year, our program participated in providing inclusion services in 14 Head Start Preschool classrooms

Opportunities for Growth

- Trickle down special education services needing more support from Rock Island Milan School District

Plan for Action

- Continue to work with Rock Island Milan School District to support the increase of special education staff in classrooms to assist with students

Health, Nutrition,and Mental Health

Health/Nutrition

Strengths

- Meet and exceed standards for staff health & safety trainings
- Updated Health Policies and Procedures this past year
- Strengthened system for following up with families re: follow-up/treatment needs
- Strong relationships with community partners
- Ability to provide transportation to health appointments for students
- Strong communication between staff and families
- Use of social media to share information, resources, and events with families

Opportunities for Growth

- Utilize a Parent Engagement Survey to assist in training topic selection, including CPR and cooking classes
- Provide any new community resources and learning opportunities in health and nutrition to staff to share with families, such as “Lunch & Learns” with community partners

Plan for Action

- Work with University of Illinois Extension to offer cooking class for parents and research providers for hands-only CPR
- Continue to share community partner information with staff via email and social media; if staff are interested in learning more about a specific agency or event, provide Lunch-and-Learn

Mental Health

Strengths

- Itinerant joining Teacher Assistance Team meetings was successful; had resources and skills to put Mental Health Consultant interventions into practice
- Teacher Assistance Team model is helpful and Mental Health Consultant offers appropriate and helpful suggestions
- Staff relationships and communication with each other
- Staff Wellness Committee provides opportunities for wellness to staff throughout the year

Areas for Growth

- Need options for play therapy for students, especially at school
- Need for Reflective Learning Groups or way for staff to support each other and check in with each other

Plan for Action

- Continue to keep local mental health providers list up-to-date
- Discuss option of Reflective Learning Group with contracted mental health consultant or look into other options for staff group support

Facilities, Materials, Equipment and Transportation

Strengths

- Head Start Preschool partners with Johannes Bus Service to provide transportation to eight Head Start Preschool classrooms at four different schools
- Transportation was provided for 92 children during the 22-23 school year
- Layered systems are in place to ensure child safety on the bus to include counting, attendance sheets, verification of bus riders, teacher sign in and out sheets, and monthly attendance sheets
- Johannes Bus Company hires their own drivers and maintains buses

Opportunities for Growth

- Bussing is costly and there is only one option locally
- Continue to expand transportation options as budgeting allows

- Johannes is often short bus drivers and may delay children's arrival or departure time
- There are not any other bus companies in the area to explore switching services to

Plan for Action

- Evaluate the number of bus riders per route and adjust routes accordingly based on family needs

Family Partnerships and ERSEA

Family & Community Engagement Program Services, Partnerships & ERSEA

Strengths

- Chronic absences decreased from 65% during the 2022-23 program year to 54% during the 2023-24 program year
- Teachers and Family Service Workers communicate daily regarding absences and tardiness
- Timely Family Service Worker communication and documentation regarding absences and reasons
- Enrollment was at 98-99% for the entire school year
- Decrease in student turnover compared to previous years
- Rock Island Milan School District provides interpretation and translation services in all needed languages
- Attendance at Parenting Classes increased to 14 attendees, compared to 2 parents the previous year. Incentives were offered, curriculum was updated and a "make it and take it" was made to go along with each topic.
- Center and Parent Meetings/Family Events are well attended with a snack or meal provided as well as opportunities to talk with community partners
- Parenting Classes and meeting topics are chosen based on data from family goals
- Transportation and childcare is offered for families during classes and meetings to support parent attendance
- After orientation is completed, parents have a chance to turn in missing items and discuss classroom placement preferences

Opportunities for Growth

- Continue to make efforts to meet funded enrollment through recruitment and follow up with families
- One location was under-enrolled for the majority of the year. Continue efforts to build

waiting lists at all locations.
- Continue to work on lowering chronic absences
- Children's tardiness disrupts teacher schedules and throws the child off for the day
- Consider a classroom incentive for increased attendance
- High number of refugee families and low education levels
- Continue to have forms translated and seek out books as families speaking new languages enroll

Plan for Action

- Provide detailed information regarding parenting classes earlier in the year and consider a virtual option
- Consider different times and days for parent meetings and trainings to increase participation
- Update translations of initial home visit forms to reflect evolving languages enrolled

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The Rock Island/Milan School District #41 Head Start Preschool continues to strive for high performance and high-quality service delivery by utilizing program data to inform the decision making process and continuous quality improvement efforts. The insight received during this year's Self-Assessment will be used during the planning process to assist the management team in determining appropriate actions to ensure continued growth.

Goals & Objectives Progress

Program Goal 1: **Prioritize teaching self-regulation skills through social-emotional strategies and resources to support school readiness.**					
	Progress, Outcomes, and Challenges				
Objective(s)	**PY 2021**	**PY 2022**	**PY 2023**	**PY 2024**	**PY 2025**
85% of children will be meeting or exceeding widely-held expectations in the SE area by the end of each PY. Track progress using TS GOLD data.	*At the end of the 2020-21 PY, 87% of children were meeting or exceeding widely-held expectations in SE. (Post-COVID year, resuming in-person services with lower enrollment)*	*At the end of the 2021-22 PY, 87% of children were meeting or exceeding widely-held expectations in Social-Emotional, up from 54% in the fall.*	*At the end of the 2022-23 PY 84% of children were meeting or exceeding widely-held expectations in the Social-Emotional area, up from 53% in the fall.*	*At the end of the 2023-24 PY 90% of children were meeting or exceeding widely-held expectations in the Social-Emotional area, up from 68% in the fall.*	
Teachers will utilize interventions and strategies from Teaching Assistance Team (TAT) meetings and the mental health consultant to improve SE support in the classroom.	*Due to COVID-19, TAT meetings were held virtually to provide interventions and strategies to support social-emotional development.*	*During the 2021-22 PY, TAT provided interventions for 64 Head Start Preschool students.*	*During the 2022-23 PY, TAT provided interventions for 85 Head Start Preschool students.*	*During the 2023-24 PY, TAT provided interventions for 75 Head Start Preschool students.*	
CD training opportunities will be planned annually for all staff.	*CD training was held virtually in August 2020 for all staff.*	*Training was held in August 2021 for teaching staff to enhance the integration of*	*Full-day training was provided in the summer preceding the school year on "Teach, Train, Thrive".*	*Two options for Conscious Discipline training were offered during pre service depending on previous*	*Two days of in-person Conscious Discipline training were offered after the close of the school year for the 24-25PY, providing two options for staff*

		CD and CLASS.		*training. Newer staff and new hires completed 10 hours of asynchronous online training "Building Resilient Homes and Schools" during the 2023-24 PY.*	*according to previous training and experience with Conscious Discipline.*

Program Goal 2: **Support the mental health of families and staff through trauma-informed care.**					
	Progress, Outcomes, and Challenges				
Objective(s)	**PY 2021**	**PY 2022**	**PY 2023**	**PY 2024**	**PY 2025**
All staff will be offered training opportunities to expand knowledge of trauma-informed care.	*Multiple virtual training opportunities in summer and fall 2020.*	*All staff completed the 7-hour asynchronous online training course. "Powers of Resilience, SEL for Adults" through CD.*	*Training for all staff on 9/16/22. "Consent is an Emotional Skill"*	*All staff training on 8/25/23. Lisa Rogers Part 2 - The Next Steps to Dealing with Challenging Behaviors.*	*10 hours of asynchronous online training "Building Resilient Homes and Schools" continues to be an option for all staff, but is mandatory for new teaching staff.*

Program Goal 3: **Evaluate transportation and program options annually according to the needs of families.**					
	Progress, Outcomes, and Challenges				
Objective(s)	**PY 2021**	**PY 2022**	**PY 2023**	**PY 2024**	**PY 2025**
Utilize parent surveys in addition to intake information to guide program transportation decisions and modify bus routes annually to ensure support to families in need.	*During the 20-21 PY, 58 children utilized bus service, which represents 27% of students.*	*During the 21-22 PY, 85 children utilized bus service, which represents 30% of students.*	*During the 22-23 PY, 92 students utilized bus service, which represents 28% of students.*	*During the 23-24 PY, 84 students utilized bus service, which represents 29% of students.*	

Program Goal 4: **Collaborate with local childcare agencies to provide opportunities for birth to three services within the community.**					
	Progress, Outcomes, and Challenges				
Objective(s)	**PY 2021**	**PY 2022**	**PY 2023**	**PY 2024**	**PY 2025**
Collaboration opportunities will be strengthened through local meeting involvement and partnerships with birth to three agencies within the community.	*Local meeting involvement was limited due to pandemic restrictions.*	*Managers participate locally with Black Hawk College ECE Committee, All Our Kids Network, DCFS, and Every Child (formerly known as Child Abuse Council)*	*Collaboration with Early Head Start Preschool Skip-a- Long within shared service area*	*A representative from Skip-a-Long Early Head Start Preschool serves on our Policy Council.*	
Count birth-3 siblings in ChildPlus	*At the end of the 20-21 PY there were 219 eligible 0-3 year-olds according to the recruitment report in ChildPlus.*	*At the end of the 21-22 PY there were 257 children in households for this PY (1 mo-3yr), according to the recruitment report in ChildPlus.*	*At the end of the 22-23 PY there were 273 children in households that are 1 month-3 years old.*	*At the end of the 23-24 PY there were 317 children in households that are 1 month-3 years old.*	

Program Goal 5: **Expand resources for dual language learners (EL) to support growth in understanding and speaking English.**					
	Progress, Outcomes, and Challenges				
Objective(s)	**PY 2021**	**PY 2022**	**PY 2023**	**PY 2024**	**PY 2025**
80% of four-year-olds will assess as increasing or advancing within the process of understanding and speaking English by the end of each PY. Track progress using TS GOLD data.	*At the end of the 2020-21 PY, 82% of four-year-olds were assessed as increasing or advancing within the*	*At the end of the 2021-22 PY, 93% of four-year-olds were assessed as increasing or advancing within the*	*At the end of the 2022-23 PY 90% of four-year-olds were assessed as increasing or advancing within the*	*At the end of the 2023-24 PY 88% of four-year-olds were assessed as increasing or advancing within the*	

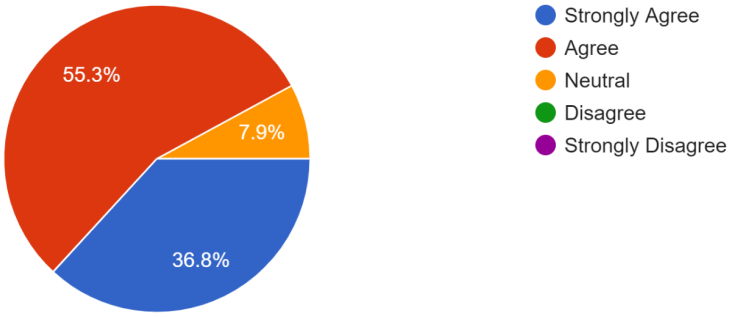
	process of understanding English, and 79% within the process of speaking English.	*process of understanding English, and 83% within the process of speaking English.*	*process of understanding English, and 77% within the process of speaking English.*	*process of understanding English, and 84% within the process of speaking English.*	

STAFF SURVEY DATA RESULTS

The survey completed by families was developed and dispersed by the program to all staff employed in the RIMSD #41 Head Start Preschool program. This survey asked staff to rate the Head Start Preschool program overall and within their classroom setting. Staff rated items on a scale and the following graph provides the overall scores.

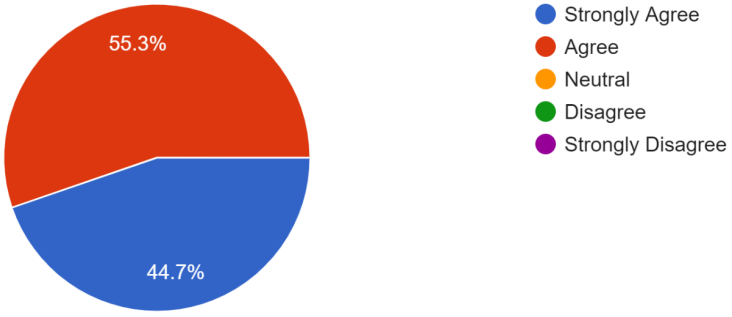
The people I work with cooperate to get the job done.

38 responses



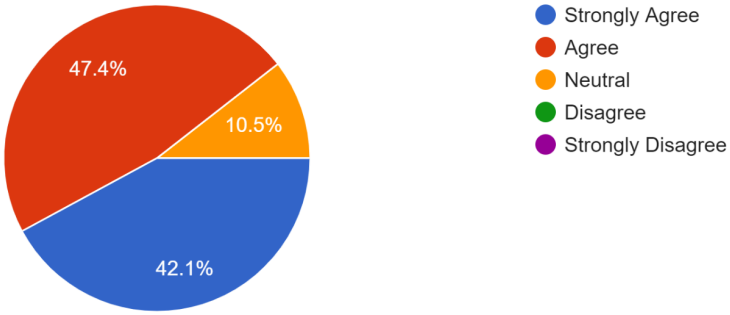
I feel comfortable communicating and collaborating with my team members.

38 responses



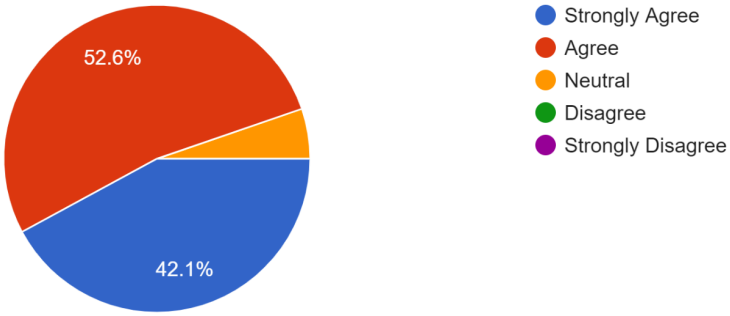
I have opportunities to provide feedback and input.

38 responses



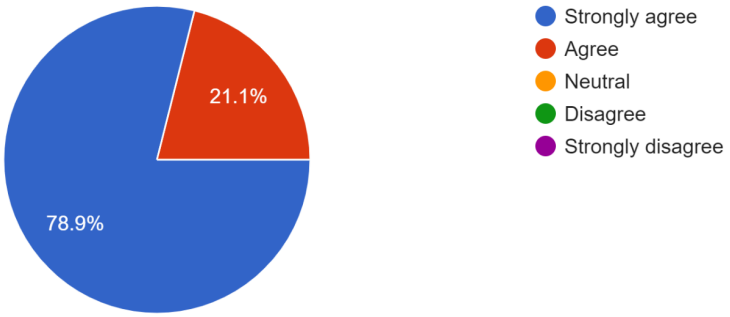
I am comfortable asking questions at my workplace.

38 responses



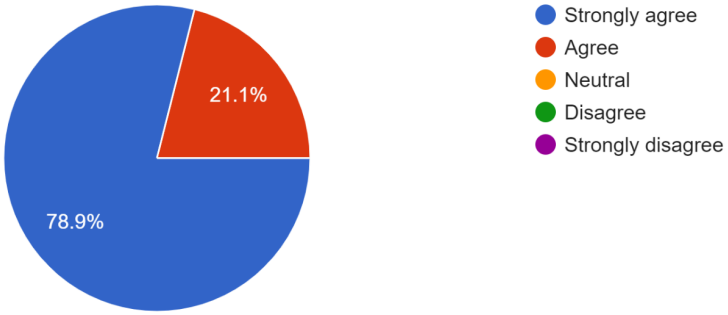
I enjoy the work that I do.

38 responses



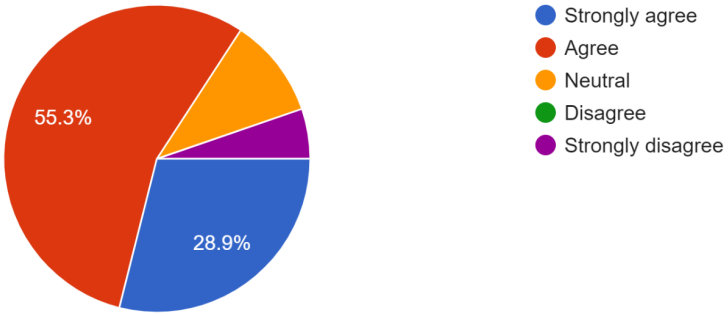
I make every effort to connect with children and families.

38 responses



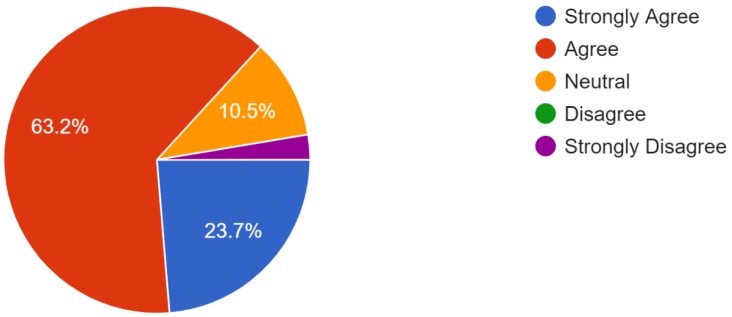
The management team consistently and clearly communicates with me.

38 responses



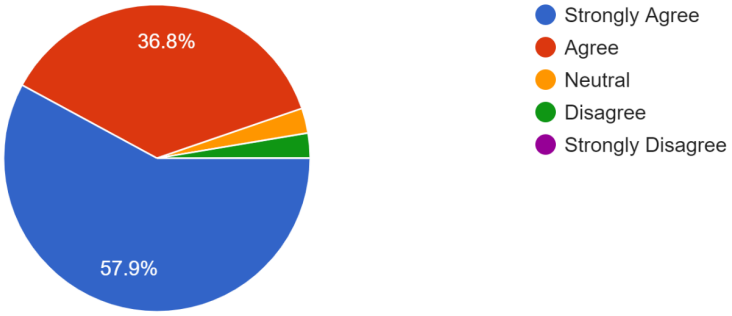
I am comfortable providing feedback that relates to program operations.

38 responses



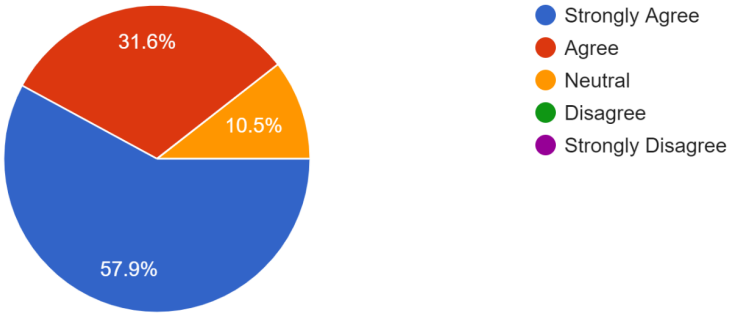
I am given opportunities to identify and attend professional development that would be beneficial for me.

38 responses



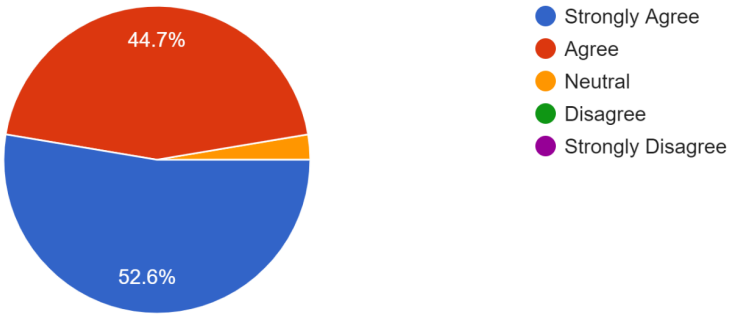
I understand the process for connecting families to resources in the community.

38 responses



I am aware and sensitive to the cultural differences of the families who participate in our program.

38 responses



Please comment below about RIMSD #41 Head Start Preschool program's strengths and successes.

They are great at supporting families

I think a big strength is making sure our families are supported and are heard. Making sure our children are getting routine check ups like going to the doctor and the dentist. Management is so great to their workers and are there to listen but also there to praise them when they do well - I really love that. Giving us training that helps us as workers in the classrooms when it comes to behaviors. We are able to work together as a team and do what is best for the child. I think it is great we get a Head Start Preschool on children that are needing extra support. We are willing to help give parents more knowledge with classes and get the parents more involved. Children are learning how to be independent. There definitely are more strengths though too :)

Team work, connections with families, relationship with RIMSD

Head Start Preschool's strength is communication when needed. People are talking to one another and always reaching out to make sure I have the help and resources needed.

Successful in reaching out to the community and offering available resources

We try to make all kids and families feel welcome.

I feel that we work well with the families as well as the children in our care. I feel that the teachers have a good relationship with the parents.

I believe the strengths are the different programs that Head Start Preschool provides. For example, dental appointments, help with finding clothes and services for family, transportation, the different types of classroom. The communication between social workers, mental health , and classroom teachers are a strength too.

Great opportunity for parents and children to get support.

The Head Start Preschool program is constantly updating the program.

I believe the program's strengths are that we have a good foundation and tools to provide quality early education.

The family engagement activities are generally pretty popular.

Training has helped me a lot.

Our educational strategy is very effective. I can clearly see the growth in student abilities from the beginning of the year to the end of the program. I love witnessing the change.

Communication with each other & with families, teamwork, connecting families to resources.

I like working here, and I feel it's easy to get along with my coworkers.

We are strong when we work together

n/a

Total student and family commitment.

Communication

Staff are great at building relationships with families and providing community resources

The program works really hard for their children's families

Team work, communication, support system, understanding, and opportunity

Many good teachers

Our program has taken advantage of using various mediums to communicate with families

na

Love for the kids

There when I need help. Collaboration is good. Communication is good.

Lowering classroom numbers has been helpful in promoting inclusion in the classroom as well as meeting the needs of all students

continuing to serve families

lowering student numbers to accommodate the inclusion program

communication and striving to be better kiddos.

We serve a diverse population and make efforts to provide interpretation and translation for those families who need it.

training, opportunities for professional development, communication

The ability to provide resources for families we serve

I think a good strength is valuing the teachers and providing support to all teachers.

Inclusion

Long term staff

Please comment below about RIMSD #41 Head Start Preschool program's opportunities for growth.

n/a

Lots of opportunities for growth. They are always sending emails letting us know about the different trainings available

I have been thinking very hard but I do not think of any growth. I truly like this program.

More competitive wages for teaching staff.

continue training to further program goals

Helping parents with kindergarten round up, that do not speak English.

They have an excellent program for teachers to get their degrees. They pay for their tuition and books. They also provide professional Development opportunities.

I believe that the program can improve in providing materials that the classroom needs to every teacher. I have had to use my money and provide materials for my classroom after asking for items.

Also, I believe the program can help teachers who are struggling with students with behaviors.

We have a big turn over and it is because teachers are stressed out.

Help parents with education and job training

Training is always available.

I believe that we need to reinforce using that good foundation and tools for growth.

Not sure at this present

N/A

Continuing our work and procedures for inclusion of children.

More continuity between classrooms. Content taught and clear goals and expectations

Communication between staff and management on suggestions and/or issues.

Idk

The option to have Head Start Preschool classrooms in more district schools.

I don't have any comments

I like how everything is currently

More involvement by managers

continue to strengthen volunteering in classrooms and seek family involvement opportunities

na

Holding parents accountable when they don’t follow the rules with the program

Any training available.

Building respectful and supportive relationships among teaching staff and management

Develop a communication plan to alleviate communication gaps among staff, management, and families

Creating a behavior intervention plan or more supports for the MTSS tiers for a general education student

Increased pay

addressing staff concerns without bias
staff pay
advocate to add more steps to the pay scale as most staff have been serving this program for 18 years or more
create a clear set rules and guidelines across the board for staff in regards to program protocols
create a behavior intervention plan for general education students

none

The program could provide more support for families to be accountable for getting their children to school on a consistent basis and to be on time. Participation in the classroom and with the program activities could improve, perhaps with some incentives.

parent engagement/participation, absenteeism/tardiness,

Learn empathy and concern for families that we work with

I think growth would be some more hands on learning.

dealing with school who don't want us there

unsure

Please leave any additional feedback you feel necessary or any further comments, explanation on any of your responses. (OPTIONAL)

N/A

That the gym door that leads into the hallway, that you have to use a key fob to open.

I like working for the program, I have worked here for 20+years.

n/a

None

na

Teacher salaries need to be increased significantly.

N/A

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Nicole Berry, Director of Early Childhood Programs
Date: December 10, 2024
Re: **Head Start Preschool Program Community Assessment – 2024/2025 PY**

Every five years, the Head Start Preschool Program conducts a Community Assessment to identify issues and trends within the service area that directly impact families with young children. The 2024/2025 assessment includes an update of data and analysis of information regarding the needs, strengths, and characteristics of Head Start eligible children and families and the areas where they live. The assessment provides a portrait of the RIMSD #41 Head Start Preschool programming and identifies community resources available.

It is recommended the **Board of Education** approve the attached Head Start Preschool Program Community Assessment for the 2024/2025 PY.

Investment Period: N/A
Total Investment: N/A
Funding Source: N/A

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
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www.rimsd41.org

Rock Island/Milan School District #41

Head Start Preschool

COMMUNITY ASSESSMENT

2024-2025



Determining Community Strengths and Needs for

Head Start Preschool Services

Including the City of Rock Island & the Village of Milan

427

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Executive Summary

The Rock Island Milan School District #41 Head Start Preschool Program is a federally funded program that promotes the school readiness of young children from low-income families through local programs. Through relationships with adults, play, and planned instruction, children grow in many aspects of development with a strong emphasis on social-emotional growth. All children receive health and developmental screenings, nutritious meals, oral health, and mental health support. Parents and families are supported in achieving their goals, such as housing stability, continued education, and financial security. The Head Start Preschool program engages families around children's learning and development.

About the Community Assessment

Every five years, the Rock Island Milan School District Head Start Preschool program conducts a Community Assessment (CA) to identify issues and trends within the service area that directly impact families with young children. This document specifies the needs of families in the Rock Island Milan School District Head Start Preschool service area, which includes the city of Rock Island and the Village of Milan, providing information to establish community-wide priorities.

The CA update was completed in the late fall/winter of 2024. Data was collected from various community resources, community partners, and current Head Start Preschool parents.

Data Sources Include:

U.S. Census Bureau, Washington DC
Rock Island County Census
Rock Island County Statistics
Rock Island/Milan School District
Rock Island County Health Department
Rock Island Housing Authority
IECAM Data for Rock Island County, IL, Service Area
Rock Island Milan School District #41 ChildPlus Database
2024 Quad Cities Community Health Assessment
2024-2025 Community Partners Survey
Community Partners – complete list attached

Overview of the State of the Grantee

Program Description

Head Start Preschool's commitment to wellness embraces a comprehensive vision of health for children, families, and staff. Family partnerships support parents as they identify and meet their own goals, nurture the development of their children in the context of their family and culture, and advocate for communities supporting children and families of all cultures. Comprehensive services are delivered with the support of five family service workers, three program assistants, three managers, and a director.

The program grant allows 255 children ages three to five years old to receive services and maintains a waiting list of approximately 55 children. Of those children on the waiting list, 19% have completed applications and are waiting for placement at their preferred location, with families preferring part-day placement. Over the 2023-2024 program year, demand for part-day placements surpassed the need for full-day placements, illustrating a trend shift in our community needs.

Grantee Type

The Rock Island/Milan School District #41 has been the grantee for Head Start Preschool since 1965, operating a single-purpose agency through a center-based option. The Rock Island/Milan School District's School Board members act as the Head Start Preschool program's governing body.

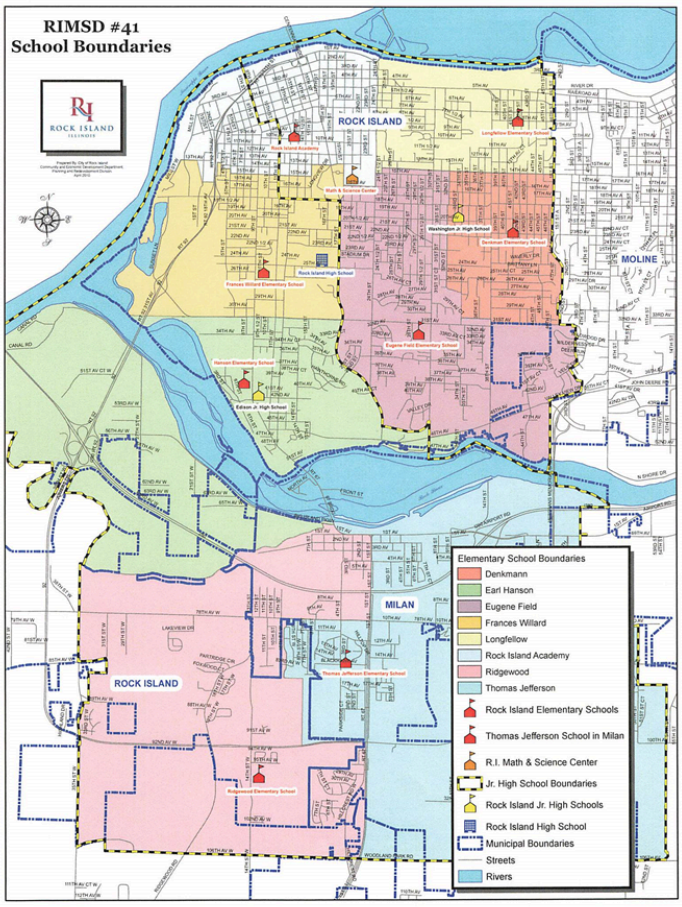
Service Area

The program's service area encompasses Rock Island and Milan, Illinois, consistent with the school district boundaries.

Locations of Centers

The Head Start Preschool program has 17 classrooms located in eight school district buildings, which the grantee determines:

Rock Island Academy (1)
Center for Math and Science (1)
Earl Hanson (1)
Horace Mann Early Learning Center (7)
Thomas Jefferson (1)
Longfellow (1)
Thurgood Marshall (4)
Ridgewood (1)



Program Options Offered

The Rock Island Milan School District Head Start Preschool program operates two service options with full-day programming for at least 45% of Head Start Preschool students by Head Start Program Performance Standards (HSPPS). Based on first-quarter enrollment, Rock Island/Milan families on the waiting list need part-day services, leaving openings in full-day classrooms.

One hundred thirty-five slots are included in the part-day program option, which typically operates five days a week, four hours per day, 168 days a year, totaling 672 hours of class operations. Part-day classrooms have two teaching staff who work seven hours per day.

One hundred twenty slots are included in the full-day program option, which typically operates five days a week, 6.5 hours per day (with an early dismissal on Thursdays for professional development), 168 days a year, totaling 1022 hours of class operations. Full-day classrooms have three teaching staff. Lead teachers work eight hours per day, and assistant teachers work seven hours per day.



The inclusion initiative from the state may require modifications to planned operations, but the current program options are projected to continue for the 2025-2026 program year.

Head Start Preschool Staff

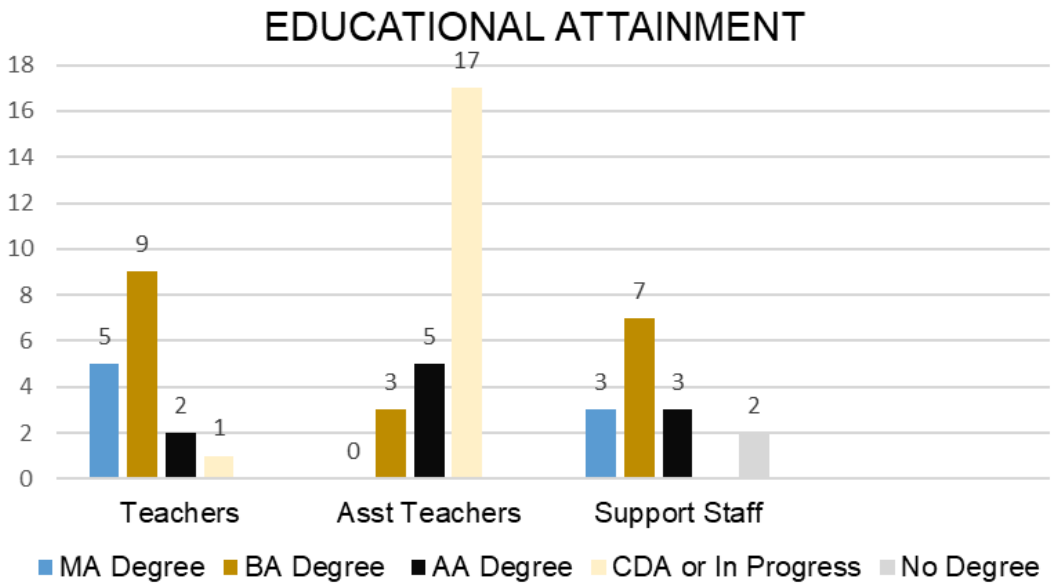
The racial and ethnic composition of the staff is 73.7% White, 14% Black, 8.8% Hispanic, 1.7% Asian and 1.7% biracial. There are four Spanish-speaking staff members and two staff members who speak an African language.

During the 2024/2025 PY, there are 67 Head Start Preschool staff:

Director	1
Managers	3
Classroom Teachers	17
Classroom Assistant Teachers	25
Support Staff – Family Services Workers	5
Support Staff – Program Assistants	3
Support Staff – Translation Services	1
Bus Monitors	3
Classroom Substitutes	8



Educational Attainment for Regular Head Start Preschool Staff:



Recruitment Area

The recruitment area is consistent with the service area. The program agrees with the Department of Human Services, which lists eligible children in Rock Island and Milan. All of these families receive program information in the mail. Additionally, the Department of Children and Family Services provides a list of eligible foster care children in the area that may benefit from Head Start Preschool services. Ongoing Recruiting Practices Include:

- Yard signs
- Door-to-door recruitment
- Door hangers
- Community postings
- Presence at community events
- Recruitment postcards
- Social media
- Billboard marketing
- Mail marketing



Methodology

The 2023-2024 assessment includes a comprehensive analysis of data and information regarding the needs, strengths, and characteristics of Head Start Preschool-eligible children and families in the service area to drive decisions regarding the most appropriate Head Start Preschool services delivery. Staff, parents, and community partners contribute information to measure the impact of population shifts, shortages of services, and needs of emerging populations to improve service delivery, optimize resources, and expand and create new services.

Community partners are integral to program leadership teams through representation on the Policy Council, Building Leadership Team, Health Services Advisory Committee, and the Education Collaboration Committee.

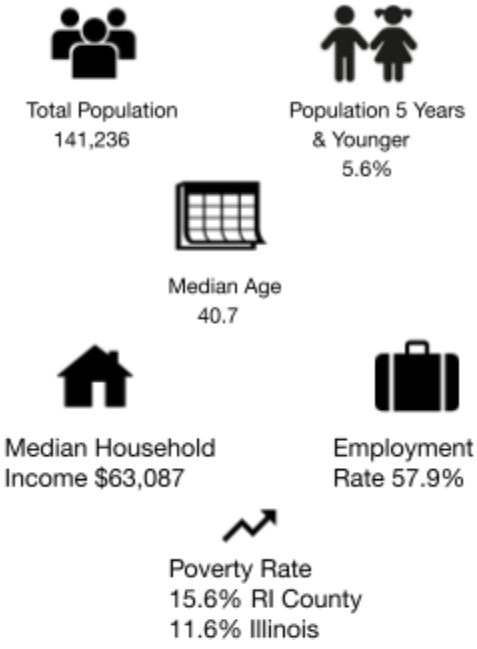
The Rock Island Milan School District Head Start Preschool Program performs a comprehensive Self-Assessment annually to measure effectiveness and drive continued growth. In addition to the cited sources, data is collected regularly through staff, parent, community surveys, and ongoing monitoring tools. Staff, Policy Council, and Governing Board are involved in data sharing and discussions throughout the year.

Service Area Data

Rock Island County Demographics

Total Households in RI County	62,396
With Supplemental Security Income	2,026
With cash public assistance income or SNAP benefits	10,549

Information is based on the United Census Bureau 2023: ACS 1-Year Estimates Data



The Demographics of Head Start Preschool Eligible Children and Families

Based on the 2022 Census provided by Illinois Early Childhood Asset Map (IECAM), approximately 1,403 children in Rock Island and Milan, Illinois, are three and four-year-olds.

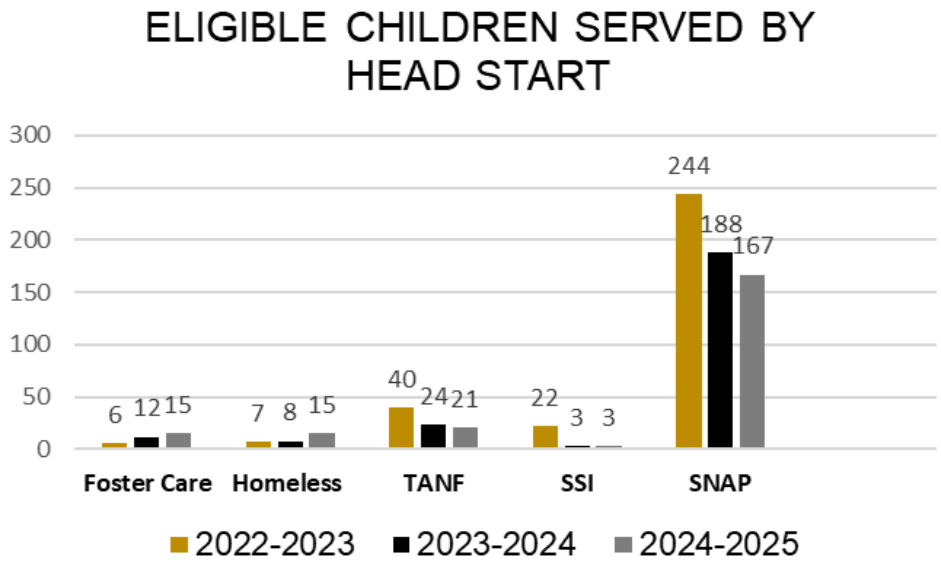
About 45.7% of these children's families live at or below the Federal Poverty Level (FPL) and are eligible for Head Start Preschool services.

	Rock Island and Milan Population by Age	Head Start Preschool Eligible (0-130% Federal Poverty Level)	% of the Population Eligible for Head Start Preschool by Age
Children 1 and younger	948	428	45.2%
Children 2 yrs	715	324	45.3%
Children 3 yrs	760	349	45.9%
Children 4 yrs	643	292	45.4%
Children 5 yrs	446	202	45.2%

Information is based on 2022 Census estimates provided by the Illinois Early Childhood Asset Map (IECAM).

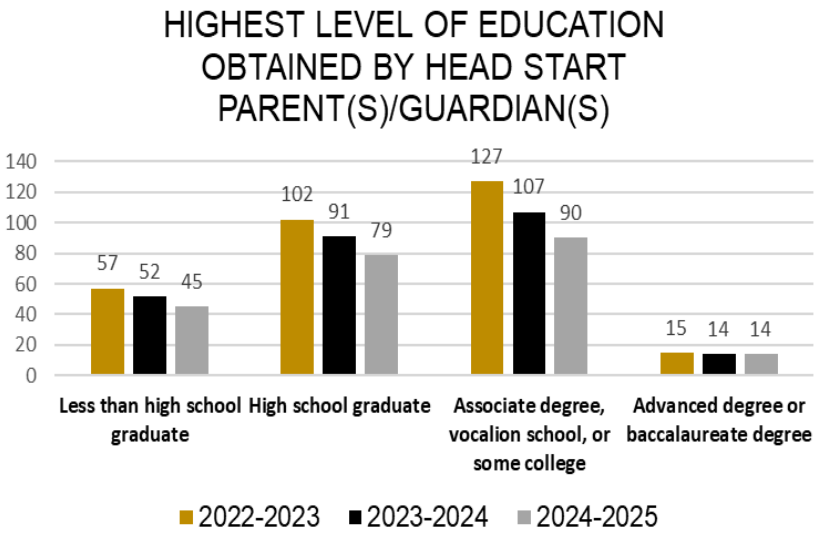
Eligible Children

Foster care, homelessness, enrollment in public assistance such as SNAP (Supplemental Nutrition Assistance Program) benefits, Temporary Assistance for Needy Families (TANF), and Supplemental Security Income (SSI) are all criteria that can impact a child's eligibility for Head Start Preschool enrollment.



Education

An indicator of educational attainment in children is their own parents' attainment. A parent who does not complete high school is more likely to have a child who does not, perpetuating the cycle. Adults who complete higher education levels are more likely to achieve economic success than those who do not, creating greater access to resources.



RI County Educational Attainment	
Population 25 years and over	96,929
Less than a high school graduate	8,740
High school graduate	29,674
Some college or associate's degree	34,235
Bachelor's degree	15,355
Graduate or professional degree	8,925

Information is based on the United Census Bureau 2023: ACS 1-Year Estimates Data

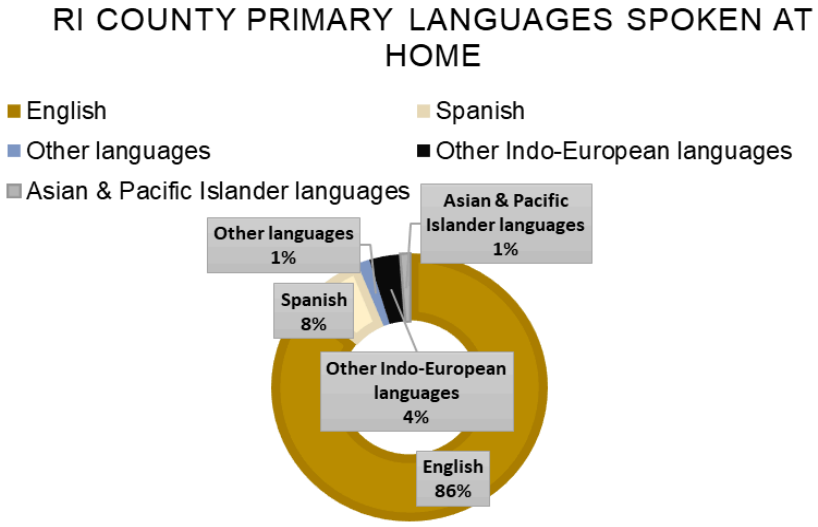
Race and Ethnicity

	White	African American	American Indian and Alaska Native	Asian	Native Hawaiian and Pacific Islander	Other	Two or More Races	Hispanic or Latino (of any race)
2023: ACS 1-Year Estimates Data Rock Island County	99,462 70.4%	14,625 10.4%	801 .6%	4,202 3%	64 <.01%	6,238 4.4%	15,844 11.2%	20,408 14.4%
IECAM 2022 Estimates (Children age four and under) Rock Island and Milan	1,521 49.5%	649 21.1%	0	308 10.0%	0	2 <.01%	106 3.4%	490 15.9%
2023-2024 Rock Island Milan School District Head Start Preschool	50 20.1%	108 43.4%	0	18 7.2%	0	0	21 8.4%	52 20.9%

Information is based on 2022 Census estimates provided by Illinois Early Childhood Asset Map (IECAM)
Information is based on United Census Bureau 2023: ACS 5-Year Estimates Data

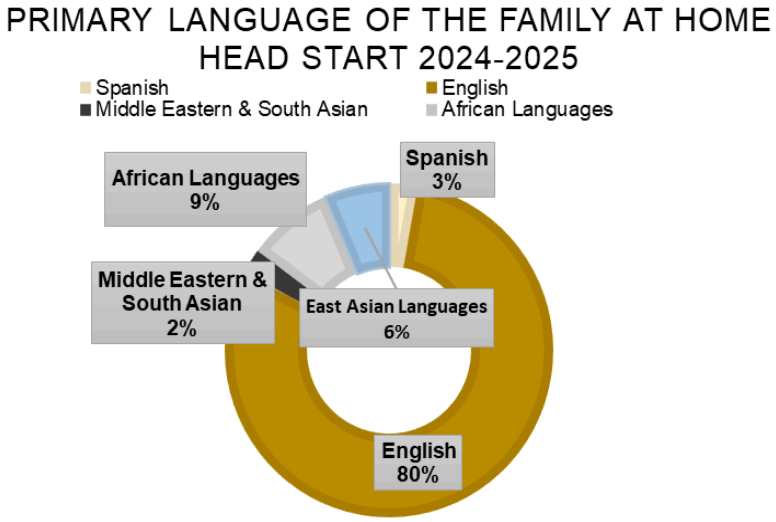
Immigrant Populations and Languages Spoken

We work with district and community interpreters to provide services and resources for these families. Attempts to communicate with refugee families from certain areas have revealed that many parents cannot read or write in English or their home language. This adds to the number of illiterate families and further complicates consistent communication with families.



Information is based on United Census Bureau 2023: ACS 1-Year Estimates Data, RI County population five years and over.





School District Demographics

According to the Rock Island Milan School District Head Start Preschool program data for the 24-25 PY, the chart below reflects the number of Head Start Preschool children who will transition to Kindergarten in the fall, sorted by receiving school:

- Rock Island Academy 31
- Denkmann 14
- Eugene Field 20
- Earl Hanson 11
- Thomas Jefferson 11
- Longfellow 17
- Ridgewood 14
- Frances Willard 23

The program will continue to track families' movement within the boundaries and design classroom placement to serve the maximum number of low-income families in the service area.
The Rock Island/Milan School District does not provide transportation for students. However, bussing is available for a fee. Our Head Start Preschool program allocates funding for eight of our preschool classrooms to have bussing, enabling children who may otherwise not have access to early childhood education to attend. Bussing also allows our program to serve children at a center other than their district-receiving school.

Other childcare and child development programs in the community that include Head Start Preschool eligible children include the Rock Island/Milan School District State-Funded Preschool for All program, Rock Island/Milan School District Special Education Program, Skip-A-Long, KinderCare and In a Kid's World. The Rock Island Milan School District #41 Head Start Preschool program provides bussing to and from these programs, as needed. Wrap-around services are supplied by transporting to and from KinderCare, Skip-A-Long, and In A Kid's World. Approximately seventeen children have been involved in this wrap-around arrangement.



Subsidized programs provide daycare services for low-income families, but their eligibility guidelines exclude low-income families in which the primary caregiver is unemployed or not in employment training. For these families, the only educational opportunity for children is the Head Start Preschool Program.

Childcare and Early Childhood Education Data for the Grantee Service Area

	# of sites	Capacity
Childcare centers (licensed & license-exempt)	13	1,050
Family child care homes (licensed)	40	374
Preschool for All program sites	8	340
Head Start Preschool program sites	8	255

Information is based on 2023 Census estimates provided by Illinois Early Childhood Asset Map (IECAM)

Work, School, and Training Schedules of Eligible Parents

Typical work, school, and training schedules of parents with currently enrolled students for the 24-25 school year are as follows:

- Parents reporting full-time work: 120
- Parents reporting part-time work: 44
- Parents reporting full-time work and in school: 6
- Parents reporting part-time work and in school: 11
- Parents reporting in school only: 12
- Parents reporting being seasonally employed: 0
- Parents reporting retired/disabled: 10
- Parents reporting unemployed status: 96

Of the parents that reported working either full-time, part-time, a combination of those, and in school or training:

- 35.9% of work schedules varied
- 38.8% work first shift
- 15.3% work second shift
- 10% work third shift

Identified Needs and Comprehensive Services

According to community partner surveys, low-income families struggle most to access services in the community related to:

- Mental Health
- Dental Care
- Child Care
- Housing Support

According to community partner surveys, the greatest strengths of our community are:

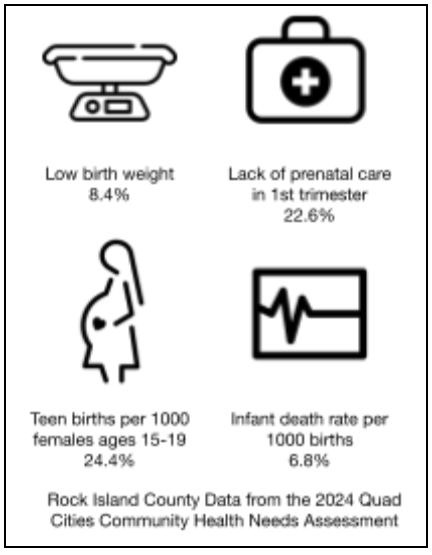
- Diversity
- Immigrant-Friendly
- Services Offered by Community Agencies

In addition to providing community resource referrals, management uses information to drive plans for parent training opportunities.

Health Services

Head Start Preschool ensures that all children and their families in the program are connected to developmentally, culturally, and linguistically appropriate services supporting their growth and school readiness.

Within 30 days of enrollment, the staff helps connect families to health insurance and ongoing sources of accessible, continuous medical and dental care. Each child in the Head Start Preschool program must be up-to-date on an appropriate preventive medical and oral health care schedule based on the Early and Periodic Screening, Diagnostic, and Treatment (EPSDT). These requirements include ensuring a child has had a lead and hemoglobin screening, up-to-date immunizations, and annual dental and physical exams. Head Start Preschool staff assist parents in making arrangements to bring their child up-to-date as quickly as possible, if necessary.



During the 24-25 school year, 98% of Head Start Preschool students had health insurance. At enrollment, over 95% of Rock Island Milan School District Head Start Preschool students had both a medical and dental home. In contrast, according to the 2024 Quad Cities Health Assessment, just over 80% of children ages 0-17 have a medical and dental home. Sixty-seven percent of the program's students receive medical care, and 83% receive dental care at Community Health Care, a Federally Qualified Health Center (FQHC).



Head Start Preschool requires all students to receive an evidence-based vision and hearing screening within the first 45 days of enrollment. The program partners with the Rock Island County Health Department and the audiologist with the Black Hawk Area Special Education District (BHASED) for these screenings. Impaired vision or hearing in children can seriously impede learning and contribute to developing educational, emotional, and behavioral problems. Early discovery and treatment can prevent or alleviate many of these problems. As of October 2024, 7 students were referred to an optometrist for follow-up, and 12 wore glasses. Currently, two vision providers in the area provide services to children under age 5 with Illinois medical insurance, and neither accepts Aetna Illinois Medicaid.

All children in the Head Start Preschool program also receive annual growth assessments. The 2024 Community Health Needs Assessment reports that almost 40% of children in Rock Island County, ages 5-17, are considered overweight, and approximately 30% are considered obese. As of October 2024, the RIMSD Head Start Program has approximately 15% of students with a BMI in the overweight range and 26% considered obese.

Nutrition Services

According to 2022 data from Feeding America, in Rock Island County, there are 6,320 food-insecure children, up almost 2,000 children from the previous year's report, which is nearly 20% of the child population in the area. Additionally, according to the 2024 Quad Cities Health Assessment, almost 17% of the population in Rock Island County has low food access.



Each child in the Head Start Preschool program receives breakfast and lunch daily following the Child and Adult Care Food Program (CACFP) guidelines. Meals are provided in coordination with the Rock Island Milan School District Nutrition Services Department, with input from the program Health Manager. Menu accommodations are made based on each child's nutritional needs and feeding requirements, including children with particular dietary concerns and disabilities. Currently, 73% of the student population in the Rock Island/Milan School District meet the qualifications for free or reduced meals at school.

Therefore, the entire Rock Island/Milan School District qualifies for the Community Eligibility Provisions (CEP), which means that all K-12 students in the district receive complimentary breakfast and lunch,

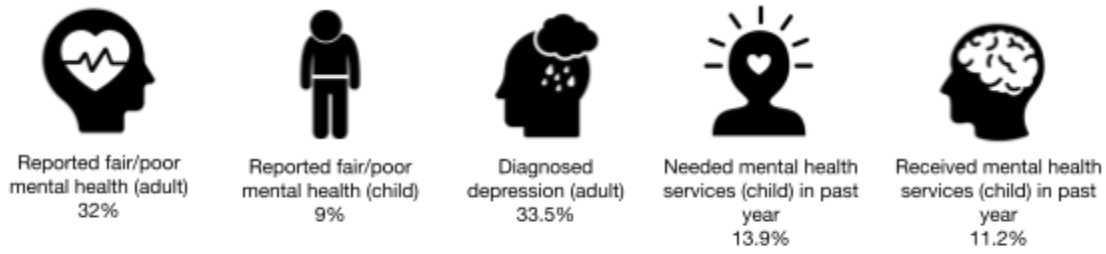
regardless of income. Additionally, most schools in the district participate in the Fresh Fruits and Vegetables Program (FFVP), including 13 Head Start classrooms, which provide a free fruit or vegetable snack twice a week. Additionally, approximately 200 students in the program receive a food bag from River Bend Food Bank weekly to provide nutritious food during the weekend.

In 2022, NEST Cafe opened in Rock Island. This restaurant ensures that everyone in the Quad Cities can access delicious and nutritious food, including those facing food insecurity. To do this, the cafe serves every meal on a pay-what-you-can basis, allowing customers to donate whatever amount they choose for their food.

Mental Health Services

The program supports staff and students' mental and emotional well-being through mental health consultation, Employee Assistance Program, staff training, effective classroom management, positive learning environments, and supportive teacher practices.

The program partners with EveryChild to provide mental health consultation. The consultant offers biannual observations and consultations with each classroom teaching team to assist in implementing strategies and interventions. Student referrals can be made to Safe from the Start, a program through EveryChild. Community mental health resources are available for staff, students, and families.



Rock Island County Data from the 2024 Quad Cities Community Health Needs Assessment

Social Services

The social service staff plans and implements the recruitment of Head Start preschool-eligible families. At the time of intake, information regarding each child and their family is obtained to plan for each family’s needs. Each family receives a resource guide that briefly describes community agencies available to help them meet their needs. As the needs of families are identified, referrals to appropriate agencies are made.

Affordable housing availability in Rock Island/Milan is an ongoing challenge.

Violence continues to impact many of our families due to our proximity to areas with higher crime rates, such as Chicago. Many of our families have strong ties and existing family members in Chicago and Davenport, making violent acts relevant and impactful for our families. As a result, many of our

children feel stressed, hear the adult discussion, and miss school due to travel to support family members.

Community Resources Data for the Grantee Service Area

Number of Libraries	3	Homeless Shelters	6
Types of Museums	7	Food Pantries	22
Parks and Recreation	31	Agencies Providing Literacy Education for ELLs	3
Cultural Centers	5		
Thrift Shops	7		
Services to Keep Families Intact	6		

Communication

According to the United Census Bureau 2023: ACS 1-Year Estimates Data, Rock Island County has 62,373 total households.

- Households with one or more computing devices 59,711 = 95.7%
- Households with an Internet subscription 56,816 = 84.6%

Transportation

65,550 Workers 16 Years and Over Commuting to Work	
Car, truck, or van - drove alone.	85.4%
Car, truck, or van - carpooled	9.4%
Public transportation	2%
Walked	1.7%
Other means	1%
Worked from home	10%

Information is based on United Census Bureau 2023: ACS 1-Year Estimates Data



According to the Community Partner Survey, transportation needs continue to be an obstacle when working with low-income families, which is consistent with Head Start parent-identified stressors

Education

The research-based curriculum facilitates play-based instruction with various materials and experiences that promote children's development in crucial areas, emphasizing critical social-emotional skills. The learning objectives assessed include social-emotional, physical, language, cognitive, literacy, and math. Teachers serve as educators and partners with families, focusing on each child's individual goals for development. Teaching Strategies SmartTeach documents ongoing child assessments



shared with parents to review progress and set goals. The program uses Conscious Discipline to support the development of self-regulation skills.

Children with Disabilities

At age three, children are eligible to receive special education services through their local school district, as defined by Part B of the Individuals with Disabilities Education Act. The Head Start Preschool program has a Memorandum of Understanding (MOU) and collaborates with the Rock Island/Milan School District #41 Pupil Personnel Department to provide services to children ages three to five with developmental delays or diagnosed conditions.

The Rock Island/Milan School District #41 Head Start Preschool program complies with the Head Start Preschool guideline that requires 10% of enrollment for children with disabilities. The program has consistently met or exceeded this requirement.

The Rock Island Milan School District #41 Head Start Preschool particular education population has remained consistent over the past three years, serving an average of 13% of students with disabilities within the program. Most children are identified upon entry into the program through the screening process. Annually, approximately 10-15 children are identified before admission. The children are identified through the Rock Island/Milan School District Special Services Department, the Birth to Three Program serving Rock Island, the Children's Therapy Center, private physicians, or other programs in which the child has been enrolled.



The primary disabilities are identified as non-categorical developmental delay and speech and language impairments. The past years have seen an increase in students identified with autism or other health impairments as well.

A listing of agencies providing direct or indirect services is included in the Appendix. However, all three and four-year-olds with identified disabilities are evaluated, serviced, and monitored by the Rock Island/Milan School District.

As of November 2024, 57 students are in the Early Childhood Special Education self-contained setting within five classrooms, each consisting of a morning and afternoon session. Five students are dually enrolled, attending a Head Start Preschool classroom in the morning session and then transported to Horace Mann Early Learning Center for a self-contained afternoon session. In addition, 29 students receive inclusion services within nine Head Start Preschool program classrooms. The inclusion model has Early Childhood Special Education staff offering itinerant services by going into the Head Start Preschool classrooms to provide modeling, interventions, and accommodations for the students with IEPs in the general education setting.

Community Resources and Strengths

The Rock Island/Milan Head Start Preschool program partners with many community organizations that assist our program and its families.

One of our most vital partnerships is with the Rock Island Milan School District. This partnership allows all three of our early childhood programs to work together to provide the best services for all our early childhood students and their families.

The district acts as the grantee for the Head Start Preschool program. It allows us to use classroom space within the district and utilize district resources for interpretation and translation for our EL families, case study evaluations, speech and language services, and nutrition services providing meals.

Students in the Rock Island Milan School District area can access various nutrition services through community partners and government programs. Since 2015, Rock Island Milan School District has qualified for the Community Eligibility Provision (CEP). CEP allows the nation's highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students, regardless of income, including the Rock Island Milan School District Head Start Preschool program. Community eligibility data from CEP for the 2021-2022 school year indicates that 62% of Rock Island/Milan School District families qualify for free or reduced school meals. Rock Island Milan School District also participates in the Fresh Fruit and Vegetable Program (FFVP). FFVP is a federally assisted program providing free fresh fruits and vegetables to children at eligible elementary schools during the school day. The program aims to introduce children to fresh fruits and vegetables, include new and different varieties, and increase overall acceptance and consumption of fresh, unprocessed produce among children. The FFVP also encourages healthier school environments by promoting nutrition education. For the past five years, several of our Head Start Preschool classrooms have received a snack twice a week as part of this program. Head Start Preschool participation in the FFVP is school-building dependent. River Bend Food Bank provides weekly food bags to many low-income students in the Rock Island/Milan School District as part of the Backpack Program to sustain students who may not otherwise have access to food on weekends. About 65% of Rock Island Milan School District Head Start Preschool students receive these food bags weekly.

Community Health Care (CHC) is a federally qualified health center (FQHC). FQHCs are community-based healthcare providers that receive funds from the United States Health Resources and Services Administration to provide primary care services in underserved areas. Annually, CHC serves approximately 40,000 patients, or roughly 10% of the Quad City population. Over 55% of Rock Island Milan School District Head Start Preschool students receive primary medical and dental care at CHC.

World Relief Quad Cities is a non-profit agency providing services to refugees and immigrants in Western Illinois and Eastern Iowa. The majority of families in our area found refuge in our country to avoid war and unsafe living environments, with the majority being from African and Asian countries. World Relief supports families through resettlement, legal, and employment services.

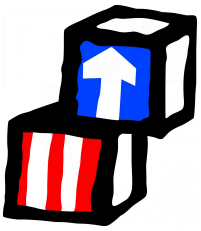
Observations and Recommendations

Summary of Major Findings

Through solid and long-time ties to the community and the school district, the Head Start Preschool program continues to provide access to high-quality early childhood education and comprehensive services to at-risk families. Through the Community Assessment process, it has been determined that the services being offered align with community needs, and the program is offering appropriate delivery of Head Start Preschool services.

Recommendations

Based on information collected through community partnerships and parent surveys, the Head Start Preschool program will continue to provide full-day and part-day service options. The program will continue to support family needs, focusing on resources for job placement, housing, and transportation by community trends. The program will continue to collaborate with community partners to provide a screening day before the beginning of the school year to support the early identification of developmental and speech concerns in children while also allowing parents to learn and speak with community health agencies regarding the services available.



Program Five-Year Goals 2020-2025

The Rock Island Milan School District #41 Head Start Preschool program has five broad goals for our five-year grant period:

Program Goal 1: Prioritize teaching self-regulation skills through social-emotional strategies and resources to support school readiness.

Program Goal 2: Support the mental health of families and staff through trauma-informed care.

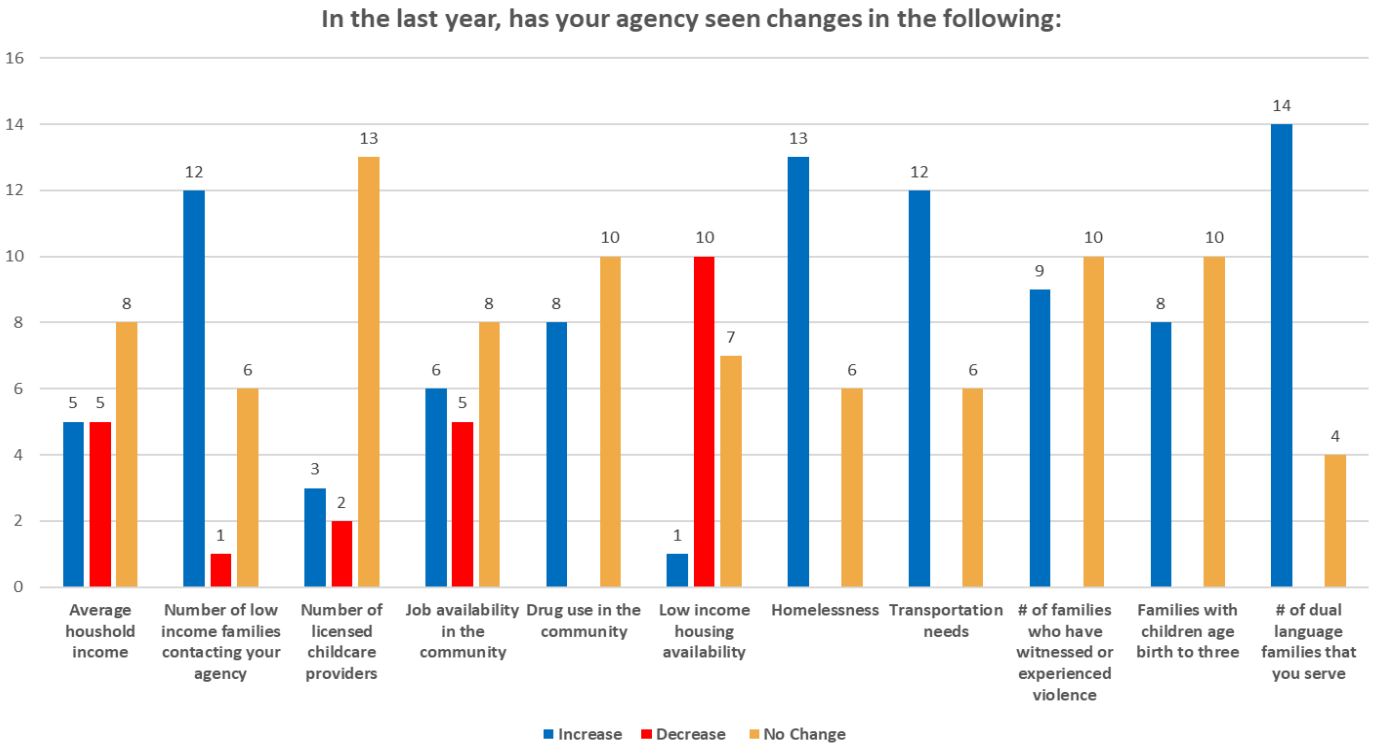
Program Goal 3: Evaluate transportation and program options annually according to the needs of families.

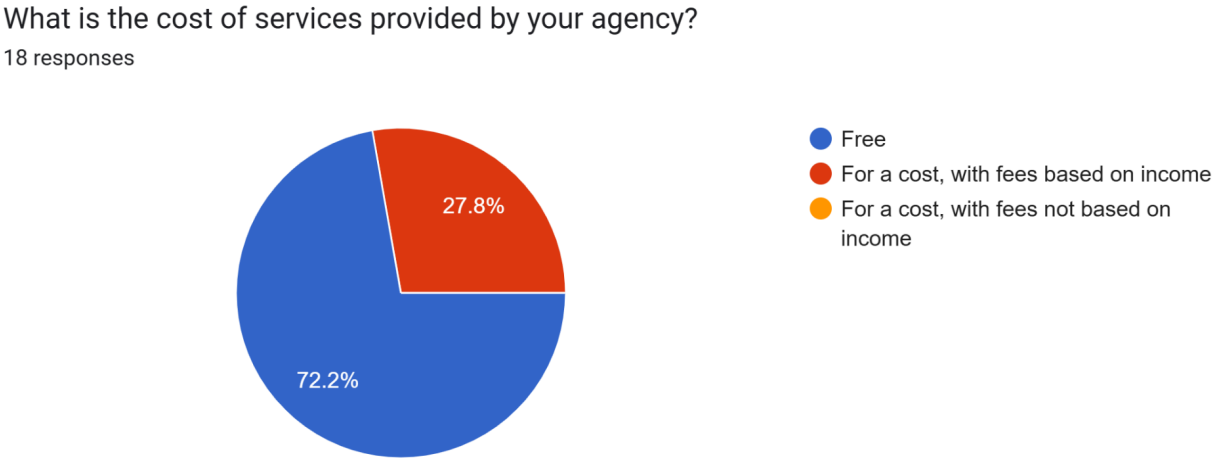
Program Goal 4: Collaborate with local childcare agencies to provide opportunities for birth to three services within the community.

Program Goal 5: Expand resources for English Learners (EL) to support growth in understanding and speaking English.

Appendices

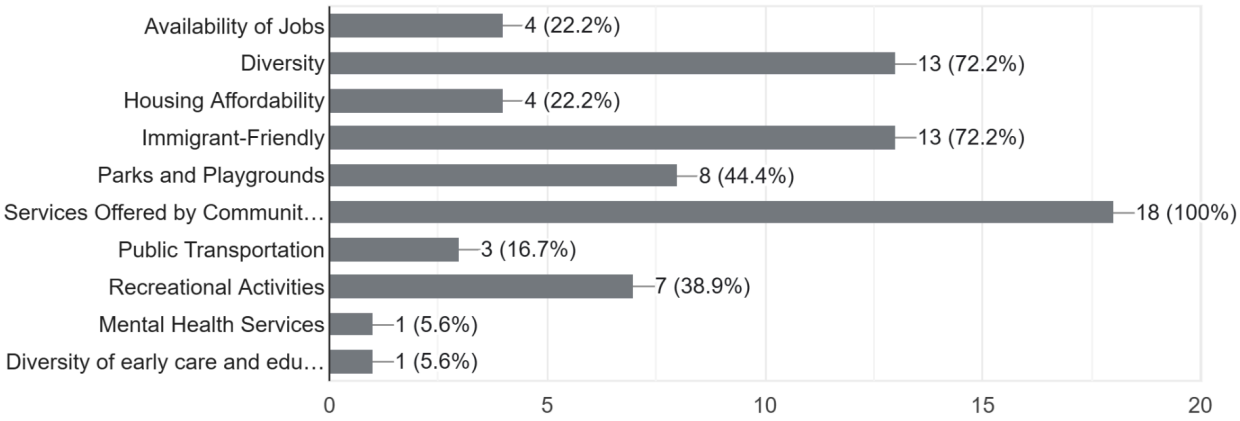
2024-2025 Community Partners Survey Results
18 Responses





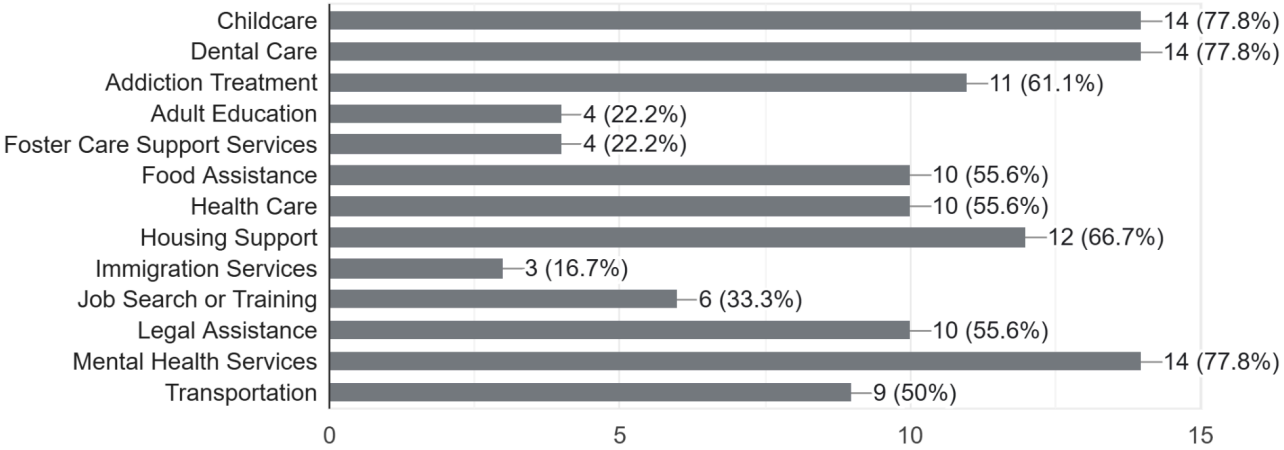
What do you consider strengths of our community?

18 responses



Are there services you think low-income families struggle to find or access?

18 responses



Do you have suggestions for how the Rock Island Milan School District Head Start Preschool program could collaborate or partner with your agency better to meet the needs of low-income children and families?

Transportation to and from services; potential for space for therapy to take place at Head Start but would want/ require parental involvement

Increase our services to low-income families for mutual collaboration

FYI: The Library is rolling out Comfort Carts at our three buildings starting Monday. Each cart will have items for anyone in the community to take. Items include snack items, sanitary supplies, hygiene supplies, fidget & journaling items, and more.
Also included is a listing of resources from mental health partners in the community. We are also putting together a mental health programming rollout in 2025.
More libraries of things are being processed addressing mental health, such as yoga mats, weighted blankets, light therapy, and more.

Yes, I would like to see our program (Project NOW Head Start) serving families in the Rock Island area.

SAL would love to partner to offer families continuity of care from birth through age five (so from our Early Head Start program and your Head Start-funded slots in our Skip-a-Long campuses)

Continued dialogue across program administration is of great value as we can share challenges, successes, and ways to collaborate further to support our community's families.

None at this time

You're a great partner with EveryChild as a referral source for mental health services and in providing your teachers and parents with information to increase confidence and knowledge.

Provide Ready by Five parent workshops.

Continue to collaborate with service providers.

We are always happy to partner!

Provide referrals to our program for those you are not able to serve.

I am glad to be a part of the policy council, as I have insight into the excellent services you provide to families. We are excited about having direct education available for classrooms again starting in January. We would love to expand our partnership with education and policy, systems, and environmental work.

Community Resources

A comprehensive printed Resource Directory is provided annually for all Head Start Preschool families, including descriptions of each resource's services.

All Our Kids Network
All Saints Episcopal Church
American Jobs
American Red Cross
Augustana College
Bethany for Children & Families
Bethel Assembly of God
Big Brothers Big Sisters
Bi-State Literacy Council
Black Hawk Area Special Education
Black Hawk College
Black Hawk College Adult Learning Center
Black Hawk College Outreach Center
Black Hawk Township
Boys and Girls Club of Mississippi Valley
Broadway Presbyterian Church
Center for Alcohol & Drug Services
Century Woods Apartments
Children's Therapy Center of the Quad Cities
Christ Child Society
Christian Care Center
Churches United Food Pantries
City Housing Rehabilitation Programs
City of Rock Island
City of Rock Island - 1st Ward Alderman
City of Rock Island - 2nd Ward Alderman
City of Rock Island - 3rd Ward Alderman
City of Rock Island - 4th Ward Alderman
City of Rock Island - 5th Ward Alderman
City of Rock Island - 6th Ward Alderman
City of Rock Island - 7th Ward Alderman
Community Caring Conference
Community Child Care Resource & Referral
Community Health Care - Moline, Rock Island, East Moline & Davenport
Dental Emergency First Aid Plan
Dept. of Children & Family Services
Esperanza Legal Assistance Center
EveryChild
EveryChild - Healthy Families
EveryChild - Safe from the Start
Family Museum
Family Resources, Inc.
Franklin Pediatrics
Hartman Pediatrics
Heather Ridge Apartment Complex
Hope UCC/Churches United-Hot Meals
IDHS University of IL Chicago Specialized Care for Children
IL Department of Human Services
IL Employment & Training Center
IL State Dept. of Employment Security
Illinois Worknet Center
Illinois/Iowa Center for Independent Living
In a Kid's World Early Learning Center
KinderCare Learning Centers
Lincoln Residences
Lion's Club
Low Income Home Energy Assistance Program
Lutheran Social Services
Lynden Lane Housing
Maple Ridge Apartments
Marriage and Family Counseling
Martin Luther King Center
MetroLink
Milan Manor Apartments
One Eighty
Open Door Crisis Center
Prairie State Legal Services, Inc.
Pregnancy Resources
Project NOW
Putnam Museum
Quad City Area Labor Management
Rick's House of Hope
River Bend Food Bank
Robert Young Mental Health Center
Rock Island County Health Department
Rock Island County Health Department - WIC Program
Rock Island County Children's Advocacy Center
Rock Island County Regional Office of Education
Rock Island County Youth Service Bureau
Rock Island County Council on Addictions
Rock Island Economic Growth Corporation
Rock Island Fitness Center
Rock Island Housing Authority
Rock Island Park Board
Rock Island Public Library
Rock Island Township
Sacred Heart Catholic Church
SAL Community Services
Salvation Army
School Health Link
Secure Dental
Skip-a-Long Child Development Services
Social Security Administration
South Rock Island Township
Spencer Towers
The ARC Quad Cities Area
The Center for Youth & Family Solutions
The Floreciente Center
Two Rivers Pediatric Dentistry
Two Rivers Point
United Way of the Quad City Area
University of Illinois Extension
Village of Milan
Western Illinois University, Moline Campus
World Relief
Youth Hope
YMCA
YWCA of the Quad Cities
3rd & 11th Townhomes

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Nicole Berry, Director of Early Childhood Programs
Date: December 10, 2024
Re: **Head Start Preschool Program 2025/2026 Baseline Grant Application**

The Head Start Preschool Program will provide a comprehensive center-based program that supports children and families in their growth and development to school readiness. The program will serve 255 children from low-income families in the Rock Island and Milan School District #41 boundaries. Ten percent of the children served will be children with disabilities.

It is recommended the **Board of Education** approve the attached Head Start Preschool Program 2025/2026 Baseline Grant Application for a total amount of $3,277,131.

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education

From: Dr. Sharon Williams, Superintendent
Cabinet Champion: Dr. Dominique Moore, Assistant Superintendent of HR
Date: December 10, 2024
Re: Recommendation for Human Resources Review - Illinois Association of School Personnel Administrators

The purpose of this review is to evaluate the effectiveness, efficiency, and compliance of the Rock Island -Milan School District #41 Human Resources (HR) operations. A comprehensive review through the Illinois Association of School Personnel Administrators (IASPA) could provide valuable insights into areas where improvements could be made, ensuring that our HR department is aligned with best practices, legal requirements, and can meet the evolving needs of our stakeholders.

The scope of the proposed review would evaluate the department's alignment with the Human Capital Leaders in Education (HCLE) standards for PK-12 education organizations. These standards define the core human capital domains for practice which include Strategy, Process Management, Risk Management, Experience Management, Talent Acquisition (Planning & Preparation, Recruitment, and Hiring), Talent Development (Orientation & Onboarding, Performance Management and Training & Development), and Total Rewards (Compensation & Benefits, Work-life Integration, and Career Management).

It is recommended that the Board of Education approve the IASPA Human Resources Review Services Agreement.

Investment Period: December 2024 - March 2024
Total Investment: $12,500
Funding Source: Federal Funds/District Funds (Human Resources)

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

IASPA Human Resource Review Services Agreement

This Human Resource Review Services Agreement (this “Agreement”) is effective as of the date set forth on the signature page (the “Effective Date”) by and between the Illinois Association of School Personnel Administrators (“IASPA”) and Rock Island - Milan School District #41 2000 7th Avenue, Rock Island, IL 61201.

1. Scope of work

By entering into this agreement, the District authorizes IASPA to provide a review of the District’s Human Resources functions and processes. This review will be comprised of the following key elements:

a. **Key Leader Interview**

A meeting is held with the key leader to establish the scope of the review. Generally, this would be the Human Resources Administrator and/or Superintendent. This interview will help the reviewer to focus the review and ensure that the District’s needs are being met. Some of the areas of focus for this interview: Are there specific areas that are of interest? Who are the key stakeholders? Which employees are responsible for which HR-related functions?

Unless otherwise agreed to by the Parties, this interview will be held virtually with any follow up questions being addressed by email or telephone call.

b. **Data Collection and Review of District Documents**

IASPA will share a list of documents that should be submitted to inform the review process. Examples include Collective Bargaining Agreements, Board Policy related to Human Resources/Personnel, Employee Handbooks, etc.

c. **Interview Development**

After reviewing the submitted materials, an individualized interview template will be developed to hone in on potential issues or concerns and assist in the implementation of policies and procedures.

d. **Interviews with Key District Personnel**

Individual meetings will be held with key District personnel who are responsible for or participate in various human resources tasks and processes or functions. Each interviewee will be selected because their input is vital to this process, interviews will be conducted one-on-one with each employee. This allows each stakeholder’s voice to be heard.

This review package includes two 8-hour days of interviews (up to 8 interviews in total). If more than 8 district employees are included in the interviews, additional day/s will be necessary. Days in excess of the initial two days shall be charged at

a rate of $1,750.00/day.
These interviews will be held virtually with any follow up questions being addressed by email or telephone call.

e. Final Report

A report will be generated that identifies strengths and vulnerabilities within the human resources department or functions. The report will prioritize identified needs and recommend potential solutions.

2. **Term & Timeline**

This Agreement shall be effective from the Effective Date and shall continue until the project is completed. Upon receipt of the submitted materials noted in Section 1b, an estimated timeline for interviews will be developed in collaboration with District Administration. After completion of all interviews, the draft report will be delivered within 4 weeks of the completion of the interviews.

The overall process is expected to take approximately 12 weeks from the date of initial payment; this assumes that all documents are provided to the Reviewer within 5 business days of request. Should there be a delay in the receipt of the documents, the corresponding timeline shall be adjusted to accommodate the delay.

3. **Fees & Payments**

The review service is being priced at $12,500 (plus any additional interview days, as per Section 1d, above). The Deposit shall be paid to IASPA prior to any work being started.

a. **Deposit**

A deposit of 50% of the fee will be due in order to begin the HR Review process. An invoice will be sent to the District and may be paid via credit card or District check.

b. **Final Payment**

The balance of 50% of the fee will be due within thirty (30) days of the receipt of the Final Report. An invoice will be sent to the District and may be paid via credit card or District check.

4. **Feedback Process**

IASPA welcomes any feedback that the District might share relative to the process.

5. **Confidentiality**

IASPA and its agents agree to treat all information gained through this process with the utmost confidentiality. The report, as well as any information gained or learned through the process, will be confidential and not shared with anyone other than the key leader. IASPA is not a public body and is therefore not subject to the Freedom of Information Act. The District is encouraged to consult legal counsel regarding the possible release of this information once received by the District.

6. **Data Quality**

The District acknowledges that the ability of IASPA to provide a satisfactory HR Review product is largely dependent upon the quality of the information (documents, interviews, etc.) provided by the District. The District shall provide correct, accurate, and timely information as to its current Human Resources processes, documents, and functions to ensure the greatest quality HR Review final report.

7. Indemnification

Each Party agrees to indemnify, defend and hold harmless the other Party and its affiliates, and their directors, officers, members, and employees (each an "Indemnified Party"), from and against any and all third party claims, demands, liabilities, suits, damages, expenses and costs (including reasonable attorneys', experts' and investigators' fees and expenses) incurred by the Indemnified Party arising from or related in whole or in part to the indemnifying Party's, or its affiliates', or its directors', officers, members' or employees' (i) breach of this Agreement, (ii) infringement on the intellectual property rights of third parties and/or (iii) intentional wrongful act or omission, provided that (a) the Party seeking indemnity promptly notifies the indemnifying Party of any claim for indemnify and cooperates fully in the defense of the claim, and (b) the Party providing indemnity shall select legal counsel to defend any such claim.

8. **Limitation of Liability**

In no event shall damages by either IASPA or the District exceed fees paid by the District. In no event shall either party, or its affiliates, directors, members, officers, or employees be liable for loss of revenue or for indirect, punitive, special, incidental, or consequential damages arising out of or related to the performance of this Agreement even if the party has been advised of the possibility of such damages.

9. **Entire Agreement**

This Agreement comprises the entire Agreement between the Parties, which supersedes all prior proposals, purchase orders, understandings and agreements with respect to the subject matter hereof.

10. **Force Majeure**

Neither Party shall be responsible for any failure or delay in the performance of any obligations (excepting obligations to pay money) to the extent that failure is caused by acts of God, acts of terror, pandemics, flood, fire, labor disputes, acts or omissions of the other Party, non-delivery or delays in delivery by any other supplier of goods or services deliverable under this Agreement, or other causes beyond such Party's reasonable control.

11. **Severability**

If any provision of this Agreement is held to be invalid or unenforceable under applicable law in any jurisdiction, the validity or enforceability of the remaining provisions thereto

shall be unaffected as to such jurisdiction and such holding shall not affect the validity or enforceability of such provision in any other jurisdiction. To the extent that any provision of this Agreement is held to be invalid or unenforceable because it is overbroad, that provision shall not be void but rather shall be limited only to the extent required by applicable law and enforced as so limited.

12. **Assignment/Modification**
    Neither Party may assign this Agreement or any right or obligation under this Agreement without the express written consent of the other Party, which consent shall not be unreasonably withheld or denied. In the event assignment is necessitated by a business reorganization, either Party may assign this Agreement, provided they provide the other Party with written notice: This agreement shall be binding upon and inure to the benefit of the Parties hereto, and their permitted successors and assigns. This Agreement may be amended or modified only by the written and signed consent of the Parties.

13. **Disputes**
    This Agreement shall be governed by and construed in accordance with the laws of the State of Illinois, without regard to such jurisdiction's conflict of laws principles. An action brought by either Party to interpret or enforce any provision of this Agreement shall be brought only in a state or federal court located in Illinois. Each Party submits to the jurisdiction and venue of such courts and waives any objection to which it otherwise might be entitled regarding such jurisdiction or venue. Either the District or IASPA may seek injunctive relief in any court of competent jurisdiction. Each party hereby waives any right it has or may have to a jury trial in any action, suit, or proceeding arising out of or related to this agreement.

14. **Notices**
    Notices will be provided to the respective Party at the following addresses:

    For IASPA:
        Dr. Kimberly C. Chambers, Executive Director
        Illinois Association of School Personnel Administrators
        1770 S. Randall Road, A104
        Geneva, IL 60134

    For the District
        Dr. Dominique Moore
        Assistant Superintendent of Human Resources
        Rock Island - Milan School District #41
        2000 7th Avenue, Rock Island, IL 61201

The Parties are executing this Agreement to signify their acceptance of all the provisions herein, to be effective as of the Effective Date, regardless of the date of actual signature.
Effective Date: December 10, 2024

For: Illinois Association of School Personnel Administrators

For: Rock Island - Milan School District #41

Signature: _____

Signature: _____

Name: Dr. Kimberly C. Chambers

Name: Dominique Moore, Ed.D., pHCLE

Title: Executive Director

Title: Assistant Superintendent of Human Resources

Date: _____

Date: _____

Contract for Service Form

Rock Island-Milan School District 41

VENDOR NAME: IASPA **EMAIL:** kchambers@iaspa.org

ADDRESS: Illinois Association of School Personnel Administrators
1770 South Randall Road, Suite A Geneva, IL 60134

DATES OF SERVICE TO BE COMPLETED: 04/2025

SCHOOL DISTRICT CONTACT: Dr. Dominique Moore

COMPENSATION: $ 12,500

DESCRIPTION OF DUTIES:

IASPA will provide a review of the District's Human Resources functions and processes.

Is this a Subscription/Software: Yes ☐ or No ☒

If yes, this is an internal form that does not need to be sent to the vendor.

Subscription/Software Name: N/A **Website:** N/A

Subscription/Software Start Date: N/A **End Date:** N/A

SOPPA Approved: Yes ☐ or No ☐

School Board President or Superintendent **Date**

Requesting School: Administration Center - Human Resources

Budget Code: 1-5-080-000-2640-3141-0

Signature of Vendor: **Date:**

Signature of Requestor: **Date:**

Signature of Budget Administrator: **Date:**

MEMORANDUM OF UNDERSTANDING (MOU)
Between
Rock Island-Milan AFSCME
and
Rock Island-Milan School District #41

This Memorandum of Understanding (MOU) is made and entered into by and between the Rock Island-Milan School District #41 Board of Education ("Board") and the ("AFSCME"), collectively referred to as the "Parties." The purpose of this MOU is to formalize the addition of a new "Rover Secretary" position to the AFSCME Collective Bargaining Agreement (CBA), establishing the role, responsibilities, terms of employment, and conditions under which this position will operate.

Background

The "Rover Secretary" position is being added to replace the purchasing clerk position and to provide flexible administrative support across various schools and departments within the District. This role is designed to address temporary staffing gaps, such as those caused by employee absences, unanticipated workload increases, or the need for additional support in specific areas. The Rover Secretary will be able to provide essential secretarial duties in different locations as needed to ensure smooth operations.

Position Description

The Rover Secretary will be in a permanent position and will be responsible for performing various clerical, administrative, and secretarial duties. Key responsibilities include:

1. **Covering Secretarial Vacancies:** The Rover Secretary will fill in for regular secretarial staff absent due to illness, vacation, or other unforeseen circumstances.
2. **General Clerical Support:** This position includes, but is not limited to, managing phone calls, scheduling appointments, preparing correspondence, maintaining records, and other general administrative tasks.
3. **Varied Assignments:** The Rover Secretary will be assigned to different schools, departments, or offices within the District based on operational needs. The role requires flexibility in terms of location, duties, and work schedule.
4. **Working in Collaboration with School Staff:** The Rover Secretary will work under the direction of the site administrator or designated supervisor and must be able to adapt to different work environments and school cultures quickly.
5. **Confidentiality and Compliance:** The Rover Secretary will adhere to all confidentiality requirements and district policies related to student records, employee information, and other sensitive data.

Qualifications and Training

The Rover Secretary must meet the qualifications outlined in the AFSCME Collective Bargaining Agreement for secretarial positions, including:

- A high school diploma (or equivalent).
- Proficiency in office software, communication tools, and general office procedures.
- Strong organizational and interpersonal skills.
- Ability to work independently and manage multiple tasks.
- A willingness to work at various district sites, as required.

Additional training specific to each assignment (e.g., particular software systems or school-specific procedures) will be provided as needed. (See job description for specific duties.)

Wages and Benefits

- **Compensation:** The Rover Secretary will be compensated at a rate consistent with the salary scale for the Column C secretarial positions as outlined in the CBA.
- **Benefits:** The Rover Secretary will be eligible for benefits in accordance with the CBA, based on hours worked and other criteria for benefits eligibility.
- **Work Hours:** The Rover Secretary will work daily. Work location may vary depending on the needs of the District. Work hours will be aligned with the hours of building location. Whenever possible, the District will provide advance notice of assignments, but short-term or emergency coverage may be required.

Job Security and Seniority

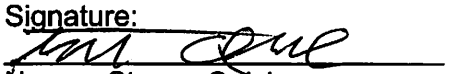
The Rover Secretary will be considered a permanent employee. In accordance with the CBA, the Rover Secretary will accrue seniority within the bargaining unit based on the date of hire.

Agreement Duration

This Memorandum of Understanding will be effective immediately upon signature by both Parties. The terms of this MOU will be incorporated into the CBA once mutually agreed upon. Any changes to this agreement or its terms must be negotiated and agreed to in writing by both the Board and AFSCME.

Signatures

By signing below, the Parties affirm their agreement to the terms outlined in this MOU and agree to implement the Rover Secretary position as part of the CBA.

AFSCME President:
Signature:

Name: Steven Quick
Title: Union President
Date:

Rock Island-Milan School District #41
Board of Education President:
Signature:

Name: Mr. Terell Williams
Title: RIMSD Board of Education President
Date:

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Dr. Dominique Moore, Assistant Superintendent of Human Resources
Date: September 24, 2024
Re: Explanation of Memorandum of Understandings (MOUs) for:

- Assistant Cross Country Coach - Junior High Schools
- Head Girls Wrestling Coach
- Assistant Girls Wrestling Coach
- Head Boys Bowling Coach

Title IX mandates gender equity in all educational programs, including sports. The law requires that schools provide equal opportunities for male and female students in terms of athletic programs, coaching, and resources. By adding Assistant Cross Country Coaches for both Edison and Washington Junior High Schools, a Head Girls Wrestling Coach, an Assistant Girls Wrestling Coach, and a Head Boys Bowling Coach, we are ensuring compliance with Title IX mandates by providing the same level of support and attention to the girls' teams as the boys' teams across the district.

Incorporating the aforementioned coaches is not only about providing equal coaching but also ensuring gender equity in line with Title IX mandates. The addition of these coaches creates a better experience for all athletes, supports the long-term success of the athletic programs, and fosters an inclusive and equitable sports environment for all students. It is a decision that reflects a commitment to fairness and to the development of all athletes, regardless of gender.

It is recommended that the Board of Education approve the following position additions: Assistant Cross Country Coach - Junior High Schools (2), Head Girls Wrestling Coach, Assistant Girls Wrestling Coach, and Head Boys Bowling Coach to the Rock Island Education Association Collective Bargaining Agreement.

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

MEMORANDUM OF UNDERSTANDING (MOU)

Between

Rock Island Education Association (RIEA) and

Rock Island-Milan School District #41 Board of Education

Subject: Addition of Assistant Girls Wrestling Coach to the Bargaining Agreement and Changing of Title of Assistant Varsity to Assistant Boys Wrestling Coach to the Bargaining Agreement

This Memorandum of Understanding (MOU) is made and entered into by and between **Rock Island-Milan School District #41 Board of Education** (hereinafter referred to as the "Board") and **Rock Island Education Association (RIEA)** (hereinafter referred to as the "RIEA") to address the inclusion of the position of **Assistant Girls Wrestling Coach and** changing the title of **Assistant Varsity to Assistant Boys Wrestling Coach** into the existing collective bargaining agreement between the parties.

Purpose:

The purpose of this MOU is to outline the terms and conditions under which the position of **Assistant Girls Wrestling Coach** will be included in the bargaining unit, and to ensure that the position is governed by the provisions of the collective bargaining agreement effective between the parties, including applicable salary, benefits, job duties, rights, and responsibilities.

Terms of Agreement:

1. **Position Description:**
    - The Assistant Girls Wrestling Coach will have the same responsibilities and duties as the existing Assistant Boys Wrestling Coach, previously titled Assistant Varsity Coach, with the added emphasis on overseeing and coaching the female wrestling team.
    - Duties will include but are not limited to team training, travel arrangements, recruitment, scheduling, budgeting, and administrative tasks related to the wrestling program.
2. **Classification and Compensation:**
    - The Assistant Girls Wrestling Coach will be classified under the existing job classifications for assistant coaches.
    - Compensation will be aligned with the pay scale for the Assistant Varsity Coach as outlined in the collective bargaining agreement (Step 1 $6,805; Step 2 $7,452; and Step 3 $8,092).

3. **Recruitment and Selection Process:**
    - The selection process for the Assistant Girls Wrestling Coach will adhere to the policies and procedures set forth by Rock Island-Milan School District #41. RIEA will be notified of the recruitment process and provided the opportunity to participate in the selection process if requested.
4. **Equal Treatment and Equity:**
    - Both the Board and RIEA agree to ensure that there is equal treatment, access to resources, and professional opportunities for the Assistant Girls Wrestling Coach.
    - Both the Board and RIEA are committed to fostering an inclusive and equitable work environment for all coaching staff, regardless of gender.
5. **Duration of the MOU:**
    - This MOU will remain in effect for the duration of the current collective bargaining agreement unless modified or amended by mutual agreement of the parties in writing.
6. **Dispute Resolution:**
    - Any disputes or disagreements regarding the interpretation or application of this MOU will be resolved through the grievance procedure outlined in the collective bargaining agreement.

Acknowledgment:

By signing below, the parties acknowledge their agreement to the terms and conditions set forth in this MOU and agree to incorporate the position of Assistant Girls Wrestling Coach and change the title of Assistant Varsity Coach to Assistant Boys Wrestling Coach to the collective bargaining agreement as outlined above.

RIEA President:
Name: ANDREW HAINS
Title: RIEA President
Signature: _____
Date: 12/5/24

Board of Education President:
Name: _____
Title: _____
Signature: _____
Date: _____

MEMORANDUM OF UNDERSTANDING (MOU)

Between

Rock Island Education Association (RIEA) and

Rock Island-Milan School District #41 Board of Education

Subject: Addition of Head Boys Bowling Coach and change of Title of Head Bowling Coach to Heads Girls Bowling Coach to the Bargaining Agreement

This Memorandum of Understanding (MOU) is made and entered into by and between **Rock Island-Milan School District #41 Board of Education** (hereinafter referred to as the "Board") and**Rock Island Education Association (RIEA)** (hereinafter referred to as the "RIEA") to address the inclusion of the position of **Head Boys Bowling Coach and the changing of the title of Head Bowling Coach to Head Girls Bowling Coach** into the existing collective bargaining agreement between the parties.

Purpose:

The purpose of this MOU is to outline the terms and conditions under which the position of **Head Boys Bowling Coach** will be included in the bargaining unit, and to ensure that the position is governed by the provisions of the collective bargaining agreement effective between the parties, including applicable salary, benefits, job duties, rights, and responsibilities.

Terms of Agreement:

1. **Position Description:**
    - The Head Boys Bowling Coach and the Head Girls Bowling Coach will have the same responsibilities and duties as the existing **Head Bowling Coach**, with the added emphasis on overseeing and coaching the male or female bowling teams, respectively.
    - Duties will include but are not limited to team training, travel arrangements, recruitment, scheduling, budgeting, and administrative tasks related to the bowling program.
2. **Classification and Compensation:**
    - The Head Bowling Coach classification will be replaced with Head Girls Bowling Coach. The Head Boys Bowling Coach will be classified under the existing job classifications for head coaches.
    - Compensation will be aligned with the pay scale for head coaching positions as outlined in the collective bargaining agreement. There will be no difference in

compensation between the Head Boys Bowling Coach and the Head Girls Bowling Coach (Step 1 $5,931; Step 2 $6,620; and Step 3 $7,339).

3. **Recruitment and Selection Process:**
    - The selection process for the Head Boys Bowling Coach and Head Girls Bowling Coach will adhere to the policies and procedures set forth by Rock Island-Milan School District #41. RIEA will be notified of the recruitment process and provided the opportunity to participate in the selection process if requested.
4. **Equal Treatment and Equity:**
    - Both the Board and RIEA agree to ensure that there is equal treatment, access to resources, and professional opportunities for both the Head Girls Bowling Coach and the Head Boys Bowling Coach.
    - Both the Board and RIEA are committed to fostering an inclusive and equitable work environment for all coaching staff, regardless of gender.
5. **Duration of the MOU:**
    - This MOU will remain in effect for the duration of the current collective bargaining agreement unless modified or amended by mutual agreement of the parties in writing.
6. **Dispute Resolution:**
    - Any disputes or disagreements regarding the interpretation or application of this MOU will be resolved through the grievance procedure outlined in the collective bargaining agreement.

Acknowledgment:

By signing below, the parties acknowledge their agreement to the terms and conditions set forth in this MOU and agree to incorporate the position of Head Boys Bowling Coach and change the title of the Head Bowling Coach to Head Girls Bowling Coach into the existing collective bargaining agreement as outlined above.

RIEA President:
Name: ANDREW HAINS
Title: RIEA President
Signature: _____
Date: 12/4/24

Board of Education President:
Name: Terell Williams
Title: Board of Education President
Signature: _____
Date: _____

MEMORANDUM OF UNDERSTANDING (MOU)

Between

Rock Island Education Association (RIEA) and

Rock Island-Milan School District #41 Board of Education

Subject: Addition of Assistant Girls Cross Country Coach to the Bargaining Agreement for Edison Junior High (1) and Washington Junior High (1)

This Memorandum of Understanding (MOU) is made and entered into by and between **Rock Island-Milan School District #41 Board of Education** (hereinafter referred to as the "Board") and **Rock Island Education Association (RIEA)** (hereinafter referred to as the "RIEA") to address the inclusion of the position of **Assistant Cross Country Coach - Junior High Schools** into the existing collective bargaining agreement between the parties.

Purpose:

The purpose of this MOU is to outline the terms and conditions under which the position of **Assistant Cross Country Coach - Junior High Schools** for Edison Junior High (1) and Washington Junior High (1) will be included in the bargaining unit, and to ensure that the position is governed by the provisions of the collective bargaining agreement effective between the parties, including applicable salary, benefits, job duties, rights, and responsibilities.

Terms of Agreement:

1. **Position Description:**
    - The Assistant Cross Country Coach - Junior High Schools will have the same responsibilities and duties as the existing Assistant Cross Country coaches.
    - Duties will include but are not limited to team training, travel arrangements, recruitment, scheduling, budgeting, and administrative tasks related to the Cross Country program.
2. **Classification and Compensation:**
    - The Assistant Cross Country Coach - Junior High Schools will be classified under the existing job classifications for assistant coaches.
    - Compensation will be aligned with the pay scale for the Assistant Cross Country Coach as outlined in the collective bargaining agreement (Step 1 $3,113; Step 2 $3,656; and Step 3 $4,194).
3. **Recruitment and Selection Process:**
    - The selection process for the Assistant Cross Country Coach - Junior High Schools will adhere to the policies and procedures set forth by Rock Island-Milan

School District #41. RIEA will be notified of the recruitment process and provided the opportunity to participate in the selection process if requested.

4. **Equal Treatment and Equity:**
    - Both the Board and RIEA agree to ensure that there is equal treatment, access to resources, and professional opportunities for the Assistant Cross Country Coach - Junior High Schools.
    - Both the Board and RIEA are committed to fostering an inclusive and equitable work environment for all coaching staff, regardless of gender.
5. **Duration of the MOU:**
    - This MOU will remain in effect for the duration of the current collective bargaining agreement unless modified or amended by mutual agreement of the parties in writing.
6. **Dispute Resolution:**
    - Any disputes or disagreements regarding the interpretation or application of this MOU will be resolved through the grievance procedure outlined in the collective bargaining agreement.

Acknowledgment:

By signing below, the parties acknowledge their agreement to the terms and conditions set forth in this MOU and agree to incorporate the position of **Assistant Cross Country Coach - Junior High Schools** to the existing collective bargaining agreement as outlined above.

RIEA President:
Name: ANDREW HAINS
Title: RIEA President
Signature: _____
Date: 12/4/2024

Board of Education President:
Name: Terell Williams
Title: Board of Education President
Signature: _____
Date: _____

MEMORANDUM OF UNDERSTANDING (MOU)

Between

Rock Island Education Association (RIEA) and

Rock Island-Milan School District #41 Board of Education

Subject: Addition of Head Girls Wrestling Coach and change of Title of Head Wrestling Coach to Head Boys Wrestling Coach to the Bargaining Agreement

This Memorandum of Understanding (MOU) is made and entered into by and between **Rock Island-Milan School District #41 Board of Education** (hereinafter referred to as the "Board") and **Rock Island Education Association (RIEA)** (hereinafter referred to as the "RIEA") to address the inclusion of the position of **Head Girls Wrestling Coach and the changing of the title of Head Wrestling Coach to Head Boys Wrestling Coach** into the existing collective bargaining agreement between the parties.

Purpose:

The purpose of this MOU is to outline the terms and conditions under which the position of **Head Girls Wrestling Coach** will be included in the bargaining unit, and to ensure that the position is governed by the provisions of the collective bargaining agreement effective between the parties, including applicable salary, benefits, job duties, rights, and responsibilities.

Terms of Agreement:

1. **Position Description:**
    - The Head Girls Wrestling Coach will have the same responsibilities and duties as the existing Assistant Varsity coach with the added emphasis on overseeing and coaching the female wrestling team.
    - Duties will include but are not limited to team training, travel arrangements, recruitment, scheduling, budgeting, and administrative tasks related to the wrestling program.
2. **Classification and Compensation:**
    - The Head Girls Wrestling Coach will be classified under the existing job classifications for assistant coaches.
    - Compensation will be aligned with the pay scale for the Assistant Varsity Coach as outlined in the collective bargaining agreement (Step 1 $11,173; Step 2 $11,852; and Step 3 $12,531).
3. **Recruitment and Selection Process:**

- The selection process for the Head Girls Wrestling Coach will adhere to the policies and procedures set forth by Rock Island-Milan School District #41. RIEA will be notified of the recruitment process and provided the opportunity to participate in the selection process if requested.

4. **Equal Treatment and Equity:**
   - Both the Board and RIEA agree to ensure that there is equal treatment, access to resources, and professional opportunities for the Head Girls Wrestling Coach.
   - Both the Board and RIEA are committed to fostering an inclusive and equitable work environment for all coaching staff, regardless of gender.
5. **Duration of the MOU:**
   - This MOU will remain in effect for the duration of the current collective bargaining agreement unless modified or amended by mutual agreement of the parties in writing.
6. **Dispute Resolution:**
   - Any disputes or disagreements regarding the interpretation or application of this MOU will be resolved through the grievance procedure outlined in the collective bargaining agreement.

Acknowledgment:

By signing below, the parties acknowledge their agreement to the terms and conditions set forth in this MOU and agree to incorporate the position of **Head Girls Wrestling Coach and the changing of the title of Head Wrestling Coach to Head Boys Wrestling Coach** to the existing collective bargaining agreement as outlined above.

RIEA President:
Name: ANDREW HAINS
Title: RIEA President
Signature: _____
Date: 12/5/24

Board of Education President:
Name: _____
Title: _____
Signature: _____
Date: _____

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Josh Becker, Director of Building Operations
Date: December 10, 2024
Re: MTI Distributing Purchase Agreement

This is a request for approval for the purchase of additional equipment to assist with our sidewalk snow removal process. As we strive to maintain efficiency during the winter months, we have identified an opportunity to acquire used equipment in excellent condition at a fraction of the cost of purchasing new units.

The used equipment is in great working condition and will allow us to significantly reduce our investment compared to the cost of new units; the estimated savings is substantial. With this equipment we will be able to expedite our sidewalk snow removal efforts, ensuring timely and thorough clearing of walkways. This is especially important in maintaining safety and accessibility during winter storms.

We have researched and compared prices for new units from several vendors, and I have attached a list of comparable new equipment costs for your reference. One unit would be utilized at the RIHS, and the remaining two would be trailered to each school and utilized at all locations to clear walkways and limit salt usage during snow events.

Equipment Details:

- **Used Equipment Model:** Pre-Owner SSV 2100 w/Drop Spreader and Brine Kit
- **Condition:** Excellent (fully operational with minimal wear), Less than 400 hours on each unit
- **Cost:** $18,319.55 per unit

It is recommended that the Board of Education approve the purchase of **"THREE Pre-Owned SSV 2100's and attachments"** from MTI Distributing, not to exceed the cost of **$55,000** to utilize across the district for sidewalk snow removal.

Investment Period: FY25
Total Investment: $55,000
Funding Source: District Funds/Maintenance and Operations Department

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

MTI Distributing
Equipment Quote
November 20, 2024

Josh Becker
Rock Island-Milan Schools

Quote Expiration Date: 12/20/2024

SOURCEWELL CONTRACT PRICING - CONTRACT #031121-TTC

Qty	Model Number	Description	Quote Price Each	Quote Price Extended
1	72524	GrandStand Multi Force w/60" Side Discharge Deck	$13,139.27	$13,139.27
1	78593	Pro Force Blower	$4,054.42	$4,054.42
1	STB13759B	4' Snow Blade	$460.00	$460.00
1	MSC14780	Plow Mounting Kit	$1,610.00	$1,610.00
1	136-0513	Quick Attach Kit	$276.99	$276.99
1	136-8530	EC Float Kit	$284.99	$284.99
1	133-5386	Wheel Weight Kit (optional)	$553.99	$553.99
1	133-1437	Light Kit (optional)	$599.99	$599.99
1	133-1495	Strobe Flasher Light Kit	$199.99	$199.99
1	140-4310	Snow Tire Assembly (optional)	$364.99	$364.99
1	78596	Power Broom	$3,892.36	$3,892.36
1	78601	High Flow Hydraulics	$2,108.24	$2,108.24
1	137-4136	Pneumatic Castor Wheel Kit	$229.99	$229.99

Rock Island-Milan School District Sourcewell Member ID #60955

Equipment Total	$27,775.22
7% Sales Tax	Exempt
Total	**$27,775.22**

Quote validity: As a result of supply chain disruptions effecting availability and pricing, the pricing above cannot be guaranteed. Should you commit to a non-binding purchase commitment, a firm quote (including finance rates) will be provided when product becomes available.

Net 30 Terms with qualified credit
New Toro commercial equipment comes with a two-year manufacturer warranty
Equipment delivery and set-up at no additional charge
All commercial products purchased by a credit card will be subject to a 2.5% service fee.

Thank you for the opportunity to submit this quote. If you have any questions, please do not hesitate in contacting us.

Josh Petersen
Outside Sales Representative
612-655-4345

Karen Wangensteen
Inside Sales Representative
763-592-5643

MTI Distributing, Inc. • 3841 SE Capitol Circle • Grimes, IA 50111

I commit to the purchase as detailed on quote above. I reserve the right to opt out of intended purchase at any time prior to scheduled delivery. I understand that the quoted pricing above is not guaranteed and that I will be provided a new proposal when product becomes available.

Name:
Signature:
Date:

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Scott Vance, Assistant Superintendent for Teaching and Learning
Date: December 10, 2024
Re: Recommendation to approve the 2025-2026 RIHS Course Catalog

Rock Island High School annually releases its course catalog for the following school year after the completion of the first semester. The RIHS course catalog is a comprehensive list of all classes offered by Rock Island High School. The catalog provides scholars, parents, and guardians with the necessary information to select classes that align with their academic and post-secondary goals.

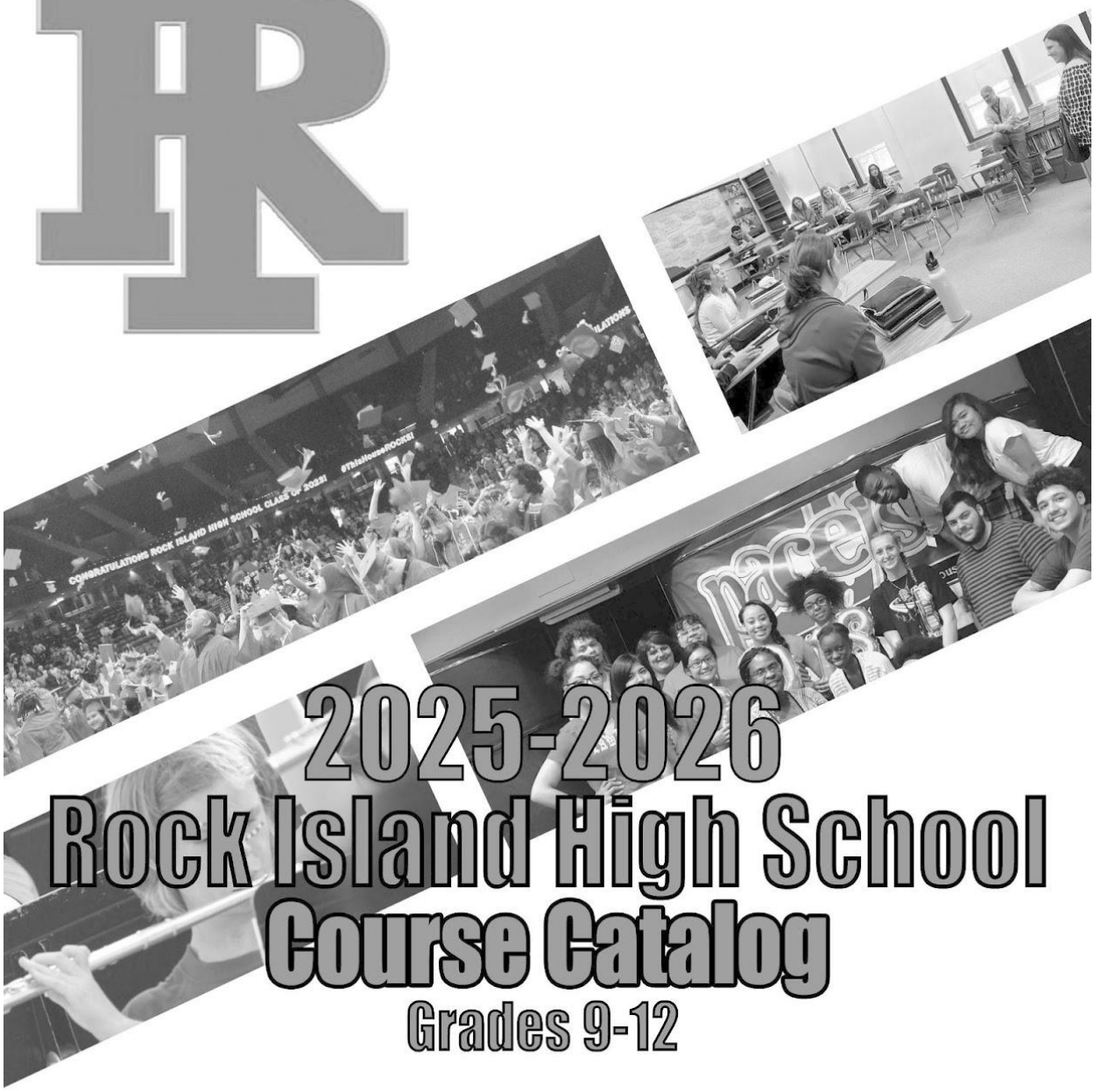
Major changes to this years catalog include:

- Addition of four Education Pathway Courses course descriptions.
- Addition of Spanish for Heritage Speakers II (approved prior to the 2025 school year).
- Renamed introductory EL course "Newcomer English".
- Added language to require Principal approval pertaining to students enrolling in an online course through Edmentum.

After reviewing the catalog and discussion with pertinent district staff the recommendation is that the Board of Education approve the 2025-2026 Rock Island High School Course Catalog as presented.

Investment Period: December 2024-June 2025
Total Investment: $1,500.00 (Printing Costs)
Funding Source: District/Building Funds

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org



2025-2026
Rock Island High School
Course Catalog
Grades 9-12

Rock Island/Milan Public Schools District#41

1400 25th Ave. Rock Island, IL 61201

Mission Statement

Rock Island High School's mission is to challenge all students to reach their fullest potential in a respectful and safe environment, preparing them for success in a rapidly changing global society.

Welcome to the Rock Island High School Course Catalog:

In this catalog, you will find all of the class offerings and options here at Rock Island High School. We are committed to our mission of preparing our students for success in a rapidly changing global society. Students are encouraged to explore career pathways and to take a challenging, rigorous course of study throughout their four years of high school. Starting the ninth-grade year, students develop a four-year educational plan updated on an annual basis with their counselor. We hope you find the information helpful as you work together in planning your student's high school experience. Please feel free to visit with a counselor, administrator, or staff member regarding any questions.

Sincerely,



Jeff Whitaker, Principal
Rock Island High School

2025-2026 Highlights

New for 2025

- **Spanish for Heritage Speakers II (page 60)**
- **Introduction to Early Childhood Education (page 22)**
- **Growth & Development of the Young Child (page 23)**
- **Multicultural & Social Foundations of Education (page 23)**
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Cover design created by Eh Su

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CAREER CLUSTERS AND PATHWAYS INFORMATION



Rock Island High School Students are encouraged to continually reflect on their post-secondary and career aspirations. Information about career clusters and pathways has been provided to assist students in thinking about their strengths and interests.

- **Career Clusters** are groups of occupations and industries that have in common a set of foundational knowledge and skills. There are 16 nationally recognized clusters.

Agricultural, Food, & Natural Resources	Education & Training	Hospitality & Tourism	Manufacturing
Architecture & Construction	Finance	Human Services	Marketing, Sales & Service
Arts, A/V Technology & Communication	Government & Public Administration	Information Technology	Science, Technology, Engineering & Mathematics
Business, Management & Administration	Health Science	Law, Public Safety, Corrections & Security	Transportation, Distribution & Logistics

- Each career cluster contains numerous **Career Pathways**.

- **Career Pathways** are programs of academic and technical study that prepare students for a full range of postsecondary options within each of the 16 clusters. Currently there are 79 nationally recognized pathways.

- When selecting your high school courses, consider the types of courses that support your interest in a particular **Career Cluster.**

- Keep in mind that a **strong foundation in the core subjects is essential** in all Career Clusters and required for completing high school graduation. These would include foundational courses in English Language Arts, Math, Science, Social Studies, PE/Health, and World Languages.

XELLO (or similar program)
Xello is an online college/career exploration tool that is available to all RIMSD 41 students. You can access Xello through the Clever Login. Xello includes activities to help students figure out how their interests and strengths connect to college and career. There are also opportunities to deeply explore details about various postsecondary institutions and pathways as well as learn about the features of hundreds of careers. **Explore your options with Xello!**

SIXTEEN NATIONAL CAREER CLUSTERS

Career Clusters	*Pathways Information*
 **Agriculture, Food & Natural Resources** focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.	***Pathways:*** *Food Products and Processing Systems, Plant Systems, Animal Systems, Power, Structural & Technical Systems, Natural Resources Systems, Environmental Service Systems, Agribusiness Systems*
 **Architecture and Construction** focuses on designing, planning, managing, building, and maintaining the built environment.	***Pathways:*** *Design/Pre-Construction, Construction, Maintenance/Operations*
 **Arts, A/V Technology & Communications** focuses on designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.	***Pathways:*** *Audio and Video Technology and Film, Printing Technology, Visual Arts, Performing Arts, Journalism and Broadcasting, Telecommunications*
 **Business Management & Administration** focuses on planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.	***Pathways:*** *Accounting, Business Information Management, Human Resources Management, Operations Management, Administrative Support*
 **Education & Training** focuses on planning, managing, and providing education and training services and related learning support services.	***Pathways:*** *Administration and Administrative Support, ProfessionalSupport Services, Teaching/ Training*
 **Finance** focuses on services for financial and investment planning, banking, insurance, and financial management.	***Pathways:*** *Financial & Investment Planning, Business FinancialManagement, Banking & Related Services, Insurance Services*

 **Government & Public Administration** focuses on executing governmental functions to include governance; national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal levels.	***Pathways:*** *Governance, National Security, Planning, Revenue and Taxation, Regulation, Public Management and Administration*
 **Health Science** focuses on planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.	***Pathways:*** *Therapeutic Services, Diagnostic Services, Health Informatics, Support Services, Biotechnology Research and Development*
 **Hospitality & Tourism** encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, and recreation events and travel-related services.	***Pathways:*** *Restaurants and Food/Beverage Services, Lodging, Travel & Tourism, Recreation, Amusements & Attractions*
 **Human Services** prepares individuals for employment in career pathways that relate to families and human needs.	***Pathways:*** *Early Childhood Development & Services, Counseling & Mental Health Services, Family & Community Services, Personal Care Services, Consumer Services*
 **Information Technology** involves building linkages in IT occupations framework for entry-level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.	***Pathways:*** *Network Systems, Information Support and Services, Interactive Media, Programming and Software Development*
 **Law, Public Safety, Corrections & Security** involves planning, managing, and providing legal, public safety, protective services, and homeland security, including professional and technical support services.	***Pathways:*** *Correction Services, Emergency and Fire Management Services, Security & Protective Services, Law Enforcement Services, Legal Services*
 **Manufacturing** involves planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.	***Pathways:*** *Production, Manufacturing Production Process Development, Maintenance, Installation & Repair, Quality Assurance, Logistics & Inventory Control, Health, Safety and Environmental Assurance*

 **Marketing, Sales & Service** involves planning, managing, and performing marketing activities to reach organizational objectives.	***Pathways:*** *Management and Entrepreneurship, Professional Sales and Marketing, Buying and Merchandising, Marketing Communications and Promotion, Marketing Information Management and Research, Distribution and Logistics, E-Marketing*
 **Science, Technology, Engineering & Mathematics** involves planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services, and research and development services.	***Pathways:*** *Engineering and Technology, Science and Mathematics*
 **Transportation, Distribution & Logistics** involves planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.	***Pathways:*** *Transportation Operations, Logistics Planning and Management Services, Warehousing and Distribution Center Operations, Facility and Mobile Equipment, Transportation Systems/Infrastructure Planning, Management and Regulation, Health, Safety and Environmental Management, Sales and Service*

GENERAL INFORMATION

COURSE REQUIREMENTS FOR GRADUATION

(Refer to departments throughout the catalog for specific requirements & course descriptions)

Department	RIMSD41 Minimum Credits	RIMSD41 RECOMMENDED Credits
English	**4.0**	**4.0**
Math	**3.0**	**4.0**
Science	**2.0**	**3.0**
Social Studies	**3.0**	**3.0**
World Studies	*1.0*	*1.0*
US History	*1.0*	*1.0*
Consumer Economics	*0.5*	*0.5*
US Government	*0.5*	*0.5*
World Language (W/L)	**W/L 2.0** *2028-2029 & beyond*	***2.0***
Physical Education	**2.0** **Must participate at least three years*	**3.0** **Must participate at least three years*
Health Education	**0.5**	**0.5**
Driver Education	*Continue to offer 10th-grade year, but no longer required to graduate*	**0.5**
Computer Skills/Literacy	**1.0** *(0.5 Computer Concepts, 0.5 one of the following: Keyboarding & Digital Tools, Computer Concepts II, Webpage Design, Computer Operations & Programming, AP Computer Science)*	**1.0** *(0.5 Computer Concepts, 0.5 one of the following: Keyboarding & Digital Tools, Computer Concepts II, Webpage Design, Computer Operations & Programming, AP Computer Science)*
ELECTIVES (at least 1.0 from the following Music, Art, W/L, or Vocational Education) ****Any courses beyond the required would fall in the elective category***	**4.5** *(6.5 until ISBE W/L requirement for 9th graders SY 2028-2029 & beyond)*	**7.0**
TOTAL REQUIRED CREDITS	**22.0**	**28.0**

****Updated and Board Approved March 2022***

Computer Skills/Literacy requirement of 1.0 credit is for the Class of 2026 & beyond (Classes of 2024 and 2025 only require Computer Concepts 0.5 credit). World Language requirement does not apply to students with disabilities whose course of study is determined by an Individualized Education Plan (IEP). From ISBE December 2021.

In addition to fulfilling the above minimum 22 credit requirement, students must complete the Illinois State ACT School Day administration during their junior year AND complete the FAFSA or complete the Opt-Out form during their senior year.

MEETING THE NEEDS OF ALL LEARNERS

Students have the opportunity to enroll in honors, advanced placement (AP), dual enrollment, and dual credit courses. The Illinois Accelerated Placment Act states that students be automatically enrolled in the next most rigouros advanced level course when they meet or exceed standards on state standardized or local normed assessments.

ADVANCED PLACEMENT COURSES (AP)

The Advanced Placement (AP) Program, coordinated through the College Board, provides students the opportunity to earn college credit while in high school. These courses challenge students to higher levels of achievement, further develop skills, and study habits that are beneficial in their postsecondary planning. The College Board, including the course syllabi and instructors, approves courses designated as AP. Students enrolled in AP courses are highly encouraged and expected to take the AP exam in May. Students are required in the fall to designate if they will take the AP exam. A fee is required for each test taken. Depending on the AP exam results and college the student chooses to attend, he/she can earn college credit.

ATTENDANCE REQUIREMENTS

Students shall attend school as full-time students for at least three years to be eligible for graduation. A full-time student is defined as one carrying seven credit-bearing courses. Students participating in approved vocational-occupational work programs are considered full-time. **RIHS requires that all student-athletes must maintain at least five credit-bearing courses at all times during the school year.**

Successful academic performance and attendance in school are highly correlated with one another. We encourage parents/guardians to stress the importance of attendance to their children, so they may receive the most benefit from their courses. If you have any questions about your student's attendance, please contact the attendance office.

AUDIT

Students may audit (no grade or credit given) a course with written permission from the RIHS Administration. In order to audit a course, there must be space available in the course, the subject has been taken previously, and credit was received. Students transferring in late without grades during the semester may have to audit courses for the remainder of that semester.

CANCELLATION OF COURSE

Any Advanced Placement Course, elective course, or general course may be cancelled due to lack of enrollment.

GRADE POINT AVERAGE

Grade point average will be calculated on a uniform 4.0 basis. The maximum possible unweighted GPA is 4.0.
All courses listed in this catalog are 4.0 courses unless otherwise noted.

	Regular Courses	Weighted Points
A=	*4.0*	*5.0*
B=	*3.0*	*4.0*
C=	*2.0*	*3.0*
D=	*1.0*	*2.0*
F=	*0.0*	*0.0*

GRADING SYSTEM

Students and families are encouraged to access grades utilizing Skyward. Progress reports are posted every 4 ½ weeks. The final grade report of each semester identifies credits earned and grades used to determine cumulative GPA. During the first and third quarters, parent/guardians are encouraged to attend parent/teacher conferences. All grade reports are posted in Skyward. Parents/guardians who need assistance accessing Skyward should contact RIHS main office or district Tech Support. Questions regarding academic performance should be directed to the classroom teacher.

HONOR ROLL

Rock Island High School has two honor rolls based on cumulative GPA:

Crimson 3.00 - 3.49 **Gold** 3.50 - 4.00

CLASS RANK:

Class rank is based solely on weighted cumulative GPA.

Class rank is computed for junior and senior students and is available from the counseling department. **Students may not receive weighted credit for courses taken over the summer or independent study courses.** All other courses are 4.0 courses.

- Only those courses designated as weighted courses at Rock Island High School shall earn weighted credit for students transferring into Rock Island High School.

- Students with a 4.0 cumulative weighted and unweighted grade point average will be recognized at the graduation ceremony.

The following courses are awarded weighted points (5.0 points):

Math	English	Social Studies	Science	Fine Arts	Foreign Language
Honors Pre-Calculus	AP English Language and Composition	AP US History	Honors Chemistry	AP Studio Art: 2-D Design/Drawing	French IV
AP Calculus	AP English Literature and Composition	AP European History	AP Chemistry	AP Studio Art: 3-D Design	German IV
AP Statistics		AP US Government	AP Biology		Spanish IV
AP Computer Science		AP Psychology	AP Environmental Science		
			Engineering Design and Development (PLTW)		
			AP Physics		

EARLY GRADUATION

Students who wish to graduate a semester early must do the following:

i. Requests for early graduation shall be initiated **during the second semester of the junior year up until summer registration before their senior year**. Students must have at least 18.5 credits entering their senior year and must have taken the State School Day ACT in order to qualify.
ii. The student shall complete an early graduation application, which shall include a listing of the reasons for early graduation, to the appropriate counselor.
iii. The counselor shall review the application, assess the student's credits, and determine whether early graduation is possible. If the student is eligible for further consideration, the request shall be forwarded to the RIHS Administration with the counselor's recommendations.
iv. The RIHS Administration approve or deny the request.
v. The student must take two senior English semester courses during the fall of their senior year.
vi. Students who are granted permission for early graduation are eligible to participate in graduation exercises. An early graduation meeting will be held during first semester of senior year to provide early graduates information regarding graduation and other important dates.
vii. Early graduates may not participate in winter sports.

INDEPENDENT STUDY – See Counselor for Guidelines

i. Students may apply for permission to take an Independent Study Course based on the following:
   a. To meet unique educational needs that cannot be met in a regular course offering
   b. Due to a scheduling conflict which will not allow a student to take a necessary course
ii. The Principal or designee will determine eligibility based on these guidelines:
   a. Students must have at least sophomore standing (5.5 credits) to be granted permission to take an independent study course.
   b. Students cannot complete independent study courses to meet graduation requirements and will be allowed to take only one independent study during their high school career.
   c. Students must be in good standing at Rock Island High School and must show good character through honorable dealings with staff, good attendance, lack of tardiness, and absence of disciplinary referrals.
   d. Students must demonstrate the ability to work independently and must also have demonstrated the initiative and self-discipline that will allow them to be successful with limited assistance from the instructor.
   e. Students must coordinate with the independent study teacher, a designated meeting time to review course work and to ensure that adequate progress is being made toward course completion.
   f. Students must keep a log of their time spent working in a course and must have a final signature of approval from the instructor in order to be awarded credit.
   g. Independent study courses must last the duration of one full semester to be awarded .5 semester credit.

h. Independent study courses will not be awarded weighted credit, and they may not meet NCAA Eligibility guidelines.

ADDITIONAL LEARNING OPTIONS

1. **Correspondence** (Distance Learning Form available in Counseling Department)
   a. The course is given by an institution accredited by the North Central Association of Colleges and Secondary Schools.
   b. The student is a fourth or fifth year senior
   c. The student assumes responsibility for all fees
   d. The student makes all preliminary preparations with counselor in advance of taking the course
   e. The Building Principal or designee approves the course in advance
2. **Edmentum**
   i. **EdOptions (Virtual School)**
      a. Student meets with counselor to register for a course as enrichment, for special circumstances that require an adjusted schedule, or for other circumstances as approved by the Principal or designee.
      b. Counselor approves eligibility based on: student's academic, discipline, and attendance records.
      c. Upon completion of the course, the grade will be placed on the transcript as a transfer credit.
      d. There are no additional costs to the student for Edmentum Virtual School.
   ii. **Edmentum Courseware (formerly PLATO)**
      a. Edmentum Courseware is utilized as a credit recovery program and in some instances to take a course for the first time. **Students taking a course(s) for the first time via Edmentum must have written approval from the building principal.** Edmentum Courseware is offered during the school day, after school, during fall/spring (pending no snow days need to be made up) intersession, and during summer school.
      b. Students taking Edmentum Courseware credit recovery courses must meet with a counselor to determine what course(s) is/are needed to assist in meeting graduation requirements.
      c. Student needs to meet with the counselor to complete registration materials.
      d. Students who fail to complete a credit recovery assignment may not be allowed to take another without administrative permission.
      e. Determination of Edmentum Courseware Grade by Percentages (unless otherwise specified):
         a. Learning Modules 10%
         b. Mastery Tests 30%
         c. Unit Post Tests 50%
         d. Final Test 10%
      f. Students are assigned Pass/Fail grades (earning 60% or greater for the course grade is passing) if they are taking Edmentum Courseware as credit recovery.
      g. Students will make up the percentage difference from the previous RIHS course failed in Edmentum Courseware totaling 60% to pass the credit recovery course.
      h. In the instance that students take a course on Edmentum Courseware for the first time (not as credit recovery), counselors will indicate pathway on the registration form. Students are granted the letter grade earned upon completion of the course.

COLLEGE COURSES

a) **Dual Enrollment**- In partnership with Black Hawk College and Western Illinois University, Rock Island High School junior and senior students have an opportunity to earn college credit. Dual enrollment occurs when students take college courses on campus or virtually. Students receive college credit for the course upon successful completion of the course but do not receive credit toward high school graduation. Students will conference with a college representative who will contact the high school counselor and RIHS Administration for approval. Registration and tuition fees are the responsibility of the student and his/her family.

b) **Dual Credit**- In partnership with Black Hawk College, Rock Island High School junior and senior students have an opportunity to earn dual credit (high school and college credits). RIHS Administration and counselor approval is required prior to enrollment in any dual credit course. These courses are offered to our students at the high school or online. To count for dual credit, the course must be taken during our regularly scheduled school day. A course taken outside of the regularly scheduled school day will count as dual enrollment but not dual credit. A student may enroll in the college level courses only after he/she has completed all the prerequisites and registration requirements needed for each course**. Tuition and other fees are the responsibility of the student and his/her family (tuition may be covered for qualified participants).** Students should check with their counselor at the time of registration for the latest information regarding dual credit courses.

Western Illinois University Dual Enrollment Information
WIU's Dual Enrollment Program gives students the opportunity to complete college courses while enrolled in high school.

WIU offers an automatic scholarship to all dual enrollment students to bring cost to around $317 for a 3-credit hour class. This is subject to change based upon WIU's tuition changes.
(http://www.wiu.edu/student_success/undergraduate_admissions/HSDualEnrollment/)

Students must meet the following minimum requirements to enroll in WIU Dual Enrollment/Dual Credit courses:

- 3 completed semesters of coursework in high school
- 2.75 GPA or higher on a 4.0 scale

Course Formats
WIU offers courses online, live streamed, on the Macomb or Quad Cities campuses and at select high schools.
For online or live streaming courses, you need to:

- Have reliable internet access
- Access the online class several times a week
- Tune-in to live-streamed classes at designated meeting days/time
- Be self-disciplined to meet deadlines and published due dates

For on-campus courses, you need to:

- Have reliable transportation
- Purchase a WIU parking permit ($20 per semester)
- Communicate WIU class schedule with your high school
- Attend class in-person approximately 2-4 times per week

Here is a **sample** of WIU Dual Enrollment/Dual Credit Course Options**. See your RIHS Counselor for more course information and options.**

COURSES (All courses listed are 3 credit hours)	
ARTH180-Intro to Art	PHIL100-Intro to Philosophy
CS114-Intro to Computer Science	PHIL140-Logic and Reasoning
ECON231-Macroeconomics	POLS101-Intro to Political Science
ECON232-Microeconomics	POLS122 - American Govt. and Politics
MUS195-American Pop Music	SOC100- Intro to Sociology

Black Hawk Dual Credit Information

Here are the current dual credit courses available (course descriptions are located in the department section in parenthesis)

Black Hawk Courses	Credit	Year	Prerequisites
Basic Nursing Assistant Program (CTE)	2.0	11-12	Biology I Anatomy & Physiology (Recommended)
Basic Precision Measurement (CTE)	0.5	11-12	Enrollment in Welding Program
English 101 (English)	0.5	12	Students must meet Accuplacer, SAT or ACT threshold per BHC guidelines
English 102 (English)	0.5	12	English 101(must have earned a C or higher)
Essentials of Technical Math (CTE)	0.5	11-12	Enrollment in Welding Program
Medical Terminology (CTE)	0.5	11-12	80 or higher on Accuplacer Reading Test
Music Appreciation (Fine Arts)	0.5	11-12	None
Occupational Welding (CTE)	2.0	10-12	Shielded Metal Arc Welding
Principles of Speech Communication (English)	0.5	12	None
Shielded Metal Arc Welding (CTE)	1.0	11-12	None
Introduction to Early Childhood Education (CTE)	0.5	11-12	Currently enrolled/completed Ed. Internship
Growth & Development of the Young Child (CTE)	0.5	11-12	Currently enrolled/completed Ed. Internship
Multicultural & Social Foundations of Education (CTE)	0.5	11-12	Currently enrolled/completed Ed. Internship
The Exceptional Child (CTE)	0.5	11-12	Currently enrolled/completed Ed. Internship

WORK-RELATED TRAINING

i. Area Career Center (ACC)

a. The Area Career Center is located at United Township in East Moline, Illinois.

b. Any junior or senior who attends a participating school (including Rock Island High School) is eligible to enroll in a full year vocational course offered at the Area Career Center. Rock Island High School students MUST be in good academic standing as a junior (11.0 credits) or senior (16.5 credits) in order enroll in an ACC course.

c. Students interested in enrolling in an Area Career Center course must meet with the counselor or the Special Services Case Manager to determine eligibility and to complete the designated ACC application.

d. Most Rock Island High School students attend the Area Career Center in the afternoon, using 6th period as travel time and 7th and 8th periods as ACC course time. In the event a course is offered in the morning, Rock Island High School students will use 1st and 2nd periods as ACC course time and 3rd period as travel time.

e. Rock Island High School students earn 1.0 elective credit per semester for any course taken at the Area Career Center if awarded a passing grade. These credits factor into elective credits required for graduation.

f. Students are expected to follow the Area Career Center yearly calendar. Because not all calendars are the same, there will be days when students are expected to attend the ACC when Rock Island High School is not in session.

g. Rock Island High School provides bus transportation to the Area Career Center in the afternoons. Students with a valid driver's license have the option of driving to the Area Career Center with parent/guardian permission. All students attending the ACC must complete a form outlining transportation option. **This form MUST be signed by a parent/guardian.**

ii. Vocational - Rock Island High School's vocational program consists of technical & career education courses as well as Project Lead the Way courses.

iii. Students can obtain dual credit for several technical & career courses (see College Courses).

iv. Students have the opportunity to apply for elective college credit through universities who accept Project Lead the Way courses based on end of the year PLTW exam scores (university score requirements vary).

v. Tuition and other fees are the responsibility of the student and his/her family. Students should check with their counselor at the time of registration regarding the latest information.

AVID PROGRAM

Advancement Via Individual Determination (AVID) is a year-long academic elective course that prepares students for college readiness. It provides students with a multi-layered support system to enhance academic achievement, motivation and preparation for post-secondary success. Students participate in academic tutorial sessions and learn strategies that enhance study skills and post-secondary preparedness. In addition to the AVID course, students are required to be enrolled concurrently in a college preparatory curriculum. In addition, students will have guest speakers on various careers and participate in college and career field trips.

STUDENT RESPONSIBILITIES

As an incoming student to Rock Island High School, you have the following responsibilities:

a. To seriously consider and weigh the merits and requirements of each course which you select and commit yourself to meet all requirements of those courses.
b. To observe all safety precautions while working in laboratories and shops, i.e., wearing of safety glasses, lab aprons, etc.
c. To purchase any manual(s) or materials depending upon course requirements (students facing financial obstacles should see administration).
d. It is the responsibility of the student to pay for any damaged equipment, lost books, or excessive use of materials necessary for those courses provided by RIHS.

STUDENT SCHEDULES

Rock Island High School offers a seven-course period day with a homeroom and students are expected to be enrolled in a fully scheduled day. Senior students may submit to the principal a written request to take fewer than six credit-bearing courses. A student's program selection requires the joint approval of parents/guardians and a counselor. All courses are 0.5 of a unit of credit per semester unless the course description states differently. Because of scheduling, lack of enrollment, or teacher availability, a course listed as an elective may not be taught every semester or every year. Once schedules have been established, student requests for changes will be honored within the first ten days of the semester. **IHSA Eligibility requires that students must be passing five credit courses at all times. For the benefit of athletes, RIHS requires that all student-athletes must maintain at least five credit-bearing courses at all times during the school year.**

STUDENT SCHEDULE CHANGES

Schedule changes will be made only if an error has been made by school personnel, enrollment numbers are not large enough to offer the course, or it is necessary to allow the student to meet graduation requirements. Changes in a student's schedule may also occur to balance course size.

Schedule Change:

- Missing a course
- Did not take/pass the prerequisite
- Previously passed the course
- Incorrect course on your schedule

Withdrawal From A Course:

- Students may withdraw from an elective course **within the first ten days of the semester** without penalty, provided they are able to retain six credit-bearing courses.
- Withdrawal from a course after the first ten days of the semester will result in a failure for the semester and the loss of credit. The student will be placed in study hall.

Course Level Change Request:

- A course level change is when a student requests to increase or decrease the rigor in the same course (i.e. Honors Geometry to Geometry, Physical Education to Applied Personal Fitness, English 9 to Honors English 9, US History to AP US History).
- Students are highly encouraged to communicate with the teacher, parent/guardian, and counselor as soon as there is any questions regarding their placement in course.
- Course level change requests will be honored **within the first fifteen days of the semester** if the request can be accommodated based on availability.

****The RIHS Administration has the ability to override this policy when extenuating circumstances are presented. ****

SUMMER SCHOOL

Unless permission is granted by RIHS Administration, students may be able to obtain/recover up to 1.0 credit during the summer school session. Since each day of summer school is equivalent to four days during the academic year, regular attendance is mandatory. Summer school credit will be calculated into GPA for courses earning letter grades (not applicable to Pass/Fail).

THURGOOD MARSHALL LEARNING CENTER

The District #41 secondary program is a multi-categorical alternative program located in a separate building. Students in this program are in need of a more highly structured environment that can provide for their educational needs. The program serves junior high and senior high school level students. Placement is made according to District #41's placement procedures and follows documented efforts to serve the student in a less restrictive environment. Each student will have an education plan, which will include a management plan for the individual student. This management plan includes: 1) the recent behavior that caused placement, and 2) behavior goals the student needs to achieve to exit the program.

SAMPLE FOUR-YEAR PLANS

Following are some sample four-year plans. Electives should be chosen based upon the student's interests, abilities, and **career plans**.

CAREER EDUCATION EMPHASIS

9th Grade

1. English 9
2. Algebra I
3. Biology
4. World Studies
5. Physical Education
6. Elective/Computer Concepts
7. Career Ed. Elective (Tech/Consumer Science)

10th Grade

1. English 10
2. Geometry
3. Science (Chemistry/Earth Science)
4. US History
5. Health/Driver Education
6. Elective (Art/Music/VOC)
7. Career Ed. Elective

11th Grade

1. English 11
2. Algebra II/ Math 078/ Essentials of Technical Math (Welding)
3. Science Elective
4 US Government/Consumer Econ
5. Physical Education
6. Elective (Career Specific)
7. Elective (Career Specific)

12th Grade

1. English 12/Senior English Electives
2. Math 092 & 094/AP Computer Science/AP Stats
3. Physical Education Elective
4. Elective (Career Specific)
5. Elective (Career Specific)
6. Elective (Career Specific)
7. Elective (Career Specific)

HONORS

9th Grade

1. Honors English 9
2. Honors Geometry
3. Biology
4. Computer Concepts
5. World Studies
6. Physical Education
7. Elective (Art/Music/PLTW, World Language)

10th Grade

1. Honors English 10
2. Honors Algebra II
3. Honors Chemistry
4. World Language II
5. AP US History
6. Health/Drivers Education
7. Elective (Art/Music/PLTW/VOC)

11th Grade

1. AP English Language and Composition
2. Honors Pre-Calculus/AP Statistics/AP Comp. Science
3. AP Biology/AP Physics/Anatomy
4. World Language III
5. AP US Govt./Consumer Economics
6. Physical Education
7. Elective

12th Grade

1. AP Literature and Composition/English 101&102
2. AP Calculus/AP Statistics/AP Comp. Science
3. AP Biology/AP Physics/Anatomy
4. World Language IV
5. AP European History
6. Physical Education
7. Elective

COLLEGE PREP

9th Grade

1. English 9
2. Algebra I
3. Biology
4. World Language I
5. World Studies
6. Physical Education
7. Elective/Computer Concepts/AVID

10th Grade

1. English 10
2. Geometry
3. Chemistry/Earth Science
4. World Language II
5. US History
6. Health/Driver Education
7. Elective/AVID

11th Grade

1. English 11
2. Algebra II/Math 078
3. Physics/Anat. & Phys./AP Environmental
4. World Language III
5. US Government/Consumer Econ.
6. Physical Education
7. Elective (Art/Music/VOC)/AVID

12th Grade

1. Senior English Electives/English 101 & 102
2. Pre-Calculus/Calculus/Math 092 & 094
3. Science Elective (AP Bio./AP Physics/AP Envir.)
4. World Language IV
5. Social Studies Elective
6. Physical Education
7. Elective/AVID

PERSONAL FOUR-YEAR WORKSHEET

Graduation Requirements: 22 Credits to Graduate

Year-long Courses: 1.0 Credit

Language Arts – 4 Credits
Mathematics – 3 Credits
US History – 1 Credit
World Studies – 1 Credit
Science – 2 Credits
Physical Education – 2 Credits
Art, Music, Vocational Ed., or World Language – 1 Credit

Semester Courses: 0.5 Credit

Health Education - 0.5 Credit
Consumer Economics - 0.5 Credit
US Government - 0.5 Credit
Computer Concepts - 0.5 Credit
Computer Elective - 0.5 Credit
ELECTIVE CREDITS - 6.5 Credits

9TH GRADE COURSES	CREDIT	10TH GRADE COURSES	CREDIT
English 9/Honors English 9	1.0	English 10/Honors English 10	1.0
Math: Algebra I/Geometry	1.0	**Math:** Geometry/Hon. Alg. II	1.0
Biology	1.0	Chemistry/Hon. Chemistry/Earth Science	1.0
World Studies	1.0	US History/AP US History	1.0
Physical Education/Marching Band	1.0	Health/Elective	1.0
Spanish I/French I/German I or Elective	1.0	SpanishII/FrenchII/German II or Elective	1.0
Computer Concepts	0.5	Elective	1.0
Elective	0.5		
TOTAL CREDITS 9th grade	7.0	TOTAL CREDITS 10th grade	7.0
5.5 credits earned to be a sophomore		*11.0 credits earned to be a junior*	
11TH GRADE COURSES	**CREDIT**	**12TH GRADE COURSES**	**CREDIT**
English 11 or AP Language and Composition	1.0	Senior English Electives/English 12/ AP English Literature and Composition/English 101 & 102	1.0
Math: Alg II /AP Calculus/AP Stats/AP Computer Science	1.0	Math Elective	1.0
Science Elective	1.0	Science Elective	1.0
Consumer Econ.	.5	Elective	1.0
US Govt. or AP US Govt.	.5	Elective	1.0
Spanish III/French III/German III or Elective	1.0	Spanish IV/French IV/German IV or Elective	1.0
Physical Education/Marching Band	1.0	Physical Education/Marching Band	1.0
Elective	1.0		
TOTAL CREDITS 11th grade	7.0	TOTAL CREDITS 12th grade	7.0
16.5 credits earned and must have taken the state required assessment for juniors to be promoted senior status		***22.0 credits earned to graduate***	

AVID CURRICULUM
Advancement Via Individual Determination

Courses	Credit	Year	Prerequisites
AVID I	1.0	9	Application Process
AVID II	1.0	10	AVID I or Application Process
AVID III	1.0	11	AVID II or Application Process
AVID IV	1.0	12	AVID III or Application Process

Advancement Via Individual Determination (AVID) is a year-long academic elective course that prepares students for college readiness. It provides students with a multi-layered support system to enhance academic achievement, motivation, and preparation for post-secondary success. Students participate in academic tutorial sessions and learn strategies that enhance study skills and post-secondary preparedness. In addition to the AVID course, students are required to be enrolled concurrently in a college preparatory curriculum. In addition, students will have guest speakers on various careers and participate in college and career field trips.

AVID I **1.0 Credit** **Grade 9**
AVID1 / AVID2 **Year Course**
This course is an introduction to the basic skills students will be practicing and developing in order to be successful in their courses over the course of the next four years: Writing, Inquiry, Collaboration, Organization and Reading (WICOR). Students are introduced to the various processes and procedures of the AVID course, including collaborative "Tutorials" twice a week, focused note-taking and AVID binder and planner checks. Students will also familiarize themselves with the Rock Island High School environment through a variety of activities and engage in various career exploration activities. Students will begin the journey leading ultimately to the college application process during their senior year.

AVID II **1.0 Credit** **Grade 10**
AVID3 / AVID4 **Year Course**
Students will continue to refine and adjust their academic learning plans and goals. As students increase their rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. They will continue to develop WICOR skills. Emphasis in writing will be: analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Student will also analyze various documents, in order to participate in collaborative discussions and development of leadership skills. Students will expand their vocabulary use and continue to prepare for college entrance exams and preparation. AVID II includes weekly tutorials, career exploration, guest speakers, and field trips.

AVID III **1.0 Credit** **Grade 11**
AVID5 / AVID6 **Year Course**
Students will continue to refine and adjust their academic learning plans, goals and activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. Students will develop an increased ability to self-monitor, self-regulate, and manage time. They will continue to develop their portfolio. Lastly, students will narrow down their college and career interests, based on personal interests and goals and continue to prepare for college entrance exams and the application process. AVID III includes weekly tutorials, career exploration, guest speakers and field trips.

AVID IV **1.0 Credit** **Grade 12**
AVID7 / AVID8 **Year Course**
Students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. In senior year, students will continue to refine their academic learning plans and goals, create legacy projects including service learning projects/mentoring, as well as develop an increased ability to self-advocate, self-monitor, self-regulate, and manage time. Students will expand their portfolio to include: a social issue project and detailed reflections. Lastly, students will prepare for college through the use of inquiry based collaborative study groups utilizing higher order thinking and questioning techniques. AVID IV includes weekly study groups, career exploration, guest speakers, and field trips.

BUSINESS EDUCATION CURRICULUM

Courses	Credit	Year	Notes/Prerequisites
Business & Technology Concepts	0.5 or 1.0	9-12	(May register for one or both semesters)
Keyboarding & Digital Tools	0.5	9-10	None
Computer Concepts I	0.5	9-12	*Keyboarding & Digital Tools suggested*
Computer Concepts II	0.5 or 1.0	10-12	Computer Concepts I
Computer Operations & Programming	0.5	10-12	Computer Concepts I
Accounting I	1.0	10-12	None
Accounting II	1.0	11-12	Accounting I
Web Page Design I	1.0	10-12	Computer Concepts I
INCubatoredu@RIHS (Entrepreneurship and Enterprise)	1.0	11-12	None
Cooperative Work Training	Variable	11-12	Application through counselor AND coordinator Employed by the first day of school
On the Job Training	Variable	11-12	Grade given by teacher in collaboration with the employer

Business & Technology Concepts **0.5 Credit/1.0 Credit** **Grades: 9-12**
Students may register for one or both **One or Two Semesters**
BUS15 - First Semester
BUS16 – Second Semester
Prerequisite: None
This orientation-level course will provide an overview of all aspects of business management, marketing and also includes ethics, concepts, functions, and skills required for meeting the challenges of operating a business in a global economy. Topics covered will include the various forms of business ownership as well as the basic functions of finance, management, marketing, administration, and production. Student activities include a stock market simulation and other current business topics. Students will be introduced to a wide range of careers in various business fields.

Keyboarding & Digital Tools **0.5 Credit** **Grades: 9-10**
BUS17 **One Semester**
Prerequisite: None
This course is designed to develop computer skills and touch typing technique. Students will format documents such as emails, reports, tables, and lists. An overview of Google Suite, online applications, and other technology will allow students to collaborate, improve communication skills, and create information. Grades are based on typing speed, daily work, and tests.

Computer Concepts I **0.5 Credit** **Grades: 9-12**
BUS29 **One Semester**
Prerequisite: None
Recommendation: Keyboarding & Digital Tools
Computer Concepts I is an orientation-level course designed to develop awareness and understanding of application software and equipment used by employees to perform tasks in business marketing and management. Students will apply problem-solving skills to hands-on, real-life situations using a variety of software applications. Specific units of instruction include: word processing, spreadsheet, database applications, presentations/graphics, and integration activities. Data entry skills upon entering high school will greatly assist the student's success in this course.

Computer Concepts II **0.5 Credit/1.0 Credit** **Grades: 10-12**
Students can register for one or both **One or Two Semesters**
BUS31 – Semester l
BUS32 – Semester 2
Prerequisite: Computer Concept I
Computer Concepts II is a skill-level course that includes advanced skills, concepts, and terminology related to information processing. Building on the skills developed in Concepts I, students will learn advanced features of the Microsoft Office

Suite, digital photography techniques, photo editing, and introduction to coding skills. Students will prepare letters, reports, brochures, and forms. Students will create data directories and learn file maintenance techniques. Students will learn to locate and retrieve information from hard copy and electronic sources to prepare a variety of business documents. Students will apply proper grammar, punctuation, spelling, and proofreading practices. Accuracy will be emphasized. Workplace skills, as well as communication skills, will be taught and integrated throughout this course.

Accounting I **1.0 Credit** **Grades: 10-12**
BUS25 – Semester l **Year Course**
BUS26 – Semester 2
Prerequisite: None
Do you ever wonder where mony goes? Accountin I is your chance to learn how money works in business. Through the use of working papers and automated accounting software, you will get hands-on experience analyzing transactions and understanding how financial statements are prepared. By the end of the course, you will know your way around assets, liabilities, and owner's equity like a pro. Whether you are planning to start a business for yourself, become a business major in collge, or just want to have a better understanding of money, Accountin I is for you.

Accounting II **1.0 Credit** **Grades: 11-12**
BUS27 – Semester l **Year Course**
BUS28 – Semester 2
Prerequisite: Accounting I
Are you ready to take your money skills to the next level? Accoutning II takes you beyond the basics of Accounting I by diving into advanced topics, such as: managing payroll, analyzing complex financial statements, understanding the world of taxes, etc. Through the use of working papers and automated accounting software, you will understand how businesses make financial decisions and the strategies they use to maximize profits. **This course is articulated with Accounting at Black Hawk College.**

Web Page Design I **1.0 Credit** **Grades: 10-12**
BUS85 – Semester l **Year Course**
BUS86 – Semester 2
Prerequisite: Computer Concepts I
Web Page Design I is a skill-level course designed to prepare students to plan, design, create and maintain web pages and sites. Students will learn the fundamentals of web page design using HTML, HTML editors (including Dreamweaver), and graphic editors, as well as programming tools such as JavaScript. Students will work in a project-based environment to create working websites. Students will use image-editing programs to enhance websites.

Computer Operations & Programming I **0.5 Credit** **Grades: 10-12**
BUS91 **One Semester**
Prerequisite: Successfully completed Computer Concepts I with a C or better
Computer Operations & Programming I is a skill-level course designed to develop computer programming and program design skills through the use of Python. Students will be exposed to the fundamentals of system analysis and design, and the systems development life cycle. Instruction will include basic programming tools that are common to many programing languages. These may include input/output statements, constants, assignment statements, string and numeric variable types, conditional processing, and branching and looping control structures. Students will learn programming techniques such as counting, averaging, rounding, and generation of random numbers to develop a good programming technique. Students will apply what they learn to create programs and applications that solve real world business related problems. Student will create programs to store, locate, and retrieve data.

INCubatoredu@RIHS **1.0 Credit** **Grades: 11-12**
(Entrepreneurship and Enterprise) **Year Course**
BUS89 – Semester 1
BUS90 – Semester 2
Prerequisite: None
This course is for highly motivated students with good attendance and is designed to get students excited about becoming true entrepreneurs. Students will have the opportunity to create and fully develop their own product or service. Real-world entrepreneurs and business experts will serve as coaches and mentors guiding student teams through the process of ideation, market research, and business plan development. Attendance is essential for this course. Over the course of the year, student teams will learn about marketing, accounting, human resources, as well as the legal aspects of running a business to get them geared up for Pitch Week. Pitch Week helps to further fire the entrepreneurial spirit by putting student teams in front of actual investors to pitch their innovative ideas. The team that wins the Final Pitch wins $5,000. Students enrolled in this course are expected to compete in all course requirements, including pitch contests and must be enrolled in the class for the entire year.

Cooperative Work Training (CWT) **Varied Credit** **Grades: 11-12**
BUS01 – Semester l **Year Course**
BUS02 – Semester 2
Prerequisite: Application through Counselor AND Coordinator AND Employed by 1st Day of School
This course prepares students to enter today's workforce by focusing on practical career planning, employer/employee relations, money management, and computer skills. Students will combine one half-day of on-the-job training in a local business or industry and one half-day of study in school. Cooperative Work Training includes a variety of work training stations and is not limited to one particular field. Transportation to the job site is the responsibility of the student. Participation and support of Co-op activities are expected, including payment of dues and signing an attendance contract.

On the Job Training (OJT) **Varied Credit** **Grades: 11-12**
BUS03 (Periods 5-8) Semester l **Year Course**
BUS04 (Periods 5-8) Semester 2
BUS05 (Periods 7-8) Semester 1
BUS06 (Periods 7-8) Semester 2
BUS07 (Period 8) Semester l
BUS08 (Period 8) Semester 2
Prerequisite: Student must be enrolled in a CWT course
OJT is the credit earned for working. Students will attend one half-day in school and one-half day of on-the-job training supervised by the teacher-coordinator. **Students will be required to provide proof of employment (current paystub) on the first day of class.** Students must work a minimum 15 hours per week at a coordinator approved site. If a student misses more than 9 days of school in a semester, he or she will receive an F for OJT. Exceptions to attendance include: field trips and college visits. If a student loses a job, he or she will have two weeks to find other employment or they will be placed in study hall during scheduled OJT courses and risk failing.

CAREER & TECHNICAL EDUCATION CURRICULUM

Courses	Credit	Year	Prerequisites	Weighted/Dual
iJAG I	1.0	9	Recommendation of counselor and interview with instructor	No
iJAG II	1.0	10	Successful completion of iJAG I and interview with instructor	No
iJAG III	1.0	11	Interview with instructor	No
iJAG IV	1.0	12	Interview with instructor	No
Education Internship	1.0 or 2.0	11-12	Application Process	No
Introduction to Early Childhood Education **(Pending Board Approval)**	.5	11-12	Previously completed/Concurrently enrolled in Education Internship	Dual
Growth & Development of the Young Child **(Pending Board Approval)**	.5	11-12	Previously completed/Concurrently enrolled in Education Internship	Dual
Multicultural and Social Foundations of Education **(Pending Board Approval)**	.5	11-12	Previously completed/Concurrently enrolled in Education Internship	Dual
The Exceptional Child **(Pending Board Approval)**	.5	11-12	Previously completed/Concurrently enrolled in Education Internship	Dual
Shielded Metal Arc Welding	1.0	11-12		Dual
Occupational Welding	2.0	11-12	Shielded Metal Arc Welding	Dual
Basic Precision Measurement-BHC Dual Credit	0.5	11-12	Enrollment in Welding Program	Dual
Essentials of Technical Math-BHC Dual Credit	0.5	11-12	Enrollment in Welding Program	Dual
Welding Workplace Experience	1.5	12	Occupational Welding	No
Graphic Design I	1.0	10-12	Art Forms	No
Graphic Design II	1.0	11-12	Graphic Design I	No
Exploring Medical Careers	0.5	9-10	None	No
Basic Nursing Assistant Program	2.0	11-12	Biology I Anatomy & Physiology (recommended)	Dual
Medical Terminology	0.5	11-12	80 or higher on Accuplacer Reading Test	Dual
Basic Nursing Workplace Experience	1.5	12	Basic Nursing Assistant Program	No

iJAG I **1.0 Credit** **Grades: 9**
VOC9A - Semester 1 **Year Course**
VOC9B - Semester 2
Prerequisite: Recommendation of counselor and interview with instructor
This career exploration and preparation program provides an educational hands-on approach in exploring personal strengths and weaknesses. Students will work to build strengths in academic areas, time management, learn about personality and temperament, understand communication models for personal and career use; identify values and understand the relationship between personal actions and consequences that follow. Students will make connections to their career interests, abilities and aptitudes by determining their education and career goals. Students will be able to demonstrate core competency attainment. All students are expected to participate in the student led Career Association. The program format involves individual assignments, team building activities/projects, academic remediation, service learning and guest speakers. Field trips may be included. An interview with the instructor will he held prior to admittance to the course.

iJAG II **1.0 Credit** **Grades: 10**
VOC1A - Semester 1 **Year Course**
VOC1B - Semester 2
Prerequisite: Interview with instructor
This career exploration and preparation program is a continuation of iJAG I. Students will continue to build upon foundations established, continue to expand and explore personal career interests and determine goals for future career plans. An interview with the instructor will he held prior to admittance to the course.

iJAG III **1.0 Credit** **Grades: 11-12**
VOC83 - Semester 1 **Year Course**
VOC84 - Semester 2
Prerequisite: Interview with instructor
This career exploration and preparation program provides an educational hands-on approach in exploring personal strengths and weaknesses. Students will work to build strengths in academic areas, time management, learn about personality and temperament, understand communication models for personal and career use, and identify values and understand the relationship between personal actions and consequences that follow. Students will make connections to their career interests, abilities and aptitudes by determining their education and career goals. Students will be able to demonstrate core competency attainment. All students are expected to participate in the student led Career Association. The program format involves individual assignments, team building activities/projects, academic remediation, service learning and guest speakers. Fieldtrips may be included. An interview with the instructor will he held prior to admittance to the course.

iJAG IV **1.0 Credit** **Grade: 12**
VOC87– Semester 1 **Year Course**
VOC88 – Semester 2
Prerequisite: Interview with instructor
iJAG IV offers an advanced career preparation program that provides an educational, hands-on approach in employability/job attainment skills (resumes, cover letters, job applications, interviewing, etc.) and work place survival skills. Students will continue their own self-study on career options, with emphasis on planning of life after high school graduation. This format involves individual assignments, team activities/projects, academic remediation, service learning and guest speakers. Field trips may be included. All students will be expected to complete a job shadow and participate in the student led Career Association.

Education Internship **1.0 or 2.0 Credits** **Grades: 11- 12**
EDU101– Semester 1 **Semester or Year Course**
EDU102 – Semester 2
Students enrolling in this course should have an interest in pursuing a career in the education field. Education Interns will learn the foundations of education as well as gain hands on experience. Topics explored in this course include the roles of educators, teacher preparation, learning theories, multicultural education, the classroom environment, assessing learning, and the role of school in the community. Interns will work directly with district educators to observe and carry out a variety of classroom tasks and activities, including assisting students with classwork, teaching small groups, and leading classroom discussions. Interns must exhibit good citizenship, regular attendance, and initiative within their classroom placement. By participating in this internship, students will receive elective credit towards graduation requirements. This class may be taken both junior and senior year.

Introduction to Early Childhood Education **.5 Credit** **Grades 11-12**
BHC Dual Credit (Virtual course) **3 BHC Credits**
ECE 100 **Semester Course**
Prerequisite: Appropriate placement score in English and Reading. Concurrently enrolled and/or completed *Education Internship*
*****This course is offered during the FALL Semester.**
*This course will be offered pending school board approval.*This course provides a general overview of the history, the present and future outlook of early childhood education. Students study types of early childhood programs, develop techniques and observational skills for working with young children and families, and investigate early childhood career paths. 10 hours of observation in a licensed early childhood setting are required. A current physical, TB test, background check and/or fingerprinting may be required.

Growth and Development of the Young Child **.5 Credit** **Grade 11-12**
BHC Dual Credit **3 BHC Credits**
ECE 200 **Semester Course**
Prerequisite: Appropriate placement score in English and Reading. Concurrently enrolled and/or completed *Education Internship*
*****This course is offered during the FALL Semester.**
This course will be offered pending school board approval. An exploration of child development within a socio-cultural context, such as gender, family, race, ethnicity, language, ability, socio-economics, religion, and society; including an in-depth study of physical, social/emotional, cognitive, language, and aesthetic development; an examination of current research and major developmental theories. Emphasis is on the stages of development and understanding these factors in working with children. This course includes a child study of a child under 6 years of age.

Multicultural and Social Foundations of Education .5 Credit **Grades 11-12**
BHC Dual Credit **3 BHC Credits**
EDUC202 **Semester Course**
Prerequisite: Concurrently enrolled and/or completed *Education Internship*
*****This course is offered during the FALL Semester.**
*This course will be offered pending school board approval.*A study of the social, linguistic, and cultural factors that affect the educational experiences, practices & environments in America. This course broadens students' understanding of the diverse nature of the contexts that either enhance or negate one's educational experiences. (Field Experience: 10 hours required)

The Exceptional Child **.5 Credit** **Grade 11-12**
BHC Dual Credit **3 BHC Credits**
EDUC210 **Semester Course**
Prerequisite: Appropriate placement score in English and Reading. Concurrently enrolled and/or completed *Education Internship*
*****This course is offered during the Spring Semester.**
*This course will be offered pending school board approval.*This survey course provides an overview of educational and evidence-based strategies supporting children with exceptional cognitive, social, physical, and emotional needs. Identification, intervention, strategies, methods, and programs to meet the needs of children are presented. Study of applicable federal and state laws and requirements conducted, including: Individuals with Disabilities Education Act, Individualized Family Service Plan, Individualized Educational Programs, and inclusive programming.

Graphic Design I **1.0 Credit** **Grades: 10-12**
VOC19 – Semester 1 **Year Course**
VOC20 – Semester 2
Prerequisite: Art Forms
This course is the first year of a two-year program, which teaches the principles of layout and graphic design. Students will expand their design skills by developing their artwork, photographs, and graphics by using computer programs in the Adobe CS3 suite. The first semester will focus on learning and applying Adobe Photoshop and Adobe Illustrator. Basics of digital photography will be applied to their final designs. Second semester will concentrate on package designing in Photoshop and introduction of Adobe Animate CC.

Graphic Design II **1.0 Credit** **Grades: 11-12**
VOC21 – Semester 1 **Year Course**
VOC22 – Semester 2
Prerequisite: Graphic Design I
This course expands the student's ability learned in the first year of Graphic Design I. Students will apply advanced techniques in Adobe CS3 suite. First semester will focus on print publications, applying their graphic design skills in Adobe Photoshop, Adobe Illustrator, and Adobe InDesign. Second semester will incorporate video production and basic animation using Adobe Premier Pro and Adobe Flash CS3 Professional. Digital video photography will be applied to final design, as a final portfolio will be required.

Shielded Metal Arc Welding **1.0 Credit** **Grades: 11-12**
BHC Dual Credit **Year Course**
BHC1 – Semester l **6 BHC Credits**
BHC2 – Semester 2
Students will learn basic Shielded Metal Arc welding skills, with shop setting safety being a focus. There will be a concentration on learning how to ARC weld in flat, horizontal, vertical up and overhead positions, while creating lap, corner, butt and fillet welds in each position. Pipe welding will also be taught after the basic welds have been mastered. Embedded

in the class will be lessons on the many hand tools and hand held power tools used while welding to prepare metal. Additional lessons on metals, measurement, welding symbols and blueprint reading will be a part of the class. This is a dual credit class with Black Hawk College. Tuition and fees for the dual credit will be the responsibility of the student and their family. Students will be required to provide some of their own safety equipment (jeans, covered shoes, and welding gloves). **Students must earn a C or higher to obtain credit from Black Hawk.**

Occupational Welding **2.0 Credits** **Grades: 11-12**
BHC Dual Credit **Year Course (2 Periods)**
BHC13 – Semester l **8 BHC Credits**
BHC14 – Semester 2
Prerequisite: Shielded Metal Arc Welding
This is the advanced welding course. In this course, students will learn the basics of MIG and TIG welding as well as Oxy-Acetylene and Plasma Cutting. Safety will be emphasized and build on knowledge from previous courses. Students will learn how to weld MIG and TIG process in flat, horizontal, vertical-up and overhead positions while creating lap, corner, butt/groove, and fillet/T welds in each position. Various welding processes and gases will be introduced throughout the class for welding on a variety of metals. Metal working procedures such as cutting, bending and drilling will be taught, along with how to use power tools and equipment in the shop. Students will have projects to reiterate material covered in class. This is a dual credit class with Black Hawk College. Tuition and fees for the dual credit will be the responsibility of the student and their family. Students will be required to provide their own safety equipment (jeans, covered shoes and welding gloves). **Students must earn a C or higher to obtain credit from Black Hawk**

Basic Precision Measurement **0.5 Credit** **Grades: 11-12**
BHC Dual Credit **One Semester**
BHC7 **2 BHC Credits**
Prerequisite: Enrolled in the Welding Program
Measuring techniques required for machine operations in industry.
Course Objectives:
Upon completing this course, students should be able to:

- Measure parts using Vernier calipers
- Measure parts using micrometers
- Measure and layout parts using scales
- Measure and layout parts using a combination square
- Evaluate part dimension according to blueprint dimensions and tolerances

This course, taken along with Essentials of Technical Math, will allow welding students to receive certification in welding. This course is intended for students enrolled in the welding program and students must be either junior or senior status. Tuition and fees are the responsibility of the student and his/her family. **Students must earn a C or higher to obtain credit from Black Hawk**

Essentials of Technical Math **0.5 Credit** **Grades: 11-12**
BHC Dual Credit **One Semester**
BHC9 **2 BHC Credits**
Prerequisite: Enrolled in the Welding Program
This course includes a thorough review of arithmetic, an in-depth study of plane geometry concepts, an introduction to the metric system, and an introduction to trigonometry.
Course Objectives:
Upon completing this course, students should be able to:

- Perform arithmetic operations with real numbers including scientific notation.
- Perform arithmetic operations to evaluate algebraic expressions and formulas.
- Convert between metric and English units of measurement.
- Solve problems in technology using elementary geometric terms, concepts, and formulas.
- Solve problems in technology using right angle and oblique trigonometry

All problem solving will be done with and without the use of a graphing calculator. This course is intended for students enrolled in the welding program and students must be either junior or senior status. Tuition and fees are the responsibility of the student and his/her family. **Students must earn a C or higher to obtain credit from Black Hawk**

Welding Workplace Experience **1.5 Credit** **Grade: 12**
VOC41 – Semester l **Year Course (2 Periods)**
VOC42 – Semester 2
Prerequisite: Occupational Welding
This course provides students with work experience in the welding machine technologies, or metalwork fields. Goals are typically set cooperatively by the student, teacher, and employer. These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace with emphasis on soft skills, critical thinking and problem solving.

Exploring Medical Careers **0.5 Credit** **Grades: 9–10**
VOC57 **One Semester**
Prerequisites: None
This course offers a practical overview to introduce students to the health care field. Students will explore different aspects of health care such as professions (nursing, nurse aide, physician, physical therapist, etc.), health care providers (hospitals, clinics, nursing homes, etc.), the history of medicine and health care, as well as the life skills required in all health occupations. Other content includes wellness, anatomy, physiology, and life stages. This course is recommended, but not required, for students wanting to enroll in Occupational Health or Medical Terminology. Field trips, speakers, and job-related experiences will be utilized to enhance the curriculum.

Medical Terminology **0.5 Credit** **Grades: 11-12**
BHC Dual Credit **3 BHC Credits** **One Semester**
BHC11
Prerequisites: 80 or higher on Accuplacer Reading Test
This course presents the principles of medical word construction through identification of root words, prefixes, suffixes, combining forms, and methods of building medical terms. Emphasis is placed on correct medical word spelling, pronunciation and definition, while introducing terminology specific to various body systems. The course is intended to prepare students to classify medical information for use in a variety of health care professions. This is a Dual Credit course with Black Hawk College earning 3 cr. hrs. **Students must earn a C or higher to obtain credit from Black Hawk** Tuition and fees are the responsibility of the student and his/her family.

Basic Nursing Assistant Program **2.0 Credits** **Grades 11-12**
BHC Dual Credit **Year Course (2 Periods)**
BHC15 – Semester 1 **8 BHC Credits**
BHC16 – Semester 2
Prerequisites: 2.5 GPA
This is a yearlong course designed to prepare the student to become a Nursing Assistant. Students will attain the knowledge and understanding of the skills to function as a responsible member of the health team. This course includes theory, laboratory practice, and clinical experience. This course centers around 80 in-course theory hours and then the focus of the 40-hour clinical rotation will be caring for patients in a long-term care facility. With successful completion, the student will be able to take a state exam to become a Certified Nursing Assistant. It is a dual credit course with Black Hawk College. ($25 per credit hour). If at the semester the student does not have a "C" or higher, he/she will not be able to continue enrollment in the course. Students must obtain a "C" both semesters and complete 40 clinical hours to earn college credit. Clinical days will vary. Students must have good attendance. A strict attendance policy needs to be adhered to by all students. Students may miss no more than 9 classes and are required to attend 5 assigned clinical days. Additional costs may be associated with this course of study. Information regarding fees and course requirements are available through the instructor. Tuition and fees are the responsibility of the student and his/her family. **When 9 classes are missed, the student will be dropped from the program at semester. If the 9 classes missed occurs during second semester, the student will remain in the class the remainder of the school year- <u>but will no longer be eligible for dual credit or to apply to take the state exam in May and must still pay tuition fees to Black Hawk</u>.**

Basis Nursing Workplace Experience **1.5 Credit** **Grade: 12**
VOC43 – Semester l **Year Course (2 Periods)**
VOC44 – Semester 2
Prerequisite: Basic Nursing Assistant Program
This course provides students with work experience in the nursing field. Goals are typically set cooperatively by the student, teacher, and experience coordinator/employer. Students may have a classroom component with activities, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

DRIVER EDUCATION CURRICULUM

Courses	Credit	Year	Notes/Prerequisites
Driver's Education Behind the Wheel	0.0	10-12	Priority given to sophomores in good standing at time of registration and based on seat availability See course description for additional information Does not receive credit Receives a pass/fail grade
Driver's Education Classroom	0.5	10-12	Priority given to sophomores in good standing at time of registration and based on seat availability Receives credit and a grade

DRIVER EDUCATION **0.5 Credit** **Grades: 10-12**
Prerequisite: Students must be a sophomore in good standing (5.5 credits) AND **One Semester**
DRED1 Sem 1 Must be 16 years of age on or before January 31st
DRED2 Sem 2 Must be 16 years of age on or before August 31st
DRED3 Behind the Wheel – Semester l
DRED4 Behind the Wheel – Semester 2

Driver Education is a one-semester course involving a three-phase program. Students enrolled will be participating in the classroom, on a simulator, and street instructional phases at the same time.

The classroom phase is a study of textbook material, state curriculum guides, and other resources pertinent to the safe operation of the automobile. Students accumulating fifteen absences (excused, unexcused, field trips, etc.) will result in an "F" for the classroom phase in accordance to the state law requirement.

Street instruction consists of at least three hours of behind the wheel in a specially equipped driver education car. Simulation instruction requires 12 hours in a simulator.

Students passing Driver Education will receive .5 credits. Students are required to pay the Illinois license fee (currently $20.00). A fee will be charged for the Behind the Wheel instruction (currently $100.00). **Course fees are subject to change, due to State legislation.**

State Requirements to Obtain a Driver's License:
1. Pass classroom phase.
2. Pass driving simulation.
3. Must be at least 16 years of age.
4. Had your permit for at least 9 months.
5. Drive 50 hours with a parent/guardian (at least 10 of the 50 hours must be at night).

ENGLISH LANGUAGE CURRICULUM

Courses	Credit	Year	Prerequisites
EL Study Skills	1.0	9-12	For current ELs
Newcomer English	1.0	9-12	WIDA Screen or ACCESS Score of 2.4 or lower; enrolled in a US school for less than 2 years.
EL English Level A (EDGE)	1.0	9-12	WIDA Screener or ACCESS Score of 2.4 or lower; enrolled in a US school for 2+ years.
EL English Level B & C (EDGE)	1.0	9-12	WIDA screener or ACCESS Score between 2.5 - 3.5 or completion of EL English Foundation & Level A; unique circumstances must have Principal and EL Coordinator approval.
EL English 9 - 12	1.0	9-12	Prerequisite: WIDA screener or ACCESS Score of 3.5 - 4.8; unique circumstances must have Principal and EL Coordinator approval
EL Pre-Algebra	1.0	9-12	Recommendation of EL teacher, with principal approval; and/or WIDA Score
EL Algebra IA	1.0	9-12	Pre-Algebra or Recommendation of EL teacher, with principal approval; and/or WIDA Score
EL Algebra IB	1.0	9-12	Algebra IA or Recommendation of EL teacher, with principal approval; and/or WIDA Score
EL Geometry	1.0	9-12	Algebra IB or Recommendation of EL teacher, with principal approval; and/or WIDA Score
EL Biology I	1.0	9-12	Recommendation of EL teacher, with principal approval; and/or WIDA Score
EL Earth Science	1.0	10-12	Recommendation of EL teacher, with principal approval; and/or WIDA Score
EL US History	1.0	9-12	Recommendation of EL teacher, with principal approval; and/or WIDA Score
EL World Studies	1.0	9-12	Recommendation of EL teacher, with principal approval; and/or WIDA Score
EL US Government	0.5	9-12	Recommendation of EL teacher, with principal approval; and/or WIDA Score
EL Consumer Economics	0.5	9-12	Recommendation of EL teacher, with principal approval; and/or WIDA Score

EL Study Skills **1.0 Credit** **Grades 9-12**
ELL1S - Semester 1 **Year Course**
ELL2S - Semester 2
Prerequisite: For current ELs.
For current ELs who have not yet reached an ACCESS or WIDA Online Screener Composite Score of 3.5. The course is designed to aid students to assist in English Language Acquisition and the development of academic study skills. It is designed to support the language demands of the non-sheltered instructional environments. This course is administered in a sheltered-instructional environment. This is a graded course.

Newcomer English **1.0 Credit.** **Grades 9-12**
ELL01-Semester 1 **Year Course**
ELL02-Semester 2
Prerequisite: WIDA Screener or ACCESS score of 2.4 or lower.
This course is designed for students who have been enrolled in a U.S. school for less than 2 calendar years who have tested at a 2.4 or less on either the WIDA Screener or ACCESS Literacy Composite. This course prepares multilingual teenagers with the academic language and literacy skills they need to study cross-curricular subjects and literature from around the world, participate in academic discussions, and apply themselves in and out of the classroom. This course is delivered in a sheltered-instructional environment.

EL English Level A (EDGE) **1.0 Credit** **Grades 9-12**
Semester 1/Semester2 **Year Course**
ELL091/ELL092 9th Grade ELL111/ELL112 11th Grade
ELL101/ELL102 10th Grade ELL121/ELL122 12th Grade
Prerequisite: WIDA Screener or ACCESS Score of 2.4 or lower; unique circumstances must have Principal and EL Coordinator approval.
This course is designed for students enrolled in a US school for two years or more and for those who have tested at a 2.4 or less on either the WIDA Screener or ACCESS Literacy Composite. Instruction is provided for students who need intensive assistance developing reading, writing, listening, speaking, and study skills to enhance success in English Language Arts courses. This course is delivered in a sheltered-instructional environment.

EL English Level B & C (EDGE) **1.0 Credit** **Grades 9-12**
Semester 1/Semester2 **Year Course**
ELL093/ELL094 9th Grade ELL113/ELL114 11th Grade
ELL103/ELL104 10th Grade ELL123/ELL124 12th Grade
Prerequisite: WIDA screener or ACCESS Score between 2.5 - 3.5 or completion of EL English Foundation & Level A; unique circumstances must have Principal and EL Coordinator approval.
This course is an English Language Arts course for EL students who have tested at less than 3.5 on the WIDA ACCESS test. This course is scheduled according to grade level and focuses on literacy acquisition. This course targets English Language Arts skills and standards for students who need significant support in cognitive academic skills in the English Language Arts areas of reading, writing, listening, and speaking. This course is delivered in a sheltered-instructional environment.

EL English 9 -12 **1.0 Credit** **Grades 9-12**
Semester 1/Semester2 **Year Course**
ELL095/ELL096 9th Grade ELL115/ELL116 11th Grade
ELL105/ELL106 10th Grade ELL125/ELL126 12th Grade
Prerequisite: WIDA screener or ACCESS Score of 3.5 - 4.7; unique circumstances must have Principal and EL Coordinator approval
This course is the next & final level of instruction in the sheltered instruction environment, in alignment with mainstream English courses. This course is scheduled according to grade level. This course is designed for students who are close to graduating out of the EL program and have the interpersonal communication and cognitive academic language skills to move beyond the basic courses

EL US Government **0.5 Credit** **Grades: 9-12**
ELL19 **One Semester**
Prerequisite: Recommendation of EL teacher, with principal approval; and/or WIDA Score
This course allows students with limited English language skills to study the American political system while enhancing English language skills. Areas of study will include the legislative, executive, and judicial branches of government, campaigns and elections, the naturalization test, and the Constitution. A variety of activities are used for instruction. This course is administered in a sheltered-instructional environment.

EL Consumer Economics **0.5 Credit** **Grades: 9-12**
ELL20 – Semester 1 **One Semester**
Prerequisite: Recommendation of EL teacher, with principal approval; and/or WIDA Score
This course provides students of limited English proficiency content instruction in consumer economics, as well as additional English support. Students in this course will look at the basic principles of economics and the application to student's daily lives. Students will explore the roles of government, business, and consumers in the economy, with special focus on consumer skills and financial literacy. This course prepares students to make good economic choices in their lives. This course is administered in a sheltered-instructional environment.

EL World Studies **1.0 Credit** **Grades: 9-12**
ELL23 - Semester 1 **Year Course**
ELL24 – Semester 2
Prerequisite: Recommendation of EL teacher, with principal approval; and/or WIDA Score
World Studies is a required course that focuses on major events and themes in the world from prehistory to the present with English language support. Students will consider the influence of geographic settings, cultural perspectives, economic systems, and various forms of government on human events from multiple regions and time periods and link that comprehension with the English language. The course especially emphasizes the historical background of major problems in the world today. This course is administered in a sheltered-instructional environment.

EL US History **1.0 Credit** **Grades: 9-12**
ELL18 – Semester 1 **Year Course**
ELL21 – Semester 2

Prerequisite: Recommendation of EL teacher, with principal approval; and/or WIDA Score

US History focuses on combining the standards and goals of American History with English language support. This course helps students understand major policies and events in US History and link that comprehension with the English language. A wide variety of activities are used to develop these skills. This course is administered in a sheltered-instructional environment.

EL Biology I **1.0 Credit** **Grades: 9-12**
SCIA - Semester 1 **Year Course**
SCIB - Semester 2

Prerequisite: Recommendation of EL teacher, with principal approval; and/or WIDA Score

This introductory course provides instruction in the basic structure and function of living organisms. Students will investigate these concepts through a variety of classroom and laboratory activities. This course develops students' critical thinking skills and supports English language development by providing a link between conversational competency and academic language. This course is administered in a sheltered-instructional environment.

EL Earth Science **1.0 Credit** **Grades: 10-12**
SCIC – Semester 1 **Year Course**
SCID – Semester 2

Prerequisite: Recommendation of EL teacher, with principal approval; and/or WIDA Score

This yearlong course focuses on the Earth's origin, composition, changes taking place, weather patterns, Earth's place in space, and the mapping of significant geographic locations on Earth. Attention is also given to the sun, its composition, and nuclear fusion. Stellar evolution, the solar system, constellations, and galaxies will also be covered. Additional focus is given to the relationship between humans and their environment and includes various environmental issues. This course is supported by labs and activities and is administered in a sheltered instructional environment.

EL Pre-Algebra **1.0 Credit** **Grades: 9-12**
ELL9 – Semester 1 **Year Course**
ELL10 – Semester 2

Prerequisite: Recommendation of EL teacher, with principal approval; and/or WIDA Score

This course emphasizes (1) social and academic English proficiency through the instruction of mathematics and (2) the mathematical knowledge and skills necessary for college, career, and civic life. This course is administered in a sheltered-instructional environment. Topics include basic properties of rational and irrational numbers, basic operations on rational numbers, order of operations, exponents, algebraic expressions, ratio, proportions, and the coordinate plane in order to prepare students for Algebra I.

EL Algebra IA **1.0 Credit** **Grades: 9-12**
ELL11 – Semester 1 **Year Course**
ELL12 – Semester 2

Prerequisite: Recommendation of EL teacher, with principal approval; and/or WIDA Score

This is the second course in the sheltered-instructional environment for EL mathematics. Students will continue to build on topics covered in Pre-Algebra, while being introduced to Algebra I vocabulary, the manipulative skills, and the basic theory of algebra. Emphasis is placed on operations, problem solving, and basic equations. This curriculum will mirror the first semester of Algebra I and great care will be taken to ensure students receive proper accommodations and modifications during this course.

EL Algebra IB **1.0 Credit** **Grades: 9-12**
ELL13 – Semester 1 **Year Course**
ELL14 – Semester 2

Prerequisite: Recommendation of EL teacher, with principal approval; and/or WIDA Score

This is the third course in the sheltered-instructional environment for EL mathematics This course will pick up where Algebra IA left off, continuing to teach the vocabulary, the manipulative skills, and the basic theory of algebra. Equations, inequalities, and word problems are introduced and reviewed. Integers, polynomials, and algebraic fractions are studied. Emphasis is placed on operations, problem solving, and equations. This curriculum will mirror the second semester of Algebra I and great care will be taken to ensure students receive proper accommodations and modifications during this course.

EL Geometry **1.0 Credit** **Grades: 9-12**
ELL15 – Semester 1 **Year Course**
ELL16 – Semester 2

Prerequisite: Recommendation of EL teacher, with principal approval; and/or WIDA Score

This is third course in the sheltered-instructional environment for EL mathematics. This course will emphasize the basic structure of Plane Geometry and the practical applications of geometrical topics. Algebraic skills are reviewed and strengthened as algebraic methods are applied to solving geometric problems.

ENGLISH/LANGUAGE ARTS CURRICULUM

Courses	Credit	Year	Prerequisites	Weighted/Dual
English 9	1.0	9	None	No
English Lab	0.5 or 1.0	9	None	No
Honors English 9	1.0	9	None	No
English 10	1.0	10	None	No
Honors English 10	1.0	10	English 9/Honors English 9	No
English 11	1.0	11	None	No
AP English Language and Composition	1.0	11	English 10/Honors English 10	Weighted
Journalism	1.0	10-12	Elective	No
African American Literature	0.5	12	None	No
Creative Writing	0.5	12	None	No
Contemporary Literature	0.5	12	None	No
Modern World Literature	0.5	12	None	No
Mythology	0.5	12	None	No
English 12	1.0	12	None	No
AP English Literature and Composition	1.0	12	English 11/AP English Language and Composition	Weighted
English 101 BHC Dual Credit	0.5	12	ACT Reading score of 22 or higher Or Accuplacer Reading score of 90 or higher Or SAT Reading score of 370 or higher	Dual
English 102 BHC Dual Credit	0.5	12	English 101(must have earned a C or higher)	Dual
Principles of Speech Communication BHC Dual Credit	0.5	12	Enrollment in BHC Dual Credit Program	Dual
Global Awareness and ELA	1.0	12	None	Portability Code

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
REQUIRED: English 9 or Honors English 9	**REQUIRED:** English 10 or Honors English 10	**REQUIRED:** English 11 or AP English Language and Composition **ELECTIVES:** Journalism	**YEAR LONG:** English12, AP English Literature and Composition or English 101/102 Global Awareness and ELA **SEMESTER:** African-American Literature Creative Writing Contemporary Literature Modern World Literature Mythology **must have the equivalent of one full year*

English 9 **1.0 Credit** **Grade: 9**
ENGF3 – Semester l **Year Course**
ENGF4 – Semester 2
Prerequisite: None
Students will read closely a variety of diverse literature, including excerpts, short stories, drama, and nonfiction, to enhance critical thinking skills as they write to analyze given texts; use evidence to make claims and determine the purpose behind how authors structure text and develop ideas; develop writing through inquiry in a research project; and develop arguments through text analysis to develop their own arguments in writing.

English Lab **0.5 or 1.0 Credit** **Grade: 9**
ENGF5 – Semester l **Elective Credit** **Semester or Year Course**
ENGF6 – Semester 2
Prerequisite: None
English Lab is a writing and reading support class. Students are enrolled in this course while they are also taking English 9. Class time will concentrate on writing and reading strategies which supplement work being done in English 9 with the goal of increasing reading fluency. Course placement is determined by grades in English/reading, MAP test scores, teacher recommendation and/or administrator discretion. Students will earn elective credit.

Honors English 9 **1.0 Credit** **Grade: 9**
ENGF1 – Semester l **Year Course**
ENGF2 – Semester 2
Prerequisite: None
Placement based upon the Accelerated Placement Act/MAP scores/8th grade course grades & demonstration of skills.
This course is a year-long course offered to academically accelerated 9th grade students. The course will help students develop more mature communication skills and will acquaint them with the life-enriching benefits of the study of literature. Students will also study grammar, usage, vocabulary, and writing. (Also includes the same content as English 9.)

English 10 **1.0 Credit** **Grade: 10**
ENG11 – Semester 1 **Year Course**
ENG12 – Semester 2
Prerequisite: None
Building upon skills learned and reinforced in English 9, students will closely read a variety of diverse literature, including poetry, nonfiction, drama, to analyze these texts and determine how authors develop complex characters and ideas; work more in depth to determine authors' purposes as the analyze authors' use of rhetoric and word choice to develop ideas and claims; research multiple perspectives to develop a position in their writing; and determine how authors use craft and structure to determine characters and ideas.

Honors English 10 **1.0 Credit** **Grade: 10**
ENG15 – Semester l **Year Course**
ENG16 – Semester 2
Prerequisite: Honors English 9
Recommendation: Grade of C or higher in Honors English 9 is highly recommended
This course is a year-long course offered to academically accelerated 10th grade students. Students will investigate various types of world literature and, through analysis, come to an appreciation of different cultural philosophies. Students will utilize the writing process to compose essays in a variety of styles, including the research paper. (Also includes the same content as English 10)

English 11 **1.0 Credit** **Grade: 11**
ENG61 – Semester l **Year Course**
ENG62 – Semester 2
Prerequisite: None
Continuing to reinforce and develop skills learned in English 10, students will closely read a variety of diverse literature, including poetry, excerpts, drama, and nonfiction, to determine how authors develop and relate elements of a given text; determine how authors use figurative language or rhetoric to advance a point of view or purpose; research multiple perspectives to develop a position in a given task; and determine how authors use narrative techniques to craft fiction writing.

Journalism **1.0 Credit** **Grades: 10-12**
ENG81 **Elective Credit** **Year Course**
ENG82
Recommendation: Grade of C or higher in previous English courses
10th graders need a recommendation from their English 9 teacher*
Students will study the methods, ethics, and fundamentals of journalistic writing. They will write and edit news, features, and sport stories, along with editorials and writing for the yearbook. Students will be introduced to and utilize desktop publishing for production. Students will do all of the writing, photography, designs, and layouts for the school newspaper, *The Crimson Crier,* the school yearbook, *The Watchtower,* and journalistic activities for the RIHS Athletic Department. In this course students create and plan the yearbook, as well as video projects for Rock Island High School's social media.

AP English Language and Composition **1.0 Credit** **Grade: 11**
APENG1 – Semester l **Year Course**
APENG2 – Semester 2 ***5.0 Weighted Credit**
Prerequisite: English 10/Honors English 10
Recommendation: Grade of C or higher in Honors English 10 is highly recommended
The AP English Language and Composition course is modeled after college freshman rhetoric and composition courses. AP English Language, therefore, emphasizes reading, critical analysis, and literature study and appreciation. Literature (primarily nonfiction) from various eras and genres such as humanities, biography, philosophy, history, and political science will be studied. Students will also study visual rhetoric such as photographs, advertisements, and political cartoons. Focus will be on various modes of discourse and will require students to understand audience, purpose, tone, context, and style. Students must come into the course expecting an intensive writing experience. **Students enrolled in this course are expected to take the AP exam in May and are expected to remain in the course for the entire year. Teacher, parent/guardian, and administrative approval are required to drop this course at semester.**

Principles of Speech Communication **0.5 Credit** **Grade: 12**
BHC Dual Credit **Elective Credit** **One Semester**
BHC17 **3 BHC Credits**
Prerequisite: Enrollment in BHC Dual Credit Program
The oral communication course combines communication theory with the practice of oral communication skills. This oral communication course: (1) develops awareness of the communication process; (2) provides intentional, organizational, and expressive strategies; (3) promotes understanding of and adaptation to a variety of communication contexts; and (4) emphasizes critical skills in listening, reading, thinking and speaking. Tuition and fees are the responsibility of the student and his/her family.

English 12 **1.0 Credit** **Grade: 12**
ENG45 – Semester 1 **Year Course**
ENG46 – Semester 2
Prerequisite: None
Reinforcing and enhancing skills learned in English 11, students will closely read a variety of diverse texts, including nonfiction excerpts and drama, to develop personal narratives (e.g. college application essay); research multiple perspectives to develop a position for a given research task and presentation project; analyze the interaction of central ideas and character development; and explore complex ideas through craft structure of given texts.

AP English Literature and Composition **1.0 Credit** **Grade: 12**
APENG3 – Semester l **Year Course**
APENG4 – Semester 2 ***5.0 Weighted Credit**
Prerequisite: English 11/AP Language and Composition
Recommendation: Grade of C or higher in AP Language and Composition is highly recommended
In AP Literature and Composition, students must read, write, and speak at advanced levels. British poetry and prose, studied chronologically and analyzed critically, enable students to understand the development of modern English literature and language. Writing focuses mainly on exposition, with emphasis on process, content, clarity, and form. Students will do extensive reading outside of class and present oral reports each quarter. Additionally, students use research skills and the MLA format for written and oral projects. The literature and writing content of this year-long course helps prepare students for the AP Literature and Composition exam in May. **Students enrolled in this course are expected to take the AP exam in May and are expected to remain in the course for the entire year. Teacher, parent/guardian, and administrative approval are required to drop this course at semester.**

English 101 **0.5 Credit** **Grade: 12**
BHC Dual Credit **One Semester**
BHC5-Semester 1 **3 BHC Credits**
Prerequisite: *Per Black Hawk College* - ACT Reading score of 22 or higher or Accuplacer Reading score of 90 or higher or SAT Reading score of 370 or higher
The first of two courses in the one-year composition sequence, English 101 introduces students to college-level writing as a process of developing and supporting a thesis in an organized essay. English 101 requires students to read and think critically, use appropriate style and voice, and observe the conventions of Standard English and citation. Students must earn a "C" or better in order to qualify for English 102 in the spring. Tuition and fees are the responsibility of the student and his/her family.

English 102 **0.5 Credit** **Grade: 12**
BHC Dual Credit **One Semester**
BHC6- Semester 2 **3 BHC Credits**
Prerequisite: *Per Black Hawk College:* C or better in English 101
English 102 is the second of two courses in the one-year composition sequence. English 102 continues exposing students to college-level writing by developing and supporting a thesis in persuasive papers. English 102 requires students to read and think critically and to apply documentation and research skills to a multi-sourced academic research writing assignment. Tuition and fees are the responsibility of the student and his/her family.

GRADE 12 ELECTIVES

Seniors may select two of the following semester elective courses to fulfill the grade 12 required year English credit.

African American Literature **0.5 Credit** **Grade: 12**
ENG59 **One Semester**
Prerequisite: None
This semester course offers insight into the social issues, struggles, and personal relationships in the African American culture as shown through fictional and nonfictional literature created by African Americans. Students will complete a variety of assignments that improve their reading, writing, and speaking skills to develop a well-rounded understanding of the English Language and African American Literature.

Contemporary Literature **0.5 Credit** **Grade: 12**
ENG55 **One Semester**
Prerequisite: None
Students will analyze nonfiction or literature that addresses the struggles of young adults, whether they are trying to discover identity, determine ethics and honor, or overcome the obstacles imposed on them in their society or environment. Students will be expected to work cooperatively and independently, to read outside of class and write for a variety of purposes, and to present in front of their peers. Assessments may be essay, objective, or project-based.

Creative Writing **0.5 Credit** **Grade: 12**
ENG90 **One Semester**
Prerequisite: None
Students will explore various authors and their works, study literature and poetic techniques, and conduct research, through independent reading, that they will then apply to their own writing. Writing may include, but is not limited to various types of poems, a play, a short story, or a children's book. This course will also include intensive editing process, including workshopping and sharing writing with peers.

Modern World Literature **0.5 Credit** **Grade: 12**
ENG53 **One Semester**
Prerequisite: None
Students will analyze novels by authors from around the world. Through these readings, analysis (written and verbal), and potential research, students will broaden their awareness of other cultures from the past into more contemporary times. Students will be expected to work cooperatively and independently, to read outside of class, to present in front of their peers, and write for a variety of purposes. Assessments may be essay, objective, or project-based.

World Mythology **0.5 Credit** **Grades: 12**
ENG57 **One Semester**
Prerequisite: None
This is a semester course, where students read (in and outside of class) and discuss various mythological legends from history and literature. During reading and discussion, students compare and contrast world myths and show their continued relevance in today's world. Students conduct research, develop a presentation project, and write essays.

Global Awareness and ELA **1.0 Credit**
Grade 12
ENG71-Semester 1 **Year Course**
ENG72-Semester 2
Prerequisite: Recommended grade of B- or C in previous English courses (not recommended for students with already strong English skills).
Global Awareness and ELA is a year-long course intended for senior students who are interested in continuing their education in college, but they want to reinforce their skills to better ensure college, career, and life success. **Students must maintain a C or better each quarter in this *year-long class to earn a *State portability code** that will replace remedial classes that otherwise would be required for 100 level coursework at BHC. Because of the state portability code, regular attendance and senior standing is highly recommended. Global Awareness and ELA will also enable students to find success on "day one" in college courses. Course text selections and writings are organized around themes, critical issues and concepts that direct student focus to global ideas that foster critical thinking, reading, and writing skills. Metacognition and essential skill competences are integrated throughout instruction and embedded in course activities. Quarter-long units include: Global Climate Change, Investigating Your Passions, Facing Adversity, and Defining Success.

FAMILY & CONSUMER SCIENCE CURRICULUM

Courses	Credit	Year	Notes/Prerequisites
Foods & Nutrition I	0.5	9-12	None
Foods & Nutrition II	0.5	10-12	Foods & Nutrition I
Culinary Arts	0.5	11-12	Foods & Nutrition I and II
Adult Living	0.5	11-12	None

Foods and Nutrition I **0.5 Credit** **Grades: 9-12**
HOM01 **One Semester**
Prerequisite: None
This introductory course is designed to develop an understanding of nutrition and wellness. The focus of this course is to assist students in making healthy food choices based on dietary guidelines. An understanding of these elements enables students to select, plan, and prepare nutritious foods with an emphasis on sanitation and safety. This course is a prerequisite for Foods & Nutrition II.

Foods and Nutrition II **0.5 Credit** **Grades: 10-12**
HOM03 **One Semester**
Prerequisite: Foods and Nutrition I
Recommendation: Grade of C or better in Foods I is highly recommended
This course is the second level of study in Foods & Nutrition. Safety and sanitation practices will be encouraged throughout the semester with a focus on time management and food preparation skills. Students will develop skills in using equipment to produce nutritious and attractive meals. Course content includes foodservice careers, international foods, kitchen design, and the preparation of yeast breads, pies, cakes, casseroles, and meats. This course is a prerequisite for Culinary Arts.

Culinary Arts **0.5 Credit** **Grades: 11-12**
HOM31 **One Semester**
Prerequisite: Foods and Nutrition I and II courses
Recommendation: Grade of C or better in Foods and Nutrition I and II is highly recommended
This course is designed to help students become aware of career proficiencies required in food preparation occupations. Emphasis is given to the development of competencies related to employability. Course content includes a review of sanitation and safety, menu planning, and food production. Upon completion of this course students should have entry-level skills needed for employment in institutional or commercial establishments.

Adult Living **0.5 Credit** **Grades: 11-12**
HOM35 **One Semester**
Prerequisite: None
This course is designed to help students gain an understanding of the basic personal finance skills that are relevant to the lives of teens as they transition to young adults. The goal is to build a solid foundation for financial independence. Students will discover the following: how they can manage their spending to meet financial goals, control their personal credit and debt, boost their personal earning capability, put their personal assets to work to build personal wealth, use financial services in a sensible and wary manner, and protect their personal property and financial resources.

FINE ARTS CURRICULUM

Courses	Credit	Year	Notes/Prerequisites	Weighted/Dual
Theatre Arts I	0.5	9-12	None	No
Theatre Arts II	0.5	9-12	Theatre Arts I	No
Theatre Arts III	0.5	10-12	Theatre Arts II	No
Music Theory	0.5	11-12	Must be involved in Music Program	No
Music Appreciation-BHC Dual Credit	0.5	11-12	Enrollment in BHC Dual Credit Program	Dual
Marching Band I	0.5	9-12	Enrollment in band both semesters of previous year or private lessons previous year	No
Concert Band (Fall)	0.5	9-12	Enrollment in band both semesters of previous year or private lessons for the previous year	No
Concert Band (Spring)	0.5	9-12	Enrollment by audition or approval of instructor	No
Symphonic Band	0.5	10-12	Enrollment by audition only	No
Jazz Band	0.5	9-12	Concurrent enrollment in band, orchestra, or choir for 1 year	No
Percussion	0.5	9-12	Enrolled in Band	No
Concert Orchestra	1.0	9-12	Previous experience in playing a stringed instrument or approval by instructor	No
Chamber Orchestra	1.0	9-12	Enrollment by audition only	No
Concert Choir	1.0	9-12	None	No
Symphonic Choir	1.0	9-12	Audition	No
Chamber Singers	1.0	9-12	Audition	No
Art Forms	0.5	9-12	None	No
Art Studio I	0.5	9-12	Art Forms	No
Art Studio II	0.5	10-12	Art Studio I	No
Art Ideas	0.5	11-12	Art Studio II	No
AP Studio Art: 2-D Design/Drawing	1.0	11-12	Art Studio II	Weighted
Ceramics I	0.5	10-12	None	No
Ceramics II	0.5	10-12	Ceramics I	No
AP Studio Art: 3-D Design	1.0	11-12	Ceramics I & Ceramics II	Weighted

DRAMATIC ARTS PROGRAM

Theatre Arts I **0.5 Credit** **Grades: 9-12**
ART21 **One Semester**
Prerequisite: None
Theater Arts I provides opportunities for students to explore theatre skills and techniques. Students will learn the fundamentals of theatre through various texts, daily activities, and projects, including the creation and performance of short scenes and ensemble acting.

Theatre Arts II **0.5 Credit** **Grades: 9-12**
ART23 **One Semester**
Prerequisite: Theatre Arts I
Theatre Arts II provides opportunities for students to acquire new skills and understandings such as writing, producing, and directing plays, while enhancing and developing previously acquired experience in Theater Arts I. Topics also include the role and development of theatre in society. The course uses a variety of texts, daily activities, projects, tests, and performances.

Theatre Arts III **0.5 Credit** **Grades: 10-12**
ART25 **One Semester**
Prerequisite: Theatre Arts I & II
Theater Arts III provides opportunities for students to advance themselves in the following areas: improving established techniques, expanding students' exposure to different types of theatrical techniques and traditions, and increasing their chances of participating in public productions. This course may also provide a discussion of career opportunities in the theater.

MUSIC PROGRAM

The music program includes instruction in non-performance and performance courses. The non-performance courses are Music Theory and Music Appreciation / History. Performance courses are Instrumental Music (Marching Band, Concert Band, Jazz Band and Orchestra) and Vocal Music (several choirs from which to choose). The performance courses also include study of theory and appreciation / history.

NON-PERFORMANCE COURSES

Music Theory **0.5 Credit** **Grades: 11-12**
ART39 **One Semester**
Prerequisite: Must be involved in the music program
Music Theory requires that a student have an understanding of basic music. They must already be capable of reading music. This course is for students who may be considering majoring in music in college or furthering their musical knowledge beyond the basics.

Music Appreciation **0.5 Credit** **Grades: 11-12**
BHC Dual Credit **One Semester**
BHC3 **3 BHC Credits**
Prerequisite: Enrollment in BHC Dual Credit Program
This course is designed to acquaint students with the various periods of musical composition and performance. No previous musical training is required. It would be beneficial to all students, especially those involved in other music courses, those planning music as a career, and those attending a college / university in liberal arts. Tuition and fees are the responsibility of the student and his/her family.

PERFORMANCE COURSES
INSTRUMENTAL MUSIC PROGRAM

The Instrumental Music Program includes instruction in small and large group performance and solo and ensemble in the areas of winds, strings, and percussion. Large group performance includes the orchestra and bands (concert, marching, pep and jazz). Individual and /or small group performance includes experience in solo preparation, duets, trios, and experience in Instrumental Music.

Marching Band I **0.5 Credit** **Grades: 9-12**
ART31 **One Semester (Fall)**
Prerequisite: Enrollment in band both semesters of previous year or private lessons the previous year
Placement of students in the marching band is based on audition, enrollment, and/or performance.
Marching Band is available to 9-12 grade students who have previous experience playing an instrument or are members of the color guard. The program includes the exploration, preparation, and performance of music written for bands and wind ensembles. All students will participate in a Marching Band camp held at the high school in July and Fall Break; as well as all Marching Band related activities, which take place during first semester. The band will rehearse concert band material throughout the semester. Course requirements include performance in all concerts and special events. All students enrolled in band will participate in pep band performances for basketball games. Students have the option to audition for the IMEA All-District band.

Concert Band **0.5 Credit** **Grades: 9-12**
ART29 **One Semester (Fall)**
Prerequisite: Enrollment in band both semesters of the previous year or private lessons for a year. Private lesson students must audition for the director by the end of February.
Concert Band is available to students who have previous experience playing a wind or percussion instrument and prefer not to perform in marching band. The program includes the exploration, preparation, and performance of music written for bands. Course requirements include performance in all concerts and special events, sectionals, rehearsals, and other appearances of the band. All students enrolled in band will participate in pep band performances and basketball games.

Students enrolled in band are also eligible to enroll in the jazz band course. Band students have the option to audition for the IMEA All-District Band.

Concert Band **0.5 Credit** **Grades: 9-12**
ART30 **One Semester (Spring)**
Prerequisite: Enrollment by audition
Concert band is the mid-level band at the high school. In order to be in this band, a student must audition in the spring and be selected. The band performs two times in the spring semester. Those students who may never have been in band before may be accepted in this band with instructor's approval.

Jazz Band **0.5 to 1.0 Credit** **Grades 9-12**
ART27 – Semester l **May enroll for one year**
ART28 – Semester 2
Prerequisite: Concurrent registration in Band, Orchestra, or Choir (guitar, electric bass, and piano require Director's approval) Enrollment in band the previous year or private lessons for the previous year
Jazz band, as a course and performing group, includes the exploration, preparation, and performance of the various styles of the musical art known as jazz. Course requirements include performances at concerts, festivals, and other special events. Students will explore transposition, notation, improvisation, and composition of jazz music. Students must be enrolled in a performing arts course in order to participate.

Symphonic Band **0.5 Credit** **Grades: 10-12**
ART32 **One Semester**
Prerequisite: Enrollment by audition
Students not previously enrolled in a band course must have private lessons to be eligible for approval.
Symphonic band is the top-level band at the high school. In order to be in this band, a student must audition in the spring and be selected for this band. The band performs three times in the spring semester. Participation in concert festival is required.

Marching Band Percussion **0.5 Credit** **Grades: 9-12**
ART47 **One Semester (Fall)**
Prerequisite: Enrollment in band both semesters of previous year or private lessons the previous year
Placement of students in the marching band percussion is based on audition, enrollment, and/or performance.
Marching Band Percussion is available to 9-12 grade students who have previous experience playing percussion or will be moved to marching band percussion (oboes, bassoons, etc.). The program includes the exploration, preparation, and performance of music written for competitive marching band and percussion ensembles. All students will participate in a Marching Band camp held at the high school in July and Fall Break; as well as all Marching Band related activities, which take place during first semester. The band will rehearse band material and percussion ensembles throughout the semester. Course requirements include performance in all concerts and special events. All students enrolled in band will participate in pep band performances for basketball games. Students have the option to audition for the ILMEA All-District band.

Percussion Ensemble **0.5 Credit** **Grades: 9-12**
ART48 **One Semester (Spring)**
Prerequisite: Enrollment in band both semesters of the previous year or private lessons for a year. Private lesson students must audition for the director by the end of May of the previous year.
Percussion is available to students who have previous experience playing a percussion instrument. The program includes the exploration, preparation, and performance of music written for percussion. Course requirements include performance in all concerts and special events, sectionals, rehearsals, and other appearances of the band. All students enrolled in Percussion will participate in pep band performances at basketball games. Students enrolled in Percussion are also eligible to enroll in the jazz band course. Percussion students have the option to participate in Solo/Ensemble contest.

Concert Orchestra **1.0 Credit** **Grades: 9-12**
ART41 – Semester 1 **Year Course**
ART42 – Semester 2
Prerequisite: Previous experience in playing a stringed instrument. Wind and percussion players for full orchestra are selected from Band.
Concert Orchestra is open to any student, grade 9-12, who has experience playing a stringed instrucment. The focus of this ensemble is to develop and refine students' musical experiences and technique through performance of music written for string orchestra. While focusing on traditional orchestra music, it is the intent of this class to expose students to a wide variety of music from the past and present and from many cultures. Concert Orchestra performs several evening concerts each year that are required for participation. In addition to regular performances at RIHS, additional performance opportunities include ILMEA Honors orchestra and SEISTA Honors Orchestra. Fee is $40 per year.

Chamber Orchestra **1.0 Credit** **Grades: 9-12**
ART43 – Semester 1 **Year Course**
ART44 – Semester 2
Prerequisite: Auditioned ensemble. Music is distributed in orchestra classes at the Unior High Schools and High School in the middle to end of Quarter 4.
Chamber Orchestra is open to students who play a stringed instrument and have successfully auditioned into the orchestra. Wind and percussion students wishing to perform with the orchestra must be enrolled in the band and are placed in the orchestra as needed. The focus of this ensemble is to develop and refine students' musical experiences and technique through performance of masterworks written for string and symphonic orchestra. While focusing on traditional orchestra music, it is the intent of this class to expose students to a wide variety of music from the past and present and from many cultures. Chamber Orchestra performs several evening concerts each year that are required for participation. In addition to regular performances at RIHS, performance opportunities include ILMEA Honors orchestra, SEISTA Honors Orchestra, and performances in the community. Fee is $40 per year.

VOCAL MUSIC PROGRAM

The vocal music program provides students the opportunity for performance in a choir, as well as instruction in sight-reading and theory. The beginning singer or non-singer is taught technique and beginning theory in Concert Choir. Midway through the year, all students are tested on their skills and those who have achieved success may advance throughout the year in all choirs for optional solo/ensemble work, as well as festivals and competition.

Concert Choir **1.0 Credit** **Grades: 9-12**
ART35 – Semester l **Year Course**
ART36 – Semester 2
Prerequisite: None
Open to all students 9-12 who are interested in learning how to sing in a choir. Intended for beginning music students since much time is spent on choral techniques and fundamentals of reading music. Students in the course should possess a teachable attitude and be able to practice self-discipline. There will be an average of one required concert performance each quarter.

Symphonic Choir **1.0 Credit** **Grades: 9-12**
ART37 – Semester 1 **Year Course**
ART38 – Semester 2
Prerequisite: Audition / Previous experience in band, choir or orchestra
Students who have experience in Band, Choir, or Orchestra are strong candidates.
This is an auditioned choir of male and female singers who perform a variety of choral music. Time is spent to continue development of choral techniques and music reading skills. Two or more concerts per semester plus opportunities to participate in state contests and festivals. Symphonic Choir periodically combines with Chamber Singers to form a larger group for performances. This course requires some rehearsals and performances beyond the school day, including sectional rehearsals at 7 AM in August/September and February/March to prepare for state-level festivals and contests.

Chamber Singers **1.0 Credit** **Grades: 9-12**
ART45 – Semester l **Year Course**
ART46 – Semester 2
Prerequisite: Audition
This course enables students to develop performance techniques and proficiency in group and solo situations and to develop creativity through the study of appropriate and varied choral literature. Music reading ability is very important, as students must be able to learn a large amount of music in a short amount of time. Chamber Choir is a highly regarded performing group, not only in our district but also throughout the Quad Cities region. As such, this course will require many extra rehearsals at 7 AM in August/September and February/March to prepare for state-level festivals and contests. Private lessons are highly encouraged but not required. Auditions are conducted in the spring for the following school year. Course size is limited to 16-24 members. Students in Chamber Singers should plan to audition for IMEA District Festival in the fall and will prepare a solo and/or ensemble for the Solo & Ensemble Contest in the spring.

VISUAL ARTS PROGRAM

Seven courses in art are offered over an eight-semester period in a sequential order. All courses are one semester in length.

Art Forms **0.5 Credit** **Grades: 9-12**
ARTS1 **One Semester**
Prerequisite: None
Art Forms is a semester art course that is a prerequisite for all other art courses in the high school. Students will learn and apply the elements and principles of art and design to each project. Units covered will include drawing and painting with line, value, shape, form, texture, color, and space. Historical and contemporary artists will be analyzed in depth.

Art Studio I **0.5 Credit** **Grades: 9-12**
ARTS5 **One Semester**
Prerequisite: Art Forms
This course includes skill practice in two-dimensional art, with each skill involved along with the appropriate terminology. Students incorporate the skills and terms used in their practice to create a finished product.

Art Studio II **0.5 Credit** **Grades: 10-12**
ARTS7 **One Semester**
Prerequisite: Art Studio I
Art Studio II is a course, which allows students to pursue their talents by the use of both contracted and directed art projects. With a teacher's recommendation, the serious art student may be allowed to register for more than one Art Studio II course per semester, if his/her schedule permits.

Art Ideas **0.5 Credit** **Grades: 11-12**
ART10 **One Semester**
Prerequisite: Art Studio II
Art Ideas is a course to provide insight for professional art school or college. Students will survey the history of art and prepare a portfolio of their work for college or professional use.

AP Studio Art: 2-D Design/Drawing **1.0 credit** **Grades: 11-12**
APART09 – Semester 1 **Year Course**
APART10 – Semester 2 ***5.0 Weighted Credit**
Prerequisite: Art Studio II
Recommendation: C or better in Art Studio II is highly recommended
AP Studio Art: 2-D Design is a course to provide insight and preparation for professional art school or college. Students will be exposed to various media, materials, and applications to create a 29-piece portfolio for college or professional art. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam. Students are required to submit a portfolio intended to address two-dimensional (2-D) design issues for evaluation at the end of the school year. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way. *This course may be taken more than once. Students can take it twice and turn in a portfolio to AP under Design or Drawing.*

Ceramics I **0.5 Credit** **Grades: 10-12**
ART13 **One Semester**
Prerequisite: Art Forms
This course is designed for the student that enjoys working with clay. Students will be introduced to several hand-building methods of clay construction, such as pinch, coil, and slab. A variety of decoration methods on the clay will be demonstrated as well as glazing techniques. Students will be required to sketch their designs and complete reachings based on clay methods and history of ceramics.

Ceramics II **0.5 Credit** **Grades: 10-12**
ART15 **One Semester**
Prerequisite: Ceramics I
Recommendation: Grade of C or better in Ceramics I is highly recommended

This course is designed for the student that enjoys working with clay. Discussions and demonstrations will be given prior to all projects. Students will expand on their hand-building, wheel-throwing, and glazing experiences. Students will be allowed ample time to research new ideas, critique the art of accomplished artists, and develop their own aesthetic.

AP Studio Art: 3-D Design **1.0 credit** **Grades: 11-12**
APART11 – Semester 1 **Year Course**
APART12– Semester 2 ***5.0 Weighted Credit**
Prerequisite: Ceramics I and II
Recommendation: C or better in Ceramics II is highly recommended

AP Studio Art: 3-D Design is a year-long course for students who are committed to creating a 20-25 image 3-D portfolio to be evaluated by the AP College Board. Students will use found objects and classroom materials to create pottery and sculpture, while developing their personal aesthetic. Students are not only using clay for their projects, they will also be sketching, planning, and creating artwork. Work outside of this course is required. The AP portfolio focuses on breadth, concentration, and quality of the artwork.

MATHEMATICS CURRICULUM

Courses	Credit	Year	Prerequisites	Weighted
Pre-Algebra	1.0	9	None	No
Math Lab	0.5 or 1.0	9	None	No
Algebra I	1.0	9-10	None	No
Geometry	1.0	10-12	Algebra I	No
Honors Geometry	1.0	9	Algebra I	No
Algebra II	1.0	10-12	Geometry	No
Honors Algebra II	1.0	10-12	Honors Geometry	No
AP Statistics	1.0	11-12	Algebra II	Yes
AP Computer Science A	1.0	11-12	Algebra II/Pre-Calculus	Yes
Pre-Calculus	1.0	11-12	Algebra II	No
Honors Pre-Calculus	1.0	11-12	Honors Algebra II	Yes
Calculus	1.0	12	Honors Algebra II /Pre-Calculus	No
AP Calculus	1.0	12	Honors Pre-Calculus/Pre-Calculus	Yes
Math Pre-Algebra for College Math 078	1.0	11-12	Geometry, 216 or higher on the Math portion of the MAP test	No
Math Literacy for College 1 Math 092	0.5	11-12	18 - 20 ACT Or 430-459 on the SAT Math Or 33 - 34 on the Accuplacer test Or Grade of C or better in Math 078	No
Math Literacy for College 2 Math 094	0.5	11-12	21-22 ACT Or 61 - 80 on the Accuplacer test Or Grade of C or better in Math 092	No

Recommended Course Sequences for Math Curriculum

General and/or Career Ed	College-Bound Students and Career Ed	Honors Math Program
Pre-Algebra Algebra I Geometry Algebra II (Algebra II /Math 078/092/094	Algebra I Geometry Algebra II Pre-Calculus; AP Statistics AP Computer Science, Math 092/094	Honors Geometry Honors Algebra II Honors Pre-Calculus AP Calculus AP Statistics AP Computer Science

Rock Island High School students will be required to successfully complete a math course prior to moving to the next level of math.

Pre-Algebra **1.0 Credit** **Grade: 9**
MATF1 – Semester 1 **Year Course**
MATF2 – Semester 2
This course is recommended for students who need more work in foundational topics in math before taking Algebra I. Topics include basic properties of rational and irrational numbers, basic operations on rational numbers, order of operations, exponents, algebraic expressions, ratio, proportions, and the coordinate plane in order to prepare students for Algebra I.

Math Lab **0.5 or 1.0 Credit** **Grade: 9**
MLAB1 – Semester 1 **Semester or Year Course**
MLAB2 – Semester 2
Math Lab is a math support class. Students are enrolled in this course while they are also taking Algebra I. Students will be given opportunities to work on fundamentals necessary to succeed in higher level math courses. Time will be allotted for re-teaching and previewing math concepts being studied in Algebra I. Course placement is determined by grades in math, MAP test scores, teacher recommendation, or administrator discretion. Students will earn elective credit.

Algebra I **1.0 Credit** **Grade: 9**
MATF3 - Semester 1 **Year Course**
MATF4 - Semester 2
This course introduces students to the vocabulary, the manipulative skills, and the basic study of algebra. Topics include solving and graphing linear equations and inequalities, solving and graphing systems of linear equations and inequalities, polynomials and factoring, and solving and graphing quadratic equations.

Geometry **1.0 Credit** **Grades: 10-12**
MATH5 - Semester 1 **Year Course**
MATH6 - Semester 2
Prerequisite: Algebra I
This course will cover various Geometry topics and principles, including coordinate and spatial geometry, introductory trignomety, angles, parallel lines, congruent and similar triangles, polygons and other figures, circles, the Pythagorean Theorem, etc. Students will focus on problems that serve to review Algebra skills and continue to develop critical thinking skills through various problem-solving and real-world situations.

Honors Geometry **1.0 Credit** **Grades: 9-12**
MATH7 - Semester 1 **Year Course**
MATH8 - Semester 2
Prerequisite: Algebra I/Honors Algebra I
Recommendation: Grade of C or better in Algebra I is highly recommended
Students in this course study topics in our traditional geometry course in greater depth and with greater rigor. They will also study additional properties about three-dimensional figures, and will learn about additional solids, as well as more about the common solids.

Algebra II **1.0 Credit** **Grades 11-12**
MATH9 - Semester 1 **Year Course**
MATH10 - Semester 2
Prerequisite: Geometry
Students in Algebra II must have successfully completed Geometry prior to taking this course. This course will include the study of various functions, quadratic formula, logarithms, trigonometry, probability, statistics, linear regression, and matrices. (TI 84 Plus calculators are recommended for this course – a classroom set will be provided for use during course).

Honors Algebra II **1.0 Credit** **Grades 10-12**
MATH11 - Semester 1 **Year Course**
MATH12 - Semester 2
Prerequisite: Honors Geometry/Geometry
Recommendation: Grade of C or better in Geometry is highly recommended
Students in Honors Algebra II will study the topics stated above in Algebra II with greater depth and vigor. (TI 84 Plus calculators are recommended for this course – a classroom set will be provided for use during course).

Pre-Calculus **1.0 Credit** **Grades: 11-12**
MAT63 – Semester 1 **Year Course**
MAT64 – Semester 2
Prerequisite: Algebra II
Recommendation: Grade of C or better in Algebra II is highly recommended
Pre-Calculus is a course for juniors and seniors with a desire and ability to further their math education to either take Calculus as seniors or prepare for freshman college math. The emphasis in the course is working with functions and their applications. In addition to studying exponential, logarithmic, circular, and trigonometric functions, the student is introduced to mathematical induction, limits, vectors, and Analytical Geometry. The graphing calculator is used as an aid to help the student visualize practical functions. (TI 84 Plus calculators are recommended for this course – a classroom set will be provided for use during course).

Honors Pre-Calculus **1.0 Credit** **Grades: 11-12**
MAT25 – Semester 1 **Year Course**
MAT26 – Semester 2 ***5.0 Weighted Credit**
Prerequisite: Honors Algebra II
Recommendation: Grade of C or better in Algebra II is highly recommended
Honors Pre-Calculus is a course for juniors and seniors who have taken the honors series of classes and intend on taking AP Calculus. Students will study functions including linear, polynomial, rational, and exponential. In addition to studying these functions, they will go in greater depth with logarithmic, circular, and trigonometric functions. The student is introduced to mathematical induction, limits, vectors, and Analytical Geometry. The graphing calculator is used as an aid to help the student visualize practical functions. (TI 84 Plus calculators are recommended for this course – a classroom set will be provided for use during course).

Calculus **1.0 Credit** **Grade: 12**
MAT65 – Semester 1 **Year Course**
MAT66 – Semester 2
Prerequisite: Pre-Calculus
Recommendation: Grade of C or better in Pre-Calculus is highly recommended
Calculus is a senior year course designed to culminate a four-year course of study in mathematics and prepare the college bound student for their first course of college mathematics. Topics of study include the study of functions, graphs, limits, derivatives, application of the derivatives, integrals, and application of integrals. (TI 84 Plus calculators are recommended for this course – a classroom set will be provided for use during course).

AP Statistics **1.0 Credit** **Grades: 10-12**
APMAT1 – Semester 1 **Year Course**
APMAT2 – Semester 2 ***5.0 Weighted Credit**
Prerequisite: Algebra II
Recommendation: Grade of C or higher in Algebra II is highly recommended
This course represents a college-level mathematics course for which students are expected to take the AP exam in May. Depending on the results of the AP exam and college the student chooses to attend, he/she may earn college credit. The purpose of this course is to introduce the students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data, Planning a Study, Anticipating Patterns, and Statistical Inference. **Students enrolled in this course are expected to take the AP exam in May and are expected to remain in the course for the entire year. Teacher, parent/guardian, and administrative approval are required to drop this course at semester.**

AP Computer Science A **1.0 Credit** **Grades: 11-12**
APMAT3 – Semester 1 **Year Course**
APMAT4 – Semester 2 ***5.0 Weighted Credit**
Prerequisite: Algebra II/Pre-Calculus
Recommendation: Grade of C or higher in Algebra II/Pre-Calculus highly recommended
AP Computer Science is equivalent to a first semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using JAVA language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science course curriculum is compatible with many CS1 courses in colleges and universities. Students are capable of earning three college credits by successfully passing the AP Computer Science A exam. **Students enrolled in this course are expected to take the AP exam in May and are**

expected to remain in the course for the entire year. Teacher, parent/guardian, and administrative approval are required to drop this course at semester.

AP Calculus **1.0 Credit** **Grade: 12**
APMAT5 – Semester 1 **Year Course**
APMAT6 – Semester 2 ***5.0 Weighted Credit**
Prerequisite: Honors Algebra II/Pre-Calculus
Recommendation: Grade of C or higher in Honors Algebra II highly recommended
This course represents a college-level mathematics course. Everyone who signs up for this course will be expected to take the AP exam in May. Students should have demonstrated mastery through Honors Integrated Math III before attempting this course. Course content includes the study of: functions, graphs, limits, derivatives and second derivatives in Cartesian and polar coordinates, application of derivatives, computation of derivatives, integrals, application of integrals, computation of integrals, the Fundamental Theorem of Calculus, numerical approximations, polynomial approximations and series, series of constants, and Maclairin and Taylor series. (TI 84 Plus calculators are recommended for this course – a classroom set will be provided for use during course). **Students enrolled in this course are expected to take the AP exam in May and are expected to remain in the course for the entire year. Teacher, parent/guardian, and administrative approval are required to drop this course at semester.**

Pre-Algebra for College **1.0 Credit** **Grades: 11-12**
MATH077 **Year course**
MATH078
Prerequisite: Geometry or unique circumstances will be determined only at the administrator's discretion
This course is designed as a review of the basic operations of arithmetic and an introduction to algebra. It provides students with needed techniques and enables students to reason and make the connections that involved in the learning of mathematics. It will emphasize the connections between verbal, numerical, symbolic, and graphical representations.

Math Literacy for College 1 **0.5 Credit** **Grade: 11-12**
MATH092 **One Semester**
Prerequisite: 18 - 20 ACT or 430 - 459 on the SAT Math or 33 - 34 on the Accuplacer test or a grade of C or better in Math 078
This course is a review of algebraic concepts and problem solving including a study of functions, expressions, equations, and linear graphing. Completion (Grade C or better) of the 092/094 sequence will allow enrollment in (credit bearing) Math 110 (General Education Math) or Math 108 (General Education Statistics) at Black Hawk College or Illinois 4-year colleges.

Math Literacy for College 2 **0.5 Credit** **Grade: 12**
MATH094 **One Semester**
Prerequisite: 21 - 22 ACT or 61 - 80 on the Accuplacer test-539 on the SAT or 50 or a grade of C or better in Math 092.
This course is a continuation of Math Literacy for College 1 and will cover cycles 3 and 4 of the curriculum content. Completion (Grade C or better) of the 092/094 sequence will allow enrollment in (credit bearing) Math 110 (General Education Math) or Math 108 (General Education Statistics) at Black Hawk College or Illinois 4-year colleges.

For those students interested in STEM (Science, Technology, Engineering, and Math) careers, you may want to check out PLTW (Project Lead the Way) offerings on page 44.

PHYSICAL EDUCATION & HEALTH CURRICULUM

Courses	Credit	Year	Prerequisites
Health Education	0.5	10	None
Physical Education	1.0	9 - 12	None
Applied Personal Fitness Education	1.0	9-12	None
Advanced Physical Education	1.0	10-12	Athlete, Coach Recommendation

New State Requirements for PE: As of the 2017 school year, all students are required to be tested in areas such as: aerobic capacity, flexibility, and muscular endurance.

Health Education **0.5 Credit** **Grade: 10**
PEO1 **One Semester**
This is a course that includes activities, which increase the abilities of students to make decisions affecting their personal, family, and community well-being. The emphasis will be on the following topics: mental and emotional health, nutrition, exercise, substance abuse, sex education, diseases, environmental health, and community health.

Physical Education **1.0 Credit** **Grades: 9-12**
PE27 – Semester 1 **Year Course**
PE28 – Semester 2
Students will be provided an opportunity to enhance the fundamentals and knowledge of a variety of sports and activities learned during their freshman year, with an emphasis on developing lifetime skills. In addition, curriculum will cover such areas as cardiovascular fitness, exercising safely, weight control, and other areas of wellness. They will include individual and team sports, wellness, and recreational activities.
Activities offered include but not limited to: Soccer, Speedball, Flag Football, Tennis, Golf, Softball, Ultimate Frisbee, Jogging, Basketball, Weight Training, Volleyball, Badminton, Pickle Ball, Dance / Rhythms, Floor Hockey, Volley-Tennis, and Aerobic Exercise.

Applied Personal Fitness Education **1.0 Credit** **Grades: 9-12**
PE30 – Semester 1 **Year Course**
PE31 – Semester 2
Fitness minded students have the option of taking this course rather than the traditional physical education course. Students will be introduced to and assessed on a variety of weight-lifting exercises and techniques. Students will also participate in and be assessed on numerous types of speed/agility, jumping, cardiovascular drills, and exercises.

Advanced Physical Education **1.0 Credit** **Grades 9-12**
PE33-Semester 1 **Year Course**
PE34-Semester 2
Student-Athletes that have been selected by their coach have the option of taking Advanced Physical Education. The students in this class will concentrate on proper weight lifting techniques and improving their cardiovascular fitness levels. (To be in this class students will need a recommendation of a coach or teacher).
*Sophomore student-athletes are encouraged to take the early bird section if you are unable to take PE during the regular school day due to Health and Drivers' Education. Early Bird section offering is subject to student need and teacher availability.

PROJECT LEAD THE WAY CURRICULUM

Courses	Credit	Year	Notes/Prerequisites	Weighted
Introduction to Engineering Design	1.0	9-12	Must be enrolled in Algebra I or higher-level math course	No
Principles of Engineering	1.0	10-12	Introduction to Engineering Design and must be enrolled in Geometry or higher-level math course	No
Civil Engineering and Architecture	1.0	11-12	Introduction to Engineering Design and must be enrolled in Geometry or higher-level math course	No
Engineering Design and Development	1.0	12	Introduction to Engineering Design and Principles of Engineering	Yes

PROJECT LEAD THE WAY (PLTW)

"Project Lead The Way" is the nation's leading provider of science, technology, engineering, and math (STEM) programs. Through world-course K-12 curriculum, high-quality teacher professional development, and outstanding partnerships, PLTW is helping students develop the skills needed to succeed in the global economy. PLTW's success in preparing students with the knowledge and skills they need to succeed has been recognized by colleges and universities, Fortune 500 businesses, and numerous national organizations including Change the Equation, the Social Impact Exchange, and more." (https://www.pltw.org/about-pltw)

Introduction to Engineering Design (IED) **1.0 Credit** **Grades: 9-12**
VOC81 – Semester 1 **Year Course**
VOC82 – Semester 2
Prerequisite: Must be enrolled in Algebra I or higher-level math course
This is a Project Lead the Way foundation course (PLTW). Using industry standard, three-dimensional modeling software, students utilize a problem-solving model to improve existing products and/or invent new ones and learn how to effectively communicate their ideas and solutions to peers and members of the professional community. The major focus of the IED course is to expose students to the design process, teamwork, research and analysis, engineering standards, and technical documentation. Strong math skills are recommended.

Principles of Engineering (POE) **1.0 Credit** **Grades: 10-12**
VOC85 – Semester 1 **Year Course**
VOC86 – Semester 2
Prerequisite: Must have successfully completed Introduction to Engineering Design and must be enrolled in Geometry or higher-level math course
Recommendation: Grade of C or higher in Algebra I highly recommended
This is a Project Lead the Way course exposes students to major concepts they will encounter in a post-secondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions. Strong math skills are recommended.

Civil Engineering and Architecture (CEA) **1.0 Credit** **Grades: 11-12**
VOC67 – Semester 1 **Year Course**
VOC68 – Semester 2
Prerequisite: Must have successfully completed Introduction to Engineering Design and must be enrolled in Geometry or higher-level math course
Recommendation: Grade of C or higher in Algebra I highly recommended
This is a Project Lead the Way course is the study of the design and construction of residential and commercial building projects. The course includes an introduction to many of the varied factors involved in building and site design and construction including building components and systems, structural design, storm water management, site design, utilities and services, cost estimation energy efficiency, and careers in the design and construction industry. Students use industry standard 3D architectural modeling software to facilitate site and building design and technical documentation.

Engineering Design and Development (EDD) **1.0 Credit** **Grade: 12**
VOC69 – Semester 1 **Year Course**
VOC70 – Semester 2 ***5.0 weighted credit**
Prerequisite: Must have successfully completed Introduction to Engineering Design and Principles of Engineering
Recommendation: Grade of C or higher in Geometry highly recommended
Engineering Design and Development (EDD) is a high school level course that is appropriate for 12th grade students. Since the projects on which students work can vary with student interest and the curriculum focuses on problem solving, EDD is appropriate for students who are interested in any technical career path. EDD should be taken as the final capstone Project Lead the Way (PLTW) course since it requires application of the knowledge and skills introduced during the PLTW foundation courses.

SCIENCE CURRICULUM

Courses	Credit	Year	Prerequisites	Weighted
Biology I	1.0	9-10	None	No
Honors Biology	1.0	9	None	No
Earth Science	1.0	10-12	None	No
Chemistry	1.0	10-12	None	No
Honors Chemistry	1.0	10-12	Biology I	Yes
AP Chemistry	1.0	11-12	Chemistry, Honors Chemistry and Algebra II	Yes
Anatomy and Physiology (A & P)	1.0	11-12	None	No
AP Biology	1.0	11-12	See Course Description	Yes
Physics	1.0	10-12	Biology I	No
AP Physics	1.0	11-12	See Course Description	Yes
AP Environmental Science	1.0	11-12	See Course Description	Yes

The Science courses offered at Rock Island High School are an essential part of the general education of all students. They also provide unique experiences dealing with the technology and understanding necessary for success in our changing society. Student responsibilities in science courses include:

1. Students are expected to participate fully in all aspects of laboratory work
2. Students enrolled in any science course are required to pay for any breakage or loss of equipment incurred as well as for any excessive or unauthorized usage of chemicals or other materials/supplies.
3. Students enrolled in any science course are required to observe all safety precautions while working in a laboratory; i.e., when dealing with chemicals, the wearing of goggles.

Recommended Course Sequences for Science Curriculum

General Education/Career Ed	College Bound/Honors Science Program
Biology l Chemistry or Earth Science Physics or Anatomy and Physiology AP Environmental Science	Biology I Chemistry or Honors Chemistry or AP Chemistry or Earth Science Anatomy and Physiology or Physics AP Biology or AP Physics or AP Environmental Science

BIOLOGICAL SCIENCE PROGRAM

Biology I **1.0 Credit** **Grades: 9-10**
SCIF1 – Semester l **Year Course**
SCIF2 – Semester 2
Prerequisite: None
A study is made of the basic structure and function of living organisms. Laboratory investigations and other activities will lead to an understanding of biological principles and the interaction between an organism and its environment, including Earth systems. The course encourages the development of critical thinking skills needed by the student who enrolls in any subsequent science course.

Honors Biology **1.0 Credit** **Grade: 9**
SCIH1 – Semester l **Year Course**
SCIH2 – Semester 2
Placement based upon the Accelerated Placement Act/MAP scores/8th grade course grades & demonstration of skills.
Honors Biology is designed for students with exceptional abilities who achieve at high levels. This course involves lecture-discussion, presentations, and laboratory activities. The curriculum includes interrelationships of living organisms, levels of biological organization, human biology, social implications, biochemistry, evolution, ecology, and genetics. Extensive laboratory work and problem solving are essential components to this course, as well as student-researched lab reports. Students will also have the opportunity to take part in lab dissections and learn about the proper use of various lab technology.

Earth Science **1.0 Credit** **Grades: 10-12**
SCI09 – Semester l **Year Course**
SCI10 – Semester 2
Prerequisite: None
Focus is placed on the interrelationship between humans, their environment, and the earth. In addition to ecosystems, students will study Geology, Meteorology, Oceanography, and Astronomy. Aimed at both college and non-college bound students; this course is a laboratory-based course. Special activities include guest speakers, mapping the Earth, growing crystals, weather forecasting, hurricane tracking, and stream table labs.

Anatomy and Physiology **1.0 Credit** **Grades: 11-12**
SCI37 – Semester l **Year Course**
SCI38 – Semester 2
Prerequisite: None
Anatomy and Physiology will provide students with a study of the structure and function of the human body. The course takes the student through the various organ systems that make up the human body. **The course has a laboratory experience where students will be expected to dissect.** This course is designed primarily for students who have an interest in medical, health, or sports-related fields. This course is a prerequisite or may be taken concurrently with Basic Nursing Assistant Program. This course may also be taken concurrently with AP Physics, AP Biology, or AP Environmental Science.

AP Biology **1.0 Credit** **Grades: 11-12**
APSCI1 – Semester 1 **Year Course**
APSCI2 – Semester 2 *** 5.0 Weighted Credit**
Prerequisite: Biology I
Recommendation: Successful completion of Chemistry is highly recommended. A "C" average in science, English, and math is also recommended.
AP Biology prepares students for college and challenges them to investigate biological concepts at advanced levels. Lectures, in-depth lab investigations, and other activities provide a study of evolution, biochemistry, genes and expression, cells and energy, biotechnology, and ecology. A field trip will focus on ecology, which will include the grass prairie reserves near Albany and Fulton, Illinois. **Students enrolled in this course are expected to take the AP exam in May and are expected to remain in the course for the entire year. Teacher, parent/guardian, and administrative approval are required to drop this course at semester.**

AP Environmental Science **1.0 Credit** **Grades: 11-12**
APSCI3 – Semester l **Year Course**
APSCI4 – Semester 2 ***5.0 Weighted Credit**
Prerequisite: Biology I
Recommendation: Successful completion of Chemistry is highly recommended. A "C" average in science, English, and math is also recommended.
AP Environmental Science is the equivalent to a first-semester college course in environmental science. AP Environmental Science provides students with the scientific background needed to understand how the Earth works and how we, as human beings, fit into that process. At the end of the course, it is expected that students will be able to identify and analyze environmental problems as well as the risks associated with these problems and understand what it is to be a steward in the environment, studying how to live their lives in a more sustainable manner. Students may be concurrently enrolled in other junior/senior science courses. **AP Environmental Science is a year-long course. Students enrolled in this course are expected to take the AP exam in May and are expected to remain in the course for the entire year. Teacher, parent/guardian, and administrative approval are required to drop this course at semester.**

PHYSICAL SCIENCE PROGRAM

Chemistry **1.0 Credit** **Grades: 10-12**
SCI21 – Semester l **Year Course**
SCI22 – Semester 2
Prerequisite: None
Students will consider the properties and chemical nature of matter. Topics include: the periodic table, atomic and molecular structure, molecular bonding, basic nomenclature, conditions affecting reaction rates, balancing equations, basic stoichiometry, equilibrium, and nuclear chemistry. Students need a basic calculator, as there is math involved in this course.

Honors Chemistry **1.0 Credit** **Grades: 10-12**
SCI01 – Semester l **Year Course**
SCI02 – Semester 2 ***5.0 Weighted Credit**
Prerequisite: Biology I
Recommendation: A "C" average in science, English, and math is also recommended
Students will consider the properties and chemical nature of matter. In addition to general chemistry material, topics include: atomic theory, advanced nomenclature, molecular geometry, advanced stoichiometry, limiting reagents, kinetic theory, and oxidation-reduction reactions. The course moves at a faster pace than general chemistry and involves a higher-level mathematics.

AP Chemistry **1.0 Credit** **Grades 11-12**
APSCI7-Semester 1 **Year Course**
APSCI8-Semester 2 ***5.0 Weighted Credit**
Prerequisite: General Chemistry or Honors Chemistry. Previously passed or concurrently enrollled in Algebra II. All courses should be passed with at least a C average or permission of the instructor.
Recommendation: Physics/AP Physics I
This course is pending board approval
Following the curricula recommended by the College Board, AP Chemistry courses usually follow high school chemistry and second-year algebra. Topics covered may include atomic theory and structure; chemical bonding; nuclear chemistry; states of matter; and reactions (stoichiometry, equilibrium, kinetics, and thermodynamics). AP Chemistry laboratories are equivalent to those of typical college courses. This would be a weighted course.

Physics **1.0 Credit** **Grades: 10-12**
SCI17 – Semester l **Year Course**
SCI18 – Semester 2
Prerequisite: Biology I and Algebra I
Recommendation: A "C" average in science, English, and math is highly recommended
This is a general introduction to physics for students actively interested in how the world operates. Graphical, mathematical, and laboratory approaches are used to explore the basic ideas of physics. Topics include principles of measurement; force and motion, work, energy, and the conservation laws; states of matter; heat, waves, sound, and light. The course may be taken concurrently with Chemistry, AP Biology, Earth Science, Anatomy, and Physiology. Calculators with trig functions are recommended.

AP Physics **1.0 Credit** **Grades: 11-12**
APSCI5 – Semester l **Year Course**
APSCI6 – Semester 2 ***5.0 Weighted Credit**
Prerequisite: Biology I and Algebra I
Recommendation: Successful completion of Chemistry is highly recommended. A "C" average in science, English, and math is also recommended.
AP Physics 1: Algebra-Based is the equivalent to a first-semester college course in Algebra based Physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work energy, and power. Calculators with trig functions are recommended. **AP Physics is a year-long course. Students enrolled in this course are expected to take the AP exam in May and are expected to remain in the course for the entire year. Teacher, parent/guardian, and administrative approval are required to drop this course at semester.**

For those students interested in STEM (Science, Technology, Engineering, and Math) careers, you may want to check out PLTW (Project Lead the Way) offerings on page 46.

Courses	Credit	Year	Prerequisites	Weighted
Introduction to Engineering Design	1.0	9-12	Must be enrolled in Algebra I or higher	No
Principles of Engineering	1.0	10-12	Must be enrolled in Geometry or higher-level math course and passed Introduction to Engineering Design	No
Civil Engineering and Architecture	1.0	11-12	Must be enrolled in Geometry or higher-level math course and passed Introduction to Engineering Design	No
Engineering Design and Development	1.0	12	Introduction to Engineering Design and Principles of Engineering	Yes

SOCIAL STUDIES CURRICULUM

Courses	Credit	Year	Prerequisites	Weighted
World Studies	1.0	9	None	No
Honors World Studies	1.0	9	None	No
US History	1.0	10	None	No
AP US History	1.0	10	World Studies	Yes
Current Events	0.5	10-12	None	No
Psychology I	0.5	10-12	None	No
Psychology II	0.5	10-12	Psychology I	No
Sociology	0.5	10-12	None	No
Consumer Economics	0.5	11	None	No
US Government & Politics	0.5	11	None	No
AP US Government & Politics	0.5	11	None	Yes
AP European History	1.0	12	None	Yes
AP Psychology	1.0	11-12	Psychology I or instructor permission	Yes

The social studies program is designed to provide an understanding of people through an examination of relationships among diverse peoples and cultures and by studying their institutions (governmental, economic, and social). Each course will focus on college and career readiness by using Common Core State Standards in a curriculum that teaches students to gather, comprehend, evaluate, synthesize, and report on information and ideas. Each of the social science disciplines is studied in a historical context. Important goals include teaching the rights and responsibilities of citizenship, fostering an understanding of, and an appreciation for, our rich cultural heritage, developing a respect for other humans, cultures, our environment, and preparing the student to participate intelligently, responsibly, and successfully in society.

GRADUATION REQUIREMENTS

World Studies or Honors World Studies	1.0 credit
US History or AP US History	1.0 credit
Consumer Economics	0.5 credit
US Government or AP US Government	0.5 credit
Total Social Studies Requirements	**3.0 credits**

World Studies **1.0 Credit** **Grade: 9**
SOCF1 – Semester l **Year Course**
SOCF2 – Semester 2
World Studies is a required course that focuses on major events and themes in the world from prehistory to the present. Students will consider the influence of geographic settings, cultural perspectives, economic systems, and various forms of government on human events from multiple regions and time periods. The course emphasizes the historical background of major problems in the world today.

Honors World Studies **1.0 Credit** **Grade: 9**
SOCFH1 – Semester l **Year Course**
SOCFH2 – Semester 2
Placement based upon the Accelerated Placement Act/MAP scores/8th grade course grades & demonstration of skills.
This course addresses the same content described in the above World Studies course in a more exacting manner and requires students to complete more rigorous performance tasks and assessments. Students will work more with primary source documents, document-based questions (DBQ's), and above-grade-level texts.

US History **1.0 Credit** **Grade: 10**
SOC09 – Semester l **Year Course**
SOC10 – Semester 2

This required course will provide an overview of the events, people, values, innovations, etc., which shaped our nation's history. The time period up to the Civil War will be the subject of a short review; while the remainder of the year will focus on the Reconstruction era onward. Key historical concepts like cause and effect, chronological order, primary document use/interpretation, and standard inquiry (who, what, where, when, and why) will be used. Students will learn how present institutions, conditions, etc., relate to the past.

AP US History **1.0 Credit** **Grade: 10**
APSOC1 – Semester 1 **Year Course**
APSOC2 – Semester 2 ***5.0 Weighted Credit**
Prerequisites: Grade of B or higher in Honors World Studies strongly recommended or teacher recommendation required

Following the College Board's approved curriculum designed to parallel college-level US History courses, AP US History provides students with the analytical skills and factual knowledge necessary to address critical problems and materials in US history. Students must possess strong reading and writing skills, have the ability to do independent study, and have good attendance. Students will use a college level textbook. **Students enrolled in this course are expected to take the AP exam in May and are expected to remain in the course for the entire year. Teacher, parent/guardian, and administrative approval are required to drop this course at semester.**

Consumer Economics **0.5 Credit** **Grade: 11**
SOC15 **One Semester**

This semester-long course is required for graduation. It covers economic principles and several personal finance topics to help students become financially independent and prepared for a successful future. Topics include taxes, banking, credit, budgeting, career planning, and more.

US Government & Politics **0.5 Credit** **Grade: 11**
SOC13 **One Semester**

This course is required for graduation and provides a basic study of the Presidency, Congress, the judicial process, the United States Constitution, citizenship rights and responsibilities, federal national politics, and the Bill of Rights.

AP US Government & Politics **0.5 Credit** **Grade: 11**
APSOC3 **One Semester**
***5.0 Weighted Credit**

Following the College Board's approved curriculum designed to parallel college-level US Government and Politics courses, this course provides students with an analytical perspective on government and politics in the United States, involving both the study of general concepts used to interpret US politics and the analysis of specific case studies. The goal of the course is to increase understanding of the American government and political system, its processes, framework, traditions, and values. Students will use a college level textbook**. Students enrolled in this course are expected to take the AP exam in May and are expected to remain in the course for the entire year. Teacher, parent/guardian, and administrative approval are required to drop this course at semester.**

Psychology I **0.5 Credit** **Grades: 10-12**
SOC07 **One Semester**

This elective course will provide students a general understanding of the basic concepts in psychology. The emphasis will be on the relationship of psychological theories and techniques. It will cover some of the general components of psychology including the history and research methods used to study the topic. It will also cover the categories of sleep, dreams, hypnosis and psychological disorders. It is a subject for students with an interest in the why and how behavior affects them and others around them.

Psychology II **0.5 Credit** **Grades: 10-12**
SOC08 **One Semester**
Prerequisite: Psychology I

This elective course is designed for students that want to continue learning about psychology beyond the basics of Psychology I but are unsure if they want to take AP psychology. We will be looking into areas of psychology including: sensation and perception, learning, memory and intelligence. The course offers many opportunities for students to have fun learning in class with many activities and opportunities for classroom participation.

AP Psychology **1.0 Credit** **Grades: 10-12**
APSOC5 – Semester l **Year Course**
APSOC6 – Semester 2 ***5.0 Weighted Credit**
Prerequisite: Psychology I or Permission for Instructor/Social Studies Department Head
This elective course is designed to give students a thorough understanding of the behavior and mental processes of human beings. Topics include: the biological basis of behavior, sensation and perception, states of consciousness, motivation and emotion, cognition and language, learning, memory, personality, intelligence and abnormal psychology. During the course there will be classroom activities and discussion such as building a brain out of grapefruit, taking an IQ test and conducting a child interview to name a few. The expectation is that students come to class prepared for daily instruction and are self-motivated. This course will help prepare students for college level course work.**Students enrolled in this course are expected to take the AP exam in May and are expected to remain in the course for the entire year. Teacher, parent/guardian, and administrative approval are required to drop this course at semester.**

Sociology **0.5 Credit** **Grades: 10-12**
SOC20 **One Semester**
This course will focus on how people behave and relate in group settings. It involves the use of the scientific method in dealing with human interaction. In addition to vocabulary development, it uses a multicultural approach to analyze sociological concepts found in case studies. Students will encounter information and knowledge, which can be applied to future life situations.

AP European History **1.0 Credit** **Grade: 12**
APSOC17 – Semester 1 **Year Course**
APSOC18 – Semester 2 ***5.0 Weighted Credit**
This is an elective Advanced Placement course that covers a study of modern European history from 1400 to the present. Emphasis is on: Renaissance, Reformation, Louis XIV, Age of Absolutism, English Civil Wars, French Revolution, the Century of "Ism's", the Balance of Power, World War I, Russian Revolution, Rise and Fall of Nazism, and the Post-War World. The course will provide the college bound student with a head start**. Students enrolled in this course are expected to take the AP exam in May and are expected to remain in the course for the entire year. Teacher, parent/guardian, and administrative approval are required to drop this course at semester.**

Current Events **0.5 Credit** **Grade: 10-12**
SOC33 **One Semester**
Students will be challenged to examine the events, issues, and personalities that are part of the national and international news. These events and associated issues will be studied from a historic, political, economic, cultural, legal, and geographic perspective. Course assignments will center on weekly newspaper and periodical articles. Documentaries, news reports, investigative photojournalism, and occasional pertinent television series episodes will supplement the curriculum. Course discussion, written assignments, daily reading, map work, and visual projects make the course unique in approach, but very demanding.

SPECIAL SERVICES CURRICULUM

Courses	Credit	Year	Prerequisites
Adaptive P.E.	1.0	9-12	None
Personal Living Skills	1.0	9-12	None
Computer Concepts	0.5	9-12	None
English 9	1.0	9	None
English 10	1.0	10	None
English 11	1.0	11	None
English 12	1.0	12	None
World Studies	1.0	9-12	None
US History	1.0	10	None
US Government	0.5	11	None
Consumer Economics	0.5	11	None
Health Education	0.5	10	None
Life Science / Biology	1.0	9-11	None
Earth Science	1.0	10-12	None
Pre-Algebra	1.0	9-12	None
Algebra IA	1.0	9-12	None
Algebra IB	1.0	9-12	Algebra IA
Geometry	1.0	9-12	Algebra IB
Vocational Readiness I	0.5/1.0	9-10	None
Secondary Transition Experience Program (S.T.E.P.) (OJT)	0.5/1.0	9-12 (S.T.E.P) 11-12 (OJT)	None
Job Skills I/II	1.0	9-12	None
Social Life Skills	0.5/1.0	9-12	None
Resource	0.5/1.0	9-12	None

Multi-Categorical Program

The Special Services Department at Rock Island High School provides an educational program for students who are classified for the following program areas: Autism, Deaf-Blindness, Deafness, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech/Language Impairment, Traumatic Brain Injury, and Visual Impairment. These students have one or a combination of emotional, social, intellectual, perceptual, or physical difficulties, which make it difficult for them to succeed in the mainstream high school program. Student placement into the program follows a logical and consistent format prescribed by federal, state, and district policies and procedures.

Students are referred to the program by parents, outside agencies, counselors, teachers, administrators, and other interested persons. All referrals are channeled through the Building Intervention Team and the Special Education Department Case Manager. A multi-disciplinary team determines eligibility for special education programming and/or related services, and if eligible, an Individual Education Plan (IEP) is written before a student is placed into the program. Annual meetings are held to determine the next year's placement and program services for each student. Multi-categorical special education courses and regular education courses are chosen based on each student's individual needs.

Adaptive Physical Education **1.0 Credit** **Grades: 9-12**
SE321 – Semester 1 **Year Course**
SE322 – Semester 2

Adaptive Physical Education is available to students who are unable to participate in the regular physical education courses due to a physical impairment. The Adaptive Physical Education program for the orthopedically impaired has two major aspects: 1) low organized games and recreational sports, and 2) implement physical therapy and occupational therapy programs. The level of each student's involvement is based on their physician's prescription to ensure that any medical concerns are not overlooked.

Personal Living Skills **1.0 Credit** **Grades: 9-12**
SE203 – Semester l Grade 9/10 **SE203A (1 Period)** **Year Course**
SE204 – Semester 2 Grade 9/10 **SE204A (1 Period)**
SE205 – Semester 1 Grade 11/12 **SE205A (1 Period)**
SE206 – Semester 2 Grade 11/12 **SE206A (1 Period)**
The purpose of this course is to study many different areas of curriculum where more practice is needed. These areas may include a wide variety of units to study such as nutrition and foods, shopping, laundering, independent living, map skills, transportation, and social development skills, using community-based instruction and direct instruction.

Computer Concepts **0.5 Credit** **Grades: 9-12**
SEBUS29 **One Semester**
Computer Concepts is an orientation-level course designed to develop awareness and understanding of application software and equipment used by employees to perform tasks in business marketing and management. Students will apply problem-solving skills to hands-on, real-life situations using a variety of software applications. Specific units of instruction include: word processing, spreadsheet, database applications, presentations/graphics, and integration activities.

Reading Enrichment **1.0 Credit** **Grades: 9-12**
SE171 – Semester l **Year Course**
SE172 - Semester 2
This course is designed to improve the decoding, comprehension, vocabulary, and written language skills of those students who are below grade level reading ability. This program is based on each student's performance. Skills and strategies are taught through direct instruction. This course consists of various fictional and non-fictional short stories and the introduction of novels.

English 9 **1.0 Credit** **Grade: 9**
SE101 – Semester 1 **Year Course**
SE102 – Semester 2
Students will read closely a variety of diverse literature, including excerpts, short stories, drama, and nonfiction, to enhance critical thinking skills as they write to analyze given texts; use evidence to make claims and determine the purpose behind how authors structure text and develop ideas; develop writing through inquiry in a research project; and develop arguments through text analysis to develop their own arguments in writing.

English 10 **1.0 Credit** **Grade: 10**
SE103 – Semester l **Year Course**
SE104 – Semester 2
Building upon skills learned and reinforced in English 9, students will closely read a variety of diverse literature, including poetry, nonfiction, and drama to analyze these texts and determine how authors develop complex characters and ideas; work more in depth to determine authors' purposes as the analyze authors' use of rhetoric and word choice to develop ideas and claims; research multiple perspectives to develop a position in their writing; and determine how authors use craft and structure to determine characters and ideas.

English 11 **1.0 Credit** **Grade: 11**
SE105 – Semester 1 **Year Course**
SE106 – Semester 2
Continuing to reinforce and develop skills learned in English 10, students will closely read a variety of diverse literature, including poetry, excerpts, drama, and nonfiction, to determine how authors develop and relate elements of a given text; determine how authors use figurative language or rhetoric to advance a point of view or purpose; research multiple perspectives to develop a position in a given task; and determine how authors use narrative techniques to craft fiction writing.

English 12 **1.0 Credit** **Grade: 12**
SE109 – Semester 1 **Year Course**
SE110 – Semester 2
Reinforcing and enhancing skills learned in English 11, students will closely read a variety of diverse texts, including nonfiction excerpts, and drama, to develop personal narratives (e.g. college application essay); research multiple perspectives to develop a position for a given research task and presentation project; analyze the interaction of central ideas and character development; and explore complex ideas through craft structure of given texts.

World Studies **1.0 Credit** **Grades: 9-12**
SE23 – Semester 1 **Year Course**
SE24 – Semester 2
World Studies is a required course that focuses on major events and themes in the world from prehistory to the present. Students will consider the influence of geographic settings, cultural perspectives, economic systems, and various forms of government on human events from multiple regions and time periods. The course especially emphasizes the historical background of major problems in the world today.

US History **1.0 Credit** **Grade: 11**
SE119 – Semester l **Year Course**
SE120 – Semester 2
US History course provides an investigation of the historical development of the United States from colonial days to present days America. Emphasis on the human side of history is presented through text notes, which explain the roles Americans have played and are playing in the building of our country. Units are developed so that the student is actively involved in the learning process with workbooks, homework, outside projects, reading participation, and classroom discussions.

US Government **0.5 Credit** **Grade: 11**
SE 123 **One Semester**
This course is designed to provide students with the principles and practices of our democratic system of government and to develop student interest in reading, thinking, and making informed decisions about our system of government. Emphasis is on having the student become a responsible citizen.

Consumer Economics **0.5 Credit** **Grade: 11**
SE121 **One Semester**
This course is designed to enable students to understand economic concepts in a practical and meaningful way. Emphasis is on consumer problems and their solutions, wise consumer choices, and positive consumer planning in the area of budgeting, savings, insurance, and establishing good credit.

Health Education **0.5 Credit** **Grade: 10**
SE127 **One Semester**
Health is designed to provide the basics of wellness education to assist students in making informed living choices.

Life Science: Biology **1.0 Credit** **Grades: 9-11**
SE125 – Semester l **Year Course**
SE126 – Semester 2
This course focuses on the basic structure and function of living organisms. Through presentations, discussions, cooperative learning, laboratory activities and videos, students will gain an understanding of biological principles and the interaction between an organism and its environment, including Earth systems. This course will prepare students for Earth Science.

Earth Science **1.0 Credit** **Grades: 10-12**
SESCI09 – Semester l **Year Course**
SESCI10 – Semester 2
This course focuses on the interrelationship between humans, their environment, and the Earth. In addition to ecosystems, students will discuss environmental and study Geology, Meteorology, Oceanography, and Astronomy. Students will develop critical thinking skills through labs, demonstrations, discussions, cooperative learning opportunities, presentations, and videos.

Pre-Algebra **1.0 Credit** **Grades: 9-12**
SE107 – Semester 1 **Year Course**
SE108 – Semester 2
Competency of basic skills is emphasized to attain a higher level of performance. Topics include basic properties of rational and irrational numbers, basic operations on rational numbers, order of operations, exponents, algebraic expressions, ratio, proportions, and the coordinate plan in order to prepare students for Algebra I.

Algebra IA **1.0 Credit** **Grades: 9-12**
SE111 – Semester l **Year Course**
SE112 – Semester 2
Students will continue to build on topics covered in Pre-Algebra, while being introduced to Algebra I vocabulary, the manipulative skills, and the basic theory of algebra. Emphasis is placed on operations, problem solving, and basic equations.

This curriculum will mirror the first semester of Algebra I and great care will be taken to ensure students receive proper accommodations and modifications during this course.

Algebra IB **1.0 Credit** **Grades: 9 -12**
SE113 – Semester 1 **Year Course**
SE114 – Semester 2
This course will pick up where Algebra IA left off, continuing to teach the vocabulary, the manipulative skills, and the basic theory of algebra. Equations, inequalities, and word problems are introduced and reviewed. Integers, polynomials, and algebraic fractions are studied. Emphasis is placed on operations, problem solving, and equations. This curriculum will mirror the second semester of Algebra I and great care will be taken to ensure students receive proper accommodations and modifications during this course.

Geometry **1.0 Credit** **Grades: 9-12**
SE115 – Semester l **Year Course**
SE116 – Semester 2
This course will emphasize the basic structure of Plane Geometry and the practical applications of geometrical topics. Algebraic skills are reviewed and strengthened as algebraic methods are applied to solving geometric problems. This curriculum will mirror Geometry and great care will be taken to ensure students receive proper accommodations and modifications during this course.

Vocational Readiness I **0 .5 or 1.0 Credit** **Grades: 9-10**
SE141 – Semester l
SE142 – Semester 2
Work skills are emphasized in every unit. This course highlights following directions, time on task, project development, work skills development, and community involvement. Functional reading, English, and math skills are incorporated into every lesson. Students are encouraged to explore different types of employment to assist in career choice. Each project is designed to teach a specific skill such as measurement, use of small tools, painting, cleaning, etc.

Secondary Transition Experience Program (S.T.E.P.) **1.0 Credit** **Grades: 9-12**
SE151 - STEP Semester 1 **Year Course**
SE152 - STEP Semester 2

On the Job Training (OJT) **Varied Credit** **Grades: 11-12**
SE161 – OJT7 Semester 1 **SE162 – OJT7 Semester 2**
SE159 – OJT7-8 Semester 1 **SE160 – OJT7-8 Semester 2**
SE163 – OJT8 Semester l **SE164 – OJT8 Semester 2**
This program prepares students to take his/her place in the working community. It assists the students in bridging the gap between the school, the community, and the world of work through related classroom instruction, in-school experience, and community work experience. Placements are geared to meet the needs and abilities of the individual student.

Job Skills I/II **1.0 Credit** **Grades: 9-12**
CD021/022 - Semester 1 **Year Course**
CD023/024 - Semester 2
This course is project based with functional work skills emphasized in every unit. The Job Skills course emphasizes following directions, time on task, project development, work skills development, and community involvement. Functional reading, English, and math skills are incorporated into every lesson. Students are encouraged to explore different types of employment to assist in career choice. The course participates in community-based training 2-3 times per month using public transportation.

Social Life Skills **0.5 or 1.0 Credit** **Grades: 9-12**
SE033 – Semester 1
SE034 – Semester 2
Students develop communication skills that will help them be successful in the work place and in adult social relationships. Students are encouraged to develop appropriate conversational skills while working in a small group setting. Students learn to follow written and verbal directions as they apply to specific projects.

Resource **0.5 or 1.0 Credit** **Grades: 9-12**
SE399 – Semester 1
SE400 – Semester 2
The resource course is designed for development of essential skills necessary for academic success and to provide academic support for courses the student is taking. Assistance includes, but is not limited to, instructional support to complete grade-level assignments, test taking strategies, test taking assistance, organizational skills, development and writing of research papers, and reading and math strategies. The resource teacher will collaborate with the student's teachers regarding possible accommodations and/or modifications that may be necessary or are required for student success.

*There are separate charts with course codes for the other Special Services programing located in Special Services.

WORLD LANGUAGE CURRICULUM

Courses	Credit	Year	Prerequisites	Weighted
Spanish I	1.0	9-12	None	No
French I	1.0	9-12	None	No
German I	1.0	9-12	None	No
Spanish II	1.0	10-12	Spanish I	No
French II	1.0	10-12	French I	No
German II	1.0	10-12	German I	No
Spanish III	1.0	11-12	Spanish II	No
French III	1.0	11-12	French II	No
German III	1.0	11-12	German II	No
Spanish IV	1.0	12	Spanish III	Yes
French IV	1.0	12	French III	Yes
German IV	1.0	12	German III	Yes
Spanish for Heritage Speakers	1.0	9-12	Must be Spanish speaker	No
Spanish for Heritage Speakers II	1.0	9-12	Spanish for Heritage Speakers	No

World language requirements at the college and university level vary. To learn the graduation requirements for a specific college or university, consult the respective college catalog or your counselor. Four years of a world language is the equivalent to two years at the college level.

French I - German I – Spanish I **1.0 Credit** **Grades: 9-12**
F/L13 F/L23 F/L01 **Year Courses**
F/L14 F/L24 F/L02
Prerequisite: None
Recommendation: Grade of C or higher in English is highly recommended
This is the beginning course, designed to develop oral and written communication skills in the target language. The student will develop a proficiency in speaking, listening, reading, and writing at a first-year level. The student will develop an appreciation and awareness of the culture and the importance of languages. **Students at all levels must have the ability to memorize vocabulary, verb conjugations, and other grammar points.**

French II - German II - Spanish II **1.0 Credit** **Grades: 10-12**
F/L15 F/L25 F/L03 **Year Courses**
F/L16 F/L26 F/L04
Prerequisite: French I/German I/Spanish I
Recommendation: Grade of C or higher in first year French, German, or Spanish is highly recommended
This is a second-year course, designed to further develop oral and written communication skills in the target language. The student will develop a proficiency in speaking, reading, and writing at a second-year level. The student will continue to develop an appreciation and awareness of the culture and the importance of languages.

French III - German III - Spanish III **1.0 Credit** **Grades: 11-12**
F/L17 F/L27 F/L05 **Year Courses**
F/L18 F/L28 F/L06
Prerequisite: French II/German II/Spanish II
Recommendations: Grade of C or higher in second year French, German, or Spanish is highly recommended
Emphasis is placed on reading comprehension with continued attention to conversational written skills. The course provides a thorough review of grammar. It offers more insights into the culture of the people and their history, literature, art, and music.

French IV - German IV - Spanish IV **1.0 Credit** **Grade: 12**
F/L19 F/L29 F/L07 **Year Courses**
F/L20 F/L30 F/L08 **5.0 Weighted Credit**
Prerequisite: French III/German III/Spanish III
Recommendations: Grade of C or higher in third year French, German, or Spanish is highly recommended
Emphasis is placed on oral communication skills, composition, reading short novels in the target language, and projects using the target language. Grammar and structure are reviewed, and the study of culture and civilization continues.

Spanish for Heritage Speakers **1.0 Credit** **Grades: 9-12**
F/L09-Semester 1 **Year Course**
F/L10-Semester 2
Prerequisite: Native or near native level of spoken and written Spanish to be determined by a pretest and instructor. This course is pending board approval.
This course is designed for students who already speak and read Spanish daily but wish to improve and develop their reading, writing and grammar skills for academic Spanish using cultural material. They will demonstrate a better understanding of grammatical usage through formal and informal writings. They will improve upon their speaking abilities by conducting formal and informal conversations based upon new vocabulary and culture. They will demonstrate the ability to comprehend basic readings and literature based on history and culture.

Spanish for Heritage Speakers II **1.0 Credit** **Grades: 9-12**
F/L11-Semester 1 **Year Course**
F/L12-Semester 2
Prerequisite: Spanish for Heritage Speakers.
This course is for those who have completed Spanish for Heritage Speakers. Students will continue to develop and improve their reading, writing, and grammar skills for academic Spanish. Students will also continue to learn to appreciate the depth and diversity of "Spanish-speaking" culture throughout the world.

ACC CAREER CENTER CURRICULUM

AVAILABLE TO JUNIORS AND SENIORS

Auto Body I **Prerequisite: None**	**2.0 Credits**	**Grades: 11 – 12** **Year Course (3 Periods)**
Auto Body II **Prerequisite: Auto Body I**	**2.0 Credits**	**Grades: 12** **Year Course (3 Periods)**
Auto Mechanics I **Prerequisite: None**	**2.0 Credits**	**Grades: 11 – 12** **Year Course (3 Periods)**
Auto Mechanics II **Prerequisite: Auto Mechanics I**	**2.0 Credits**	**Grade: 12** **Year Course (3 Periods)**
Barbering and Hairstyling I **Prerequisite: None**	**2.0 Credits**	**Grades: 11 – 12** **Year Course (3 Periods)**
Barbering and Hairstyling II **Prerequisite: Barbering and Hairstyling I**	**2.0 Credits**	**Grades: 12** **Year Course (3 Periods)**
Building Trades I **Prerequisite: None**	**2.0 Credits**	**Grades: 11 – 12** **Year Course (3 Periods)**
Building Trades II **Prerequisite: Building Trades I**	**2.0 Credits**	**Grade: 12** **Year Course (3 Periods)**
Early Childhood Education I **Prerequisite: Parenting and/or Child Development recommended**	**2.0 Credits**	**Grades: 11 – 12** **Year Course (3 Periods)**
Early Childhood Education II **Prerequisite: Early Childhood I**	**2.0 Credits**	**Grades: 12** **Year Course (3 Periods)**
Fire Science and Firefighting I **Prerequisite: None**	**2.0 Credits**	**Grades: 11 – 12** **Year Course (3 Periods)**
Fire Science and Firefighting II **Prerequisite: Fire Science and Firefighting I**	**2.0 Credits**	**Grade: 12** **Year Course (3 Periods)**
Law Enforcement and Public Safety I **Prerequisite: None**	**2.0 Credits**	**Grades: 11 – 12** **Year Course (3 Periods)**
Law Enforcement and Public Safety II **Prerequisite: Law Enforcement and Public Safety I**	**2.0 Credits**	**Grade: 12** **Year Course (3 Periods)**
Manufacturing Technology I **Prerequisite: Screening Committee**	**2.0 Credits**	**Grades: 11 – 12** **Year Course (3 Periods)**
Manufacturing Technology II **Prerequisite: Manufacturing Technology I**	**2.0 Credits**	**Grade: 12** **Year Course (3 Periods)**
Woodworking Trades I **Prerequisite: None**	**2.0 Credits**	**Grades: 11 – 12** **Year Course (3 Periods)**
Woodworking Trades II **Prerequisite: Woodworking Trades I**	**2.0 Credits**	**Grade: 12** **Year Course (3 Periods)**

College Athletic Eligibility Requirements

National Collegiate Athletic Association (NCAA)

What is the NCAA Eligibility Center? The NCAA Eligibility Center certifies the academic and amateur credentials of all college bound athletes who wish to compete in NCAA Division I or II athletics.

Initial eligibility standards for Division I and II are:

- Complete 16 approved core credits
- Ten of the 16 core credits must be completed before the 7th semester (senior year) of high school
- Seven of those 10 credits must be in English, math, or science
- Earn a core course GPA of at least 2.3 for Division I; GPA of at least 2.2 for Division II
- Earn the ACT/SAT score matching the core course GPA on the Division I or II sliding scale
- Graduate high school

Full Qualifier: College-bound student-athletes may practice, compete, and receive athletic scholarships during their first year of enrollment at an NCAA Division I or II school.

Academic Redshirt: College-bound student-athletes may receive athletic scholarships during their first year of enrollment and may practice during their first regular academic term but may NOT compete during their first year or enrollment.

Nonqualifier: College-bound student-athletes cannot practice, receive athletic scholarships, or compete during their first year of enrollment at an NCAA Division I or II school.

Rock Island High School Approved NCAA Core Courses

ENGLISH	SOCIAL SCIENCE	MATHEMATICS	SCIENCE	ADDITIONAL
English 9	World Studies	Integrated Math I	Biology	Spanish I
Honors English 9	EL World Studies	Algebra I	EL Biology	Spanish II
English 10	US History	Hon. Int. Math II/ Int. Math II	Global Biology	Spanish III
Honors English 10	AP US History	Integrated Math III	EL Global Biology	Spanish IV
English 11	EL US History	Hon. Algebra II/Algebra II	Life Science/Biology	French I
AP Eng. Language	US Government	Hon. Int. Math III/Int. Math III	Earth Science	French II
English 12	AP US Government	EL Math I	EL Earth Science	French III
AP Eng. Literature	EL US Government	EL Math II	Chemistry	French IV
BHC English 101	Psychology	EL Math III	Honors Chemistry	German I
BHC English 102	AP Psychology	EL Math IV	Physics	German II
BHC Speech	Sociology	Honors Geometry/Geometry	AP Physics	German III
African-American Literature	Current Events	Hon. Pre-Calculus /Pre-Calculus	Anatomy & Physiology	German IV
Journalism	AP Euro. History	Calculus	AP Biology	
Creative Writing		AP Calculus	AP Env. Science	
World Mythology		AP Computer Science		
		AP Statistics		

National Association of Intercollegiate Athletics (NAIA)

For student-athletes to be eligible to compete during their freshman year at an NAIA school, they must meet TWO of these three criteria:

1. Minimum ACT of 18 or minimum SAT of 970
2. Minimum GPA of 2.0
3. Rank in the top 50% of graduating class

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Josh Becker, Director of Building Operations
Date: September 24, 2024
Re: RIHS Toilets Phase 1 Change Order 3

Requesting that the board of education approve the revised cost associated with RIHS Phase 1 Change Order 3 Toilet Renovation Project. This change order covers the cost to move the pipe replacement to the summer of 2025 due to need for asbestos abatement, as well as, a cost to rewire the recirculation pump that was sized differently than anticipated. Total cost for the adjustment is expected to be an additional $11,628.01. This will bring the total project cost to $796,628.01 for the bathroom renovation.

Investment Period: FY 25
Total Investment: $11,628/$796,628.01
Funding Source: District Funds/Maintenance and Operations Department

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

AIA® Document G701® – 2017

Change Order

PROJECT: *(Name and address)* Rock Island-Milan School District #41 2023 Toilet Room Renovations	**CONTRACT INFORMATION:** Contract For: General Construction Date: March 22, 2023	**CHANGE ORDER INFORMATION:** Change Order Number: 003 Date: November 13, 2024
OWNER: *(Name and address)* Rock Island-Milan School District #41 2101 6th Avenue Rock Island, Illinois 61201	**ARCHITECT:** *(Name and address)* Legat Architects, Inc. 1515 5th Avenue, Suite 108 Moline, Illinois 61265	**CONTRACTOR:** *(Name and address)* Swanson Construction Co. 3400 Towne Point Drive Bettendorf, Iowa 52722

THE CONTRACT IS CHANGED AS FOLLOWS:
(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits. Also include agreed upon adjustments attributable to executed Construction Change Directives.)

CCD-012 Water Main Delay and CCD-013 Recirculation Pump Electrical. ADD: $11,628.01

The original Contract Sum was	$	735,000.00
The net change by previously authorized Change Orders	$	50,000.00
The Contract Sum prior to this Change Order was	$	785,000.00
The Contract Sum will be increased by this Change Order in the amount of	$	11,628.01
The new Contract Sum including this Change Order will be	$	796,628.01

The Contract Time will be increased by Seven Hundred and Twenty Eight (728) days.
The new date of Substantial Completion will be July 25, 2025.

NOTE: This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

Legat Architects, Inc. **ARCHITECT** *(Firm name)*	Swanson Construction Co. **CONTRACTOR** *(Firm name)*	Rock Island-Milan School District #41 **OWNER** *(Firm name)*
Jeffrey K. Sandberg **SIGNATURE**	Heath Donath Digitally signed by Heath Donath DN: C=US, E=heath@swansonbuilt.com, O=Swanson Construction, CN=Heath Donath Reason: I agree to the terms defined by the placement of my signature on this document Date: 2024.11.14 14:40:42-06'00' **SIGNATURE**	**SIGNATURE**
Jeff Sandberg, COO **PRINTED NAME AND TITLE**	Heath Donath **PRINTED NAME AND TITLE**	**PRINTED NAME AND TITLE**
11/13/24 **DATE**	11/14/24 **DATE**	**DATE**

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User Notes: (3B9ADA44)

Change Order Summary 3

LEGAT ARCHITECTS
DESIGN | PERFORMANCE | SUSTAINABILITY

OWNER	Rock Island-Milan School District 41
PROJECT TITLE	**Rock Island High School Toilet Room Renovation**
PROJECT NO	222193.00
LAST UPDATED	November 4, 2024
CM / GC	Swanson Construction

ITEM NO	RFCO NO	DATE REVIEWED	DESCRIPTION OF MODIFICATION	AMOUNT
1.	CCD-012	10.08.24	Water Main Delay	$10,387.10
2.	CCD-013	10.08.24	Recirculation Pump Electrical	$1,240.91
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

TOTAL AMOUNT OF CHANGE ORDER NUMBER 3	$11,628.01
ORIGINAL CONTRACT AMOUNT	$735,000.00
CHANGE ORDER NUMBER 1	($50,000.00)
CHANGE ORDER NUMBER 2	VOID
CHANGE ORDER NUMBER 3	$11,628.01
REVISED CONTRACT AMOUNT	**$696,628.01**
PERCENT OF CHANGE ORDERS	-5.22%

SWANSON CONSTRUCTION CO.

3400 Towne Pointe Drive
Bettendorf, IA 52722
Ph : (563)332-4859

Change Request

To: Kalyssa Worden (Legat)

Number: 12
Date: 10/2/24
Job: 23-004 RI HS 2023 Toilet Reno
Phone:

Description: Delay cost - 2025 summer

We are pleased to offer the following specifications and pricing to make the following changes:

1. - Labor cost changes
2 - Storage cost for materials
3 - miscellaneous overhead costs.

Description	Labor	Material	Equipment	Subcontract	Other	Price
Swanson -	$2,000.00					$2,000.00
Crawford -				$6,782.34		$6,782.34
					Subtotal:	$8,782.34
			Self-Performed Overhead & Profit	$2,000.00	20.00%	$400.00
			Subcontractor Overhead & Profit	$6,782.34	15.00%	$1,017.35
			Subcontractor Insurance	$6,782.34	0.50%	$33.91
			Bond	$10,233.60	1.50%	$153.50
					Total:	**$10,387.10**

If you have any questions, please contact me at 563-332-4859.

Submitted by: Heath Donath
Swanson Construction Co.

Approved by: _____
Date: _____

Change Request No.	9	Project:	Rock Island Bathroom phasing		42312

Wage increase and material storage

1306 Mill Street
Rock Island,Illinois 61201
Phone 309-788-4673

Material				
Connor to store materials until next summer ($250 a month)				$3,000.00
			Material Sub-total	$3,000.00
		0.00%	Sales Tax	$0.00
		10%	Mark-up	$300.00
			Material Sub-total + Mark-up	**$3,300.00**
Labor				
	Hrs.	Rate/hr.	Cost	
Journeyman $2.75 increase coming in June	1009	$2.75	$2,774.75	$2,774.75
	0	$125.00	$0.00	$0.00
			Labor Sub-total	$2,774.75
		10%	Mark-up	$277.48
			Labor Sub-total + Mark-up	$3,052.23
Subcontractor				
IITI wage increase ($2.74 increase)				$409.63
			Subcontractor Subtotal	$409.63
			5% Mark-up	$20.48
			Subcontractor Sub-total + Mark-up	$430.11
Rental Equipment				
				$0.00
			5% Equipment Mark-up	$0.00
			Equipment Sub-total	$0.00
			Permit Fee	$0.00
			Change Order Total	$6,782.34







SWANSON CONSTRUCTION CO.

3400 Towne Pointe Drive
Bettendorf, IA 52722
Ph : (563)332-4859

Change Request

To: Kalyssa Worden (Legat)

Number: COR 13
Date: 10/2/24
Job: 23-004 RI HS 2023 Toilet Reno
Phone:

Description: Recirc pump electrical change

We are pleased to offer the following specifications and pricing to make the following changes:

Recirc pump original wiring is 3 phase 480v - New pump requires 3 phase 208v.
New breaker and wiring is required for operation.

Description	Labor	Material	Equipment	Subcontract	Other	Price
Crawford Electric				$1,058.50		$1,058.50
					Subtotal:	$1,058.50
			Self-Performed Overhead & Profit			$0.00
			Subcontractor Overhead & Profit	$1,058.50	15.00%	$158.78
			Subcontractor Insurance	$1,058.50	0.50%	$5.29
			Bond	$1,222.57	1.50%	$18.34
					Total:	**$1,240.91**

If you have any questions, please contact me at 563-332-4859.

Submitted by: Heath Donath
Swanson Construction Co.

Approved by: _____
Date: _____

544

Change Request No.	RFI-04	Project:	RIHS Toilet Reno		Job No.83082

Provide 208V to new Circulation Pump from 480 feed

CRAWFORD company

1306 Mill Street
Rock Island,Illinois 61201
Phone 309-788-4673

Material

Misc Emt, New 208 Breakers			$335.00
			$0.00
		Material Sub-total	$335.00
	0.00%	Sales Tax	$0.00
	10%	Mark-up	$33.50
		Material Sub-total + Mark-up	**$368.50**

Labor

	Hrs.	Rate/hr.	Cost	
Electrical Appt.	0	$90.00	$0.00	$0.00
Electrical Foreman	6	$115.00	$690.00	$690.00
		Labor Sub-total		$690.00
	0%	Mark-up		$0.00
		Labor Sub-total + Mark-up		$690.00

Subcontractor

		$0.00
	Subcontractor Subtotal	$0.00
	5% Mark-up	$0.00
	Subcontractor Sub-total + Mark-up	$0.00

Rental Equipment

		$0.00
	5% Equipment Mark-up	$0.00
	Equipment Sub-total	$0.00
	Permit Fee	$0.00
	Change Order Total	$1,058.50

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Josh Becker, Director of Building Operations
Date: September 24, 2024
Re: RIHS Cafeteria Flooring

The cafeteria flooring at Rock Island High School needs to be replaced and properly reinstalled. During renovations at the High School it was discovered that the appropriate moisture barrier was not utilized and is causing the flooring to move. To ensure the appropriate remediation, it is recommended that the Board of Education approve a proposal by Legat Architects to provide architectural services not to exceed $16,000 for this project. This would include the construction documents, bidding, and completion of the project. The overall project is expected to cost approximately $225,000. Staff applied for the School Maintenance Project Grant to assist in the funding, and once this project is awarded, Board of Education approval will be required.

Investment Period: FY25
Total Investment: Not to Exceed $16,000
Funding Source: District Funds/Maintenance and Operations Department

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

LEGAT ARCHITECTS

Design with a Difference

November 20, 2024 VIA EMAIL

Dr. Sharon Williams
Rock Island – Milan School District 41
2000 7th Avenue
Rock Island, IL 61201

RE Rock Island High School Cafeteria Flooring Repairs
Proposal to Provide Professional Architectural Services

Dear Dr. Williams:

Pursuant to your request, Legat Architects ("Architect") is pleased to submit this proposal to provide professional architectural services to Rock Island- Milan School District 41 ("Client"). The purpose of this letter is to summarize the professional services to be provided and the related fees.

1.0 Project Parameters

1.1 Project Objective:

1.1.1 Rock Island High School: LVT flooring over the existing cafeteria floor slab will be removed. The concrete slab will be prepped for the vapor barrier installation. New LVT flooring will be installed to match the existing design.

1.2 Location:

1.2.1 Rock Island High School, 1400 25th Avenue, Rock Island, IL 61201

1.3 Budget Parameters:

1.3.1 The estimate of probable cost for the above referenced scope of work is $225,000.

1.4 Time Parameters:

1.4.1 The assessment of the existing conditions will begin immediately after acceptance of this proposal. Design documents will be completed over a three-month period. Construction will occur in June, upon the completion of the school year.

1.5 Project Delivery Method:

1.5.1 It is Legat Architect's understanding the Client intends to use a design-bid-build delivery method and award a construction contract(s) to a general contractor.

2.0 Architect's Scope of Services

2.1 Project Inception Phase

2.1.1 The Architect will provide a visual assessment of the existing conditions affected by the scope of work line items.

2.1.2 The Architect will assist the Client to modify the scope of work line items as required based on the results of the visual assessment and/or detailed investigations.

2.1.3 The Architect will assist the Client to determine the scope of repair work.

2.1.4 The Architect will provide an estimate of probable cost.

2.2 Construction Documents Phase:
- 2.2.1 The Architect will complete drawings and specifications suitable for bidding.
- 2.2.2 The Architect will consult as required with authorities which may jurisdiction over scope of work line item(s).
- 2.2.3 The Architect will facilitate a meeting for the review of drawings and specifications by the Client at significant milestones as determined by the Client and Architect.

2.3 Bidding & Negotiations Phase:
- 2.3.1 The Architect will assist the Client in bidding the project and in the selection of the most qualified bidder.
- 2.3.2 The Architect will prepare and submit necessary building permit paperwork to authorities having jurisdiction over scope of work line items(s) associated with the design of architectural.
- 2.3.3 The Architect will attend a pre-bid meeting as required to complete this phase and assist the client with the approval of construction contract(s) by the Board of Education.

2.4 Construction Phase:
- 2.4.1 The Architect will assist in administering the Contract for Construction.
- 2.4.2 The Architect will attend Pre-Construction Meetings, Mobilization Meetings, bi-weekly Owner-Architect-General Contractor meetings while construction operations are in progress, and Closeout Coordination Meetings.
- 2.4.3 The Architect will perform bi-weekly job-site observations while construction operations are in progress.
- 2.4.4 The Architect may perform additional observations at instances of critical construction activity.
- 2.4.5 The Architect will assist the Client with facilitating project closeout.

3.0 Deliverables

3.1 Construction Documents will consist of drawings and specifications setting forth in detail the quality levels of materials and systems and other requirements for the construction of the Work.

4.0 Project Schedule

4.1 The proposed project schedule is below (this is subject to change based on findings during onsite review)
- 4.1.1 Authorization to Proceed: ..... November 2024
- 4.1.2 Design Document Phase: .....November 2024- February 2025
- 4.1.3 Bidding Phase: ..... February - March 2025
- 4.1.4 Construction Phase: .....June - August 2025

4.2 Once established, the project schedule is subject to decisions made in a timely manner pertaining to the documents submitted by the Architect for review to avoid unreasonable delay in the orderly and sequential progress of the Architect's services.

5.0 Compensation

5.1 The Architects' current agreement with the District is a sliding scale based upon a percentage of construction cost. This sliding scale is applied to each individual project as approved by the Board. The Client will compensate the Architect for the basic services outlined in AIA Document B101 on a Time and Material basis, not to exceed $16,000, using the Schedule of Billable Rates attached as "Exhibit A".

5.1.1 Reproduction costs for drawings, specifications, addenda, reports, etc. required to be submitted at the end of each contractual phase and for bidding purposes shall be invoiced at 1.10 times.

5.1.2 Postage and delivery charges for bid documents and materials requested by the Client or required by authorities having jurisdiction shall be invoiced at 1.10 times.

6.0 Client's Responsibilities

6.1 The Client will provide access to the project locations and facilities and to all original construction drawings, as-built documents, etc. that document the existing conditions.

6.2 The Client will provide floor plans for each Project Location in a digital format compatible with either Autodesk AutoCAD software or Autodesk Revit software.

6.3 The Client will designate a representative authorized to act on the Client's behalf with respect to the projects. The authorized representative will render decisions in a timely manner pertaining to documents submitted by the Architect to avoid unreasonable delay in the orderly and sequential progress of the Architect's services.

7.0 Miscellaneous Provisions

7.1 Unless otherwise provided in this Agreement, Legat Architects and Legat Architects' consultants will have no responsibility for the discovery, presence, handling, removal, or disposal of or exposure of persons to hazardous materials in any form at the Project site, including but not limited to asbestos, asbestos products, polychlorinated biphenyl (PCB) or other toxic substances.

7.2 Estimates of Probable Cost will be completed by referencing several sources, including active construction projects involving Legat Architects, R.S. Means Construction Cost Data, and historical construction information.

If you are in agreement with this proposal, you can authorize Legat Architects to proceed by signing below. Please note that Legat Architects will not begin work until written authorization to proceed is received. Upon receipt, Legat Architects will prepare AIA Document B101, Standard Form of Agreement Between Owner and Architect, 2017 edition, and forward to you for review and signature.

Thank you.

Sincerely,



Kalyssa Worden, Assoc. AIA
Project Associate

Legat Architects, Inc.
1515 5th Avenue, Suite 108
Moline, IL 61265

ATTACHMENTS Exhibit A - Schedule of Billable Rates

AUTHORIZATION We accept the terms of this Proposal:

OWNER	ARCHITECT
Rock Island-Milan School District 41	Legat Architects, Inc.
2000 7th Avenue	1515 5th Avenue, Suite 108
Rock Island, IL 61201	Moline, IL 61265
	
SIGNATURE	SIGNATURE
	Kalyssa Worden
PRINT NAME	PRINT NAME
	Project Associate
TITLE	TITLE
	November 20, 2024
DATE	DATE

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Ramona Dixon, Director of Grants, Accountability, and Assessments
Date: December 10, 2024
Re: **Spring Forward (Augustana College Afterschool Homework Support & Intervention)**

Afterschool programming aids in the cultivating of a safe and healthy learning environment, and a safe and healthy community as a whole. We have been so fortunate to have Spring Forward Learning Center to take on the role of organizing various partnerships that ensure our students have access to high quality afterschool programs. In addition to the ones already approved this year, we are asking to add a contract for service for Longfellow. With this additional contract for service, Spring Forward will partner with Augustana College to provide programming 2 days per week. Program activities such as ELA and Math intervention support, homework help, and enrichment opportunities will be accessible for up to 30 students at Longfellow Elementary through this contract for service.

The Augustana students participating are on the path to receive their Reading Endorsements. This partnership and clinical hours will provide opportunities for them to implement intervention programs, monitor and analyze the effectiveness of the intervention, and prepare them for the educational workforce. While our students benefit from the rich learning and timely interventions to support/supplement their learning.

Although the dollar amount is under the threshold necessary for board approval, this memorandum is required because we've already exceeded the $10,000 threshold with this company for our other afterschool and summer programs.

As such, it is recommended that the Board of Education approve the contract for service with Spring Forward Learning Center P.O. Box 1287 Moline, IL 61265, to provide an After School program for the 3rd and 4th quarters of the 2024-2025 school year in the amount not to exceed $6,425. After School Programs Grant funds will be utilized for this purchase.

Investment Period: December 10, 2024 -June 30, 2025

Total Investment: $6425

Funding Source: Afterschool Grant

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

Contract for Service Form
Rock Island-Milan School District 41

VENDOR NAME: Spring Forward Learning Center **CONTACT NAME:** Robbie McIntyre

EMAIL: robbie@springforwardqca.org

ADDRESS: P.O. Box 1287 Moline, IL 61265

DATES OF SERVICE TO BE COMPLETED: 2024-2025 School Year

SCHOOL DISTRICT CONTACT: Paulette Risden-Rice

COMPENSATION: Up to $6,425

Description	Base Contract Amount
After School Program (Longfellow): Two days per week from January 14th, 2025 - May 6th, 2025 (28 days) to include activities such as tutoring, homework help, enrichment, and field trips for up to 30 RIMSD students.	**$6,425**
Grand Total	**$6,425**

Invoice Number	Invoice Details	Amount to be billed	Totals
1 of 2	½ total expense to be billed on **March 15, 2025**	$3,212.50	$3,212.50
2 of 2	½ total expense to be billed on **May 15, 2025**	$3,212.50	$6,425

Is this a Subscription/Software: Yes ☐ or No☐

If yes, this is an internal form that does not need to be sent to the vendor.

Subscription/Software Name: _____ **Website:** _____

Subscription/Software Start Date: _____ **End Date:** _____

SOPPA Approved: Yes ☐ or No☐

_____ _____

School Board President or Superintendent **Date**

Requesting School: Administration Center

Budget Code: After School Grant

Signature of Vendor: _____ **Date:** 12/2/24

Signature of Requestor: _____ **Date:** 11/21/24

Signature of Budget Administrator: _____ **Date:** 11/21/24

Updated January 2022

PERSONNEL RECOMMENDATIONS
BOARD MEETING

December 10, 2024

Certified Appointments

It is recommended that the Board of Education approve the following Certified appointments for the 2024-25 school year.

Layla Mahmutovic – Head Start Assistant Teacher/Horace Mann ELC
Salary - $21,785/annual

Felicia Phillips – Substitute/Districtwide
Salary - $120-$140/day

Ebonie Springfield – Substitute/Districtwide
Salary - $120-$140/day

Brock West – EL/Bilingual Teacher/Washington Junior High School
Salary - $60,777/annual

Non-Certified Appointments

It is recommended that the Board of Education approve the following Non-Certified appointments for the 2024-25 school year.

Alexander Bebber – Avid Tutor/Mentor/Intern/Districtwide
Salary - $15.86/hr

Nichelle Brown – Nutrition Services Substitute/Districtwide
Salary - $15.86/hr

Deann Cullor – Nutrition Services Substitute/Districtwide
Salary - $15.86/hr

Jenny Dye – Nutrition Services Substitute/Districtwide

Karimah Flowers – Nutrition Services Substitute/Districtwide
Salary - $15.86/hr

Judy Spaulding – Nutrition Services Substitute/Districtwide
Salary - $15.86/hr

Susan Spenard – Nutrition Services Substitute/Districtwide
Salary - $15.86/hr

Tracey Schulte – Nutrition Services Substitute/Districtwide
Salary - $15.86/hr

Non-Certified Resignations

It is recommended that the Board of Education accept the following Non-Certified resignations during the 2024-25 school year.

Staff Member	Current Position	Years of Continuous Service
Alexander Nelson	Special Ed Paraprofessional	<1 year

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Date: December 10, 2024
Re: Press Policy Second Reading and Adoption - Issue 116

The Board of Education reviews policies in two readings: the first to discuss the policies and make changes as necessary, and the second to finalize any changes and adopt new policies. The following policies are presented for the Board's second reading and adoption. The policies have been modified due to changes in the law, legal references, and a review to ensure policies are up to date. The Press documentation is attached for this agenda item.

Policy	Description	Recommendation
2:260, Uniform Grievance Procedure	The policy, Legal References, and footnotes are updated based on final Title IX regulations requiring all Title IX sex discrimination complaints to be processed using sample policy 2:265. Footnote 4 is updated in response to final regulations implementing Title II of the ADA, requiring school districts to implement the Web Content Accessibility Guidelines (WCAG) Version 2.1, Level AA for their web content and mobile apps.	Adopt
2:265, Title IX Grievance Procedure	Rewritten. Updated in response to final regulations implementing Title IX.	Adopt
2:265-AP1, Title IX Response	Rewritten. The procedure is updated for the reason stated in 2:265.	Adopt
2:265-AP2, Formal Title IX Complaint Grievance Process	Rewritten. The procedure is updated for the reason stated in 2:265.	Adopt
2:265-AP3, Title IX Coordinator	New. The procedure is created for the reason stated in 2:265.	Adopt

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Sharon Williams, Ed.D.
Superintendent of Schools

Policy	Description	Recommendation
2:265-E, Title IX Glossary of Terms	Rewritten. The exhibit is updated for the reason stated in 2:265.	Adopt
5:100, Staff Development Program	The policy, Administrative Procedure References, and footnotes are updated to reflect: 1. Deleting "chronic health conditions of students" from the list of required staff training regarding health conditions of students; 2. Requiring in-service training on the definition of trauma, trauma-responsive learning environments, and whole child and 3. Updating Title IX training requirements for staff. The footnotes are also updated to reflect: 1. Providing immunity for trained employees using a trauma kit; 2. Requiring districts to provide staff with information on emergency procedures and life-saving techniques within 30 days after the first day of each school year; and 3. Continuous improvement.	Adopt
7:10-AP1, Accommodating Trans-gender, Nonbinary, or Gender Nonconforming Students	The procedure is updated for the reason stated in 2:265, Title IX Grievance Procedure.	Adopt
7:10-AP2, Accommodating Breast-feeding Students	The procedure is updated for the reason stated in 2:265, Title IX Grievance Procedure.	Adopt
7:20, Harassment of Students	The policy and footnotes are updated for the reason stated in 2:265, Title IX Grievance	Adopt

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Sharon Williams, Ed.D.
Superintendent of Schools

Policy	Description	Recommendation
Prohibited	Procedure and for continuous improvement.	
7:20-AP, Harassment of Students Prohibited	The procedure is updated to ensure alignment with continuous improvement updates made to sample policy 2:260, Uniform Grievance Procedure.	Adopt
7:185, Teen Dating Violence Prohibited	The policy is updated for the reason stated in 2:265, Title IX Grievance Procedure, and for continuous improvement.	Adopt

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School Board

Administrative Procedure – Title IX Response [1]

The District responds to all reports of alleged Title IX Sex Discrimination regardless of whether a Complaint is filed. Use this procedure to implement the District's response to reports of Title IX Sex Discrimination, as that term is defined in 34 C.F.R. §106.10.

The response steps outlined in this procedure include: Notice of Nondiscrimination, Training, Notification and Information, Response to Allegations, Supportive Measures, Title IX Complaint Initiation, Consideration of Removal of a Respondent, and Recordkeeping.

Title IX Complaints are processed using the District's Title IX Complaint Grievance Process (Grievance Process) under administrative procedure 2:265-AP2, *Formal Title IX Complaint Grievance Process*.

Glossary of Terms

Use exhibit 2:265-E, *Title IX Glossary of Terms*, in conjunction with this procedure.

Notice of Nondiscrimination

Actor	Action
Superintendent or Designee	Develops a notice of nondiscrimination that includes the following elements (34 C.F.R. §106.8(c)(1)(i)): 1. A statement that the District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in employment; 2. A statement that inquiries about the application of Title IX to the District may be referred to the District's Title IX Coordinator, the U.S. Dept. of Education's Office for Civil Rights, or both; 3. The name, office address, email address, and telephone number of the District's Title IX Coordinator; 4. How to locate Board policy 2:265, *Title IX Grievance Procedure*, and the Grievance Process; and 5. How to report information about conduct that may constitute sex discrimination under Title IX and how to make a complaint of sex discrimination. The following sample notice of nondiscrimination meets the minimum requirements of Title IX regulations: [2]

Draft

The footnotes should be removed before the material is used.

[1] Ensure that this sample Title IX response is aligned with the district's policies, procedures, and practices.

[2] See p. 3 of *Resource for Drafting Nondiscrimination Policies, Notices of Nondiscrimination, and Grievance Procedures under 2024 Amendments to the U.S. Department of Education's Title IX Regulations*, U.S. Dept. of Education (4-19-24), at: www2.ed.gov/about/offices/list/ocr/docs/resource-nondiscrimination-policies.pdf.

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Actor	Action
	The District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in employment. Inquiries about Title IX may be referred to the District's Title IX Coordinator, the U.S. Dept. of Education's Office for Civil Rights, or both. The District's Title IX Coordinator is *[insert name, office address, email address, and telephone number]*. The District's nondiscrimination policy and grievance procedures can be located at *[insert link to location(s) on website or otherwise describe location(s)]*. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to *[insert link to location(s) on website or otherwise describe location(s)]*. Provides the notice of nondiscrimination to students, parents/guardians, or other authorized legal representatives of students, employees, applicants for employment,[3] and all unions and professional organizations holding collective bargaining or professional agreements with the District. 34 C.F.R. §106.8(c). Ensures that all elements of the notice of nondiscrimination are prominently included on the District's website and in each handbook, catalog, announcement, bulletin, and application form that the District makes available to persons entitled to receive the notice, or which are otherwise used in connection with the recruitment of employees. Alternatively, where necessary due to the format or size of a particular publication, a publication may include a statement that the District prohibits sex discrimination in any education program or activity that it operates and that individuals may report concerns or questions to the Title IX Coordinator, and provide the location of the notice on the District's website. 34 C.F.R. §106.8(c)(2)(i)-(ii). The following sample abbreviated nondiscrimination statement meets the minimum requirements of Title IX regulations: [4] The District prohibits sex discrimination in any education program or activity that it operates. Individuals may report concerns or questions to the Title IX Coordinator. The notice of nondiscrimination is located at *[insert website address]*.

Draft

The footnotes should be removed before the material is used.

[3] Subpart C of Title IX applies to *institutions of vocational education*, defined as a school or institution "which has as its primary purpose preparation of students to pursue a technical, skilled, or semiskilled occupation or trade, or to pursue study in a technical field, whether or not the school or institution offers certificates, diplomas, or degrees and whether or not it offers fulltime study." 34 C.F.R. §§106.15(d), 106.2. If Subpart C applies, add "admission and" before "employment."

[4] See p. 4 of *Resource for Drafting Nondiscrimination Policies, Notices of Nondiscrimination, and Grievance Procedures under 2024 Amendments to the U.S. Department of Education's Title IX Regulations*, U.S. Dept. of Education (4-19-24), at: www2.ed.gov/about/offices/list/ocr/docs/resource-nondiscrimination-policies.pdf.

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Actor	Action
	Ensures that the District does not use or distribute a publication stating that the District treats applicants, students, or employees differently on the basis of sex, except as such treatment is permitted by Title IX. 34 C.F.R. §106.8(c)(2)(iii).

Training

Actor	Action
Superintendent or Designee	Ensures that upon hiring or a change of position that alters a below-identified person's duties under Title IX, and annually thereafter (34 C.F.R. §106.8(d)): 1. Tier 1: all District employees receive training on: a. The District's obligation to address Title IX Sex Discrimination in its education program or activity; b. The scope of conduct that constitutes Title IX Sex Discrimination, including the definition of sex-based harassment; and c. All applicable notification and information requirements under the **Notification and Information** subhead, below (34 C.F.R. §§106.40(b)(2) and 106.44). 2. Tier 2: in addition to Tier 1 training, above, all designated Investigators, Decisionmakers, Appeal Decisionmakers, and other persons responsible for implementing the Grievance Process, or who have the authority to modify or terminate supportive measures under 34 C.F.R. § 106.44(g)(4) receive training on, to the extent related to their responsibilities: a. The District's obligations under 34 C.F.R. §106.44 (see this administrative procedure, 2:265-AP1, *Title IX Response*); b. The District's Grievance Process under 34 C.F.R. §106.45 (see administrative procedure 2:265-AP2, *Formal Title IX Complaint Grievance Process*); c. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias; and d. The meaning and application of the term *relevant* in relation to questions and evidence, and the types of evidence that are impermissible regardless of relevance under 34 C.F.R. §106.45 (see exhibit 2:265-E, *Title IX Glossary of Terms*). 3. Tier 3: in addition to Tier 1 training, above, all facilitators of an informal resolution process under 34 C.F.R. §106.44(k) receive training on: a. The rules and practices associated with the District's informal resolution process; and b. How to serve impartially, including by avoiding conflicts of interest and bias.

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	4. Tier 4: in addition to Tier 1-3 training, above, the Title IX Coordinator and any designees receive training on: a. Their specific responsibilities under Title IX (see 34 C.F.R. §§106.8(a), 106.40(b)(3), 106.44(f) and (g)); b. The District's recordkeeping system and the recordkeeping requirements under 34 C.F.R. § 106.44(f); and c. Any other training necessary to coordinate the District's compliance with Title IX and its implementing regulations. [5] 5. All materials used to provide the training outlined in Nos. 1-4 are made available upon request for inspection by members of the public. See exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*.

Notification and Information

Actor	Action
All District employees who are not *confidential employees* (see below)	Upon receiving information about conduct that reasonably may constitute Title IX Sex Discrimination: 1. Immediately report a suspicion of child abuse or neglect to the Ill. Dept. of Children and Family Services on its Child Abuse Hotline 1-800-25-Abuse (1-800-252-2873 (within Illinois); 1-217-524-2606 (outside Illinois); or 1-800-358-5117 (TTY)). 2. Promptly notify the Title IX Coordinator. 34 C.F.R. § 106.44(c)(1). Upon receiving information of a student's pregnancy or related conditions from the student or a person who has a legal right to act on behalf of the student, promptly (34 C.F.R. § 106.40(b)(2)): 1. Provide that person with the Title IX Coordinator's contact information; and 2. Inform that person that the Title IX Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to the District's program or activity.
Confidential employees, if any [6]	Upon receiving information about conduct that reasonably may constitute Title IX Sex Discrimination: 1. Immediately report a suspicion of child abuse or neglect to the Ill. Dept. of Children and Family Services on its Child Abuse Hotline 1-800-25-Abuse (1-800-252-2873 (within Illinois); 1-217-524-2606 (outside Illinois); or 1-800-358-5117 (TTY)).

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[5] The district has discretion to choose the content and substance of any additional training needed. 89 Fed. Reg. 33487.

[6] Optional. Title IX regulations do not require districts to designate confidential employees. See sample exhibit 2:265-E, *Title IX Glossary of Terms*, for the definition of *confidential employee*. **Consult the board attorney about whether to designate any employees as confidential employees and its practical implications.**

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	2. Explain the following to the person who informs the confidential employee of conduct that reasonably may constitute Title IX Sex Discrimination (34 C.F.R. § 106.44(d)(2)): a. The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Title IX Coordinator about conduct that reasonably may constitute sex discrimination; b. How to contact the District's Title IX Coordinator and how to make a Complaint of sex discrimination; and c. That the Title IX Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the Grievance Process. See **Section F. Informal Resolution of Title IX Complaint** in administrative procedure 2:265-AP2, *Formal Title IX Complaint Grievance Process*.

Response to Allegations

Actor	**Action**
Title IX Coordinator or Designee	Upon being notified of conduct that the notifying party believes reasonably may constitute Title IX Sex Discrimination, analyzes the allegation(s) to determine whether the conduct as alleged could constitute Title IX Sex Discrimination. Where the Title IX Coordinator reasonably determines that the conduct as alleged could constitute Title IX Sex Discrimination, takes the following actions to promptly and effectively end any Title IX Sex Discrimination in the District's education program or activity, prevent its recurrence, and remedy its effects: 1. Treats the Complainant and Respondent equitably. 34 C.F.R. §106.44(f)(1)(i). 2. Offers and coordinates supportive measures, as appropriate, for the Complainant. 34 C.F.R. §106.44(f)(1)(ii). See **Supportive Measures**, below. 3. If the District has initiated the Grievance Process or offered an informal resolution process to the Respondent, offers and coordinates supportive measures, as appropriate, for the Respondent. Id. See **Supportive Measures**, below. 4. Notifies the Complainant or, if the Complainant is unknown, the individual who reported the conduct, of: the Grievance Process; and the informal resolution process, if available and appropriate. 34 C.F.R. §106.44(f)(1)(iii)(A). **Note:** The U.S. Dept. of Education anticipates that during such conversations the Title IX Coordinator will confirm whether the individual reporting the alleged discrimination wants the District to conduct an investigation, and notes that "nothing in the final regulations would preclude the Title IX Coordinator

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	from memorializing in writing the outcome of that conversation to help avoid any possible confusion about agreed upon next steps." 89 Fed. Reg. 33487. 5. If a Complaint is made, notifies the Respondent of: the Grievance Process; and the informal resolution process, if available and appropriate. 34 C.F.R. §106.44(f)(1)(iii)(B). 6. In response to a Complaint, initiates: the Grievance Process; or the informal resolution process, if available and appropriate and requested by all parties. 34 C.F.R. §106.44(f)(1)(iv). 7. In the absence of a Complaint or the withdrawal of any or all of the allegations in a Complaint, and in the absence or termination of an informal resolution process, determines whether to initiate a Complaint of Title IX Sex Discrimination under the Grievance Process, considering the factors outlined in **Initiation of a Title IX Complaint**, below. 34 C.F.R. §106.44(f)(1)(v). 8. If initiating a Complaint under No. 7, above, notifies the Complainant prior to doing so and appropriately addresses reasonable concerns about the Complainant's safety or the safety of others, including by providing supportive measures. 34 C.F.R. §106.44(f)(1)(vi). 9. Regardless of whether a Complaint is initiated, takes other appropriate prompt and effective steps, in addition to steps necessary to effectuate the remedies provided to an individual Complainant, if any, to ensure that Title IX Sex Discrimination does not continue or recur within the District's education program or activity. 34 C.F.R. §106.44(f)(1)(vii). Regardless of whether the Title IX Coordinator reasonably determines that the conduct as alleged could constitute Title IX Sex Discrimination, considers whether action under any of the following policies is required, either in lieu of or in addition to any action under Board policy 2:265, *Title IX Grievance Procedure*: 2:260, *Uniform Grievance Procedure* 5:10, *Equal Employment Opportunity and Minority Recruitment* 5:20, *Workplace Harassment Prohibited* 5:90, *Abused and Neglected Child Reporting* 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest* 7:10, *Equal Educational Opportunities* 7:20, *Harassment of Students Prohibited* 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment* 7:185, *Teen Dating Violence Prohibited* 7:190, *Student Behavior* Answers the following question(s): 1. Does another appropriate method exist for processing and reviewing the sex discrimination allegation?

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	2. If yes, does that other method govern the District's response in addition to or at the exclusion of Board policy 2:265, *Title IX Grievance Procedure*? See exhibit 2:265-E, *Title IX Glossary of Terms*, for a discussion of sex discrimination governed by laws other than Title IX. Consult the board attorney for guidance.

Supportive Measures

Actor	**Action**
Title IX Coordinator or Designee	Where the Title IX Coordinator has knowledge of conduct that reasonably may constitute Title IX Sex Discrimination in the District's education program or activity, offers and coordinates supportive measures, as appropriate, for the Complainant. 34 C.F.R. §106.44(g). Where the District has initiated the Grievance Process or offered an informal resolution process to the Respondent, offers and coordinates supportive measures, as appropriate, for the Respondent. Id. **Note**: For allegations of Title IX Sex Discrimination other than sex-based harassment or retaliation, the District is not required to alter the alleged discriminatory conduct for the purposes of providing a supportive measure. This is because "such discrimination will likely relate to either sex discrimination allegations arising out of alleged unequal access to resources or facilities or allegations arising out of alleged sex discrimination in an educational setting such as different treatment on the basis of sex" and there "will be few appropriate supportive measures for such discrimination, other than eliminating the source of the discrimination" but eliminating the source of the discrimination "may only be provided as a remedy." 89 Fed. Reg. 33863. When determining appropriate supportive measures, considers relevant factors, including the following: 1. Supportive measures may vary depending on what the District deems reasonably available. These measures may include, but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of school grounds; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment. 34 C.F.R. §106.44(g)(1). **Note**: Many actions taken by school personnel to quickly intervene and correct behavior, i.e., having educational conversations with students or changing student seating, may be considered reasonable supportive measures. 89 Fed. Reg. 33608. 2. Supportive measures must not unreasonably burden either party and must be designed to protect the safety of the parties or the District's educational environment, or to provide support during the Grievance Process or during the informal resolution process. Supportive

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	measures may not be imposed for punitive or disciplinary reasons. 34 C.F.R. §106.44(g)(2). If the Complainant or Respondent is a student with a disability, consults with one or more members, as appropriate, of the student's Individualized Education Program (IEP) team (34 C.F.R. §300.321), if any, or one or more members, as appropriate, of the group of persons responsible for the student's placement decision under 34 C.F.R. §104.35(c), if any. This consultation is needed to determine how to comply with the requirements of the Individuals with Disabilities Education Act (20 U.S.C. §1400 et seq.) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §794) in the implementation of supportive measures. 34 C.F.R. §106.44(g)(6). At the conclusion of the Grievance Process or at the conclusion of the informal resolution process, determines whether to modify or terminate, as appropriate, any supportive measures previously implemented, or whether to continue such measures beyond that point. 34 C.F.R. §106.44(g)(3). Provides a party with the opportunity to seek additional modification or termination of a supportive measure applicable to them if circumstances change materially. 34 C.F.R. §106.44(g)(4). Provides the parties with a timely opportunity to seek, from an appropriate and impartial employee, modification or reversal of the decision to provide, deny, modify, or terminate supportive measures applicable to them. 34 C.F.R. §106.44(g)(4). The impartial employee must be someone other than the employee who made the challenged supportive decision and must have authority to modify or reverse the decision, if the impartial employee determines that the decision to provide, deny, modify, or terminate the supportive measure was inconsistent with the definition of supportive measures under Title IX. Id. The impartial employee must receive Tier 2 training (see the **Training** subhead, above). If a party requests modification or reversal of a decision regarding a supportive measure by submitting a written request to the Title IX Coordinator, identifies an impartial employee who will: 1. Review the request and other relevant information to determine: whether the decision to provide, deny, modify, or terminate the supportive measure was inconsistent with the definition of supportive measures under Title IX; and if so, whether modification or reversal of the supportive measures decision is appropriate; 2. Upon conclusion of the review, notify the requesting party and the Title IX Coordinator of the outcome of the review; and 3. As appropriate, notify the other party of any modifications to a supportive measure applicable to that party that results from the review. Ensures that information about supportive measures is not disclosed to persons other than the person to whom they apply, including informing

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	one party of supportive measures provided to another party, unless necessary to provide the supportive measure or restore or preserve a party's access to the education program or activity, or when an exception in 34 C.F.R. §106.44(j)(1) through (5) applies, in conjunction with any response required by this procedure. 34 C.F.R. §106.44(g)(5).

Title IX Complaint Initiation

A *Complaint* for purposes of Board policy 2:265, *Title IX Grievance Procedure*, and this procedure, means an oral or written request to the District that can objectively be understood as a request for the District to investigate and make a determination about alleged discrimination under Title IX.

The following persons have a right to make a Complaint (34 C.F.R. §106.45(a)(2)):

1. A Complainant (see Board policy 2:265, *Title IX Grievance Procedure*, and exhibit 2:265-E, *Title IX Glossary of Terms*);
2. A parent/guardian, or other legal representative with the legal right to act on behalf of a Complainant;
3. The Title IX Coordinator, after making the determination specified in No. 7 under the **Response to Allegations** subhead, above; and
4. For complaints of Title IX Sex Discrimination other than sex-based harassment, in addition to the persons listed under Nos. 1-3, above:
    a. Any student or employee; or
    b. Any person other than a student or employee who was participating or attempting to participate in the District's education program or activity at the time of the alleged Title IX Sex Discrimination.

Actor	**Action**
Title IX Coordinator or Designee	**In the absence of a Complaint or the withdrawal of any or all of the allegations in a Complaint, and in the absence or termination of an informal resolution process:** Determines whether to initiate a Complaint of Title IX Sex Discrimination under the Grievance Process, considering, at a minimum, the following factors (34 C.F.R. §106.44(f)(1)(v)(A)): 1. The Complainant's request not to proceed with initiation of a Complaint; 2. The Complainant's reasonable safety concerns regarding initiation of a Complaint; 3. The risk that additional acts of sex discrimination would occur if a Complaint is not initiated; 4. The severity of the alleged Title IX Sex Discrimination, including whether the discrimination, if established, would require the removal of a Respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence; 5. The age and relationship of the parties, including whether the Respondent is an employee of the District; 6. The scope of the alleged discrimination, including information suggesting a pattern, ongoing sex discrimination, or sex discrimination alleged to have impacted multiple individuals; 7. The availability of evidence to assist a Decisionmaker in determining whether Title IX Sex Discrimination occurred; and

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	8. Whether the District could end the alleged discrimination and prevent its recurrence without initiating the Grievance Process. **When a Complaint is filed by an eligible person or initiated by the Title IX Coordinator:** Proceeds to and follows the Grievance Process (34 C.F.R. §106.44(f)(1)(iv)) in conjunction with any response required by this procedure and other applicable District policies. See administrative procedure 2:265-AP2, *Formal Title IX Complaint Grievance Process*.

Consideration of Removal of the Respondent

Actor	Action
Title IX Coordinator or Designee	**Emergency Removal of *Student Respondent*:** If the Respondent is an identified student, considers whether the student-Respondent should be removed from the District's education program or activity on an emergency basis in accordance with 34 C.F.R. §106.44(h). Before removing a student-Respondent on an emergency basis, conducts an individualized safety and risk analysis to determine whether removal is justified by an immediate[7] and serious threat to the health or safety of a Complainant or any students, employees, or other persons arising from the allegations of sex discrimination. If the student-Respondent is removed on an emergency basis: 1. Provides the student-Respondent with written[8] notice and an opportunity to challenge the decision immediately following the removal; and 2. Follows requirements set forth in 105 ILCS 5/10-22.6. See Board policies 7:200, *Suspension Procedures*, and 7:210, *Expulsion Procedures*. **Administrative Leave for *Employee Respondent*:** If the Respondent is an identified non-student employee, in conjunction with the District's human resources administrator, considers whether the employee-Respondent should be placed on administrative leave in accordance with 34 C.F.R. §106.44(i), relevant District policies and procedures, and any applicable collective bargaining agreements. See

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[7] *Immediate threats* "involve emergency situations in which there is not time for recipients to assess risks and in which an immediate law enforcement response is necessary" whereas *imminent threats* "are those that while not active, are likely to occur soon but not immediately, and thus are appropriate for an individualized risk assessment." 89 Fed. Reg. 33615. For further information on individualized threat assessment, see sample administrative procedure 4:190-AP2, *Threat Assessment Team*.

[8] While Title IX regulations do not require written notice to the Respondent, most attorneys agree providing written notice is a best practice. If the district does not want to provide written notice, consult the board attorney.

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	Board policies 5:240, *Suspension*, and 5:290, *Employment Termination and Suspensions*. **Note:** While Title IX regulations do not impose a time limit on the duration of an emergency removal, time limits may apply based upon District policies and procedures, any applicable collective bargaining agreements, and other laws and regulations, e.g., the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and 105 ILCS 5/10-22.6.

Recordkeeping

Actor	**Action**
Title IX Coordinator or Designee	Maintains, for a period of at least seven (7) years (34 C.F.R. §106.8(f)): 1. For each Complaint of Title IX Sex Discrimination, records documenting the informal resolution process or the Grievance Process, and the resulting outcome. Records should include: complaints (formal and informal), supportive measures, the informal resolution process, investigations, final determinations, appeals, remedies, and any other relevant information related to allegations of Title IX Sex Discrimination. 2. For each notification the Title IX Coordinator receives about conduct that reasonably may constitute Title IX sex discrimination, records documenting the actions the District took to meet its obligations under 34 C.F.R. §106.44. 3. All materials used to provide the training outlined in Nos. 1-4 under the **Training** subhead, above. See Board policy 5:150, *Personnel Records*, and administrative procedure 5:150-AP, *Personnel Records*, addressing the identification, storage, and access to personnel records. See Board policy 7:340, *Student Records*, along with administrative procedures 7:340-AP1, *School Student Records*, and 7:340-AP2, *Storage and Destruction of School Student Records*, addressing the District's legal obligations regarding the identification, confidentiality, safeguarding, access, and disposal of school student records.

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Administrative Procedure – Formal Title IX Complaint Grievance Process [1]

This procedure implements the District's grievance process for a Title IX Complaint after a decision to pursue one has been made using administrative procedure 2:265-AP1, *Title IX Response*. See 34 C.F.R. Part 106. Use this procedure to comply with 34 C.F.R. §106.45, *Grievance procedures for complaints of sex discrimination*. Use exhibit 2:265-E, *Title IX Glossary of Terms*, and administrative procedure 2:265-AP3, *Title IX Coordinator*, in conjunction with this procedure. **Consult the Board Attorney as needed throughout the grievance process.**

This procedure contains a **Table of Contents** and lettered **Sections**.

Table of Contents

A. Overview of Title IX Complaint Grievance Process
B. Evaluation of Title IX Complaint
C. Notice of Allegations
D. Consolidation of Title IX Complaints
E. Dismissal of Title IX Complaint
F. Informal Resolution of Title IX Complaint
G. Investigation and Determination of Title IX Complaint
H. Appeals
I. Recordkeeping

Sections

A. Overview of Title IX Complaint Grievance Process

The District's Title IX Complaint Grievance Process (Grievance Process) adheres to the following guidelines:

1. Treat Parties Equitably. The District shall treat Complainants and Respondents equitably. 34 C.F.R. §106.45(b)(1).

2. No Conflict of Interest or Bias. The District shall require that any person designated as a Title IX Coordinator, Investigator, or Decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual Complainant or Respondent. 34 C.F.R. §106.45(b)(2).

3. Presumption of Non-Responsibility. The Respondent is presumed not responsible for the alleged Title IX Sex Discrimination until a determination is made at the conclusion of the Grievance Process. 34 C.F.R. §106.45(b)(3).

4. Grievance Process Required Before Imposing Sanctions. The District shall comply with this Grievance Process before imposing any disciplinary sanctions against a Respondent for Title IX Sex Discrimination. 34 C.F.R. §106.45(h)(3), (h)(4).

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[1] Ensure that this sample Title IX sex discrimination grievance process is aligned with the district's policies, procedures, and practices.

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5. Supportive Measures. The District shall offer and coordinate supportive measures, as appropriate, for a Complainant upon being notified of conduct that reasonably may constitute Title IX Sex Discrimination and for a Respondent if the District has initiated the Grievance Process or has offered the Respondent an informal resolution process. 34 C.F.R. §§106.44(f)(1)(ii), 106.44(g), 106.45(l)(1). See administrative procedure 2:265-AP1, *Title IX Response*, for more on supportive measures. See exhibit 2:265-E, *Title IX Glossary of Terms*, for the definition of *supportive measures*.

6. Timeframe. This Grievance Process shall be concluded within 90 school business days[2] after receipt of a Complaint. As used in this Grievance Process, *school business days* means days on which the District's main office is open. On a case-by-case basis, this Grievance Process may be temporarily delayed or extended for good cause only if the Complainant and the Respondent, as appropriate, are provided written notice of the delay/extension and the reasons for it. Good cause may include, but is not limited to: the unavailability of a party or a witness; concurrent law enforcement or other agency activity; or the need for language assistance or accommodation of disabilities. 34 C.F.R. §106.45(b)(4).

7. Privacy Protection. The District shall take reasonable steps to protect the privacy of a Complainant and a Respondent and witnesses during the Grievance Process. These steps shall not restrict the ability of a Complainant or a Respondent to obtain and present evidence, including by speaking to witnesses; consulting with their family members, confidential resources, or advisors; or otherwise preparing for or participating in the Grievance Process. 34 C.F.R. §106.45(b)(5).

8. Evidence Considered. The District shall objectively evaluate all relevant evidence – including both inculpatory and exculpatory evidence – that is not otherwise impermissible. Credibility determinations are not based on a person's status as a Complainant, Respondent, or witness. The District shall exclude (not disclose or otherwise use) impermissible evidence and questions seeking that evidence, regardless of whether the evidence is relevant. The District may access or consider impermissible evidence solely to determine whether an exception that would allow its consideration exists. 34 C.F.R. §106.45(b)(6), (7). See exhibit 2:265-E, *Title IX Glossary of Terms*, for the definition of *impermissible evidence*.

9. Standard of Proof. All determinations are based upon the *preponderance of the evidence* standard. 34 C.F.R. §106.45(h)(1). See exhibit 2:265-E, *Title IX Glossary of Terms*, for the definition of *preponderance of the evidence*.

10. Right to Appeal. Each party may appeal any determination or dismissal as described in **Section H. Appeals**, below. 34 C.F.R. §§106.45(d)(3), (i).

11. Remedies and Disciplinary Sanctions. Following a determination that Title IX Sex Discrimination occurred, the District must provide, as appropriate, remedies to a Complainant and other persons the District identifies as having had their equal access to the District's education program or activity limited or denied by Title IX Sex Discrimination. 34 C.F.R. §106.45(h)(3). Additionally, the District may implement, as appropriate, disciplinary sanctions

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[2] The length of the grievance process and its method of calculation may be customized locally. This sample uses 90 school business days. If the district uses a different length and/or calculation method, e.g., 60 or 90 calendar days, insert it. The Grievance Process must include "reasonably prompt timeframes for the major stages of the grievance procedures," including the evaluation of the complaint of sex discrimination, investigation, determination, and appeal. 34 C.F.R. §106.45(b)(4). **Consult the board attorney for advice on the most appropriate timeframe for the district**.

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on a Respondent, up to and including: discharge for an employee-Respondent; expulsion for a student-Respondent; and termination of any existing contracts and/or prohibition from District property and activities for a third-party Respondent. The District may not impose discipline on a Respondent for Title IX Sex Discrimination unless there is a determination at the conclusion of the Grievance Process that the Respondent engaged in prohibited Title IX Sex Discrimination. 34 C.F.R. §106.45(h)(3), (l)(2). See exhibit 2:265-E, *Title IX Glossary of Terms*, for the definitions of *remedies* and *disciplinary sanctions*.

12. Training Requirements. The District ensures certain training requirements are met at the time of hiring or change of position that alters an employee's Title IX duties and annually thereafter. 34 C.F.R. §106.8(d). See administrative procedures 2:265-AP1, *Title IX Response*, and 2:265-AP3, *Title IX Coordinator*, for details on training requirements.

B. Evaluation of Title IX Complaint

When a Complaint is filed, the Title IX Coordinator shall, within 10 school business days, evaluate whether to investigate or dismiss the Complaint. 34 C.F.R. §106.45(b)(4). In evaluating the Complaint, the Title IX Coordinator shall analyze the allegations to determine whether the conduct as alleged could constitute Title IX Sex Discrimination and whether any of the bases for dismissal apply as set forth in **Section E. Dismissal**, below.

Where the Title IX Coordinator reasonably determines that the conduct as alleged could constitute Title IX Sex Discrimination, this Grievance Process shall be initiated. Where the Title IX Coordinator reasonably determines that the conduct as alleged does not constitute Title IX Sex Discrimination, the Title IX Coordinator shall dismiss the Complaint, or allegation(s) therein, as set forth in **Section E. Dismissal**, below.

C. Notice of Allegations

Upon initiating this Grievance Process, the Title IX Coordinator:

1. Provides written[3] notice to all known parties with the following information (34 C.F.R. §106.45(c)(1)):

   a. This procedure 2:265-AP2, *Formal Title IX Complaint Grievance Process*, including any available informal resolution process.

   b. The allegations of Title IX Sex Discrimination. This includes sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute Title IX Sex Discrimination, and the date(s) and location(s) of the alleged incident(s), to the extent that information is available to the District.

   c. Retaliation is prohibited. See exhibit 2:265-E, *Title IX Glossary of Terms*, for the definition of *retaliation*.

   d. The parties have an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of the evidence. If the District opts to

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[3] Optional. Title IX regulations only require that the determination of whether sex discrimination occurred be provided in writing. 34 C.F.R. §106.45(h)(2). Many attorneys agree that providing written notice at all stages of the Grievance Process is a best practice. **Consult the board attorney for guidance on this issue, especially if the district does not want to provide written notice.**

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provide a description of the evidence, the parties have an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.

e. The District's behavior policies prohibit knowingly making false statements or knowingly submitting false information during the Grievance Process.

2. Provides a second written notice to all known parties if, during the investigation, the District decides to investigate allegations not included in the first written notice. 34 C.F.R. §106.45(c)(2).

3. Decides whether to personally conduct the investigation or appoint a qualified investigator. If the Title IX Coordinator appoints a qualified investigator, provides written notice of the appointment to the Investigator.

When the Complainant's Identity Is Unknown

If the Complainant's identity is unknown, e.g., where an anonymous person or third-party reports conduct that reasonably may constitute Title IX Sex Discrimination, the Grievance Process may proceed if the Title IX Coordinator determines it is necessary to initiate a Complaint, even though the written notice provided in **Section C.1**, above, will not include the Complainant's identity. If the Complainant's identity is later discovered, the Title IX Coordinator provides another written notice to the parties.

When the Respondent's Identity is Unknown

If the Respondent's identity is unknown, e.g., where a Complainant does not know the Respondent's identity, the Grievance Process shall proceed because an investigation might reveal the Respondent's identity, even though the written notice provided in **Section C.1**, above, will not include the Respondent's identity. If the Respondent's identity is later discovered, the Title IX Coordinator provides another written notice to the parties.

D. Consolidation of Title IX Complaints

When the allegations of Title IX Sex Discrimination arise out of the same facts or circumstances, the Title IX Coordinator may consolidate Complaints against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party. 34 C.F.R. §106.45(e).

E. Dismissal of Title IX Complaint

At any time, the Title IX Coordinator may dismiss a Complaint made under this Grievance Process, or any allegations contained in it, for any of the following reasons (34 C.F.R. §106.45(d)(1)):

1. The District is unable to identify the Respondent after taking reasonable steps to do so.

2. The Respondent is no longer enrolled in or employed by the District.

3. The Complainant voluntarily withdraws any or all of the allegations in the Complaint, the Title IX Coordinator declines to initiate a complaint, and the Title IX Coordinator determines any remaining allegations in the Complaint would not constitute Title IX Sex Discrimination even if proven.

4. The District determines the alleged conduct, even if proven, would not constitute Title IX Sex Discrimination. Prior to dismissing the Complaint under this paragraph, the District must make reasonable efforts to clarify the allegations with the Complainant.

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Upon dismissal, the Title IX Coordinator must promptly notify the Complainant in writing of the basis for the dismissal and the right to appeal the dismissal on the bases as described in **Section H. Appeals**, below. If the dismissal occurs after the Respondent has been notified of the allegations, the Title IX Coordinator shall simultaneously notify the Respondent in writing of the dismissal, its basis, and the right to appeal the dismissal on the bases as described in **Section H. Appeals**, below. 34 C.F.R. §106.45(d)(2), (3).

Upon dismissal, the Title IX Coordinator also must (34 C.F.R. §106.45(d)(4)):

1. Offer supportive measures to the Complainant, as appropriate;
2. Offer supportive measures to the Respondent, as appropriate, if the dismissal was pursuant to **Section E.3** or **Section E.4**, above, and the Respondent has been notified of the allegations;
3. Take other appropriate prompt and effective steps to ensure that Title IX Sex Discrimination does not continue or recur within the District's education program or activity.

See administrative procedure 2:265-AP1, *Title IX Response*, for more on supportive measures. See exhibit 2:265-E, *Title IX Glossary of Terms*, for the definition of *supportive measures*.

F. Informal Resolution of Title IX Complaint

At any time prior to determining if sex discrimination occurred under this Grievance Process, the District may offer to the Complainant and Respondent an informal resolution process. The District is prohibited from offering an informal resolution process when the Complaint includes allegations that an employee engaged in sex-based harassment of a student, or when such a process would conflict with federal, State, or local law.

The District has discretion to determine whether it is appropriate to offer an informal resolution process when it receives information about conduct that reasonably may constitute Title IX Sex Discrimination or when a Complaint is made, and may decline to offer informal resolution despite one or more of the parties' wishes. Such circumstances may include, but are not limited to, when the District determines the alleged conduct would present a future risk of harm to others. 34 C.F.R. §§106.44(k), 106.45(k)(1).

To offer an informal resolution process, the District must:

1. Provide the parties written notice explaining (34 C.F.R. §106.44(k)(3)):
    a. The allegations;
    b. Informal resolution process requirements;
    c. That at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and to initiate or resume the Grievance Process;
    d. That if the parties agree to a resolution at the conclusion of the informal resolution process, the parties' agreement precludes the parties from initiating or resuming the Grievance Process arising from the same allegations;
    e. The potential terms that may be requested or offered in an informal resolution agreement, including notice that an informal resolution agreement is binding; and
    f. The information that will be maintained and whether and how the information could be disclosed for use in the Grievance Process if the Grievance Process is initiated or resumed.

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2. Obtain the parties' voluntary, written consent to the informal resolution process. The District cannot require a waiver by the parties of the right to an investigation and determination of a complaint under the Grievance Process as a condition of enrollment or continuing enrollment in the District or employment or continuing employment in the District, or exercise of any other right. 34 C.F.R. §106.44(k)(2).

3. Assign a facilitator for the informal resolution process who is not the Investigator or Decisionmaker in the Grievance Process. 34 C.F.R. §106.44(k)(4).

4. Require the Title IX Coordinator, to the extent necessary, to take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the District's education program or activity. 34 C.F.R. §106.44(k)(1).

Potential Terms for Informal Resolution Agreement

The following are potential terms that an informal resolution agreement may include, but are not limited to (34 C.F.R. §106.44(k)(5)):

1. Restrictions on contact; and

2. Restrictions on the Respondent's participation in one or more of the District's programs or activities or attendance at specific events, including restrictions the District could have imposed as remedies or disciplinary sanctions had the District determined at the conclusion of the Grievance Process that Title IX Sex Discrimination occurred.

G. Investigation and Determination of Title IX Complaint

The Investigator/Decisionmaker[4] follows these steps when investigating the allegations in a Complaint. The Investigator/Decisionmaker shall make all reasonable efforts to complete the investigation and issue a written determination regarding whether Title IX Sex Discrimination occurred under Title IX within 30 school business days. This timeframe can be extended for good cause as provided in **Section A.6**, above.

If the allegations are against the Superintendent or against a Board Member, an independent Investigator/Decisionmaker (e.g., an attorney or retired school administrator) shall be appointed.

Actor	Action
Investigator/	**Investigation** [5]

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[4] The Decisionmaker may be the same person as the Title IX Coordinator or Investigator. 34 C.F.R. §106.45(b)(2). As a result, this Grievance Process uses a single investigator/decisionmaker template, whether that person is the Title IX Coordinator or appointed by the Title IX Coordinator. Consult the board attorney if the district wishes to separate the roles of Investigator and Decisionmaker for Title IX Complaints. Additional steps under the Grievance Process are required if different people serve in the Investigator and Decisionmaker roles, and this sample administrative procedure 2:265-AP2, *Formal Title IX Complaint Grievance Process*, will need to be amended to reflect those steps. For example, the district must allow the Decisionmaker to question the parties and the witnesses to adequately assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex discrimination. 34 C.F.R. §106.45(g). Under a single investigator/decisionmaker template, that person will question the parties and witnesses as part of the Grievance Process investigation. If the roles are separated, then an additional opportunity for the parties and witnesses to be questioned by the Decisionmaker, after being questioned by the Investigator, must be provided under the Grievance Process. **Consult the board attorney for guidance.**

[5] See f/n 4. If the district does not use a single investigator/decisionmaker template, add the following paragraph to the list of investigation requirements:

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Actor	Action
Decisionmaker	During an investigation and throughout the Grievance Process, provides an adequate, reliable, and impartial investigation by (34 C.F.R. §106.45(f)): 1. Ensuring the burden of gathering sufficient evidence to determine whether Title IX Sex Discrimination occurred is on the District and not the parties. 34 C.F.R. §106.45(f)(1). 2. Providing an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible. 34 C.F.R. §106.45(f)(2). 3. Reviewing all evidence gathered through the investigation and determining what evidence is relevant and what evidence is impermissible regardless of relevance. 34 C.F.R. §106.45(f)(3). 4. Providing the parties an equal opportunity to access the evidence that is relevant to the allegation(s) and not otherwise impermissible, or an accurate description of this evidence. If a description of the evidence is provided, the parties must be provided an equal opportunity to access the relevant and not otherwise impermissible evidence upon request. 34 C.F.R. §106.45(f)(4)(i). 5. Providing the parties a reasonable opportunity to respond to the evidence or to the accurate description of the evidence. 34 C.F.R. §106.45(f)(4)(ii). 6. Taking reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through this Grievance Process. 34 C.F.R. §106.45(f)(4)(iii). **Determination and Written Notice of Determination** Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, does the following (34 C.F.R. §106.45(h)(1), (2)): 1. Bases all decisions on the *preponderance of evidence* standard. 2. Notifies the parties in writing of the determination regarding whether Title IX Sex Discrimination occurred, including the rationale for such determination and permissible bases for the Complainant and the Respondent to appeal as described in **Section H. Appeals**, below.
Title IX Coordinator or Designee	If there is a determination that Title IX Sex Discrimination occurred (34 C.F.R. §106.45(h)(3)): 1. Coordinates the provision and implementation of remedies for the Complainant and other persons identified as having had their equal

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7. Providing a process that enables the Decisionmaker to question parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex discrimination. 34 C.F.R. §106.45(g).

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Actor	Action
	access to the District's education program or activity limited or denied by Title IX Sex Discrimination. 2. Coordinates the imposition of any disciplinary sanctions on a Respondent, including notification to the Complainant of any such disciplinary sanctions. The District may not impose discipline on a Respondent for Title IX Sex Discrimination unless there is a determination at the conclusion of the Grievance Process that the Respondent engaged in prohibited Title IX Sex Discrimination. 3. Takes other appropriate prompt and effective steps to ensure that Title IX Sex Discrimination does not continue or recur within the District's education program or activity.

H. Appeals

The determination regarding whether Title IX Sex Discrimination occurred becomes final either on the date on which an appeal would no longer be considered timely if an appeal is not filed, or the date that the Appeal Decisionmaker provides the parties with the written decision of the result of the appeal if an appeal is filed. 34 C.F.R. §106.45(b)(4).

Complainant or Respondent	Within five (5) school business days[6] after receiving either (1) notice of the determination of whether Title IX Sex Discrimination occurred, or (2) notice of dismissal of a Complaint, or allegations therein, makes a written request to the Title IX Coordinator appealing the determination/dismissal based on (34 C.F.R. §§106.45(d)(3), 106.46(i)(1)): 1. Procedural irregularity that would change the outcome. 2. New evidence now available that would change the outcome but that was not reasonably available at the time of the determination. 3. The Title IX Coordinator or Investigator/Decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual Complainant or Respondent that would change the outcome.
Title IX Coordinator or Designee	Upon receiving an appeal from one party (34 C.F.R. §106.45(d)(3), (i)): 1. Notifies the parties in writing that an appeal has been filed, including notice of the allegations if notice consistent with **Section C. Notice of Allegations**, above, was not previously provided to the Respondent. 2. Provides both parties five (5) school business days to submit a written statement and/or new evidence in support of, or challenging, the outcome to the Title IX Coordinator.

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[6] These timelines are optional and suggested for ease of use to align with the appeal timelines in sample policy 2:260, *Uniform Grievance Procedure*.

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	3. Promptly forwards all materials relative to the appeal to the Appeal Decisionmaker. Ensures that the Appeal Decisionmaker is not the same person as the Investigator/Decisionmaker or the Title IX Coordinator. 34 C.F.R. §106.45(d)(3)(iii). **Note:** The Board may, but is not required to, hear and decide the appeal; it is a suggestion that aligns with the appeal provisions in policy 2:260, *Uniform Grievance Procedure*, and with Ill. State Board of Education sex equity regulations requiring districts to "provide for final appeal of grievance decisions made at the system level to the system's governing board." 23 Ill.Admin.Code §200.40(c)(1). If the Board acts as the Appeal Decisionmaker, the Board must receive the training in **Section A.12**, above. Some school attorneys recommend that the appeal not go to the Board, so that the Board's objectivity is not called into question if it needs to conduct a hearing related to recommended disciplinary sanctions resulting from the Grievance Process. **Consult the board attorney regarding these options.**
Appeal Decisionmaker	Within 30 school business days, affirms, reverses, or amends the written determination regarding whether Title IX Sex Discrimination occurred or the notice of dismissal. Within five (5) school business days after its decision, notifies the parties in writing of the result of the appeal and the rationale for the result. 34 C.F.R. §106.45(d)(3)(vi).

I. Recordkeeping

Actor	Action
Title IX Coordinator or Designee	See the **Recordkeeping** subhead in administrative procedure 2:265-AP1, *Title IX Response*.

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Administrative Procedure – Title IX Coordinator

*This procedure centralizes all Title IX Coordinator responsibilities that appear throughout the 2:265 suite of **PRM** materials into one document. Use this procedure in conjunction with exhibit 2:265-E, Title IX Glossary of Terms, and administrative procedures 2:265-AP1, Title IX Response, and 2:265-AP2, Formal Title IX Grievance Procedure.*

The Title IX Coordinator directs the District's compliance with Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations (34 C.F.R. Part 106), and assists the Superintendent in implementing Board policy 2:265, *Title IX Grievance Procedure*. If the District has more than one Title IX Coordinator, it must designate one of its Title IX Coordinators to retain ultimate oversight to ensure the District's consistent compliance with its responsibilities under Title IX and its implementing regulations. 34 C.F.R. §106.8(a)(1). The Title IX Coordinator with ultimate oversight should be listed in Board policy 2:265, *Title IX Grievance Procedure*. The District may delegate, or permit the Title IX Coordinator to delegate, specific duties to one or more designees. 34 C.F.R. §106.8(a)(2).

Title IX Coordinator's General Responsibilities

1. Coordinates the District's efforts to comply with its responsibilities under Title IX and 34 C.F.R. Part 106 to provide educational programs and activities free from sex discrimination. 34 C.F.R. §106.8(a)(1). Includes, as needed, coordinating compliance with Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; 5:10, *Equal Employment Opportunity and Minority Recruitment*; 5:20, *Workplace Harassment Prohibited*; 5:90, *Abused and Neglected Child Reporting*; 7:10, *Equal Educational Opportunities*; 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; 7:185, *Teen Dating Violence Prohibited*; and 7:190, *Student Behavior*.
2. Assists the Superintendent in developing and managing a program that notifies all students, parents/guardians, or other authorized legal representatives of students, employees, applicants for employment, and all unions and professional organizations holding collective bargaining or professional agreements with the District about the District's commitment to equal employment and educational opportunities and a discrimination-free environment, including by posting a Notice of Nondiscrimination on the District's website and in each handbook, catalog, announcement, bulletin, and application form that the District makes available to persons entitled to notice, or which are otherwise used in connection with the recruitment of employees. 34 C.F.R. §106.8(c). See the **Notice of Nondiscrimination** subhead of administrative procedure 2:265-AP1, *Title IX Response*.
3. Assists the Superintendent in developing and managing a staff training program (see the **Title IX Coordinator's Responsibilities for Training Staff** subhead, below). 34 C.F.R. §106.8(d).
4. When a Complainant or Respondent is a student with a disability, consults with one or more members, as appropriate, of the student's Individualized Education Program (IEP) team (34 C.F.R. §300.321), if any, or one or more members of the group of persons responsible for the student's placement decision under 34 C.F.R. §104.35(c), if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.) and Section 504 of the Rehabilitation Act of 1973 (Section 504) (29 U.S.C. §794) throughout the implementation of the District's Title IX Complaint Grievance Process (Grievance Process) under

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administrative procedure 2:265-AP2, *Formal Title IX Complaint Grievance Process*. 34 C.F.R. §106.8(e).

5. Maintains, for a period of at least seven (7) years (34 C.F.R. §106.8(f)):
   a. For each Complaint of Title IX Sex Discrimination, records documenting the informal resolution process or the Grievance Process, and the resulting outcome. Records should include: complaints (formal and informal), supportive measures, the informal resolution process, investigations, final determinations, appeals, remedies, and any other relevant information related to allegations of Title IX Sex Discrimination.
   b. For each notification the Title IX Coordinator receives about conduct that reasonably may constitute Title IX Sex Discrimination, records documenting the actions the District took to meet its obligations under 34 C.F.R. §106.44.
   c. All materials used to provide the training outlined in Nos. 1-4 under the **Training** subhead in administrative procedure 2:265-AP1, *Title IX Response*.

   Records shall only be destroyed in accordance with Board policies and administrative procedures governing the destruction of records. 34 C.F.R. §106.8(f). See the **Recordkeeping** subhead in administrative procedure 2:265-AP1, *Title IX Response*.
6. Provides ongoing consultation, technical assistance, and information services regarding Title IX compliance requirements and programs.
7. Makes recommendations for action by appropriate decision makers.
8. Establishes a positive climate for nondiscrimination compliance efforts, including by encouraging individuals to come forward with suggestions and complaints.

Title IX Coordinator's Responsibilities for Training Staff

The Title IX Coordinator assists the Superintendent to ensure that upon hiring or a change of position that alters a below-identified person's duties under Title IX, and annually thereafter (34 C.F.R. §106.8(d)):

1. Tier 1: all District employees receive training on:
   a. The District's obligation to address Title IX Sex Discrimination in its education program or activity;
   b. The scope of conduct that constitutes Title IX Sex Discrimination, including the definition of sex-based harassment; and
   c. All applicable notification and information requirements under 34 C.F.R. §§106.40(b)(2) and 106.44.
2. Tier 2: in addition to Tier 1 training above, all designated Investigators, Decisionmakers, Appeal Decisionmakers, and other persons responsible for implementing the Grievance Process, or who have the authority to modify or terminate supportive measures under 34 C.F.R. § 106.44(g)(4) receive training on, to the extent related to their responsibilities:
   a. The District's obligations under 34 C.F.R. §106.44 (see administrative procedure 2:265-AP1, *Title IX Response*);
   b. The District's Grievance Process under 34 C.F.R. §106.45 (see administrative procedure 2:265-AP2, *Formal Title IX Complaint Grievance Process*);
   c. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias; and
   d. The meaning and application of the term *relevant* in relation to questions and evidence, and the types of evidence that are impermissible regardless of relevance under 34 C.F.R. §106.45 (see exhibit 2:265-E, *Title IX Glossary of Terms*).
3. Tier 3: in addition to Tier 1 training, above, all facilitators of an informal resolution process under 34 C.F.R. § 106.44(k) receive training on:

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a. The rules and practices associated with the District's informal resolution process; and
b. How to serve impartially, including by avoiding conflicts of interest and bias.

4. Tier 4: in addition to Tier 1-3 training, above, the Title IX Coordinator and any designees receive training on:
   a. Their specific responsibilities under Title IX (see 34 C.F.R. §§106.8(a), 106.40(b)(3), 106.44(f) and (g));
   b. The District's recordkeeping system and the recordkeeping requirements under 34 C.F.R §106.8(f); and
   c. Any other training necessary to coordinate the District's compliance with Title IX and its implementing regulations.

See the **Training** subhead in administrative procedure 2:265-AP1, *Title IX Response*.

Title IX Coordinator's Responsibilities for Responding to Reports of Sex Discrimination

1. Implements and administers administrative procedure 2:265-AP1, *Title IX Response*.
2. Monitors the District's education program and activity for barriers to reporting information about conduct that may reasonably constitute Title IX Sex Discrimination, and takes steps reasonably calculated to address such barriers. 34 C.F.R. §106.44(b). Strategies to identify barriers may include, for example: conducting regular climate surveys, seeking targeted feedback from students and employees who have reported sex discrimination, participating in public awareness events to receive feedback from student and employee attendees, and regularly publicizing and monitoring an email address designated for receiving anonymous feedback about barriers to reporting sex discrimination. 87 Fed. Reg. 41436.
3. Receives reports of conduct that reasonably may constitute Title IX Sex Discrimination (34 C.F.R. §106.44(c)) and analyzes the allegation(s) to determine whether the conduct as alleged could constitute Title IX Sex Discrimination.
4. Where the Title IX Coordinator reasonably determines that conduct as alleged could constitute Title IX Sex Discrimination, takes the following actions to promptly and effectively end any Title IX Sex Discrimination in the District's education program or activity, prevent its recurrence, and remedy its effects (34 C.F.R. §106.44(f); see the **Response to Allegations** subhead in administrative procedure 2:265-AP1, *Title IX Response*):
   a. Treats the Complainant and Respondent equitably.
   b. Offers and coordinates supportive measures, as appropriate, for the Complainant.
   c. If the District has initiated the Grievance Process, or offered an informal resolution process to the Respondent, offers and coordinates supportive measures, as appropriate, for the Respondent.
   d. Notifies the Complainant or, if the complainant is unknown, the individual who reported the conduct, of the Grievance Process, and the informal resolution process, if available and appropriate.
   e. If a Complaint is made, notifies the Respondent of the Grievance Process and the informal resolution process, if available and appropriate.
   f. In response to a Complaint, initiates the Grievance Process or the informal resolution process, if available and appropriate and requested by all parties.
   g. In the absence of a Complaint or the withdrawal of any or all the allegations in a Complaint, and in the absence or termination of an informal resolution process, determines whether to initiate a Complaint of Title IX Sex Discrimination under the Grievance Process, considering the factors outlined in the **Initiation of a Title IX Complaint** subhead of administrative procedure 2:265-AP1, *Title IX Response*.

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h. If initiating a Complaint, notifies the Complainant prior to doing so and appropriately addresses reasonable concerns about the Complainant's safety or the safety of others, including by providing supportive measures.
i. Regardless of whether a Complaint is initiated, takes other appropriate prompt and effective steps, in addition to steps necessary to effectuate the remedies provided to an individual Complainant, if any, to ensure that Title IX Sex Discrimination does not continue or recur within the District's education program or activity.

5. Offers and coordinates supportive measures, as appropriate, consistent with 34 C.F.R. §106.44(g) and as described in the **Supportive Measures** subhead in 2:265-AP1, *Title IX Response*.
6. In the absence of a Complaint or the withdrawal or any or all of the allegations in a Complaint, and in the absence or termination of an informal resolution process, determines whether to initiate a Complaint of Title IX Sex Discrimination under the Grievance Process, considering, at a minimum, the factors set forth in 34 C.F.R. §106.44(f)(1)(v)(A) and described in the **Title IX Complaint Initiation** subhead in administrative procedure 2:265-AP1, *Title IX Response*.
7. When a Complaint is filed by an eligible person or initiated by the Title IX Coordinator, follows the Grievance Process (34 C.F.R. §106.44(f)(1)(iv)) in 2:265-AP1, *Formal Title IX Complaint Grievance Process*, in conjunction with any response required by administrative procedure 2:265-AP1, *Title IX Response* and applicable District policies.
8. If the Respondent is an identified student, considers whether the student-Respondent should be removed from the District's education program or activity on an emergency basis in accordance with 34 C.F.R. §106.44(h) and the **Consideration of Removal of the Respondent** subhead in administrative procedure 2:265-AP1, *Title IX Response*.
9. If the Respondent is an identified non-student employee, in conjunction with the District's human resources administrator, considers whether the employee-Respondent should be placed on administrative leave in accordance with 34 C.F.R. §106.44(i), relevant District policies and procedures, any applicable collective bargaining agreements, and the **Consideration of Removal of the Respondent** subhead in administrative procedure 2:265-AP1, *Title IX Response*. See Board policies 5:240, *Suspension*, and 5:290, *Employment Termination and Suspensions*.

Title IX Coordinator's Responsibilities for Processing Grievances

1. Implements and administers the Title IX Complaint Grievance Process (Grievance Process) under administrative procedure 2:265-AP2, *Formal Title IX Complaint Grievance Process*.
2. Receives Complaints and evaluates whether to investigate or dismiss the Complaint. See **Section B. Evaluation of Title IX Complaint** in administrative procedure 2:265-AP2, *Formal Title IX Complaint Grievance Process*.
3. Upon initiating the Grievance Process, provides written notice to all known parties consistent with 34 C.F.R. §106.45(c). See **Section C. Notice of Allegations** in administrative procedure 2:265-AP2, *Formal Title IX Complaint Grievance Process*.
4. Considers whether to offer the Complainant and Respondent an informal resolution process. 34 C.F.R. §106.45(k). See **Section F. Informal Resolution of Title IX Complaint** in administrative procedure 2:265-AP2, *Formal Title IX Complaint Grievance Process*.
5. Investigates and makes determinations regarding complaints, or appoints a qualified Investigator/Decisionmaker to do so on the Title IX Coordinator's behalf, consistent with 34 C.F.R. §106.45(f) - (h). See **Section G. Investigation and Determination of Title IX Complaint** in administrative procedure 2:265-AP2, *Formal Title IX Complaint Grievance Process*.
6. Receives a request from a party to appeal the final determination or dismissal, and appoints an Appeal Decisionmaker to review the appeal. 34 C.F.R. §106.45(i). See **Section H. Appeals** in administrative procedure 2:265-AP2, *Formal Title IX Complaint Grievance Process*.

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Title IX Coordinator's Responsibilities for Students who are Pregnant or have Pregnancy-Related Conditions

1. Upon notice of a student's pregnancy or related conditions, the Title IX Coordinator (34 C.F.R. §106.40(b)(3)):
    a. Informs the student and, if applicable, the person who notified the Title IX Coordinator of the student's pregnancy or related conditions and who has a legal right to act on behalf of the student, of the student's right to be free from discrimination based on their status, the District's obligations under 34 C.F.R. §106.40(b)(1) - (5), and the District's Notice of Nondiscrimination. 34 C.F.R. §106.40(b)(3)(i).
    b. Offers reasonable modifications, based on the student's individualized needs, to the District's policies, practices, or procedures as necessary to prevent Title IX Sex Discrimination and ensure equal access to the District's education program or activity. 34 C.F.R. §106.40(b)(3)(ii). Reasonable modifications may include, but are not limited to: breastfeeding accommodations (see administrative procedure 7:10-AP2, *Accommodating Breastfeeding Students*), breaks during class to attend to health needs associated with pregnancy or related conditions; intermittent absences to attend medical appointments; access to online or homebound education; changes in schedule or course sequence; extensions of time for coursework and rescheduling of tests or examinations; allowing a student to sit or stand, or carry or keep water nearby; counseling; changes in physical space or supplies; elevator access; alternative educational programming; voluntary leaves of absence; or other changes to policies, practices, or procedures. 34 C.F.R. §106.40(b)(3)(ii)(C).
2. Ensures the District does not require supporting documentation in order to offer reasonable modifications, unless the documentation is necessary and reasonable for the District to determine the reasonable modifications or whether to take additional specific actions. 34 C.F.R.§106.40(b)(3)(vi).
3. Ensures the District treats pregnancy or related conditions in the same manner and under the same policies as any other temporary medical conditions with respect to any medical or hospital benefit, service, plan, or policy the District administers, operates, offers, or participates in with respect to students admitted to the District's education program or activity. 34 C.F.R. §106.40(b)(4).
4. Ensures the District does not require a student who is pregnant or has pregnancy related conditions to provide certification from a healthcare provider or any other person that the student is physically able to participate in the recipient's class, program, or extracurricular activity unless (34 C.F.R. §106.40(b)(5)):
    a. The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
    b. The District requires such certification of all students participating in the class, program, or extracurricular activity; and
    c. The information obtained is not used as a basis for discrimination prohibited by Title IX and 34 C.F.R. Part 106.

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Students

Administrative Procedure - Accommodating Transgender, Nonbinary, or Gender Nonconforming Students [1]

This procedure's accommodation and support guidelines advance the District's goals of: (1) providing all students equal access to a safe, non-hostile learning environment, and (2) implementing risk management controls in a developing and unsettled area of the law in which the federal Office of Civil Rights (OCR) and Dept. of Justice (DOJ) have issued guidance.

While there is no mandate requiring procedures for accommodating transgender, nonbinary, and gender nonconforming students, this procedure guides school officials through the: (1) application of State and federal anti-discrimination laws to this student population, and (2) common needs for which transgender, nonbinary, or gender nonconforming students may request accommodations and support at school. This procedure applies to all school activities, school-provided transportation, and school-sponsored events regardless of where they occur.

The Building Principal, Nondiscrimination Coordinator,[2] and/or Complaint Manager, with input from others as appropriate, will implement this procedure. They will work with each transgender, nonbinary, or gender nonconforming student, and as appropriate with the student's parent(s)/guardian(s), to manage a student's accommodations and supports on a case-by-case basis. The Board Attorney will be consulted concerning legal compliance.

Gender-Based Discrimination Is Prohibited

School districts must provide equal educational opportunities to transgender, nonbinary, and gender nonconforming students. Under State law, *sex discrimination* extends to claims of discrimination based on *sexual orientation* and *gender identity*. 775 ILCS 5/1-103(O-1); 775 ILCS 5/5-101(11); 23 Ill.Admin.Code §1.240. The Ill. Human Rights Act (IHRA) defines *sexual orientation* as the "actual or perceived heterosexuality, homosexuality, bisexuality, or gender related identity, whether or not traditionally associated with the person's designated sex at birth." 775 ILCS 5/1-103(O-1). IHRA permits schools to maintain single-sex facilities that are distinctly private in nature, e.g., restrooms and locker rooms. 775 ILCS 5/5-103.

Federal law prohibits exclusion and discrimination on the basis of *sex*. 20 U.S.C. §1681(a), Title IX of the Education Amendments of 1972 (Title IX). Updated Title IX regulations explain that discrimination on the basis of sex "includes discrimination on the basis of sex stereotypes, sex characteristics,

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[1] Administrative procedures guide the district administration's implementation of board policy. To implement a policy, the purpose and function of the policy must be understood. The purpose and function of 7:10, *Equal Educational Opportunities* is three-fold:

1. to ensure legal compliance with equal educational opportunity (EEO) laws,
2. to direct or authorize the superintendent or staff members to implement EEO laws, and
3. to establish board processes, and/or provide information about EEO laws to staff members and students.

This administrative procedure provides considerations for supports and accommodations that transgender students or gender nonconforming students may need as required by policy 7:10, *Equal Educational Opportunities*.

[2] If the district's Nondiscrimination Coordinator does not also serve as the Title IX Coordinator, insert "Title IX Coordinator," here.

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pregnancy or related conditions, sexual orientation, and gender identity." 34 C.F.R. §106.10. ~~The U.S. Dept. of Education has taken varying positions on the application of Title IX to transgender or gender nonconforming students depending upon the administration in power. However, t~~The Seventh Circuit U.S. Court of Appeals (which has jurisdiction over the State of Illinois) has ruled that a school's practice of denying a transgender student access to the bathroom that aligned with his gender identify violated Title IX because it was a sex-based classification. See Whitaker by Whitaker v. Kenosha Unified Sch. Dist. No. 1 Bd. of Educ., 858 F.3d 1034 (7th Cir. 2017); A.C. v. Metropolitan Sch. Dist. of Martinsville, 45 F.4th 760 (7th Cir. 2023), *cert. denied*, 2024 WL 156480 (2024).

Board policy 7:10, *Equal Educational Opportunities*, recognizes the legal requirements described above. This procedure's guidance on accommodating transgender, nonbinary, or gender nonconforming students is based on non-regulatory guidance from the Ill. State Board of Education (ISBE) and the Ill. Dept. of Human Rights (IDHR), as well as OCR pronouncements. See the last section, **Resources**.

Gender-Based ~~Bullying and/or~~Discrimination, Harassment, and/or Bullying Prohibited

The laws prohibiting gender discrimination require the District to protect transgender, nonbinary, and gender nonconforming students from ~~bullying and~~sex discrimination, sex-based harassment, and bullying by other students. Under Title IX ~~of the Education Amendments of 1972 (Title IX)~~, discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or other related conditions, sexual orientation, and gender identity. Title IX also makes a school district ~~is~~ responsible for damages suffered by a student who was the victim of ~~protected~~prohibited sex-based hostile environment harassment: unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively~~determined by a reasonable person to be so severe, pervasive, and objectively~~ offensive and is so severe or pervasive that it ~~effectively~~limits or denies a person's ability to participate in or benefit from ~~equal access to~~ the District's education~~al~~ program or activity. 34 C.F.R. §106.2~~30(a)~~. Board policy 2:265, *Title IX Grievance Procedure*, and its accompanying procedures are used to address sex-based harassment as defined in Title IX.

The School Code prohibits bullying on the basis of actual or perceived sexual orientation, gender-related identity or expression, and/or association with a person or group with one of the aforementioned actual or perceived characteristics. 105 ILCS 5/27-23.7(a). The Board policy on bullying and the District's suite of bullying prevention materials are used to address and resolve peer bullying and harassment of transgender or gender nonconforming students. See Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.

Terminology and Definitions

The District uses the following terms and definitions when discussing accommodations for a transgender, nonbinary, or gender nonconforming student (from the *Arcadia Resolution Agreement*, 7-24-13, at: www.justice.gov/crt/about/edu/documents/arcadiaagree.pdf and ISBE Non-Regulatory Guidance, *Supporting Transgender, Nonbinary and Gender Nonconforming Students*, at: www.isbe.net/supportallstudents). **Note:** Definitions are not intended to label students, but rather to assist with understanding.

Gender-based discrimination – a form of sex discrimination, refers to differential treatment or harassment of a student based on the student's sex, including gender identity, gender expression, and nonconformity with gender stereotypes, that results in the denial or limitation of education services, benefits, or opportunities. Conduct may constitute gender-based discrimination regardless of the actual

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or perceived sex, gender identity, or sexual orientation of the persons experiencing or engaging in the conduct.

Sex assigned at birth and assigned sex – a label a person is given at birth, often based on a medical professional's interpretation of the newborn's physical characteristics. Common examples may be *male* or *female*. This is typically the sex reflected on one's original birth certificate.

Gender expression – an individual's characteristics and behaviors such as appearance, dress, grooming, mannerisms, voice or speech patterns, activities, and social interactions that are perceived as masculine, feminine, both, or neither.

Gender identity – a person's internal, deeply held sense or psychological knowledge of their own gender that can include being female, male, another gender, nonbinary, gender nonconforming, or no gender, and is unrelated to the person's sex assigned at birth. Gender identity is an innate part of a person's identity, and the responsibility for determining an individual's gender identity rests with the individual. Unlike gender expression, gender identity is not visible to others.

Nonbinary – a term used to describe people whose gender identity is not exclusively male or female, including those who identify as a gender other than male or female, as more than one gender, or as no gender.

Transgender – an individual whose gender identity is different from the individual's assigned sex at birth. Being transgender is not dependent on appearance, body parts, or medical procedures. Transgender can also be used as an umbrella term that encompasses diversity of gender identities and expressions. For purposes of this procedure, a *transgender student* is a student who consistently and uniformly asserts a gender identity different from the student's assigned sex, or for whom there is documented legal or medical evidence that the gender identity is sincerely held as part of the student's core identity.

Intersex – a term used for a variety of conditions in which a person is born with a reproductive and/or sexual anatomy that does not seem to fit the typical, binary definitions of female or male. Intersex conditions are not always discernable at birth or the awareness of internal anatomy present at birth may not be known to the person until puberty, if it is known at all. A derogatory term previously used for intersex individuals is hermaphrodite.

Gender transition – the process whereby people may change their gender expression, bodies, and/or identity documents to match their gender identity. Transition can be social (changing gender expression, using facilities, using a different name/pronouns), medical (hormones and/or surgeries), and/or legal (changing name/gender marker on identity documents), and is different for every individual. It is common for gender transition to be an ongoing process and is unique to each person.

Gender stereotypes – stereotypical notions of masculinity and femininity, including expectations of how boys or girls represent or communicate one's gender to others, such as behavior, clothing, hairstyles, activities, voice, mannerisms, or body characteristics.

Gender nonconforming or gender expansive – one's gender expression or gender identity that does not conform to traditional, societal, or stereotyped expectations based on the sex assigned at birth. Gender expansive individuals may identify as male, female, some combination of both, or neither.

Gender pronouns – the set of words used to refer to someone without using their name. Common examples include, but are not limited to, "she/her/hers," "he/him/his," "they/them/theirs," and "ze/zir/zirs."

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Gender support plan – a document that may be used to create a shared understanding about the way in which a student's gender identity will be accounted for and supported at school.

Facilities – refers to facilities and accommodations used by students at school or during school-sponsored activities and trips, and include, but are not limited to, restrooms, locker rooms, and overnight facilities.

Relevant Board Policies for Accommodations, Supports, and Inclusion of Transgender, Nonbinary, or Gender Nonconforming Students

2:260, *Uniform Grievance Procedure*, contains the process for an individual to seek resolution of a complaint. A student may use this policy to complain about bullying. The District Complaint Manager shall address the complaint promptly and equitably.

2:265, *Title IX Grievance Procedure*, contains the process for an individual to report or complain of sex~~ual harassment~~ discrimination in violation of Title IX, including sex-based harassment. The District ~~Nondiscrimination~~Title IX Coordinator~~[3]~~ shall address the report or complaint promptly and equitably.

6:60, *Curriculum Content*, requires the history curriculum to include a study of the roles and contributions of lesbian, gay, bisexual, and transgender (LGBT) people in the history of the U.S. and Illinois and, if offered by the District, requires the implementation of a comprehensive health education program in accordance with State law, which may include the National Sex Education Standards (NSES) sex education curriculum. If NSES is offered, it must be inclusive and sensitive to students' needs on many bases, including based on their status as intersex and based on their gender, gender identity, and gender expression. See 6:60-AP2, *Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES))*.

6:65, *Student Social and Emotional Development*, requires that social and emotional learning be incorporated into the District's curriculum and other educational programs.

7:10, *Equal Educational Opportunities*, requires that equal educational and extracurricular opportunities be available to all students without regard to, among other protected statuses, sex, sexual orientation, and gender identity.

7:20, *Harassment of Students Prohibited*, prohibits any person from harassing, intimidating, or bullying a student based on an actual or perceived characteristic that is identified in the policy including, among other protected statuses, sex, sexual orientation, and gender identity.

7:130, *Student Rights and Responsibilities*, recognizes that all students are entitled to rights protected by the U.S. and Illinois Constitutions and laws for persons of their age and maturity in a school setting.

7:160, *Student Appearance*, prohibits students from dressing or grooming in such a way as to disrupt the educational process, interfere with a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency.

7:165, *Student Uniforms*, encourages students to wear school uniforms in order to maintain and promote orderly school functions, school safety, and a positive learning environment, if adopted.

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~~[3] If the district's Nondiscrimination Coordinator does not also serve as the Title IX Coordinator, replace "Nondiscrimination Coordinator" with "Title IX Coordinator."~~

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7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, contains the comprehensive structure for the District's bullying prevention program.

7:185, *Teen Dating Violence Prohibited*, prohibits students 13-19 years of age from using or threatening to use physical, mental, or emotional abuse to control an individual in the dating relationship, and from using or threatening to use sexual violence in the dating relationship.

7:250, *Student Support Services*, directs the Superintendent to develop protocols for responding to students' social, emotional, or mental health needs that impact learning.

7:290, *Suicide and Depression Awareness and Prevention*, directs the Superintendent to develop, implement, and maintain a suicide and depression awareness and prevention program.

7:330, *Student Use of Buildings - Equal Access*, grants student-initiated groups or clubs the free use of school premises for their meetings, under specified conditions.

7:340, *Student Records*, contains the comprehensive structure for managing school student records, keeping them confidential, and providing access as allowed or required.

Common Needs for Transgender, Nonbinary, or Gender Nonconforming Students; Accommodations and Supports

The goal of an accommodation is to allow a transgender, nonbinary, or gender nonconforming student to equally participate in educational and extracurricular opportunities. The right of transgender students to accommodations is generally found in legislation (IHRA and Title IX) but has not been fully interpreted by the courts. Determining appropriate accommodations must be made on a case-by-case basis depending upon the needs expressed by the student.

The Superintendent may establish a gender support team that will identify accommodations for a specific student. Those accommodations may be documented in a gender support plan or other written document. The Board Attorney should be consulted and may be invited to be a member of the team.

This following list of possible accommodation considerations is not exhaustive, and each student's request must be managed on a case-by-case basis. A particular student may not be interested in an accommodation for each item listed. This area of law is rapidly evolving. **Seek the Board Attorney's advice concerning the scope and extent of accommodations**.

1. Gender transition
2. Names and gender pronouns
3. School student records
   For managing demographic information in the ISBE Student Information System, see www.isbe.net/Documents/student_demographics.pdf. ISBE is not required to collect student sex, sexual orientation, or gender identity data for its major programs, unless required for federal reporting. 20 ILCS 65/20-15(a-5), amended by P.A. 103-175
4. Student privacy and confidentiality
5. Access to gender-segregated areas, e.g., locker rooms and restrooms
6. Sports and physical education classes - participation in competitive athletic activities and contact sports is resolved pursuant to IHSA policy #34, *Policy and School Recommendations for Transgender Participation* at: www.ihsa.org/About-the-IHSA/Constitution-By-laws-Policies.
7. Dress codes
8. Gender segregation in other activities, e.g., class discussions and field trips (including any overnight school trips)

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9. Communication with a new school about gender-specific accommodations upon transfer or graduation

Training for School Staff Members

Professional development for staff members should include regular opportunities to gain a better understanding of equal educational opportunity laws, gender identity, gender expression, and gender diversity; the development of gender identity in children and adolescents; developmentally appropriate strategies for communicating with students and parents/guardians about issues related to gender identity; gender-affirming approaches to ensuring the safety and support of transgender, nonbinary, and gender nonconforming students; developmentally appropriate strategies for preventing and intervening in bullying incidents; and Board policies regarding equal educational opportunities, bullying, discrimination, and student privacy.

Resources

IDHR, *Non-Regulatory Guidance Relating to Protection of Transgender, Nonbinary, and Gender Nonconforming Students Under the Ill. Human Rights Act* (Dec.~~ember~~ 2021), at: https://dhr.illinois.gov/publications/guidance-re-illinois-students-1221.html.

ISBE, *Supporting Transgender, Nonbinary and Gender Nonconforming Students* (Mar.~~ch 1,~~ 2020), at: www.isbe.net/supportallstudents.

Gender Spectrum, an organization whose mission is to ~~help create gender sensitive and inclusive environments~~create a gender-inclusive world for all children and youth~~teens~~, at: www.genderspectrum.org.

Mass. Dept. of Elementary and Secondary Education, *Guidance for Massachusetts Public Schools Creating a Safe and Supportive School Environment Nondiscrimination on the Basis of Gender Identity* (~~undated~~Oct. 2021), at: www.doe.mass.edu/sfs/lgbtq/GenderIdentity.html.

OCR Resources for LGBTQI+ Students, at: www2.ed.gov/about/offices/list/ocr/lgbt.html

Ill. Association of School Boards, *Transgender, Nonbinary, and Gender Nonconforming Students: Legal Issues* (Sept. 2023), at: www.iasb.com/policy-services-and-school-law/guidance-and-resources/transgender,-nonbinary,-and-gender-nonconforming-s/.

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Students

Administrative Procedure - Accommodating Breastfeeding Students [1]

The Superintendent or designee shall ensure that students who choose to breastfeed an infant after returning to school are provided reasonable accommodations. A student who is a nursing mother may take reasonable breaks during the school day to express breast milk or breastfeed an infant. The District's Title IX Coordinator, in consultation with the Building Principal, will implement reasonable accommodations for the nursing mother in a manner that minimizes disruption to the student's education.

Reasonable accommodations for breastfeeding students, include, but are not limited to:

1. Access to a private and secure room, other than a bathroom, to express breast milk or breastfeed an infant child.
2. Permission to bring onto the school campus a breast pump or other equipment used to express breast milk.
3. Access to a power source for a breast pump or any other equipment used to express breast milk.
4. Access to a place to store expressed breast milk safely.
5. Reasonable breaks to accommodate the student's need to express breast milk or breastfeed an infant child, or attend to health needs associated with breastfeeding (including eating, drinking, or using the restroom). [2]
6. The opportunity to make up work missed to due to the student's use of reasonable accommodations for breastfeeding.

Complaints

The District's Complaint Manager or Non-~~D~~discrimination Coordinator or designee will process any complaints regarding reasonable accommodations for breastfeeding students in accordance with Board policies~~y~~ 2:260, *Uniform Grievance Procedure*, and/or ~~policy~~ 2:265, *Title IX Grievance Procedure*. In those cases where a complainant appeals the Superintendent's decision to the Board, the Superintendent will inform the complainant that he or she may appeal the Board's decision to the Regional Superintendent and, thereafter, to the State Superintendent, in accordance with 23 Ill.Admin.Code §200.40.

LEGAL REF.: 34 C.F.R. §106.40.
105 ILCS 5/10-20.60.

The footnotes should be removed before the material is used.

[1] This procedure is appropriate for inclusion in a student handbook. The Illinois Principals Association maintains a handbook service that coordinates with **PRESS** material, *Online Model Student Handbook (MSH)*, at: www.ilprincipals.org/resources/model-student-handbook. Consult ~~with~~ the board attorney for advice regarding what accommodations a school may have to provide to breastfeeding students at off-campus extracurricular activities, such as field trips or recreational trips. There is currently a lack of case law guidance in this area. Protections in the School Code are limited to reasonable accommodations "on a school campus." 105 ILCS 5/10-20.60. However, Title IX regulations generally prohibit fund recipients from applying any rule concerning a student's parental status which treats students differently on the basis of sex. 34 C.F.R. §106.40.

[2] 34 C.F.R. §106.40(b)(3)(ii)(C).

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Students

Administrative Procedure - Harassment of Students Prohibited

This procedure informs: (1) the Building Principal of specific steps to prevent harassment of students, and (2) staff members of the appropriate response to allegations of harassment.

Actor	Action
Building Principal or Designee	Informs staff members and students that the District prohibits harassment of students. Distributes or references ~~School~~ Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*; and 7:20, *Harassment of Students Prohibited*, using various methods. Takes measures to prevent harassment of students, which may include: 1. Conducts regular harassment awareness training for all school staff, including administrators, teachers, and school counselors, and ensures all new employees are trained. [1] 2. Conducts regular[2] age-appropriate harassment awareness training for students. 3. Provides a means for students to learn and discuss what constitutes harassment and how to respond to it in the school setting. 4. Surveys students to determine if harassment is occurring at school. 5. Conducts regular[3] harassment awareness training for parents/guardians. 6. Works with parents/guardians and students to develop and implement age-appropriate, effective measures for addressing harassment. 7. Determines when extra supervision and precaution should be taken, such as when: two or more students seem to be in conflict with each other; there have been previous incidents of harassment, sexual assaults, threats, or bullying around perceived sexual orientation; or a specific student has had multiple disciplinary violations. 8. Has a process in place to: (1) inform a staff member when a student that he or she supervises has a history of violent or sexually inappropriate behavior, and (2) keep such a student constantly supervised.

The footnotes should be removed before the material is used.

[1] The term *regular* and phrase "ensure~~s~~ing all new employees are trained" are a best practice. Amend these terms to reflect the district's practice. See sample policy 5:100, *Staff Development Program*, for specific harassment prevention training requirements for employees.

[2] ~~Id.~~The term *regular* is a best practice.

[3] Id.

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Actor	Action
	9. Regularly trains staff members regarding: (1) their classroom and non-classroom supervisory responsibilities, e.g., during a school-sponsored event, before and after school, while students wait for the school bus, between classes, during lunch, and at recess, (2) behaviors that may be an indicator of sexual or physical violence against another student, and (3) what to do when they observe an unusual and disruptive student. 10. Identifies areas in the school building that are isolated, e.g., restrooms, locker rooms, hallways while classes are in session, stairwells, and empty rooms, and takes extra steps to make them safe. 11. Immediately notifies the police and relevant parents/guardians when an assault or attempted assault has occurred.
Nondiscrimination Coordinator and/or Complaint Manager(s)	Thoroughly and promptly investigates allegations of harassment by: 1. Distributing Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*; and 7:20, *Harassment of Students Prohibited*, to any person upon request; 2. Following Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*; and 7:20, *Harassment of Students Prohibited*; ~~3. Notifying a student's parents/guardians that they may attend any investigatory meetings in which their child is present;~~ ~~4.~~3. Keeping the complaining parents/guardians informed of any investigation's progress; and ~~5.~~4. Keeping confidential all information about an investigation and the statements of students and other witnesses. The Superintendent shall be kept informed of an investigation's progress, unless the Superintendent is the subject of the complaint. If a complaint contains allegations involving the Superintendent, the Board President shall be kept informed of an investigation's progress.
All District Staff Members	Immediately reports to the Ill. Dept. of Children and Family Services any situation that provides you with reasonable cause to believe that a child may be an abused child or a neglected child. See Board policy 5:90, *Abused and Neglected Child Reporting*. Promptly notifies the Superintendent or Building Principal that you made a report. If a report contains allegations involving the Superintendent, only notifies the Building Principal who shall contact the Board President. If a report contains allegations involving the Building Principal, only notifies the Superintendent.

Commented [MB1]: This sentence is deleted because it is not legally required and it is not practical for districts to seek parent/guardian attendance at every investigatory meeting involving their child.

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School Board

Exhibit – Title IX Glossary of Terms

Use this exhibit to educate employees and students about Title IX terms, and with the required Title IX response and grievance process in Board policy 2:265, *Title IX Grievance Procedure*, implemented by administrative procedures 2:265-AP1, *Title IX Response*, 2:265-AP2, *Formal Title IX Complaint Grievance Process*, and 2:265-AP3, *Title IX Coordinator*.

Glossary of Terms

Appeal Decisionmaker – An individual or group, e.g., an administrator or the Board, appointed by the Title IX Coordinator, who reviews an appeal of the Decisionmaker's determination regarding responsibility or a dismissal of a Complaint (defined below). The Appeal Decisionmaker cannot be the same person as the Decisionmaker, the Investigator, or the Title IX Coordinator. 34 C.F.R. §106.45(d)(3)(iii). The Appeal Decisionmaker must be: free from conflicts of interest or bias against complainants and respondents generally or against an individual Complainant or Respondent; and be trained as set out in 34 C.F.R. §106.8(d)(2) (see the **Training** subhead in administrative procedure 2:265-AP1, *Title IX Response*). 34 C.F.R. §106.45(d)(3)(iv).

Complainant – (1) A student or employee who is alleged to have been subjected to conduct that could constitute Title IX Sex Discrimination; or (2) a person other than a student or employee who is alleged to have been subjected to conduct that could constitute Title IX Sex Discrimination and who was participating or attempting to participate in the District's education program or activity at the time of the alleged Title IX Sex Discrimination. 34 C.F.R. §106.2.

Complaint – An oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged discrimination under Title IX. 34 C.F.R. §106.2.

Consent – Knowing, voluntary, and clear permission by word or action, to engage in mutually agreed upon sexual activity. Consent may not be inferred from silence, passivity, or a lack of verbal or physical resistance. A person's manner of dress does not constitute consent. Past consent to sexual activities, or a current or previous dating relationship, does not imply ongoing or future consent. Consent to some sexual contact (such as kissing or fondling) cannot be presumed to be consent for other sexual activity (such as intercourse). Consent to engage in sexual activity with one person does not constitute consent to engage in sexual activity with another person. Consent may be withdrawn at any time. A person cannot consent to sexual activity if that person is unable to understand the nature of the activity or give knowing consent due to circumstances, including without limitation the following: (1) the person is incapacitated due to the use or influence of alcohol or drugs; (2) the person is asleep or unconscious; (3) the person is underage; or (4) the person is incapacitated due to a mental disability. The existence of consent is based on the totality of the circumstances, including the context in which the alleged incident occurred. Coercion, force, or the threat of either invalidates consent.

Note: The 2024 Title IX regulations do not define *consent*, leaving the definition to the District's discretion. Nothing precludes the District from using a definition of consent that takes into account a student's age or developmental level, but the definition should consider relevant State law and be consistent with applicable disability laws. See 89 Fed Reg. 33519-33521. **Consult the Board Attorney if the District would like to customize this definition.**

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Confidential Employee – An employee of the District that the District has designated as confidential for the purpose of providing services to persons related to Title IX Sex Discrimination. If the employee also has a duty not associated with providing those services, the employee's confidential status is only with respect to information received about Title IX Sex Discrimination in connection with providing those services. [1] 34 C.F.R. §106.2.

Disciplinary Sanctions – Consequences imposed on a Respondent following a determination under Title IX that the respondent violated the District's prohibition on Title IX Sex Discrimination. 34 C.F.R. §106.2.

Impermissible Evidence – Evidence which must not be accessed or considered (except by the District to determine whether: an exception applies, it must not be disclosed, and/or must not otherwise be used), regardless of whether it is relevant because it is (34 C.F.R. §106.45 (b)(7)(i)-(iii)):

1. Evidence that is protected under a privilege as recognized by federal or State law or is evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
2. A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the District obtains that party's or witness's voluntary, written consent for use in the District's Title IX Complaint Grievance Process (Grievance Process) under administrative procedure 2:265-AP2, *Formal Title IX Complaint Grievance Process*; or
3. Evidence that relates to the Complainant's sexual interests or prior sexual conduct, unless evidence about the Complainant's prior sexual conduct is offered to prove that someone other than the Respondent committed the alleged conduct or is evidence about specific incidents of the Complainant's prior sexual conduct with the Respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the Complainant and Respondent does not by itself demonstrate or imply the Complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

Decisionmaker – An individual designated by the Title IX Coordinator to make a written determination regarding whether Title IX Sex Discrimination occurred using the preponderance of the evidence standard. 34 C.F.R. §106.45(h)(1). The Decisionmaker may be the same person as the Title IX Coordinator or Investigator. 34 C.F.R. §106.45(b)(2). The Decisionmaker cannot have served as the Informal Resolution Facilitator for the same Complaint. 34 C.F.R. §106.44(k)(4). The Decisionmaker must be: free from conflicts of interest or bias against complainants and respondents generally or against an individual Complainant or Respondent; and be trained as set out in 34 C.F.R. §106.8(d)(2) (see the **Training** subhead in administrative procedure 2:265-AP1, *Title IX Response*). 34 C.F.R. §§106.45(b)(2), 106.8(d)(2)(iii).

Investigator – An individual designated by the Title IX Coordinator to investigate a Complaint using the Grievance Process. The Investigator may be the same person as the Title IX Coordinator or Decisionmaker. 34 C.F.R. §106.45(b)(2). The Investigator cannot have served as the Informal Resolution Facilitator for the same Complaint. 34 C.F.R. §106.44(k)(4). The Investigator must be: free from conflicts of interest or bias against complainants and respondents generally or against an

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The footnotes should be removed before the material is used.

[1] Title IX regulations do not require districts to designate confidential employees. Consult the board attorney about whether to designate any employees as *confidential employees* and the practical implications of doing so.

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individual Complainant or Respondent; and be trained as set out in 34 C.F.R. §106.8(d)(2) (see the **Training** subhead in 2:265-AP1, *Title IX Response*). 34 C.F.R. §§106.8(d)(2), 106.45(b)(2).

Informal Resolution Facilitator – An individual designated by the Title IX Coordinator to facilitate the District's informal resolution process, detailed in **Section F. Informal Resolution of Title IX Sex Discrimination Complaint** of 2:265-AP2, *Formal Title IX Complaint Grievance Process*. The Informal Resolution Facilitator must: not be the same person as the Investigator or Decisionmaker; be trained on the rules and practices associated with the District's informal resolution process; be trained to serve impartially; and be free of conflicts of interest and bias. 34 C.F.R. §§106.8(d)(3).

Parental Status – The status of a person who, with respect to another person who is under the age of 18 or who is 18 or older but is incapable of self-care because of a physical or mental disability, is: a biological parent; an adoptive parent; a foster parent; a stepparent; a legal custodian or guardian; in loco parentis with respect to such a person; or actively seeking legal custody, guardianship, visitation, or adoption of such a person. 34 C.F.R. §106.2.

Party – A Complainant or Respondent. 34 C.F.R. §106.2.

Peer Retaliation – Retaliation by a student against another student. 34 C.F.R. §106.2.

Preponderance of the Evidence – Preponderance of the evidence is defined to mean "the greater weight of the evidence, not necessarily established by the greater number of witnesses testifying to a fact but by evidence that has the most convincing force." Black's Law Dictionary, 11th ed. 2019.

Pregnancy or Related Conditions – Pregnancy, childbirth, termination of pregnancy, or lactation; medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; or recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions. 34 C.F.R. §106.2.

Relevant – Related to the allegations of Title IX Sex Discrimination under investigation. Relevant questions are those which seek evidence that may aid in showing whether the alleged Title IX Sex Discrimination occurred. Evidence is relevant when it may aid a Decisionmaker in determining whether the alleged Title IX Sex Discrimination occurred. 34 C.F.R. §106.2.

Remedies – Measures provided, as appropriate, to a Complainant or any other person the District identifies as having had their equal access to the District's education program or activity limited or denied by Title IX Sex Discrimination. These measures are provided to restore or preserve that person's access to the District's education program or activity after a District determines that Title IX Sex Discrimination occurred. 34 C.F.R. §106.2.

Respondent – A person who is alleged to have violated the District's prohibition on Title IX Sex Discrimination. 34 C.F.R. §106.2.

Retaliation – Intimidation, threats, coercion, or discrimination against any person by the District, a student, or an employee or other person authorized by the District to provide aid, benefit, or service under the District's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or its regulations, or because the person has reported information, made a complaint, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the Title IX regulations. Nothing in this definition precludes the District from requiring an employee or other person authorized by the District to provide aid, benefit, or service under the District's education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under Title IX. 34 C.F.R. §106.2.

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Sex-based Harassment – Prohibited conduct which is a form of Title IX Sex Discrimination and means sexual harassment and other harassment on the basis of sex (including based on sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity), that is (34 C.F.R. §106.2):

1. **Quid pro quo harassment.** An employee, agent, or other person authorized by the District to provide an aid, benefit, or service under the recipient's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct;
2. **Hostile environment harassment.** Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the recipient's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
    a. The degree to which the conduct affected the complainant's ability to access the District's education program or activity;
    b. The type, frequency, and duration of the conduct;
    c. The parties' ages, roles within the District's education program or activity, previous interaction, and other factors about each party that may be relevant to evaluating the effects of the conduct;
    d. The location of the conduct and the context in which the conduct occurred; and
    e. Other sex-based harassment in the recipient's education program or activity; or
3. **Specific offenses.**
    a. *Sexual assault*, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.[2]
    b. *Dating violence*, meaning violence committed by a person (1) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (2) where the existence of such a relationship shall be determined based on a consideration of the following factors: (a) the length of the relationship; (b) the type of relationship; and (c) the frequency of interaction between the persons involved in the relationship.
    c. *Domestic violence*, meaning felony or misdemeanor crimes committed by a person who: (1) is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the recipient, or a person similarly situated to a spouse of the victim; (2) is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner; (3) shares a child in common with the victim; or (4) commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction; or
    d. *Stalking*, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (1) fear for the person's safety or the safety of others; or (2) suffer substantial emotional distress.

Supportive Measures – Individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a Complainant or Respondent, not for punitive or disciplinary reasons, and without fee or charge to the Complainant or Respondent to: (1) restore or preserve that party's access to the District's education program or activity, including measures that are designed to protect

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[2] See www.fbi.gov/how-we-can-help-you/more-fbi-services-and-information/ucr.

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the safety of the parties or the District's educational environment; or (2) provide support during the Grievance Process or during the informal resolution process. Supportive measures may vary depending on what the District deems to be reasonably available. These measures may include, but are not limited to: counseling, extensions of deadlines and other course-related adjustments, campus escort services, increased security and monitoring of certain areas of the campus, restrictions on contact applied to one or more parties, leaves of absence, changes in schedules (work, class, housing, extracurricular, or any other activity) regardless of whether there is or is not a comparable alternative, and training or education programs related to sex-based harassment. 34 C.F.R. §§106.2, 106.44(g)(1). If the Grievance Process or informal resolution process has been initiated, the Title IX Coordinator must offer and coordinate supportive measures for the Respondent. 34 C.F.R. §106.44(f)(i)(ii).

Sex Discrimination Governed by Laws Other Than Title IX – The District must also address sex discrimination that does not meet the definition of Title IX Sex Discrimination, including but not limited to sex discrimination and/or sexual harassment in violation of the State Officials and Employees Ethics Act (5 ILCS 430/), Illinois Human Rights Act (775 ILCS 5/), and Title VII of the Civil Rights Act of 1964 (42 U.S.C. §2000e et seq.).

For each report or complaint received, the Title IX Coordinator reviews the following Board policies[3] to determine if they require additional action by the District in addition to or at the exclusion of policy 2:265, *Title IX Grievance Procedure*:

- 2:260, *Uniform Grievance Procedure*. This policy provides a method for any student, parent/guardian, employee, or community member to file a complaint if he or she believes that the School Board, its employees, or its agents have violated his or her rights under the State or federal Constitution, State or federal statute, Board policy, or various enumerated bases.
- 5:10, *Equal Employment Opportunity and Minority Recruitment*. This policy requires that equal employment opportunities be available to all persons without regard to, among other protected statuses: sex; sexual orientation; being a victim of domestic violence, sexual violence, gender violence, or any other crime of violence; and pregnancy, childbirth, or related medical conditions.
- 5:20, *Workplace Harassment Prohibited*. This policy prohibits harassment by employees on the basis of, among other protected statuses: sex; sexual orientation; and pregnancy.
- 5:90, *Abused and Neglected Child Reporting*. This policy requires employees who suspect or receive knowledge that a student may be an abused or neglected child to immediately report their suspicion to the Ill. Dept. of Children and Family Services (DCFS). If an employee reports an alleged incident of sexual abuse to DCFS and DCFS accepts the report for investigation, it further requires the District to coordinate with the local Children's Advocacy Center. [4]
- 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*. This policy sets forth standards for employee ethics and conduct, and incorporates by reference the Code of Ethics for Illinois Educators.
- 7:10, *Equal Educational Opportunities*. This policy requires that equal educational and extracurricular opportunities be available for all students without regard to, among other

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[3] Ensure the referenced locally adopted board policies contain the language paraphrased in this exhibit. If not, either substitute similar language from the locally adopted board policies on the same topics, or insert the titles from relevant locally adopted policies.

[4] Delete the second sentence if your district is not within a county served by an accredited Children's Advocacy Center. For further discussion see f/n 14 in sample policy 5:90, *Abused and Neglected Child Reporting*.

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protected statuses: sex; sexual orientation; gender identity; and actual or potential parental status, including pregnancy.

- 7:20, *Harassment of Students Prohibited*. This policy prohibits harassment, intimidation, or bullying of students on the basis of, among other protected statuses, actual or perceived: sex; sexual orientation; gender identity; gender-related identity or expression; and actual or potential parental status, including pregnancy.
- 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events, and electronically. Prohibited conduct includes stalking, sexual harassment, sexual violence, or retaliation for asserting or alleging an act of bullying.
- 7:185, *Teen Dating Violence Prohibited*. This policy prohibits students 13-19 years of age[5] from using or threatening to use physical, mental, or emotional abuse to control an individual in the dating relationship, and from using or threatening to use sexual violence in the dating relationship.
- 7:190, *Student Behavior*. This policy sets forth student conduct rules, prohibited student conduct, and behavioral interventions and disciplinary measures designed to address the causes of misbehavior and teach students positive behavioral skills.

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[5] Ensure the age range stated here aligns with the age range stated in locally adopted board policy 7:185, *Teen Dating Violence Prohibited*.

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School Board

Uniform Grievance Procedure [1]

A student, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the School Board, its employees, or its agents have violated his or her rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy[2], or has~~ve~~ a complaint regarding any one of the following: [3]

1. Title II of the Americans with Disabilities Act, 42 U.S.C. §12101 et seq. [4]

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[1] State or federal law requires this subject matter be covered by policy and controls this policy's content. This policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. Employee grievance procedures are a mandatory subject of bargaining and cannot be changed without the employee exclusive representative's consent. This policy and its companion sample policy 2:265, *Title IX Grievance Procedure*, are in addition to, and not a substitute for, the employee grievance procedure contained in a collective bargaining agreement.

A grievance procedure is required by many civil rights acts and implementing regulations, including those listed. For the sake of consistency and ease of administration, this policy consolidates all board grievance procedures, excluding Title IX sexual harassment complaints (see sample policy 2:265, *Title IX Grievance Procedure*) into one policy, except those contained in collective bargaining agreements. See the cross references for the policies referring to this uniform grievance procedure policy.

[2] Including the phrase "guaranteed by the State or federal Constitution, State or federal statute, or Board policy" broadens the scope of this policy beyond the items listed. Consult the board attorney regarding whether to retain this phrase and/or to otherwise limit the scope of this policy.

[3] The Individuals with Disabilities Education Act (IDEA) (20 U.S.C. §1400 et seq.) is not included in the list of statutes that may serve as the basis of a grievance, and attorneys disagree whether it should be. Many believe that IDEA provides the exclusive remedy; others believe that including IDEA allows parents/guardians an opportunity to get their position before the board. Unique and specific complaint resolution mechanisms are expressly provided under IDEA, Article 14 of the School Code, and their respective implementing regulations. These mechanisms follow: (1) IDEA at 20 U.S.C. §1415 (procedural safeguards-mediation and due process); (2) IDEA regulations at 34 C.F.R. §§300.151-300.153 (state complaints), 300.506 (mediation), and 300.507 et seq. (due process); (3) School Code at §§14/8.02a (mediation and due process) and 14/8.02b (expedited due process); and (4) special education regulations at 23 Ill.Admin.Code §§226.560 (Mediation), 226.570 (State Complaint Procedures), and Subpart G (due process). A board that would like to include IDEA should consult the board attorney.

[4] The Americans with Disabilities Act Amendments Act (ADAAA) (Pub. L. 110-325), made significant changes to the Americans with Disabilities Act's definition of disability by broadening the scope of coverage. The ADAAA also overturned a series of U.S. Supreme Court decisions that interpreted the Americans with Disabilities Act of 1990 in a way that made it difficult to prove that impairments were a disability. The U.S. Equal Employment Opportunity Commission's (EEOC) regulations, 29 C.F.R. Part 1630, are at: www.eeoc.gov/laws/types/disability_regulations.cfm.

Boards should consult with their attorneys regarding how the ADAAA and its implementing regulations impact their districts.

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~~2. Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., excluding Title IX sexual harassment complaints governed by Board policy 2:265, *Title IX Grievance Procedure*~~

~~3.~~2. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §791 et seq. [5]

~~4.~~3. Discrimination and/or harassment on the basis of race, color, or national origin prohibited by the Illinois Human Rights Act, 775 ILCS 5/; Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d et seq.; and/or Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (see Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*) [6]

~~5.~~4. Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (see also number 4, above, for discrimination and/or harassment on the basis of race, color, or national origin)

~~6.~~5. Sexual harassment prohibited by the State Officials and Employees Ethics Act[7], 5 ILCS 430/70-5(a); Illinois Human Rights Act, 775 ILCS 5/; and Title VII of the Civil Rights Act of

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Title II of the ADA of 1990 also includes website accessibility. ~~Addressing website accessibility is complicated. Many entities addressing website accessibility use~~The *Web Content Accessibility Guidelines* (WCAG) ~~2.0 or~~Version 2.1, Level AA ~~a frequently cited accessibility standard that contains guidelines developed by a private group of accessibility experts. See www.w3.org/WAI/standards-guidelines/wcag/. While WCAG is not adopted as~~is the formal federal legal standard for public accommodation websites, including school districts. The compliance date for districts is 4-24-26 or 4-26-27, depending upon the size of the population where the district is located. 28 C.F.R. §§35.104 and 35.200 et seq. The U.S. Dept. of Justice's *Fact Sheet: New Rule on the Accessibility of Web Content and Mobile Apps Provided by State and Local Governments* (3-8-24). WCAG 2.1 is available at: www.w3.org/TR/WCAG21~~it has been used in many consent decrees and settlement agreements, and it is required by the School Code~~. 105 ILCS 5/10-20.75, added by P.A. 102-238, also requires school districts to ensure their *Internet websites or web services* comply with Level AA of the WCAG 2.1 or any revised version of those guidelines. *Internet website or web service* means "any third party online curriculum that is made available to enrolled students or the public by a school district through the Internet." Id.

[5] See f/n 4's discussion of website accessibility above. See also the discussion in f/n 2 of sample policy 8:70, *Accommodating Individuals with Disabilities*.

[6] 105 ILCS 5/22-95(b)(1)(B) ~~(final citation pending)~~, added by P.A. 103-472, ~~eff. 8-1-24,~~ requires a district to have an internal process for filing a complaint regarding a violation of its policy (or policies) prohibiting discrimination and harassment on the basis of race, color, national origin, and retaliation. Sample policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, utilizes this policy as an internal complaint process. See also sample administrative procedure 2:270-AP, *Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin*, which includes additional procedures to be followed when responding to complaints of discrimination and harassment on the basis of race, color, and national origin.

[7] 5 ILCS 430/70-5(a) requires governmental entities (including school districts) to adopt an ordinance or resolution establishing a policy to prohibit sexual harassment that contains certain prescribed elements. See sample policy 5:20, *Workplace Harassment Prohibited*, at f/n 3 and subhead **Complaints of Sexual Harassment Made Against Board Members by Elected Officials** in sample policy 2:105, *Ethics and Gift Ban*, for further detail. Complaints of sexual harassment made against board members by fellow board members or other elected officials of governmental units must undergo an *independent review*, which is not a term defined in the statute. Unlike the powers granted by the Ill. General Assembly to municipalities to pass ordinances, school boards govern by rules referred to as *policies*. 105 ILCS 5/10-20.5. Further, school boards may only exercise powers given to them that are consistent with the School Code that may be requisite or proper for the maintenance, operation, and development of any school or schools under the jurisdiction of the board. 105 ILCS 5/10-20. School districts are also required to create, maintain, and implement an age-appropriate sexual harassment policy. 105 ILCS 5/10-20.69. See sample policy 7:20, *Harassment of Students Prohibited*, and its f/n 9 for further information.

50 ILCS 205/3c requires a school district to post on its website and make available to news media specific information about severance agreements that it enters into because an employee or contractor was "found to have engaged in sexual harassment or sexual discrimination, as defined by the Ill. Human Rights Act or Title VII of the Civil Rights Act of 1964." Consult the board attorney about the word *found*. It raises many practical application questions, e.g., when does the word *found* trigger a board's compliance responsibility pursuant to this law. Such questions include, but are not limited to:

1. Must a school board make a *finding* to trigger this requirement? If the severance agreement is entered into post-termination, a record of board *findings* rarely exists.
2. Are charges for termination *findings*? Often superintendents submit charges for termination, but these are not technically *findings*.

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1964, 42 U.S.C. §2000e et seq. (Title IX sexual harassment complaints are addressed under Board policy 2:265, *Title IX Grievance Procedure*) [8]

~~7.~~6. Breastfeeding accommodations for students, 105 ILCS 5/10-20.60 [9]

~~8.~~7. Bullying, 105 ILCS 5/27-23.7 [10]

~~9.~~8. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children [11]

~~10.~~9. Curriculum, instructional materials, and/or programs

~~11.~~10. Victims' Economic Security and Safety Act, 820 ILCS 180/

~~12.~~11. Illinois Equal Pay Act of 2003, 820 ILCS 112/

~~13.~~12. Provision of services to homeless students

~~14.~~13. Illinois Whistleblower Act, 740 ILCS 174/ [12]

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3. Are charges based on a complaint manager's report and determination(s) *findings* under the law when a board still has the ability to review and reject the complaint manager's determination(s)?

Next, contrast the above publication law with the Government Severance Pay Act (GSPA), 5 ILCS 415/10(a)(2). GSPA prohibits an employee of a school district with contract provisions for severance pay from receiving any severance if he or she is fired for *misconduct* by the board. GSPA defines *misconduct* to include sexual harassment and/or discrimination. Id. at 415/5.

Consult the board attorney about how to reconcile whether sexual harassment and/or sexual discrimination is misconduct for which a severance would be prohibited under the GSPA, and therefore, not available to be published under 50 ILCS 205/3c. And for further discussion and other applicable transparency laws that apply to this issue, see also f/n 16 in sample policy 5:20, *Workplace Harassment Prohibited*.

8 Consult the board attorney regarding proper filing and storage of these investigation documents, including whether certain student-related investigation documents are *sole possession records*, a Family Policy Compliance Office (FPCO)-created an exemption to the Family Education Rights Privacy Act (FERPA) (20 U.S.C. §1232g). See *Letter to Ruscio*, 115 LRP 18601 (FPCO 12-17-14).

9 105 ILCS 5/10-20.60 requires schools to implement the Ill. sex equity grievance procedures when processing student complaints about breastfeeding accommodations. Complainants must be informed that the board's decision may be appealed to the Regional Superintendent (or appropriate Intermediate Service Center Executive Director) and, thereafter, to the State Superintendent. 23 Ill.Admin.Code §200.40. **Note:** Certain claims brought under 105 ILCS 5/10-20.60 may also be covered by the anti-discrimination protections of Title IX; consult the board attorney for further advice. Guidance from U.S. Dept. of Education on Title IX requirements for pregnant and parenting students (June 2013) is available at: www2.ed.gov/about/offices/list/ocr/frontpage/pro-students/issues/sex-issue03.html.

10 All districts must have a policy on bullying. 105 ILCS 5/27-23.7. See sample policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. The inclusion of *bullying* in the list of topics that may serve as the basis of a grievance furthers the obligation to communicate this policy to students and their parents/guardians.

11 Parents/guardians of educationally disadvantaged children may sue a district for misuse of funds allocated by State law for the benefit of such children. Noyola v. Bd. of Educ., 179 Ill.2d 121 (Ill. 1997) (affirming the appellate court's conclusion in Noyola v. Bd. of Educ., 284 Ill.App.3d 128 (1st Dist. 1996) that parents/guardians may pursue a claim to enforce the requirements of the School Code but holding that the proper action for enforcement is by means of mandamus not an implied right of action).

12 The Whistleblower Act (740 ILCS 174/) includes school districts in the definition of employer. It protects employees from employer retaliation for disclosing information to a government or law enforcement agency. Section 15 also contains language prohibiting employers from retaliating against employees who disclose information in a court, an administrative hearing, or before a legislative commission or committee, or in any other proceeding where the employee has reasonable cause to believe that the information reveals a violation of a State or federal law, rule or regulation. The Ill. False Claims Act (740 ILCS 175/) includes school districts in its definition of *State*. A strict interpretation of this language appears to allow school boards to collect civil penalties and costs against someone making a false claim. Before disciplining any employee, boards should thoroughly investigate the ramifications of these acts in consultation with their attorney and liability insurance carriers.

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~~15.~~14. Misuse of genetic information prohibited by the Illinois Genetic Information Privacy Act, 410 ILCS 513/; and Titles I and II of the Genetic Information Nondiscrimination Act, 42 U.S.C. §2000ff et seq. [13]

~~16.~~15. Employee Credit Privacy Act, 820 ILCS 70/ [14]

The Complaint Manager will first attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed under this policy, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this policy may forego any informal suggestions and/or attempts to resolve it and may proceed directly to this grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parent(s)/guardian(s)); this includes mediation.

Right to Pursue Other Remedies Not Impaired

The right of a person to prompt and equitable[15] resolution of a complaint filed under this policy shall not be impaired by the person's pursuit of other remedies, e.g., criminal complaints, civil actions, etc. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. If a

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[13] The Genetic Information Nondiscrimination Act (GINA) (42 U.S.C. §2000ff et seq.) is a federal law. Title I addresses the use of genetic information pertaining to health insurance. Title II protects job applicants, current and former employees, labor union members, and apprentices and trainees from discrimination based on their genetic information. GINA covers employers with 15 or more employees.

GINA broadly defines genetic information to include information about an individual's genetic tests, their family members, and, among other things, the manifestation of a disease or disorder in the individual or the individual's family members. Information about an individual's or family member's age or gender is excluded from genetic information. Its remedies mirror those available under a Title VII of the Civil Rights Act claim: back pay, reinstatement, attorneys' fees and compensatory and punitive damages. Retaliation against an individual who brings a claim under GINA is also prohibited. Federal regulations are available at 29 C.F.R. Part 1635, and background information on these regulations is available at: www.eeoc.gov/regulations-related-genetic-discrimination. An FAQ entitled *FAQs on the Genetic Information Nondiscrimination Act* is available at: www.dol.gov/agencies/ebsa/laws-and-regulations/laws/gina.

The Ill. Genetic Information Protection Act (GIPA) (410 ILCS 513/) also prohibits employers from making employment decisions on the basis of any employee's genetic testing information and from penalizing employees who do not want to disclose their genetic information as part of a workplace wellness program. GIPA includes the federal GINA's definition of genetic information and creates more stringent obligations on Ill. employers. While the federal GINA exempts small employers (those with less than 15 employees), Illinois' GIPA covers all employers, even those with one employee. GIPA also provides penalties for negligent and intentional mishandling of genetic information. Note that Title II of GINA does not preempt GIPA's greater protections to Illinois employees.

Before using any sort of genetic information, consult the board attorney for guidance regarding GINA's and GIPA's specific applications to the district and how these laws integrate with other related federal laws, such as the Family and Medical Leave Act (29 U.S.C. §2612 et seq.) and the ADA, and State laws governing time off for sickness and workers' compensation.

[14] 820 ILCS 70/. Unless a satisfactory credit history is an *established bona fide occupational requirement* of a particular position, an employer may not: (1) refuse to hire, discharge, or otherwise discriminate against an individual with respect to employment because of the individual's credit history or credit report; (2) inquire about an applicant's or employee's credit history; or (3) order or obtain an applicant's or employee's credit report from a consumer reporting agency. The Act identifies circumstances that permit a satisfactory credit history to be a job requirement, such as, when the position's duties include custody of or unsupervised access to cash or marketable assets valued at $2,500 or more. 820 ILCS 70/10(b). A person who is injured by a violation of this Act may bring a civil action to obtain injunctive relief and/or damages. 820 ILCS 70/25. The court must award costs and reasonable attorneys' fees to a prevailing plaintiff. Id.

[15] The phrase "prompt and equitable resolution" comes from Title IX implementing regulation 34 C.F.R. §106.8(~~c~~b)(2) which requires schools to "adopt, ~~and~~ publish, and implement grievance procedures … that provide for the prompt and equitable resolution of complaints made by students, ~~and~~ employees, or other individuals who are participating or attempting to participate in the recipient's education program or activity ~~complaints~~" ~~of~~ alleging sex discrimination.

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person is pursuing another remedy subject to a complaint under this policy, the District will continue with a simultaneous investigation under this policy.

Deadlines

All deadlines under this policy may be extended by the Complaint Manager as he or she deems appropriate. As used in this policy, *school business days* means days on which the District's main office is open.

Filing a Complaint

A person (hereinafter Complainant) who wishes to avail him or herself of this grievance procedure may do so by filing a complaint with any District Complaint Manager. The Complainant shall not be required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same gender.[16] The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with a student's parent(s)/guardian(s). The Complaint Manager shall assist the Complainant as needed.

For any complaint alleging bullying and/or cyberbullying of students, the Complaint Manager or designee shall process and review the complaint ~~according to~~under Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy.

For any complaint alleging sex discrimination that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Title IX Coordinator or designee[17] shall process and review the complaint under Board policy 2:265, *Title IX Grievance Procedure*.

For any complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall process and review the complaint under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, in addition to any response required by this policy.

For any complaint alleging sexual harassment or other violation of Board policy 5:20, *Workplace Harassment Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall process and review the complaint according to that policy, in addition to any response required by this policy, and shall consider whether an investigation under Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*,[18] should be initiated.

Investigation Process

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf.[19] The Complaint Manager shall ensure both parties have an equal

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[16] This is a best practice.

[17] "Title IX Coordinator or designee" is used where Title IX is implicated. In contrast, if Title IX is not implicated, "Nondiscrimination Coordinator or a Complaint Manager or designee" is used (see the last paragraph under the **Filing a Complaint** subhead).

[18] See sample administrative procedure 5:120-AP2, *Employee Conduct Standards*, and its exhibit 5:120-AP2, E, *Expectations and Guidelines for Employee-Student Boundaries*.

[19] This policy gives complaint managers the flexibility to appoint another individual to conduct an investigation, which may be appropriate in cases where the neutrality or efficacy of the complaint manager is an issue, and/or where the district wishes to have the expertise and related attorney-client and work product privileges that an in-house or outside attorney may afford an investigation. Such alternative appointments are often made in consultation with the superintendent or other district-level administrator (except in cases involving complaints about those individuals).

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opportunity to present evidence during an investigation. ~~If the Complainant is a student under 18 years of age, the Complaint Manager will notify his or her parents/guardians that they may attend any investigatory meetings in which their child is involved.~~ The complaint and identity of the Complainant will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

Commented [MB1]: This sentence is deleted because it is not legally required and it is not practical for districts to seek parent/guardian attendance at every investigatory meeting involving their child.

The identity of any student witnesses will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/guardian of the student witness, or by the student if the student is 18 years of age or older.

The Complaint Manager will inform, at regular intervals, the person(s) filing a complaint under this policy about the status of the investigation. Within 30 school business days after the date the complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request an extension of time from the Superintendent.

The Superintendent will keep the Board informed of all complaints.

If a complaint contains allegations involving the Superintendent or Board member(s), the written report shall be filed directly with the Board, which will make a decision in accordance with paragraph four of the following section of this policy.

Decision and Appeal

Within five school business days after receiving the Complaint Manager's report, the Superintendent shall ~~mail~~provide his or her written decision to the Complainant and the accused ~~by registered mail, return receipt requested, and/or personal delivery~~[20] as well as to the Complaint Manager. All decisions shall be based upon the *preponderance of evidence* standard.[21]

Within 10 school business days after receiving the Superintendent's decision, the Complainant or the accused may appeal the decision to the Board by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board.

Within 30 school business days after an appeal of the Superintendent's decision, the Board shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information. Within five school business days after the Board's decision, the Superintendent shall inform the Complainant and the accused of the Board's action.

For complaints containing allegations involving the Superintendent or Board member(s), within 30 school business days after receiving the Complaint Manager's or outside investigator's report, the Board shall ~~mail~~provide its written decision to the Complainant and the accused, ~~by registered mail, return receipt requested, and/or personal delivery~~[22] as well as to the Complaint Manager.

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[20] ~~Optional; u~~Using a consistent delivery method that allows the district to verify the date of receipt is a best practice, e.g., registered mail, return receipt requested, and/or personal delivery.

[21] *Preponderance of evidence* is a standard used in civil cases. It means "the greater weight of the evidence, not necessarily established by the greater number of witnesses testifying to a fact but by evidence that has the most convincing force." See *Black's Law Dictionary, 11th ed. 2019.*

[22] See f/n 20~~18~~, above.

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This policy shall not be construed to create an independent right to a hearing before the Superintendent or Board. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party. [23]

Appointing a Nondiscrimination Coordinator and Complaint Managers [24]

The Superintendent shall appoint a Nondiscrimination Coordinator to manage the District's efforts to provide equal opportunity employment and educational opportunities and prohibit the harassment of employees, students, and others. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator. [25]

The Superintendent shall appoint at least one Complaint Manager to administer this policy. If possible, the Superintendent will appoint two Complaint Managers, each of a different gender. The District's Nondiscrimination Coordinator may be appointed as one of the Complaint Managers.

The Superintendent shall insert into this policy and keep current the names, office addresses, email addresses, and telephone numbers of the Nondiscrimination Coordinator and the Complaint Managers.[26]

Nondiscrimination Coordinator:

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23 The Ill. sex equity regulations require districts to have "specific timelines for completion of each step and rendering of a written decision, and shall provide for final appeal of grievance decisions made at the system level to the system's governing board." 23 Ill.Admin.Code §200.40(c)(1). To avoid arguments over these timelines, this sample policy provides that the failure to strictly follow the timelines does not prejudice any party. The grievance procedure is worthless if complaints are not thoroughly and promptly investigated.

24 ~~Title IX regulations require districts to designate and authorize at least one employee to coordinate efforts to comply with Title IX and to refer to that employee as the *Title IX Coordinator*. 34 C.F.R. §106.8(a). Districts must identify the Title IX coordinator by name, office address, email address, and telephone number.~~ Id.

~~A district must prominently display its Title IX non-discrimination policies (this policy 2:260, *Uniform Grievance Procedure*, and sample policy 2:265, *Title IX Grievance Procedure*) and contact information for its Title IX coordinator(s) on its website, if any, and in each handbook made available to students, applicants for employment, parents/guardians, employees, and collective bargaining units. 34 C.F.R. §106.8(a) and (b). Notifications must state that nondiscrimination extends to employment, and that inquiries about the application of Title IX and its regulations may be referred to the district's Title IX coordinator, to the U.S. Dept. of Education's Assistant Secretary of Education, or both. 34 C.F.R. §106.8(b). See sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*.~~

While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. This allows for additions and amendments to the names and contact information when necessary. It is important for updated names and contact information to be inserted into this policy and regularly monitored.

25 The Nondiscrimination and Title IX Coordinator(s) need not be the same person. If the district uses a separate Title IX Coordinator who does not also serve as the Nondiscrimination Coordinator, delete "~~The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.~~," insert a hard return to create a new paragraph, and insert "The Superintendent shall appoint a Title IX Coordinator to coordinate the District's efforts to comply with Title IX." Then, list the Title IX and Nondiscrimination Coordinators' names and contact information separately in this policy.

Best practice is that throughout the board policy manual, the same individual be named as Nondiscrimination Coordinator. In contrast, Complaint Managers identified in individual policies may vary depending upon local district needs.

26 The board may include the following option to address publication of such contact information:

"The Superintendent or designee shall ensure that students, parents/guardians, employees, and members of the community are informed of the contact information for the District's Nondiscrimination Coordinator and Complaint Managers on an annual basis."

Publicizing the contact information for the Nondiscrimination Coordinator and Complaint Managers through personnel handbooks, student handbooks, and/or on the district's website is a best practice. The Ill. Principals Association (IPA) maintains a handbook service that coordinates with **PRESS** material, *Online Model Student Handbook (MSH)*, at: www.ilprincipals.org/msh/.

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Name

Address

Email

Telephone

Complaint Managers:

Name	Name
Address	Address
Email	Email
Telephone	Telephone

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20 U.S.C. §1232g, Family Education Rights Privacy Act.
20 U.S.C. §1400, The Individuals with Disabilities Education Act.
20 U.S.C. §1681 et seq., Title IX of the Education Amendments; 34 C.F.R. Part 106.
29 U.S.C. §206(d), Equal Pay Act.
29 U.S.C. §621 et seq., Age Discrimination in Employment Act.
29 U.S.C. §791 et seq., Rehabilitation Act of 1973.
29 U.S.C. §2612, Family and Medical Leave Act.
42 U.S.C. §2000d et seq., Title VI of the Civil Rights Act of 1964.
42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964.
42 U.S.C. §2000ff et seq., Genetic Information Nondiscrimination Act.
42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.
42 U.S.C. §12101 et seq., Americans With Disabilities Act; 28 C.F.R. Part 35.
105 ILCS 5/2-3.8, 5/3-10, 5/10-20, 5/10-20.5, 5/10-20.7a, 5/10-20.60, 5/10-20.69, 5/10-20.75, 5/10-22.5, 5/22-19, 5/22-95 (final citation pending), 5/24-4, 5/27-1, 5/27-23.7, and 45/1-15.
5 ILCS 415/10(a)(2), Government Severance Pay Act.
5 ILCS 430/70-5(a), State Officials and Employees Ethics Act.
410 ILCS 513/, Ill. Genetic Information Privacy Act.
740 ILCS 174/, Whistleblower Act.
740 ILCS 175/, Ill. False Claims Act.
775 ILCS 5/, Ill. Human Rights Act.
820 ILCS 70/, Employee Credit Privacy Act.
820 ILCS 112/, Equal Pay Act of 2003.
820 ILCS 180/, Victims' Economic Security and Safety Act; 56 Ill.Admin.Code Part 280.
~~820 ILCS 112/, Equal Pay Act of 2003.~~
~~820 ILCS 70/, Employee Credit Privacy Act.~~
23 Ill.Admin.Code §§1.240, 200.40, 226.50, and 226.570.

CROSS REF.: 2:105 (Ethics and Gift Ban), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:90 (Abused and Neglected Child Reporting), 6:120 (Education of Children with Disabilities), 6:140 (Education of Homeless Children), 6:170 (Title I Programs), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restrictions on Publications; High Schools), 8:70 (Accommodating Individuals with Disabilities), 8:95 (Parental Involvement), 8:110 (Public Suggestions and Concerns)

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School Board

Title IX Grievance Procedure [1]

Discrimination on the basis of sex, including sex-based harassment, affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from discrimination on the basis of sex is an important District goal.

The District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations (34 C.F.R. Part 106), including against applicants for employment,[2] students, parents/guardians, employees, and third parties.

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[1] Title IX of the Education Amendments of 1972 (Title IX) (20 U.S.C. §1681 et seq.) requires this subject matter to be covered by policy and controls this policy's content. This policy contains items on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. Employee grievance procedures are a mandatory subject of bargaining and cannot be changed without the employee exclusive representative's consent. This sample policy and its companion sample policy 2:260, *Uniform Grievance Procedure*, are in addition to, and not a substitute for, the employee grievance procedure contained in a collective bargaining agreement.

For the sake of consistency and ease of administration, this policy addresses only Title IX grievances, except those contained in collective bargaining agreements. See the cross references for the policies referring to this Title IX grievance procedure policy.

A district must have at least one policy explicitly stating it does not discriminate on the basis of sex in its education programs or activities under Title IX and its implementing regulations (34 C.F.R. Part 106). 34 C.F.R. §106.8(b)(1). A district must prominently display its Title IX notice of nondiscrimination on its website and in each handbook, catalog, announcement, bulletin, and application form made available to students, applicants for employment, parents/guardians, employees, and collective bargaining units. 34 C.F.R. §106.8(c)(2)(i). The notice must state that nondiscrimination extends to any program or activity operated by the district, including employment; that inquiries about the application of Title IX and its regulations may be referred to the district's Title IX Coordinator, to the U.S. Dept. of Education's Office for Civil Rights, or both; the name or title, office address, email address, and telephone number of the district's Title IX Coordinator; how to locate the district's nondiscrimination policy and grievance procedures; how to report information about conduct that may constitute sex discrimination under Title IX; and how to make a complaint of sex discrimination. 34 C.F.R. §106.8(c)(1)(i). If necessary due to a publication's format or size, districts may instead include a statement that it prohibits sex discrimination in any education program or activity that it operates and that individuals may report concerns or questions to the Title IX Coordinator and provide the location of the notice on the district's website. 34 C.F.R. §106.8(c)(2)(ii). See the **Notice of Nondiscrimination** subhead of sample administrative procedure 2:265-AP1, *Title IX Response*, for a sample notice of nondiscrimination and nondiscrimination statement meeting the minimum requirements of Title IX regulations. See sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records.*

Title IX jurisdiction is geographically limited to discrimination against a person in the United States. 34 C.F.R. §106.8(d). Though all complaints of sex discrimination may not constitute sex discrimination under Title IX, Title IX's reach is broad because an alleged complainant or alleged respondent may be anyone *participating in* or *attempting to participate in* the district's educational program or activity in the United States – including applicants for employment, students, parents/guardians, employees, volunteers, and third parties. Whether someone is *participating in* or *attempting to participate in* the district's educational program or activity requires a fact-specific analysis made on a case-by-case basis. 89 Fed. Reg. 33483. A district is responsible only for alleged discriminatory conduct over which it exercises disciplinary authority or otherwise has substantial control. 89 Fed. Reg. 33529.

[2] Subpart C of Title IX applies *to institutions of vocational education*, defined as a school or institution "which has as its primary purpose preparation of students to pursue a technical, skilled, or semiskilled occupation or trade, or to pursue study in a technical field, whether or not the school or institution offers certificates, diplomas, or degrees and whether or not it offers fulltime study." 34 C.F.R. §§106.15(d), 106.2. If Subpart C applies, add "admission and" before "employment."

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Title IX Sex Discrimination Prohibited

Sex discrimination as defined in Title IX (Title IX Sex Discrimination) is prohibited. A District employee, agent, or student violates this prohibition whenever that person engages in conduct on the basis of sex that causes another person to be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any education program or activity operated by the District. Title IX Sex Discrimination includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and/or gender identity.

Sex-based harassment is a form of Title IX Sex Discrimination. Sex-based harassment occurs whenever a person engages in conduct on the basis of sex that satisfies one or more of the following: [3]

1. A District employee, agent, or other person authorized by the District to provide an aid, benefit, or service under the District's education program or activity explicitly or impliedly conditions the provision of an aid, benefit, or service on a person's participation in unwelcome sexual conduct;[4] or
2. Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive[5] that it limits or denies a person's ability to participate in or benefit from the District's education program or activity; or
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 34 C.F.R. §106.2.[6]

Definitions from 34 C.F.R. §106.2 [7]

Complainant means: (1) a student or employee who is alleged to have been subjected to conduct that could constitute Title IX Sex Discrimination; or (2) a person other than a student or employee who is alleged to have been subjected to conduct that could constitute Title IX Sex Discrimination and who

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[3] 34 C.F.R. §106.2. The definition of *sex-based harassment* in the policy and in Title IX includes *unwelcome* conduct. Id. However, case law does not always distinguish between *welcome* and *unwelcome* conduct. See Mary M. v. North Lawrence Community Sch. Corp., 131 F.3d 1220 (7th Cir. 1997) (8th grade student did not need to show that a school employee's sexual advances were *unwelcome* in order to prove sexual harassment).

[4] 34 C.F.R. §106.2. See sample exhibit 2:265-E, *Title IX Glossary of Terms*. This behavior is commonly called *quid pro quo* sex-based harassment. *Quid pro quo* sex-based harassment "covers harassment by members of a recipient's leadership, including board members, paid or unpaid, to the extent those individuals ae authorized by the recipient to provide an aid, benefit, or service under the recipient's education program or activity." 89 Fed. Reg. 33496. Title IX regulations do not limit *quid pro quo* sexual harassment to situations where the provision of an aid, benefit or service is conditioned on a *student's* participation in unwelcome sexual conduct. By way of example, *quid pro quo* Title IX sexual harassment involving an employee and a person other than a student may be implicated when: an employee tells a former student she can only get a letter of recommendation if she participates in unwelcome sexual conduct; an employee selects a volunteer for a coveted field trip chaperone position if he participates in unwelcome sexual conduct; or a supervisory employee subjects a subordinate employee to unwelcome sexual conduct in exchange for a promotion.

[5] Harassment can be pervasive if it is widespread, openly practiced, or well-known to students and staff, e.g., sex-based harassment occurring in hallways, graffiti in public areas, or harassment occurring during recess under a teacher's supervision. 89 Fed. Reg. 33509.

[6] See sample exhibit 2:265-E, *Title IX Glossary of Terms*, for these definitions. Prior to 8-1-24, Title IX regulations tied these definitions to definitions contained within other federal statutes. That is no longer the case, and the definitions are fully set forth in 34 C.F.R. §106.2.

[7] If the district uses sample exhibit 2:265-E, *Title IX Glossary of Terms*, or a similar document, the definitions of these terms within it should match the definitions used in this policy.

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was participating or attempting to participate in the District's education program or activity at the time of the alleged Title IX Sex Discrimination. [8]

Complaint means an oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged discrimination under Title IX.

Respondent means a person who is alleged to have violated the District's prohibition on Title IX Sex Discrimination.

Retaliation means intimidation, threats, coercion, or discrimination against any person by the District, a student, or an employee or other person authorized by the District to provide aid, benefit, or service under the District's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or its regulations, or because the person has reported information, made a Complaint, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the Title IX regulations. [9]

Making a Report

A person who wishes to make a report under this policy may make a report to the Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the person is comfortable speaking.[10]

School employees who receive information about conduct that reasonably may constitute Sex Discrimination under this policy shall promptly forward the report or information to the Title IX Coordinator. An employee who fails to promptly make or forward a report or information may be disciplined, up to and including discharge.

The Superintendent shall insert into this policy and keep current the name, office address, email address, and telephone number of the Title IX Coordinator. [11]

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[8] The 2024 Title IX regulations shift the focus of the analysis from "whether the participation or attempted participation occurred at the time the complaint was filed" (as required under the 2020 Title IX regulations) to "the time of the alleged sex discrimination." 89 Fed. Reg. 33483.

[9] This streamlined definition of retaliation is based upon an example in *Resource for Drafting Nondiscrimination Policies, Notices of Nondiscrimination, and Grievance Procedures under 2024 Amendments to the U.S. Department of Education's Title IX Regulations*, U.S. Dept. of Education (4-19-24), at: www2.ed.gov/about/offices/list/ocr/docs/resource-nondiscrimination-policies.pdf.

[10] Using "or any employee with whom the Complainant is comfortable speaking" ensures Title IX compliance because Title IX requires "any employee" with information about conduct that may reasonably constitute sex discrimination to notify the Title IX Coordinator. Therefore, a report to any employee triggers a district's duty to respond. 34 C.F.R. §106.44(c)(1). This policy contains an item upon which collective bargaining may be required. Any policy that impacts wages, hours, and terms and conditions of employment is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.

[11] Title IX regulations require districts to designate and authorize at least one employee to coordinate its efforts to comply with Title IX and to refer to that employee as the *Title IX Coordinator*. 34 C.F.R. §106.8(a). If a district has more than one Title IX Coordinator, it must designate one of its Title IX Coordinators to retain ultimate oversight to ensure the district's consistent compliance with its responsibilities under Title IX and its implementing regulations. 34 C.F.R. §106.8(a)(1). The Title IX Coordinator with ultimate oversight should be listed in this policy.

Districts must identify the Title IX Coordinator by name or title, office address, email address, and telephone number. 34 C.F.R. §106.8(c)(1)(i)(C). Consistent with how Nondiscrimination Coordinators and Complaint Managers are listed in **PRESS** sample policies, this policy requires the Title IX Coordinator's name to be listed. The name and contact information are not part of the adopted policy and do not require board action. This allows for amendments to the name and contact information when necessary. It is important for updated names and contact information to be inserted into this policy and regularly monitored.

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Title IX Coordinator:

_____

Name

_____

Address

_____

Email

_____

Telephone

Processing and Reviewing a Report or Complaint

Upon receipt of a report of conduct that reasonably may constitute Title IX Sex Discrimination, the Title IX Coordinator and/or designee shall offer and coordinate supportive measures, as appropriate, for a Complainant.

Further, the Title IX Coordinator will analyze the report to identify and determine whether there is another or an additional appropriate method(s) for processing and reviewing it.[12] For any report received, the Title IX Coordinator shall review Board policies 2:260, *Uniform Grievance Procedure*; 5:10, *Equal Employment Opportunity and Minority Recruitment*; 5:20, *Workplace Harassment Prohibited*; 5:90, *Abused and Neglected Child Reporting*; 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*;[13] 7:10, *Equal Educational Opportunities*; 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; 7:185, *Teen Dating Violence Prohibited*; and 7:190, *Student Behavior*, to determine if the allegations in the report require further action under those policies.

Reports of alleged Title IX Sex Discrimination will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational program or activity that is productive, respectful, and free of Title IX Sex Discrimination.

Title IX Complaint Grievance Process

The Superintendent or designee shall implement procedures to ensure the prompt and equitable resolution of all Complaints according to a grievance process that fully complies with 34 C.F.R.

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

A district's Nondiscrimination Coordinator often also serves as its Title IX Coordinator. See sample policy 2:260, *Uniform Grievance Procedure*.

[12] See sample exhibit 2:265-E, *Title IX Glossary of Terms*, for a discussion of Title IX Sex Discrimination and non-Title IX Sex Discrimination. If allegations of Title IX Sex Discrimination arise out of the same facts and circumstances as allegations of another type of discrimination, i.e., race discrimination in violation of Title VI of the Civil Rights Act of 1964, the district has the discretion to use this policy to address the sex and race discrimination or to choose a different process that complies with Title IX regulations. 89 Fed. Reg. 33642. Consult the board attorney for further guidance.

[13] See sample administrative procedure 5:120-AP2, *Employee Conduct Standards*.

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§106.45.[14] See the District's Title IX Complaint Grievance Process (Grievance Process) under administrative procedure 2:265-AP2, *Formal Title IX Complaint Grievance Process.* [15]

When a Complaint is filed, the Title IX Coordinator will investigate it and make a determination regarding the outcome of the Complaint, or appoint a qualified person(s) to undertake the investigation and make a determination regarding the outcome of the Complaint. [16]

Enforcement

Any District employee who is determined, at the conclusion of the Grievance Process, to have engaged in Title IX Sex Discrimination will be subject to disciplinary action up to and including discharge. Any third party who is determined, at the conclusion of the Grievance Process, to have engaged in Title IX Sex Discrimination will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee, etc. Any District student who is determined, at the conclusion of the Grievance Process, to have engaged in Title IX Sex Discrimination will be subject to disciplinary action, including, but not limited to, suspension and expulsion consistent with student behavior policies.[17] Any person making a knowingly false accusation regarding Title IX Sex Discrimination will likewise be subject to disciplinary action.

This policy does not increase or diminish the ability of the District or the parties to exercise any other rights under existing law. [18]

Retaliation Prohibited [19]

The District prohibits any form of retaliation, including peer retaliation, in its education program or activity. Any person should report claims of retaliation using this Board policy 2:265, *Title IX Grievance Procedure*. [20]

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[14] 34 C.F.R. §106.45(b). For a Title IX complaint grievance process, see sample administrative procedure 2:265-AP2, *Formal Title IX Complaint Grievance Process*. See also sample administrative procedures 2:265-AP1, *Title IX Response*, and 2:265-AP3, *Title IX Coordinator*.

[15] 34 C.F.R. §106.45(b)(1) lists the basic requirements for a grievance process. While live hearings are only required for postsecondary institutions, elementary and secondary schools may choose to offer them as part of their grievance process. **Consult the board attorney if the board wants the district to use a live hearing in its grievance process.**

[16] This policy gives Title IX Coordinators the flexibility to appoint another qualified individual to conduct an investigation. This may be appropriate when the neutrality or efficacy of the Title IX Coordinator is an issue, and/or where the district wishes to have the expertise that an in-house or outside attorney may afford to an investigation. Alternative appointments are often made in consultation with the Superintendent or other district-level administrator (except in cases involving Complaints about those individuals) and the board attorney. If a Complaint involves the Superintendent or other district-level administrator, alternative appointments are often made in consultation with the board and the board attorney.

[17] See sample policies 7:190, *Student Behavior*, and 7:230, *Misconduct by Students with Disabilities*. See also sample policies 7:200, *Suspension Procedures*, and 7:210, *Expulsion Procedures*, for due process requirements when student suspension or expulsion is recommended following a determination of responsibility for Title IX Sex Discrimination.

[18] Examples of rights the district or parties may exercise ancillary to this Title IX grievance procedure include, but are not limited to: disciplinary processes for suspensions and expulsions of students under 105 ILCS 5/10-22.6; tenured teacher dismissal proceedings under 105 ILCS 5/24-12; any other pre-termination process required by an applicable collective bargaining agreement, employment policy or procedure, or employment contract; and student appeal of a sex equity grievance decision under 23 Ill. Admin. Code §200.40 (see sample policy 7:10, *Equal Educational Opportunities*).

[19] 34 C.F.R. §106.71.

[20] Retaliation complaints must be processed under this policy. 34 C.F.R. §106.71.

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A student, employee, or other person authorized by the District to provide aid, benefit, or service under the District's education program or activity who retaliates against others for reporting or complaining of violations of this policy or for participating in any manner under this policy will be subject to disciplinary action, up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.
Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).
Gebser v. Lago Vista Independent Sch. Dist., 524 U.S. 274 (1998).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:200 (Terms and Conditions of Employment and Dismissal), 5:240 (Suspension), 5:290 (Employment Termination and Suspension), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior)

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General Personnel

Staff Development Program [1]

The Superintendent or designee shall implement a staff development program. The goal of the program shall be to update and improve the skills and knowledge of staff members in order to achieve and maintain a high level of job performance and satisfaction. Additionally, the development program for licensed staff members shall be designed to effectuate any School Improvement Plans so that student learning objectives meet or exceed goals established by the District and State.

Abused and Neglected Child Reporting Act (ANCRA) and *Erin's Law* Training

The staff development program shall include the Abused and Neglected Child Reporting Act (ANCRA) mandated reporter training and training on the awareness and prevention of child sexual abuse and grooming behaviors (*Erin's Law*) as follows (see Board policies 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*, and 5:90, *Abused and Neglected Child Reporting*): [2]

1. Within three months of employment, each staff member must complete mandated reporter training from a provider or agency with expertise in recognizing and reporting child abuse. Mandated reporter training must be completed again at least every three years.
2. By January 31 of every year, all school personnel must complete evidence-informed training on preventing, reporting, and responding to child sexual abuse, grooming behaviors (including *sexual misconduct* as defined in *Faith's Law*), and boundary violations.

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[1] State or federal law controls this policy's content. A school board may set and enforce professional growth requirements. 105 ILCS 5/24-5. Failure to meet professional growth requirements is considered remediable. Morris v. Ill. State Bd. of Educ., 198 Ill.App.3d 51 (3rd Dist. 1990).

This policy contains items on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.

105 ILCS 5/2-3.62 requires the Ill. State Board of Education (ISBE) to establish a regional network of educational service centers to coordinate and combine existing services in a manner that is practical and efficient for schools. Their purposes are to provide, among other things, continuing education, in-service training, and staff development services to all local school districts in Illinois.

[2] 325 ILCS 5/4(j), amended by P.A. 102-604; and 105 ILCS 5/10-23.13, amended by P.A. 102-610, a/k/a *Erin*'*s Law*. Sexual misconduct under *Faith's Law* is defined in 105 ILCS 5/22-85.5(c), added by P.A. 102-676.

Mandated reporter training may be in-person or web-based and must include, at a minimum, information on the following topics: (1) indicators for recognizing child abuse and child neglect; (2) the process for reporting suspected child abuse and child neglect and the required documentation; (3) responding to a child in a trauma-informed manner; (4) understanding the response of child protective services and the role of the reporter after a call has been made; and (5) implicit bias. *Implicit bias* means the attitudes or internalized stereotypes that affect people's perceptions, actions, and decisions in an unconscious manner and that exist and often contribute to unequal treatment of people based on race, ethnicity, gender identity, sexual orientation, age, disability, and other characteristics. The implicit bias topic must include, at a minimum: (1) information on implicit bias; (2) information on racial and ethnic sensitivity; and (3) tools to adjust automatic patterns of thinking and ultimately eliminate discriminatory behaviors. 325 ILCS 5/4(j), amended by P.A. 102-604. Districts must provide mandated reporter training through either the Ill. Dept. of Children and Family Services (DCFS), an entity authorized to provide continuing education through the Dept. of Financial and Professional Regulation, ISBE, the Ill. Law Enforcement Training Standards Board, the Ill. State Police, or an organization approved by DCFS to provide mandated reporter training. Id. *Child-serving organizations*, which are not defined in ANCRA, are "encouraged to provide in-person annual trainings." Id.

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In-Service Training Requirements

The staff development program shall provide, at a minimum, within six months of employment and renewed at least once every five years thereafter (unless required more frequently by other State or federal law), the in-service training of all District staff who work with pupils on: [3]

1. Health conditions of students,[4] including but not limited to training on:
   ~~a. Chronic health conditions of students;~~
   ~~b.~~a. Anaphylactic reactions and management, conducted by a person with expertise on anaphylactic reactions and management;
   ~~c.~~b. Management of asthma, prevention of asthma symptoms, and emergency response in the school setting;
   ~~d.~~c. The basics of seizure recognition and first aid and emergency protocols, consistent with best practice guidelines issued by the Centers for Disease Control and Prevention;
   ~~e.~~d. The basics of diabetes care, how to identify when a diabetic student needs immediate or emergency medical attention, and whom to contact in case of emergency;

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[3] This list of in-service trainings is required by State law but only Nos. 4, 5(d), and 7 are required to be specified in board policy. Beginning 7-1-24, 105 ILCS 5/10-22.39, amended by P.A. 103-542, requires all teachers, administrators, and school support personnel to complete these trainings during an in-service training program conducted by their board or through other training opportunities, including institutes provided by regional superintendents and intermediate service center executive directors under 105 ILCS 5/3-11, amended by P.A.s 103-542~~, eff. 7-1-24,~~ and 103-413. If teachers, administrators, or school support personnel obtain training outside of an in-service training program or from a previous school employer, they may present documentation showing current compliance to satisfy the requirement of receiving training within six months of first being employed. Id.

Different from the in-service training that school districts must provide to their staff, 105 ILCS 5/3-11, amended by P.A.s 103-542~~, eff. 7-1-24,~~ and 103-413, contains requirements that the regional superintendents and intermediate service center executive directors must include during institutes for teachers, administrators, and school support personnel. Instruction on prevalent student chronic health conditions, as well as educator ethics and teacher-student conduct training, is also required. See also f/ns 4-12 below discussing the board's requirements in 105 ILCS 5/10-22.39.

Both 105 ILCS 5/3-11 and 5/10-22.39 use the phrase *teachers, administrators, and school support personnel*, but for brevity this material uses the phrase *all District staff*. While the language of this paragraph is not required to be in board policy, including it provides a way for boards to monitor that it is being done. It also provides an opportunity for each board and the superintendent to examine all current policies, collective bargaining agreements, and administrative procedures on this subject.

In-service training programs on the topics listed in 105 ILCS 5/10-22.39, amended by P.A.s 103-542~~, eff. 7-1-24, and~~ 103-413, and 103-603, eff. 1-1-25, shall be credited toward hours of professional development required for license renewal as outlined in 105 ILCS 5/21B-45(e). School support personnel may be exempt from in-service training if the training is not relevant to the work they do.

[4] 105 ILCS 5/10-22.39(b-5), added by P.A. 103-542 and amended by P.A. 103-603, eff. 1-1-25~~, eff. 7-1-24~~. Nurses and school nurses, as defined by 105 ILCS 5/10-22.23 (school nurse), are exempt from training on health conditions of students ~~under 105 ILCS 5/10-22.39(b-5), added by P.A. 103-542, eff. 7-1-24~~. Id.

For No. 1(c), Consult the board attorney about whether:

1. All asthma action plans should require immediate 911 calls based upon In re Estate of Stewart, 406 Ill.Dec. 345 (2nd Dist. 2016); In re Estate of Stewart, 412 Ill.Dec. 914 (Ill. 2017) (school district's appeal denied). The court held that a teacher's failure to dial 911 immediately upon a student's asthma attack was willful and wanton conduct, subjecting the school district to liability under the Local Governmental and Governmental Employees Tort Immunity Act.
2. The duties and responsibilities of the district when it asks for but does not receive an asthma action plan from a parent/guardian and the logistics of distributing any received plans to those employees who need to know based upon Stewart, above.

For No. 1(d), see also 105 ILCS 150/25, amended by P.A. 103-542,~~ eff. 7-1-24,~~ and No. 6 under the subhead **Additional Training Requirements**.

For No. 1(e), see also 105 ILCS 145/25, amended by P.A. 103-542,~~ eff. 7-1-24,~~ and No. 7 under the subhead **Additional Training Requirements**.

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~~f.~~e. Current best practices regarding identification and treatment of attention deficit hyperactivity disorder; and

~~g.~~f. How to respond to an incident involving life-threatening bleeding, including use of a school's trauma bleeding control kit, if applicable. [5]

2. Social-emotional learning.[6] Training may include providing education to all school personnel about the content of the Illinois Social and Emotional Learning Standards, how they apply to everyday school interactions, and examples of how social emotional learning can be integrated into instructional practices across all grades and subjects.
3. Developing cultural competency,[7] including but not limited to understanding and reducing implicit bias, including *implicit racial bias* as defined in 105 ILCS 5/10-20.61 (implicit bias training).
4. Identifying warning signs of mental illness, trauma, and suicidal behavior in youth, along with appropriate intervention and referral techniques, including resources and guidelines as outlined in 105 ILCS 5/2-3.166 (*Ann Marie's Law*) and the definitions of *trauma*, *trauma-responsive learning environments*, and *whole child* as set forth in 105 ILCS 5/3-11. [8]
5. Domestic and sexual violence and the needs of expectant and parenting youth, conducted by persons with expertise in domestic and sexual violence and the needs of expectant and parenting youth.[9] Training shall include, but is not limited to:
    a. Communicating with and listening to youth victims of domestic or sexual violence and expectant and parenting youth;
    b. Connecting youth victims of domestic or sexual violence and expectant and parenting youth to appropriate in-school services and other agencies, programs, and services as needed;
    c. Implementing the District's policies and procedures regarding such youth, including confidentiality; and
    d. Procedures for responding to incidents of teen dating violence that take place at school, on school grounds, at school-sponsored activities, or in vehicles used for school-

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[5] ~~From 6-30-23 through 7-1-24, 105 ILCS 5/10-22.39(g), added by P.A. 103-128, requires that at least once every two years, all District personnel be trained on methods to respond to trauma, including instruction on how to respond to an incident involving life-threatening bleeding and, if applicable, how to use a school's trauma kit.~~ See 105 ILCS 5/10-20.85, added by P.A. 103-128, for a definition of *trauma kit*. To avoid confusion between trauma related to life-threatening bleeding and *trauma* as defined in 105 ILCS 5/3-11(b), added by P.A. 103-413, this policy uses the phrase *trauma bleeding control kit* instead of *trauma kit*.

Beginning with the 2024-25 school year, training on life-threatening bleeding must be completed within six months of employment and renewed within two years. Beginning with the 2027-28 school year, training on life-threatening bleeding must be completed within six months of employment and renewed at least once every five years thereafter. 105 ILCS 5/10-22.39(b-5)(7), added by P.A. 103-542 and amended by P.A. 103-603, eff. 1-1-25~~, eff. 7-1-24~~. Trained employees using a trauma kit are generally immune from civil liability. Id.

[6] 105 ILCS 5/10-22.39(b-10), added by P.A. 103-542~~, eff. 7-1-24~~.

[7] 105 ILCS 5/10-22.39(b-15), added by P.A. 103-542~~, eff. 7-1-24~~.

[8] 105 ILCS 5/10-22.39(b-20), added by P.A. 103-542~~, eff. 7-1-24~~ and amended by P.A. 103-603, eff. 1-1-25. Training on the implementation of trauma-informed practices satisfies the requirements of this subsection. Id. In addition, Illinois Mental Health First Aid training may satisfy the requirements of this subsection. If teachers, administrators, or school support personnel obtain mental health first aid training outside of an in-service training program, they may present a certificate of successful completion of that training to the school district to satisfy the requirements of this law. Id. For further information on Mental Health First Aid, see https://namiillinois.org/resources/about-mental-illness/mental-health-first-aid/.

[9] 105 ILCS 5/10-22.39(b-25), added by P.A. 103-542~~, eff. 7-1-24~~. See sample policy 7:185, *Teen Dating Violence Prohibited*.

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provided transportation as outlined in 105 ILCS 110/3.10 (see Board policy 7:185, *Teen Dating Violence Prohibited*).

6. Protections and accommodations for students,[10] including but not limited to training on:
    a. The federal Americans with Disabilities Act as it pertains to the school environment; and
    b. Homelessness.
7. Educator ethics and responding to child sexual abuse and grooming behavior (see Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*);[11] including but not limited to training on:
    a. Teacher-student conduct;
    b. School employee-student conduct; and
    c. Evidence-informed training on preventing, recognizing, reporting, and responding to child sexual abuse and grooming as outlined in 105 ILCS 5/10-23.13 (*Erin's Law*).
8. Effective instruction in violence prevention and conflict resolution,[12] conducted in accordance with the requirements of 105 ILCS 5/27-23.4 (violence prevention and conflict resolution education).

Additional Training Requirements

In addition, the staff development program shall include each of the following: [13]

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[10] 105 ILCS 5/10-22.39(b-30), added by P.A. 103-542~~, eff. 7-1-24~~. Beginning with the 2024-25 school year, training on homelessness must be completed within six months of employment and renewed within two years. Beginning with the 2027-28 school year, training on homelessness must be completed within six months of employment and renewed at least once every five years thereafter. Boards may work with a community-based organization specializing in working with homeless children and youth to develop and provide this training. See 105 ILCS 5/10-22.39(b-30)(1) - (5), added by P.A. 103-542,~~ eff. 7-1-24,~~ for homelessness training content requirements. **Note:** the homelessness training content requirements in 105 ILCS 5/10-22.39(b-30)(1) - (5), added by P.A. 103-542,~~ eff. 7-1-24,~~ are nearly identical to the homelessness training content requirements in 105 ILCS 5/10-22.39(g) (final citation pending), added by P.A. 103-41, eff. 8-20-24.

Beginning with the 2016-17 school year, institutes under 105 ILCS 5/3-11 had to include instruction on the Americans with Disabilities Act of 1990 (ADA) (42 U.S.C. §12101 et seq.) as it pertains to the school environment at least every two years. Contact the Regional Superintendent or the appropriate Intermediate Service Center Executive Director with questions about online training for this component of a teachers' institute. Discuss with the board attorney the best practices of documenting trainings and evaluations of trainings; many attorneys in the field prefer documentation of ADA trainings to assist in their defense of any potential ADA claims against the district.

[11] 105 ILCS 5/10-22.39(b-35), added by P.A. 103-542~~, eff. 7-1-24~~. Each board may want to have a conversation with the superintendent and direct him or her to develop a curriculum for the in-services that instructs all district staff to maintain boundaries and act appropriately, professionally, and ethically with students. See also sample policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, and f/n 11 in sample policy 4:110, *Transportation*. These expectations will be most effective when they reflect local conditions and circumstances. Employee conduct issues may be subjects of mandatory collective bargaining, therefore consulting the board attorney should be a part of this process. A district would commit an unfair labor practice by implementing new employee conduct rules without first offering to negotiate them with the applicable exclusive bargaining representative.

[12] 105 ILCS 5/10-22.39(b-40), added by P.A. 103-542~~, eff. 7-1-24~~.

[13] Optional. These in-services and/or trainings are required by State and/or federal law but are not required to be specified in board policy. The only non-School Code State and/or federal law training requirements listed are from the Abused and Neglected Child Reporting Act (325 ILCS 5/), Ill. Human Rights Act (775 ILCS 5/), Seizure Smart School Act (105 ILCS 150/), Care of Students with Diabetes Act (105 ILCS 150/), and Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.).

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1. Ongoing professional development for teachers, administrators, school resource officers, and staff regarding the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, the appropriate and available supportive services for the promotion of student attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates. [14]
2. Annual continuing education and/or training opportunities (professional standards) for school nutrition program directors, managers, and staff. Each school food authority's director shall document compliance with this requirement by the end of each school year and maintain documentation for a three-year period. [15]
3. All high school coaching personnel, including the head and assistant coaches, and athletic directors must obtain online concussion certification by completing online concussion awareness training in accordance with 105 ILCS 25/1.15. Coaching personnel and athletic directors hired on or after 8-19-14 must be certified before their position's start date. [16]
4. The following individuals must complete concussion training as specified in the Youth Sports Concussion Safety Act: coaches and assistant coaches (whether volunteer or employee) of an interscholastic athletic activity; nurses, licensed and/or non-licensed healthcare professionals serving on the Concussion Oversight Team; athletic trainers; game officials of an interscholastic athletic activity; and physicians serving on the Concussion Oversight Team. [17]
5. For school personnel who work with hazardous or toxic materials on a regular basis, training on the safe handling and use of such materials. [18]
6. For delegated care aides performing services in connection with a student's seizure action plan, training in accordance with 105 ILCS 150/, the Seizure Smart School Act. [19]
7. For delegated care aides performing services in connection with a student's diabetes care plan, training in accordance with 105 ILCS 145/, the Care of Students with Diabetes Act. [20]
8. For all District staff, annual sexual harassment prevention training. [21]

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Putting this optional list into the policy will help the board monitor that the required in-service and training topics are being covered. While it is possible to *pick and choose*, this practice is likely to add more confusion to an already confusing responsibility. Unless noted, the School Code does not mandate the frequency with which the training must occur. Several other trainings that are mentioned in laws other than the School Code are addressed in other sample policies and procedures. Many of those policies and procedures are listed in the cross-references to this policy, e.g., training requirements under the Care of Students with Diabetes Act, 105 ILCS 145/.

[14] 105 ILCS 5/10-22.6(c-5). School board members are also included.

[15] 7 C.F.R. Parts 210 and 235. 7 C.F.R. §210.2 defines school nutrition program directors, managers and staff. 7 C.F.R. §§210.15(b)(8) (recordkeeping requirements) and 210.31(a), (c), (d), and (e) (professional standards requirements); 210.31(g)(requiring school food authority director to keep records). Food service funds may be used for reasonable, allocable, and necessary training costs. 7 C.F.R. §210.31(f). The U.S. Dept. of Agriculture (USDA) has established implementation resources that contain training opportunities and resources covering the four core training areas: nutrition, operations, administration, and communications/marketing at: www.fns.usda.gov/cn/professional-standards.

[16] Required only for districts with grades 9-12 by 105 ILCS 25/1.15. Delete for elementary school districts.

[17] 105 ILCS 5/22-80(h).

[18] 105 ILCS 5/10-20.17a; 23 Ill.Admin.Code §1.330.

[19] 105 ILCS 150/25, amended by P.A. 103-542~~, eff. 7-1-24~~.

[20] 105 ILCS 145/25, amended by P.A. 103-542~~, eff. 7-1-24~~.

[21] 775 ILCS 5/2-109. See f/n 5 in sample policy 5:20, *Workplace Harassment Prohibited*, for further detail about this training requirement.

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9. Title IX requirements for training in accordance with 34 C.F.R. §106.8(d)~~as follows~~ (see Board policy 2:265, *Title IX Grievance Procedure*).~~:~~ [22]
    ~~a. For all District staff, training on the definition of sexual harassment, the scope of the District's education program or activity, all relevant District policies and procedures, and the necessity to promptly forward all reports of sexual harassment to the Title IX Coordinator.~~
    ~~b. For school personnel designated as Title IX coordinators, investigators, decision-makers, or informal resolution facilitators, training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.~~
    ~~c. For school personnel designated as Title IX investigators, training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.~~
    ~~d. For school personnel designated as Title IX decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about a complainant's sexual predisposition or prior sexual behavior are not relevant.~~
10. Training for all District employees on the prevention of discrimination and harassment based on race, color, and national origin in school as part of new employee training and at least once every two years. [23]
11. Training for at least one designated employee at each school about the Prioritization of Urgency of Need for Services (PUNS) database and steps required to register students for it. [24]

The Superintendent shall develop protocols for administering youth suicide awareness and prevention education to staff consistent with Board policy 7:290, *Suicide and Depression Awareness and Prevention*. [25] [26]

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[22] 34 C.F.R. §106.8~~(d45(b)(1)(iii)~~. For training requirement details, see sample administrative procedures 2:265-AP1, *Title IX Response*, and 2:265-AP3, *Title IX Coordinator*.

[23] 775 ILCS 5/5A-103(c), added by P.A. 103-472, ~~eff. 8-1-24~~. For training requirement details, see sample administrative procedure 2:270-AP, *Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin*.

[24] 105 ILCS 5/2-3.163(c), amended by P.A. 103-504.

[25] Required by 105 ILCS 5/2-3.166(c)(2) (*Ann Marie's Law*). See sample administrative procedures 6:60-AP1, *Comprehensive Health Education Program*, and 7:290-AP, *Resource Guide for Implementation of Suicide and Depression Awareness and Prevention Program*.

[26] Districts are not required to train staff on life-saving techniques, though 105 ILCS 110/3, amended by P.A. 103-608, eff. 1-1-25, requires that all teachers, administrators, and other school personnel, as determined by school officials, be provided with information about emergency procedures and life-saving techniques within 30 days after the first day of each school year. Id. Such life-saving techniques must include the Heimlich maneuver, hands-only cardiopulmonary resuscitation (CPR), and automated external defibrillator (AED) use. The information provided must be in accordance with standards of the American Red Cross, the American Heart Association (AHA), or another nationally recognized certifying organization. Id. See e.g., https://cpr.heart.org/en/cpr-courses-and-kits/hands-only-cpr/hands-only-cpr-resources, https://cpr.heart.org/en/training-programs/aed-implementation, and ~~https://~~www.redcross.org/take-a-class/resources/learn-first-aid/adult-child-choking.

For districts that have a practice of providing instruction in life-saving techniques and first-aid in their staff development programs, insert the following optional paragraph that ~~restates~~ aligns with 105 ILCS 5/3-11, 105 ILCS 110/3, amended by P.A. 103-608, eff. 1-1-25, and 77 Ill.Admin.Code §527.800:

> An opportunity shall be provided for all staff members to acquire, develop, and maintain the knowledge and skills necessary to properly administer life-saving techniques and first aid, including the Heimlich maneuver, cardiopulmonary resuscitation, and the use of an automated external defibrillator, in accordance with a nationally recognized certifying organization. Physical fitness facilities' staff must be trained in cardiopulmonary resuscitation and use of an automated external defibrillator.

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Persons performing CPR are generally exempt from civil liability if they are trained in CPR. ~~(~~745 ILCS 49/10.~~);~~ ~~p~~Persons ~~performing~~ using an AED~~automated external defibrillation~~ are generally exempt from civil liability if they were trained and acted according to the standards of the ~~American Heart Association~~ AHA. ~~(~~745 ILCS 49/12~~)~~.

The board may also want to address other staff development opportunities. While not required to be in policy, 105 ILCS 5/27-23.10, amended by P.A. 103-542, ~~eff. 7-1-24,~~ requires a school board to collaborate with State and local law enforcement agencies on gang resistance education. It also states that ISBE may assist in the development of instructional materials and teacher training for gang resistance education and training, which may be helpful to include in the staff development program. Other mandated and recommended staff development opportunities that are not located in the School Code or ISBE rules are found in the Ill. Administrative Code or federal regulations. Many of them are cross referenced in this policy.

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LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.
42 U.S.C. §1758b, Pub. L. 111-296, Healthy, Hunger-Free Kids Act of 2010; 7 C.F.R. Parts 210 and 235.
105 ILCS 5/2-3.62, 5/2-3.166, 5/3-11, 5/10-20.17a, 5/10-20.61, 5/10-22.6(c-5), 5/10-22.39, 5/10-23.12, 5/10-23.13, 5/22-80(h), 5/22-95, and 5/24-5.
105 ILCS 25/1.15, Interscholastic Athletic Organization Act.
105 ILCS 145/25, Care of Students with Diabetes Act
105 ILCS 150/25, Seizure Smart School Act.
105 ILCS 110/3, Critical Health Problems and Comprehensive Health Education Act.
325 ILCS 5/4, Abused and Neglected Child Reporting Act.
745 ILCS 49/, Good Samaritan Act.
775 ILCS 5/2-109 and 5/5A-103, Ill. Human Rights Act.
23 Ill.Admin.Code §§ 22.20, 226.800, and Part 525.
77 Ill.Admin.Code §527.800.

CROSS REF.: 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 4:160 (Environmental Quality of Buildings and Grounds), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:250 (Leaves of Absence), 6:15 (School Accountability), 6:20 (School Year Calendar and Day), 6:50 (School Wellness), 6:160 (English Learners), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:270 (Administering Medicines to Students), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:290 (Suicide and Depression Awareness and Prevention), 7:305 (Student Athlete Concussions and Head Injuries)

ADMIN. PROC.: 2:265-AP1 (Title IX Response), 2:265-AP2 (Formal Title IX Complaint Grievance Process), 2:265-AP3 (Title IX Coordinator), 2:270-AP (Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin), 4:160-AP (Environmental Quality of Buildings and Grounds), 4:170-AP6 (Plan for Responding to a Medical Emergency at a Physical Fitness Facility with an AED), 5:100-AP (Staff Development Program), 5:120-AP2 (Employee Conduct Standards), 5:150-AP (Personnel Records), 6:120-AP4 (Care of Students with Diabetes), 7:250-AP1 (Measures to Control the Spread of Head Lice at School), 7:250-AP2 (Protocol for Responding to Students with Social, Emotional, or Mental Health Needs), 7:285-AP (Anaphylaxis Prevention, Response, and Management Program), 7:290-AP (Resource Guide for Implementation of Suicide and Depression Awareness and Prevention Program)

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Students

Harassment of Students Prohibited [1]

No person, including a School District employee~~,~~ ~~or~~ agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity[2]; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened

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[1] State or federal law requires this subject matter be covered by policy, controls this policy's content, and 105 ILCS 5/10-20.71 requires that every two years, each district within an Illinois county served by an accredited Children's Advocacy Center review all its existing sexual abuse investigation policies and procedures to ensure consistency with 105 ILCS 5/22-85. Each district must also have a policy on bullying. 105 ILCS 5/27-23.7, amended by P.A. 103-47; see sample policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.

This policy's list of protected classifications aligns with the list in sample policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. The protected classifications are found in 105 ILCS 5/27-23.7(a), amended by P.A. 103-47; 775 ILCS 5/1-103, amended by P.A.s 102-896; 23 Ill.Admin.Code §1.240.

The list of protected classifications in sample policy 7:10, *Equal Educational Opportunities*, is different – it does not contain the classifications that are exclusively identified in the bullying statute. 105 ILCS 5/27-23.7, amended by P.A. 103-47.

The Ill. Human Rights Act (IHRA) and an Ill. State Board of Education (ISBE) rule prohibit schools from discriminating against students on the basis of *sexual orientation* and *gender identity*. 775 ILCS 5/5-101(11); 23 Ill.Admin.Code §1.240. *Sexual orientation* is defined as the "actual or perceived heterosexuality, homosexuality, bisexuality, or gender related identity, whether or not traditionally associated with the person's designated sex at birth." 775 ILCS 5/1-103(O-1). *Gender identity* is included in the definition of sexual orientation in the Act. The Act permits schools to maintain single-sex facilities that are distinctly private in nature, e.g., restrooms and locker rooms. 775 ILCS 5/5-103. Additionally, *race* is defined to include traits associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twists. 775 ILCS 5/1-103(M-5), added by P.A. 102-1102. 775 ILCS 5/1-102(A), added *order of protection status* to its list of protected categories. IHRA's jurisdiction regarding schools as a public accommodation is specifically limited to: (1) failing to enroll an individual, (2) denying access to facilities, goods, or services, or (3) failing to take corrective action to stop severe or pervasive harassment of an individual. 775 ILCS 5/5-102.2, amended by P.A. 102-1102. It is also a violation of IHRA if a district is aware of an employee or agent's harassment towards a student but fails to take appropriate action to stop the harassment. 775 ILCS 5/5A-101 and 102, amended by P.A. 103-472~~, eff. 8-1-24~~.

[2] See f/n 3 in sample policy 7:10, *Equal Educational Opportunities*, for a discussion about Executive Order (EO) 2019-11 establishing the Affirming and Inclusive Schools Task Force (Task Force) that made policy and administrative procedure recommendations to ISBE that are discussed in a its publication *Sample District Policy and Administrative Procedures* at www.isbe.net/supportallstudents.

For boards that want to incorporate ISBE's sample policy recommendation, insert the following in place of "gender identity;": gender; gender identity (whether or not traditionally associated with the student's sex assigned at birth);

If the board inserts this option, it must also insert the options in f/ns 3 and 8 of policy 7:10, *Equal Educational Opportunities*, but note the protected statuses list in this policy is different and should not be copied from here into 7:10, *Equal Educational Opportunities*.

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or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above. [3]

Sexual Harassment Prohibited

The District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law.[4] See Board policies 2:265, *Title IX Grievance Procedure*, and 2:260, *Uniform Grievance Procedure*.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidencetes of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with

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[3] This list of examples of prohibited conduct is optional. While hate speech is not specifically mentioned in this paragraph, any hate speech used to harass or intimidate is banned. Hate speech without accompanying misconduct may be prohibited in response to actual incidencets when hate speech interfered with the educational environment. West v. Derby Unified Sch. Dist., 206 F.3d 1358 (10th Cir. 2000).

[4] Two laws apply to sexual harassment of students in Illinois. Title IX of the Education Amendments of 1972 (Title IX) and IHRA prohibit discrimination on the basis of sex and sex-basedual harassment in any educational program or activity receiving federal financial assistance. 20 U.S.C. §1681. Title IX defines sexual harassment as conduct on the basis of sex that meets one or more of the following: (1) a district employee, agent, or other authorized person conditions the provision of an aid, benefit, or service on an individuala person's participation in unwelcome sexual conduct; (2) unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectivelydetermined by a reasonable person to be so severe, pervasive, and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from equal access to the District's education program or activity; or (3) *sexual assault*, *dating violence*, *domestic violence*, or *stalking* as defined in federal law. 34 C.F.R. §106.230. See sample policy 2:265, *Title IX Grievance Procedure*, and sample exhibit 2:265-E, *Title IX Glossary of Terms*. Consult the board attorney to ensure the nondiscrimination coordinator and complaint managers are trained to appropriately respond to allegations of Title IX sex-basedual harassment. See sample procedures 2:265-AP1, *Title IX Response*, and 2:265-AP2, *Formal Title IX Complaint Grievance Process*, and 2:265-AP3, *Title IX Coordinator*.

IHRA prohibits any district employee or agent from sexually harassing a student, and defines sexual harassment as any unwelcome sexual advances or requests for sexual favors made to a student, or any conduct of a sexual nature toward a student, when: (1) such conduct has the purpose of substantially interfering with the student's educational performance or creating an intimidating, hostile or offensive educational environment; or (2) the district employee or agent either explicitly or implicitly makes the student's submission to or rejection of such conduct as a basis for making various enumerated education-related determinations. 775 ILCS 5/5A-101(E).

School districts are liable for damage awards for an employee's sexual harassment of a student in limited situations. Liability occurs only when a district official who, at a minimum, has authority to institute corrective action, has actual notice of and is deliberately indifferent to the employee's misconduct. Gebser v. Lago Vista Independent Sch. Dist., 524 U.S. 274 (1998). Schools are liable in student-to-student sexual harassment cases when school agents are deliberately indifferent to sexual harassment, of which they have actual knowledge that is so severe, pervasive, and objectively offensive that it can be said to deprive the victims of access to the educational opportunities or benefits provided by the school. Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999). The Ill. Dept. of Human Rights investigates charges of sexual harassment in violation of the IHRA, and it is a civil rights violation when a district fails to take remedial or disciplinary action against an employee the district knows engaged in sexual harassment. 775 ILCS 5/5A-102.

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whom the student is comfortable speaking.[5] A student may choose to report to an employee of the student's same gender.

Reports under this policy will be considered a report under Board policy 2:260, *Uniform Grievance Procedure*, and/or Board policy 2:265, *Title IX Grievance Procedure*. The Nondiscrimination Coordinator and/or Complaint Manager or designee shall process and review the report according to the appropriate grievance procedure.[6] The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers.[7] The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator. [8]

Nondiscrimination Coordinator:

_____
Name

_____
Address

_____
Email

_____
Telephone

Complaint Managers:

_____ _____
Name Name

_____ _____

_____

Draft

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[5] Using "or any employee with whom the student is comfortable speaking" ensures compliance with Title IX regulations providing that "any employee" of an elementary or secondary school who has notice of sexual harassment or allegations of sexual harassment is deemed to have *actual knowledge* which triggers a district's duty to respond. 34 C.F.R. §106.30. By including "any employee" in this list, this policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.

[6] If the district's Nondiscrimination Coordinator does not also serve as the Title IX Coordinator, supplement this sentence to state "The Nondiscrimination Coordinator, Title IX Coordinator, and/or Complaint Manager or designee shall process and review the report according to the appropriate grievance procedure."

[7] While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. This allows for additions and amendments to the names and contact information when necessary. It is important for updated names and contact information to be inserted into this policy and regularly monitored.

Each district must communicate its bullying policy to students and their parents/guardians. 105 ILCS 5/27-23.7, amended by P.A. 103-47; see sample policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.

[8] Title IX regulations require districts to designate and authorize at least one employee, referred to as the Title IX Coordinator, who is responsible for coordinating the district's compliance efforts~~identify the name, office address, email address, and telephone number of the person who is responsible for coordinating the district's compliance efforts~~. 34 C.F.R. §106.8(a). For further discussion of the Title IX Coordinator, see f/n 11 in sample policy 2:265, *Title IX Grievance Procedure*.

The Nondiscrimination and Title IX Coordinator(s) need not be the same person. If the district uses a separate Title IX Coordinator who does not also serve as the Nondiscrimination Coordinator, delete "~~The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.~~," supplement the previous sentence to state "The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers." Then, list the Title IX and Nondiscrimination Coordinators' names and contact information separately in this policy.

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Address	Address
Email	Email
Telephone	Telephone

The Superintendent shall use reasonable measures to inform staff members and students of this policy by including:

1. For students, age-appropriate information about the contents of this policy in the District's student handbook(s), on the District's website, and, if applicable, in any other areas where policies, rules, and standards of conduct are otherwise posted in each school. [9]
2. For staff members, this policy in the appropriate employee handbook(s), if applicable, and/or in any other areas where policies, rules, and standards of conduct are otherwise made available to staff.

Investigation Process

Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager.[10] Any employee who fails to promptly comply may be disciplined, up to and including discharge.

Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

For any report or complaint alleging sex-based~~ual~~ harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Nondiscrimination Coordinator or designee[11] shall consider whether action under Board policy 2:265, *Title IX Grievance Procedure*, should be initiated.

For any report or complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall investigate under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[9] In addition to notifying students of policies 2:260, *Uniform Grievance Procedure*, and 2:265, *Title IX Grievance Procedure*, a district must notify them of the name, office address, email address, and telephone number of district's Title IX Coordinator. 34 C.F.R. §106.8(a). 105 ILCS 5/10-20.69 requires districts to maintain and implement an *age-appropriate* policy on sexual harassment that is included in the school district's student handbook, as well as on a district's website and, if applicable, other areas where such information is posted in each school. The law does not expressly state that the age-appropriate policy is for students; however, that is the most logical interpretation. In practice, most districts maintain a student handbook for each building. Because the law only requires one policy, this policy manages the age-appropriate requirement by directing age-appropriate explanations of the policy be included in the building-level student handbook(s). Student handbooks can be developed by the building principals, but should be reviewed and approved by the superintendent and school board. The Ill. Principals Association maintains a handbook service that coordinates with **PRESS** material, *Online Model Student Handbook (MSH)*, at: www.ilprincipals.org/msh.

[10] If the district's Nondiscrimination Coordinator does not also serve as the Title IX Coordinator, supplement this sentence to state "Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator, Title IX Coordinator, or a Complaint Manager."

[11] "Nondiscrimination Coordinator or designee" is used where Title IX is potentially implicated. In contrast, if Title IX is likely not implicated then "Nondiscrimination Coordinator or a Complaint Manager or designee" is used (see next paragraph in policy text). If the district's Nondiscrimination Coordinator does not also serve as the Title IX Coordinator, delete "~~Nondiscrimination~~" and insert "Title IX" in its place.

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For any other alleged student harassment that does not require action under Board policies 2:265, *Title IX Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under Board policies 2:260, *Uniform Grievance Procedure*, and/or 7:190, *Student Behavior*, should be initiated, regardless of whether a written report or complaint is filed.

Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel [12]

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in 720 ILCS 5/11-9.1A(b), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to Board policy 5:90, *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under Board policy 2:265, *Title IX Grievance Procedure*, or Board policy 2:260, *Uniform Grievance Procedure*.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee, etc. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the behavior policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints or providing information about harassment is prohibited (see Board policies 2:260, *Uniform Grievance Procedure*, 2:265, *Title IX Grievance* Procedure, and 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*).

Students should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[12] Required for districts located within a county served by an accredited Children's Advocacy Center (CAC). Delete this subhead if your school district is within a county not served by an accredited CAC. 105 ILCS 5/22-85 (governing the investigation of an *alleged incident of sexual abuse* of any child within any Illinois counties served by a CAC). For a map of accredited CACs, and to identify a CAC that may serve your district, see www.childrensadvocacycentersofillinois.org/about/map. For further discussion see f/ns 14-16 in sample policy 5:90, *Abused and Neglected Child Reporting*.

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LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.
29 U.S.C. §791 et seq., Rehabilitation Act of 1973; 34 C.F.R. Part 104.
42 U.S.C. §2000d, Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.
105 ILCS 5/10-20.12, 5/10-22.5, 5/10-23.13, 5/27-1, and 5/27-23.7.
775 ILCS 5/1-101 et seq., Illinois Human Rights Act.
23 Ill.Admin.Code §1.240 and Part 200.
Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).
Franklin v. Gwinnett Co. Public Schs., 503 U.S. 60 (1992).
Gebser v. Lago Vista Independent Sch. Dist., 524 U.S. 274 (1998).
West v. Derby Unified Sch. Dist. No. 260, 206 F.3d 1358 (10th Cir. 2000).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities)

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Students

Teen Dating Violence Prohibited [1]

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited.[2] For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship. [3]

The Superintendent or designee shall develop and maintain a program to respond to incidents of teen dating violence that: [4]

1. Fully implements and enforces each of the following Board policies: [5]
   a. 2:260, *Uniform Grievance Procedure*. This policy provides a method for any student, parent/guardian, employee, or community member to file a complaint if he or she believes that the School Board, its employees, or its agents have violated his or her rights under the State or federal Constitution, State or federal statute, Board policy, or various enumerated bases.
   b. 2:265, *Title IX Grievance Procedure*. This policy prohibits ~~any person~~a District employee, agent, or student from engaging in sex~~ual~~ discrimination, including sex-based harassment, in violation of Title IX of the Education Amendments of 1972. Prohibited conduct includes but is not limited to sexual assault, dating violence, domestic violence, and stalking.
   c. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person, including a District employee, agent, or student, from harassing intimidating, or bullying a student

Draft

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[1] All school boards must have a policy on teen dating violence. 105 ILCS 110/3.10. This sample policy is designed to align with a district's already-existing procedures for reporting bullying and school violence. See f/n 7. The curriculum components for teen dating violence education, which apply to districts with students enrolled in grades 7 through 12, are listed in 6:60-AP1, *Comprehensive Health Education Program*.

[2] 105 ILCS 110/3.10(b)(1). School officials must proceed carefully before disciplining a student for out-of-school conduct. A school's authority over off-campus conduct is much more limited than incidents that occur on school grounds. However, school officials may generally: (1) remove a student from extracurricular activities when the conduct code for participation requires students to conduct themselves at all times as good citizens and exemplars of the school (see sample policy 7:240, *Conduct Code for Participants in Extracurricular Activities*); and (2) suspend or expel a student from school attendance when the student's expression causes substantial disruption to school operations.

[3] 105 ILCS 110/3.10(a). For districts that wish to broaden the ages (e.g., perhaps include 11-12 year olds in a middle school setting), delete the following phrase from the first sentence: "~~who is 13 to 19 years of age~~". The law defines *dating* or *dating relationship* as an "ongoing social relationship of a romantic or intimate nature between two persons." The terms do not include "a casual relationship or ordinary fraternization between two persons in a business or social context."

[4] Required by 105 ILCS 110/3.10(b)(3).

[5] Be sure the referenced board policies, as adopted locally, contain the language paraphrased in this policy. If not, either substitute similar language from the locally adopted board policies on the same topics, or just insert the titles from relevant locally adopted policies.

The statutory content requirements for a teen dating policy include "establish[ing] procedures for the manner in which employees of a school are to respond to incidents of teen dating violence." This policy fulfills this requirement by incorporating by reference the following administrative procedure: 7:180-AP1, *Prevention, Identification, Investigation, and Response to Bullying*. This means that 7:180-AP1 should be considered to be part of this policy.

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based on the student's actual or perceived characteristics of sex; sexual orientation; gender identity; and gender-related identity or expression (this policy includes more protected statuses).

d. 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.

2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals: [6]
   a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence. [7]
   b. The Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager identified in policy 7:20, *Harassment of Students Prohibited*. [8]
3. Incorporates age-appropriate instruction in grades 7 through 12, in accordance with the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*. [9]
4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager. [10]
5. Notifies students and parents/guardians of this policy. [11]

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[6] 105 ILCS 110/3.10(b)(4), requires the policy to identify by job title which school officials are responsible for receiving reports related to teen dating violence.

[7] Id. at f/ns 5 and 6. Sexual violence is one listed component of teen dating violence. 105 ILCS 110/3.10(a). Sexual violence has also been found by the Ill. Gen. Assembly to be a component of bullying and school violence. 105 ILCS 5/27-23.7. Thus, identifying *any school staff member* is consistent with 7:180-AP1, *Prevention, Identification, Investigation, and Response to Bullying*, which uses the student-friendly reporting system outlined in 7:180-AP1, E2, *Be a Hero by Reporting Bullying*.

[8] Id. Under any reporting system, a report involving bullying and school violence that is based upon a protected status (often teen dating violence will involve conduct based upon the target's sex) must be referred to the district's Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager (7:20, *Harassment of Students Prohibited*). Customize this list to reflect local conditions. These individuals may also take reports directly from students.

[9] Required by 105 ILCS 110/3.10(b)(2). The curriculum-specific components for teen dating violence education are listed in 6:60-AP1, *Comprehensive Health Education Program*.

[10] Id. For boards that add the optional paragraphs in policy 5:100, *Staff Development Program*, add the phrase "and policy 5:100, *Staff Development Program*."

[11] Required by 105 ILCS 110/3.10(b)(5). Boards must communicate this policy to students and their parents/guardians. This may be accomplished, in part, by (1) sending 7:185-E, *Memo to Parents/Guardians Regarding Teen Dating Violence*, and (2) amending the district's anti-bullying campaign statement(s), such as the following, in the student handbook and school website:

Bullying, teen dating violence, intimidation, and harassment are not acceptable in any form and will not be tolerated at school or any school-related activity. The School District will take disciplinary action against any student who participates in such conduct or who retaliates against someone for reporting incidents of bullying, teen dating violence, intimidation, or harassment.

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Incorporated by Reference: 7:180-AP1 (Prevention, Identification, Investigation, and Response to Bullying)

LEGAL REF.: 105 ILCS 110/3.10.

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 5:100 (Staff Development Program), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities)

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Original: X
Amended:

ILLINOIS STATE BOARD OF EDUCATION
School Business Services Department
217-785-8779

CERTIFICATE OF TAX LEVY

A copy of this Certificate of Tax Levy shall be filed with the county clerk of each county in which the school district is located on or before the last Tuesday of December.

District Name	District Number	County
Rock Island-Milan School District 41	0410-25	Rock Island

Amount of Levy

Educational	$	24,333,485	**Fire Prevention & Safety** *	$	
Operations & Maintenance	$	5,703,161	**Tort Immunity**	$	1,529,000
Transportation	$	1,520,843	**Special Education**	$	304,169
Working Cash	$	380,211	**Leasing**	$	380,211
Municipal Retirement	$	661,000	**Other**	$	
Social Security	$	950,000	**Other**	$	
			Total Levy	$	35,762,080

* Includes Fire Prevention, Safety, Energy Conservation, Disabled Accessibility, School Security, and Specified Repair Purposes.

See explanation on reverse side.
Note: Any district proposing to adopt a levy must comply with the provisions set forth in the Truth in Taxation Law.

We hereby certify that we require:

the sum of 24,333,485 dollars to be levied as a special tax for educational purposes; and
the sum of 5,703,161 dollars to be levied as a special tax for operations and maintenance purposes; and
the sum of 1,520,843 dollars to be levied as a special tax for transportation purposes; and
the sum of 380,211 dollars to be levied as a special tax for a working cash fund; and
the sum of 661,000 dollars to be levied as a special tax for municipal retirement purposes; and
the sum of 950,000 dollars to be levied as a special tax for social security purposes; and
the sum of 0 dollars to be levied as a special tax for fire prevention, safety, energy conservation, disabled accessibility, school security and specified repair purposes; and
the sum of 1,529,000 dollars to be levied as a special tax for tort immunity purposes; and
the sum of 304,169 dollars to be levied as a special tax for special education purposes; and
the sum of 380,211 dollars to be levied as a special tax for leasing of educational facilities or computer technology or both, and temporary relocation expense purposes; and
the sum of 0 dollars to be levied as a special tax for _____; and
the sum of 0 dollars to be levied as a special tax for _____
on the taxable property of our school district for the year _____.

Signed this 10th day of December 20 24 . _____
(President)

_____
(Clerk or Secretary of the School Board of Said School District)

When any school is authorized to issue bonds, the school board shall file a certified copy of the resolution in the office of the county clerk of each county in which the district is situated to provide for the issuance of the bonds and to levy a tax to pay for them. The county clerk shall extend the tax for bonds and interest as set forth in the certified copy of the resolution, each year during the life of the bond issue. Therefore to avoid a possible duplication of tax levies, the school board should not include a levy for bonds and interest in the district's annual tax levy.

Number of bond issues of said school district that have not been paid in full 1 + (2 Alt Rev) .

(Detach and Return to School District)

This is to certify that the Certificate of Tax Levy for School District No. _____, _____ County, Illinois, on the equalized assessed value of all taxable property of said school district for the year _____, was filed in the office of the County Clerk of this County on _____.

In addition to an extension of taxes authorized by levies made by the Board of Education (Directors), an additional extension(s) will be made, as authorized by resolution(s) on file in this office, to provide funds to retire bonds and pay interest thereon. The total levy, as provided in the original resolution(s), for said purposes for the year _____, is $ _____.

_____
(Signature of County Clerk)

_____ _____
(Date) *(County)*

MINUTES of a regular public meeting of the Board of Education of Rock Island School District Number 41, Rock Island County, Illinois, held at the District Administration Center, 2000 7th Avenue, Rock Island, Illinois, in said School District at 6:00 o'clock P.M., on the 10th day of December, 2024.

* * *

The meeting was called to order by the President, and upon the roll being called, Terell Williams, the President, and the following members were physically present at said location:

_____

_____

_____

The following members were allowed by a majority of the members of the Board of Education in accordance with and to the extent allowed by rules adopted by the Board of Education to attend the meeting by video or audio conference: _____

_____

No member was not permitted to attend the meeting by video or audio conference.

The following members were absent and did not participate in the meeting in any manner or to any extent whatsoever: _____

_____

At ____ o'clock P.M., the President announced that the next agenda item for the Board of Education was a public hearing (the *"Hearing"*) to receive public comments on the proposal to sell $55,000,000 Working Cash Fund Bonds (the *"Bonds"*) for the purpose of increasing the working cash fund of the District and explained that all persons desiring to be heard would have an opportunity to present written or oral testimony with respect thereto.

The President opened the discussion and explained that the reasons for the proposed issuance of the Bonds were as follows: for the purpose of increasing the working cash fund of the District.

Whereupon the President asked for additional comments from the members of the Board of Education. Additional comments were made by the following:

(If no additional comments were made,
please so indicate with the word "none.")

Written testimony concerning the proposed issuance of the Bonds was read into the record by the Clerk and is attached hereto as *Exhibit I*.

(If no written testimony was received,
please so indicate with the word "none.")

Whereupon the President asked for oral testimony or any public comments concerning the proposed issuance of the Bonds. Statements were made by the following:

(If no additional statements were made,
please so indicate with the word "none.")

The President then announced that all persons desiring to be heard had been given an opportunity to present oral and written testimony with respect to the proposed issuance of the Bonds.

Member _____ moved and Member _____ seconded the motion that the Hearing be finally adjourned.

After a full discussion thereof, the President directed that the roll be called for a vote upon the motion.

Upon the roll being called, the following members voted AYE:_____

_____

_____

The following members voted NAY:_____

Whereupon the President declared the motion carried and the Hearing was finally adjourned.

Other business not pertinent to the conduct of the Hearing was duly transacted at said meeting.

Upon motion duly made, seconded and carried, the meeting was adjourned.

_____
Clerk, Board of Education

STATE OF ILLINOIS)
) SS
COUNTY OF ROCK ISLAND)

CERTIFICATION OF MINUTES

I, the undersigned, do hereby certify that I am the duly qualified and acting Clerk of the Board of Education of Rock Island School District Number 41, Rock Island County, Illinois (the *"Board"*), and as such official I am the keeper of the records and files of the Board.

I do further certify that the foregoing constitutes a full, true and complete transcript of the minutes of the meeting of the Board held on the 10th day of December, 2024, insofar as the same relates to a public hearing concerning the intent of the Board to sell $55,000,000 Working Cash Fund Bonds.

I do further certify that the deliberations of the Board at said meeting were conducted openly, that said meeting was called and held at a specified time and place convenient to the public, that notice of said meeting was duly given to all of the news media requesting such notice, that an agenda for said meeting was posted at the location where said meeting was held and at the principal office of the Board at least 96 hours in advance of the holding of said meeting, that at least one copy of said agenda was continuously available for public review during the entire 96-hour period preceding said meeting, that a true, correct and complete copy of said agenda as so posted is attached hereto as *Exhibit A,* that said meeting was called and held in strict compliance with the provisions of the Open Meetings Act of the State of Illinois, as amended, the School Code of the State of Illinois, as amended, and the Bond Issue Notification Act of the State of Illinois, and that the Board has complied with all of the provisions of said Acts and said Code and with all of the procedural rules of the Board in the conduct of said meeting.

I do further certify that notice of said public hearing was posted at least 96 hours before said public hearing at the principal office of the Board, that at least one copy of said notice was continuously available for public review during the entire 96-hour period preceding said public hearing and that attached hereto as *Exhibit B* is a true, correct and complete copy of said notice as so posted.

[REMAINDER OF PAGE INTENTIONALLY LEFT BLANK]

IN WITNESS WHEREOF, I hereunto affix my official signature, this 10th day of December, 2024.

_____

Clerk, Board of Education

EXHIBIT B

NOTICE OF PUBLIC HEARING CONCERNING THE INTENT OF THE BOARD OF EDUCATION OF ROCK ISLAND SCHOOL DISTRICT NUMBER 41, ROCK ISLAND COUNTY, ILLINOIS TO SELL $55,000,000 WORKING CASH FUND BONDS

PUBLIC NOTICE IS HEREBY GIVEN that Rock Island School District Number 41, Rock Island County, Illinois (the *"District"*), will hold a public hearing on the 10th day of December, 2024, at 6:00 o'clock P.M. The hearing will be held at the District Administration Center, 2000 7th Avenue, Rock Island, Illinois. The purpose of the hearing will be to receive public comments on the proposal to sell bonds of the District in the amount of $55,000,000 for the purpose of increasing the working cash fund of the District.

By order of the Board of Education of Rock Island School District Number 41, Rock Island County, Illinois.

DATED the 26th day of November, 2024.

Annaka Whiting
Clerk, Board of Education, Rock Island School District Number 41, Rock Island County, Illinois

[TO BE POSTED AT THE PRINCIPAL OFFICE OF THE BOARD OF EDUCATION]

NOTICE OF PUBLIC HEARING CONCERNING THE INTENT OF THE BOARD OF EDUCATION OF ROCK ISLAND SCHOOL DISTRICT NUMBER 41, ROCK ISLAND COUNTY, ILLINOIS TO SELL $55,000,000 WORKING CASH FUND BONDS

PUBLIC NOTICE IS HEREBY GIVEN that Rock Island School District Number 41, Rock Island County, Illinois (the *"District"*), will hold a public hearing on the 10th day of December, 2024, at 6:00 o'clock P.M. The hearing will be held at the District Administration Center, 2000 7th Avenue, Rock Island, Illinois. The purpose of the hearing will be to receive public comments on the proposal to sell bonds of the District in the amount of $55,000,000 for the purpose of increasing the working cash fund of the District.

By order of the Board of Education of Rock Island School District Number 41, Rock Island County, Illinois.

DATED the 26th day of November, 2024.

Annaka Whiting
Clerk, Board of Education, Rock Island School District Number 41, Rock Island County, Illinois

MINUTES of a regular public meeting of the Board of Education of Rock Island School District Number 41, Rock Island County, Illinois, held at the Administration Building, 2000 7th Avenue, Rock Island, Illinois, in said School District at 6:00 o'clock P.M., on the 10th day of December, 2024.

* * *

The President called the meeting to order and directed the Clerk to call the roll.

Upon the roll being called, the following members were physically present at said location:

The following members were allowed by a majority of the members of the Board of Education in accordance with and to the extent allowed by rules adopted by the Board of Education to attend the meeting by video or audio conference:

No member was not permitted to attend the meeting by video or audio conference.

The following members were absent and did not participate in the meeting in any manner or to any extent whatsoever:

The President announced that the next item of business before the Board of Education was the consideration of a resolution abating the taxes heretofore levied for the year 2024 to pay debt service on the General Obligation School Bonds (Alternate Revenue Source), Series 2020, of the District.

Whereupon Member _____ presented and the Clerk read by title a resolution as follows, copies of which were available to everyone in attendance at said meeting who requested a copy:

RESOLUTION abating the taxes heretofore levied for the year 2024 to pay debt service on the General Obligation School Bonds (Alternate Revenue Source), Series 2020, of Rock Island School District Number 41, Rock Island County, Illinois.

* * *

WHEREAS, the Board of Education (the *"Board"*) of Rock Island School District Number 41, Rock Island County, Illinois (the *"District"*), by resolution adopted on the 12th day of May, 2020, as supplemented by a notification of sale (together, the *"Resolution"*), did provide for the issue of $14,700,000 General Obligation School Bonds (Alternate Revenue Source), Series 2020, of the District (the *"Bonds"*), and the levy of direct annual taxes sufficient to pay the principal of and interest on the Bonds (the *"Pledged Taxes"*); and

WHEREAS, the Resolution established a special fund of the District known as the "Alternate Bond Fund of 2020" (the *"Bond Fund"*) for the repayment of the Bonds; and

WHEREAS, the Board hereby determines that Pledged Revenues (as defined in the Resolution) or other lawfully available funds are available and on deposit in the Pledged Revenues Account of the Bond Fund in an amount sufficient to pay principal of and interest on the Bonds when due, so as to enable the abatement of all of the Pledged Taxes levied for the year 2024; and

WHEREAS, the Board hereby further determines that it is necessary and in the best interests of the District that the Pledged Taxes levied for the year 2024 to pay the Bonds be abated in their entirety:

NOW, THEREFORE, Be It and It is Hereby Resolved by the Board of Education of Rock Island School District Number 41, Rock Island County, Illinois, as follows:

Section 1. Abatement of Tax. The Pledged Taxes levied for the year 2024 in the Resolution are hereby abated in their entirety.

Section 2. Filing of Resolution. Forthwith upon the adoption of this Resolution, the Clerk of the Board shall file a certified copy hereof with the County Clerk of Rock Island County, Illinois, and it shall be the duty of said County Clerk to abate the Pledged Taxes levied for the year 2024 in accordance with the provisions hereof.

Section 3. Effective Date. This Resolution shall be in full force and effect forthwith upon its adoption.

Adopted December 10, 2024.

President, Board of Education

Clerk, Board of Education

Member _____ moved and Member _____ seconded the motion that said resolution as presented and read by title be adopted.

After a full discussion thereof, the President directed that the roll be called for a vote upon the motion to adopt said resolution.

Upon the roll being called, the following members voted AYE:

NAY:

Whereupon the President declared the motion carried and said resolution adopted, approved and signed the same in open meeting and directed the Clerk to record the same in the records of the Board of Education of Rock Island School District Number 41, Rock Island County, Illinois, which was done.

Other business not pertinent to the adoption of said resolution was duly transacted at the meeting.

Upon motion duly made, seconded and carried, the meeting was adjourned.

Clerk, Board of Education

STATE OF ILLINOIS)
) SS
COUNTY OF ROCK ISLAND)

CERTIFICATION OF RESOLUTION AND MINUTES

I, the undersigned, do hereby certify that I am the duly qualified and acting Clerk of the Board of Education (the *"Board"*) of Rock Island School District Number 41, Rock Island County, Illinois (the *"District"*), and as such official I am the keeper of the records and files of the District and the Board.

I do further certify that the foregoing constitutes a full, true and complete transcript of the minutes of the meeting of the Board held on the 10th day of December, 2024, insofar as same relates to the adoption of a resolution entitled:

> RESOLUTION abating the taxes heretofore levied for the year 2024 to pay debt service on the General Obligation School Bonds (Alternate Revenue Source), Series 2020, of Rock Island School District Number 41, Rock Island County, Illinois.

a true, correct and complete copy of which said resolution as adopted at said meeting appears in the foregoing transcript of the minutes of said meeting.

I do further certify that the deliberations of the Board on the adoption of said resolution were conducted openly, that the vote on the adoption of said resolution was taken openly, that said meeting was held at a specified time and place convenient to the public, that notice of said meeting was duly given to all of the news media requesting such notice, that an agenda for said meeting was posted at the location where said meeting was held and at the principal office of the Board on a day other than a Saturday, Sunday or legal holiday in the State of Illinois and at least 48 hours in advance of the holding of said meeting, that a true, correct and complete copy of said agenda as so posted is attached hereto as *Exhibit A,* that at least one copy of said agenda was continuously available for public review from the time of such posting until said meeting, that said meeting was called and held in strict compliance with the provisions of the Open Meetings Act of the State of Illinois, as amended, and with the provisions of the School Code of the State of Illinois, as amended, and that the Board has complied with all of the provisions of said Act and said Code and with all of the procedural rules of the Board in the conduct of said meeting and in the adoption of said resolution.

IN WITNESS WHEREOF, I hereunto affix my official signature, this 10th day of December, 2024.

Clerk, Board of Education

STATE OF ILLINOIS)
) SS
COUNTY OF ROCK ISLAND)

FILING CERTIFICATE

I, the undersigned, do hereby certify that I am the duly qualified and acting County Clerk of The County of Rock Island, Illinois, and as such official I do further certify that on the ____ day of _____, 20___, there was filed in my office a duly certified copy of a resolution entitled:

> RESOLUTION abating the taxes heretofore levied for the year 2024 to pay debt service on the General Obligation School Bonds (Alternate Revenue Source), Series 2020, of Rock Island School District Number 41, Rock Island County, Illinois.

duly adopted by the Board of Education of the Rock Island School District Number 41, Rock Island County, Illinois, on the 10th day of December, 2024, and that the same has been deposited in the official files and records of my office.

I do further certify that the taxes heretofore levied for the year 2024 for the payment of General Obligation School Bonds (Alternate Revenue Source), Series 2020, as described in said resolution be abated in its entirety as provided in said resolution.

IN WITNESS WHERETO, I hereunto affix my official signature and the seal of said County, this ____ day of _____, 20___.

County Clerk of The County of Rock Island, Illinois

(SEAL)

MINUTES of a regular public meeting of the Board of Education of Rock Island School District Number 41, Rock Island County, Illinois, held at the Administration Building, 2000 7th Avenue, Rock Island, Illinois, in said School District at 6:00 o'clock P.M., on the 10th day of December, 2024.

* * *

The President called the meeting to order and directed the Clerk to call the roll.

Upon the roll being called, the following members were physically present at said location:

The following members were allowed by a majority of the members of the Board of Education in accordance with and to the extent allowed by rules adopted by the Board of Education to attend the meeting by video or audio conference:

No member was not permitted to attend the meeting by video or audio conference.

The following members were absent and did not participate in the meeting in any manner or to any extent whatsoever:

The President announced that the next item of business before the Board of Education was the consideration of a resolution abating the taxes heretofore levied for the year 2024 to pay debt service on the General Obligation School Bonds (Alternate Revenue Source), Series 2022, of the District.

Whereupon Member _____ presented and the Clerk read by title a resolution as follows, copies of which were available to everyone in attendance at said meeting who requested a copy:

RESOLUTION abating the taxes heretofore levied for the year 2024 to pay debt service on the General Obligation School Bonds (Alternate Revenue Source), Series 2022, of Rock Island School District Number 41, Rock Island County, Illinois.

* * *

WHEREAS, the Board of Education (the *"Board"*) of Rock Island School District Number 41, Rock Island County, Illinois (the *"District"*), by resolution adopted on the 25th day of October, 2022, as supplemented by a notification of sale (together, the *"Resolution"*), did provide for the issue of $19,400,000 General Obligation School Bonds (Alternate Revenue Source), Series 2022, of the District (the *"Bonds"*), and the levy of direct annual taxes sufficient to pay the principal of and interest on the Bonds (the *"Pledged Taxes"*); and

WHEREAS, the Resolution established a special fund of the District known as the "Alternate Bond Fund of 2022" (the *"Bond Fund"*) for the repayment of the Bonds; and

WHEREAS, the Board hereby determines that Pledged Revenues (as defined in the Resolution) or other lawfully available funds are available and on deposit in the Pledged Revenues Account of the Bond Fund in an amount sufficient to pay principal of and interest on the Bonds when due, so as to enable the abatement of all of the Pledged Taxes levied for the year 2024; and

WHEREAS, the Board hereby further determines that it is necessary and in the best interests of the District that the Pledged Taxes levied for the year 2024 to pay the Bonds be abated in their entirety:

NOW, THEREFORE, Be It and It is Hereby Resolved by the Board of Education of Rock Island School District Number 41, Rock Island County, Illinois, as follows:

Section 1. Abatement of Tax. The Pledged Taxes levied for the year 2024 in the Resolution are hereby abated in their entirety.

Section 2. Filing of Resolution. Forthwith upon the adoption of this Resolution, the Clerk of the Board shall file a certified copy hereof with the County Clerk of Rock Island County, Illinois, and it shall be the duty of said County Clerk to abate the Pledged Taxes levied for the year 2024 in accordance with the provisions hereof.

Section 3. Effective Date. This Resolution shall be in full force and effect forthwith upon its adoption.

Adopted December 10, 2024.

President, Board of Education

Clerk, Board of Education

Member _____ moved and Member _____ seconded the motion that said resolution as presented and read by title be adopted.

After a full discussion thereof, the President directed that the roll be called for a vote upon the motion to adopt said resolution.

Upon the roll being called, the following members voted AYE:

NAY:

Whereupon the President declared the motion carried and said resolution adopted, approved and signed the same in open meeting and directed the Clerk to record the same in the records of the Board of Education of Rock Island School District Number 41, Rock Island County, Illinois, which was done.

Other business not pertinent to the adoption of said resolution was duly transacted at the meeting.

Upon motion duly made, seconded and carried, the meeting was adjourned.

Clerk, Board of Education

STATE OF ILLINOIS)
) SS
COUNTY OF ROCK ISLAND)

CERTIFICATION OF RESOLUTION AND MINUTES

I, the undersigned, do hereby certify that I am the duly qualified and acting Clerk of the Board of Education (the *"Board"*) of Rock Island School District Number 41, Rock Island County, Illinois (the *"District"*), and as such official I am the keeper of the records and files of the District and the Board.

I do further certify that the foregoing constitutes a full, true and complete transcript of the minutes of the meeting of the Board held on the 10th day of December, 2024, insofar as same relates to the adoption of a resolution entitled:

> RESOLUTION abating the taxes heretofore levied for the year 2024 to pay debt service on the General Obligation School Bonds (Alternate Revenue Source), Series 2022, of Rock Island School District Number 41, Rock Island County, Illinois.

a true, correct and complete copy of which said resolution as adopted at said meeting appears in the foregoing transcript of the minutes of said meeting.

I do further certify that the deliberations of the Board on the adoption of said resolution were conducted openly, that the vote on the adoption of said resolution was taken openly, that said meeting was held at a specified time and place convenient to the public, that notice of said meeting was duly given to all of the news media requesting such notice, that an agenda for said meeting was posted at the location where said meeting was held and at the principal office of the Board on a day other than a Saturday, Sunday or legal holiday in the State of Illinois and at least 48 hours in advance of the holding of said meeting, that a true, correct and complete copy of said agenda as so posted is attached hereto as *Exhibit A,* that at least one copy of said agenda was continuously available for public review from the time of such posting until said meeting, that said meeting was called and held in strict compliance with the provisions of the Open Meetings Act of the State of Illinois, as amended, and with the provisions of the School Code of the State of Illinois, as amended, and that the Board has complied with all of the provisions of said Act and said Code and with all of the procedural rules of the Board in the conduct of said meeting and in the adoption of said resolution.

In Witness Whereof, I hereunto affix my official signature, this 10th day of December, 2024.

Clerk, Board of Education

STATE OF ILLINOIS)
) SS
COUNTY OF ROCK ISLAND)

FILING CERTIFICATE

I, the undersigned, do hereby certify that I am the duly qualified and acting County Clerk of The County of Rock Island, Illinois, and as such official I do further certify that on the ____ day of _____, 20___, there was filed in my office a duly certified copy of a resolution entitled:

> RESOLUTION abating the taxes heretofore levied for the year 2024 to pay debt service on the General Obligation School Bonds (Alternate Revenue Source), Series 2022, of Rock Island School District Number 41, Rock Island County, Illinois.

duly adopted by the Board of Education of the Rock Island School District Number 41, Rock Island County, Illinois, on the 10th day of December, 2024, and that the same has been deposited in the official files and records of my office.

I do further certify that the taxes heretofore levied for the year 2024 for the payment of General Obligation School Bonds (Alternate Revenue Source), Series 2022, as described in said resolution be abated in its entirety as provided in said resolution.

IN WITNESS WHERETO, I hereunto affix my official signature and the seal of said County, this ____ day of _____, 20___.

County Clerk of The County of Rock Island, Illinois

(SEAL)