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, MAY 13, 2025 **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

It is recommended that the Board of Education approve the minutes of the regular meeting of April 22, 2025 as well as all executive session minutes of April 22, 2025.

II. **Special Items**

A. **Business Office Updates... Information**

Ms. Annaka Whiting, CFO will review the district's third quarter financials and provide an update on the vendor approvals.

B. **AMENDED - Human Resources Audit... Information**

Dr. Dominique Moore, Assistant Superintendent of Human Resources and Dr. Beth Dalton of the Illinois Association of School Personnel Administrators will present findings from the Human Resources Audit.

III. **Reports**

A. Board Members

B. Superintendent

C. RIEA President

IV. **Communications**

Requests from persons wishing to speak on certain agenda items will be called upon at the appropriate time. 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 -m) ... Action**

a. **AVID Membership Renewal... Action**

It is recommended that the Board of Education approve the contract with AVID Center, 9797 Aero Drive, Suite 100 San Diego, CA 92123, not to exceed $23,177 for the 2025 - 26 school year.

b. **Black Hawk College Dual Credit Partnership... Action**

It is recommended that the Board of Education approve the Dual Credit Partnership Agreement with Black Hawk Community College, 6600 34th Avenue, Moline, IL 61265 for the 2025 - 26 school year in the amount of $15,000.

c. **Decision Ed... Action**

It is recommended that the Board of Education approve a contract DecisionEd Group, Inc., 9907 Valley Ranch Parkway East, Suite 1060, Irving, TX 75063 for the 2025 - 26 school year for $28,950.

d. **DEM Services, Inc.... Action**

It is recommended that the Board of Education approve the quote from DEM Services, 5316 W. 124th Street, Alsip, IL 60803 for asbestos removal in the RIHS cafeteria not to exceed $18,000.

e. **E2E Exchange Erate Services... Action**

It is recommended that the Board of Education approve a contract with e2e Exchange, LLC, 2600 E. Southlake, TX 76092, for the 2025 -26 school year not to exceed $15,000.

f. **Edmentum Renewal... Action**

It is recommended that the Board of Education approve the contract for service with Edmentum, P.O. Box 776725 Chicago, IL 60677 to provide online course software for credit recovery at Rock Island High School and Thurgood Marshall Learning Center for the 2025 -26 school year for $30,000.

g. **iJAG [Iowa Jobs for America's Graduates].... Action**

It is recommended that the Board of Education approve the contract with iJAG (Iowa Jobs for America's Graduates), 1111 9th Street, Suite 268, Des Moines, IA 50314 for $50,000 for the 2025 -26 school year.

h. **Kidder Music Vendor Approval... Action**

It is recommended that the Board of Education approve Kidder Music, 77728 N. Crestline Drive, Peoria, IL 61615 to provide music related supplies for the 2025 - 26 school year, not to exceed $30,000.

i. **Mainstream USA... Action**

It is recommended that the Board of Education approve Mainstream USA Inc., 101 19th Avenue, Moline, IL 61265 to provide technological hardware maintenance and technical support not to exceed $79,000 for the 2025 - 26 school year.

j. **Pizza Bid Recommendation... Action**

It is recommended that the Board of Education approve the bid submitted by Papa John's Pizza, 3368 Middle Road, Bettendorf, IA 52722 in the amount of $50,339.27 for the 2025 - 26 school year with the option to extend.

k. **Shared IT... Action**

It is recommended that the Board of Education approve Shared IT, 1970 Spruce Hills Drive, Bettendorf, IA 52722 to provide IT infrastructure support services not to exceed $50,000 for the 2025 - 26 school year.

l. **Teaching Strategies GOLD Contract... Action**

It is recommended that the Board of Education approve the contract with Teaching Strategies, 4500 East - West Highway, Suite 300, Bethesda, MD 20814, for the GOLD Online Assessment subscription in the amount of $17,625 for the 2025 - 26 school year.

m. **West Music Vendor Approval... Action**

It is recommended that the Board of Education approve West Music, 3849 N. Brady Street, Davenport, IA 52806 to provide supplies for music programs throughout the district for the 2025 - 26 school year, not to exceed $50,000.

2. **Bills for Payment... Action**

It is recommended that the Board of Education authorize bills for payment dated April 30, 2025 in the amount of $5,046,312.67.

3. **List of Donations... Action**

It is recommended that the Board of Education approve the attached list of donations.

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

It is recommended that the Board of Education approve the overnight field trip request for the Rock Island High School Girls Track and Field Team to Eastern Illinois University to compete in the IHSA State Track and Field Championship leaving May 22nd, and returning May 24th, 2025.

It is recommended that the Board of Education approve the overnight field trip request for the Rock Island High School Boys' Basketball Team to either Riverside or DeKalb, Illinois to attend the Boys' Basketball Summer Tournament leaving June 20th and returning June 22nd 2025.

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

request for the Rock Island High School Boys' Basketball Team to Romeoville, Illinois to attend the Boys' Basketball Summer Tournament leaving June 27th and returning June 29th 2025.

5. **Amazon Purchase Amendment FY25... Action**

It is recommended that the Board of Education approve the increased spending threshold for Amazon by $175,000 to reflect additional Title funding allocations and other procurement needs through the end of fiscal year 2025.

6. **Amazon Vendor Approval FY26- Action**

It is recommended that the Board of Education approve the utilization of Amazon as an approved vendor for various supply purchases throughout the district for Fiscal Year 2026, not to exceed $525,000.

7. **Board of Education Meeting Dates 2025 - 25 School Year... Action**

It is recommended that the Board of Education approve the 2025 - 26 Board of Education Meeting dates as presented.

8. **Cartridge Ink Vendor Approval... Action**

It is recommended that the Board of Education approve Cartridge World for printer supply purchases not to exceed $40,000 during Fiscal Year 2026.

9. **Hy-Vee Vendor Approval... Action**

It is recommended that the Board of Education approve Hy-Vee to supply purchase in support of school and district events during Fiscal Year 2026, not to exceed $40,000.

10. **Staples Vendor Approval... Action**

It is recommended that the Board of Education approve Staples as an approved vendor for district purchases in Fiscal Year 2026, not to exceed $60,000.

11. **Certified Appointments... Action**

It is recommended that the Board of Education approve the following certified appointments of Sierra Divarco, Elgin Hilliard, and Venessa Taylor for the 2024 - 25 school year.

12. **Certified Appointments 2025 -26 School Year... Action**

It is recommended that the Board of Education approve the certified appointments of Jessica Hartman and Ivyana Wilmington for the 2025 - 26 school year.

13. **Non-Certified Appointments... Action**

It is recommended that the Board of Education approve the non-certified appointments of Jason Jaquet, Carlie Marsh, Joram Ndereyimana and Rebekah Fardi-Turkmani for the 2024 - 25 school year.

14. **Non-Certified Internal Transfer... Action**

It is recommended that the Board of Education approve the non-certified internal transfer of Tiarra Burage for the 2024 - 25 school year.

15. **Non-Certified Leave of Absence... Action**

It is recommended that the Board of Education accept the following non-certified leave of absence for Kimberly Payne, General Help at Administration Center from April 30, 2025 - June 5, 2025.

16. **Non-Certified Resignations... Action**

It is recommended that the Board of Education accept the following non-certified resignations of Richard Niyonzima, paraprofessional at RIA with one year of service, Deborah Shivers, HR Business Partner, with six and a half years of service, and Nathan Webb, Maintenance, with one year of service during the 2024 - 25 school year.

17. **Certified Resignations... Action**

It is recommended that the Board of Education accept the following certified resignations of Tina Eygabroad, Social Worker at RIHS with three years of service, Kelli Fletcher, District Psychologist with eight years of service, Stacey Morrell, District Social Worker, with two years of service, and Kelsey Taets, Kindergarten Teacher at Frances Willard with one year of service during the 2024 -25 school year.

18. **Administrator Resignations... Action**

It is recommended that the Board of Education accept the administrator resignations of Jessica Israel, Assistant Principal at Frances Willard with eight years of service, and Dan Coyne-Logan, Assistant Principal at RIHS with twenty-two years of service during the 2024 - 25 school year.

19. **Non-Certified Termination... Action**

It is recommended that the Board of Education approve the termination of employee (25.2.19) effective immediately.

VI. **Operations**

A. **Freedom of Information Act (FOIA) Request... Information**

The district received a FOIA request and responded within the five (5) day required timeframe to Ms. Isabel Pena who requested training policies and procedures for security employees at RIMSD.

The district received a FOIA request from Mr. William Ingalls who requested all emails with 'Handle With Care' or 'HWC' in the title. The district requested a five (5) day extension and then followed up with a response within the required time frame.

The district received a FOIA request and responded within the required five (5) day time frame to Ms. Olivia Allen who requested a copy of Donald Smith and Redrick Terry's resignation letters.

The district received a FOIA request and responded within the five (5) day required time frame to Ms. Brooke Bennett who requested monthly attendance records, as percentages,

from all thirteen (13) district schools from the 2018 - 19 school year to the 2024 -25 school year.

B. **Student Expulsion... Action**

It is recommended that the Board of Education approve the expulsion of student 2025.20.13 with educational tutoring services being provided outside the school district buildings. The student is banned from all premises and events within the Rock Island - Milan School District.

VII. **Business/Finance**

A. **Miner Foundation Agreement Revision... Action**

It is recommended that the Board of Education approve the revised Miner Foundation Agreement to expand access, simplify applications and enhance the long-term impacts of educational learning for scholars in the District.

VIII. **Personnel**

A. **Director of Communications... Action**

It is recommended that the Board of Education approve Moo (Kler) Soe for the position of Director of Communication effective June 5, 2025, at a salary of $87,630.

IX. **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). Student disciplinary cases. 5 ILCS 120/2(c)(9).

X. **Adjournment**

Rock Island - Milan School District #41
Board of Education Meeting
May 13, 2025

Sharon Williams, Ed. D.
Superintendent of Schools



3rd Quarter Investment Report

Annaka Whiting
Chief Financial Officer



Investment Report

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.

Key Highlights

- ➔ Total portfolio value: $116.2 million
- ➔ $51.3 million increase due to bond sale; otherwise, would be a $3.9 million decrease from prior year due to ESSER funds & bond draws
- ➔ Average return: 3.85%, benchmark (90-day T-bill): 4.30%

Where are our funds?

Fund	Value	Return	Compared to Benchmark
Education	$27.2M	3.22%	-1.08%
O&M	$4.25M	3.66%	-0.64%
Bond & Interest	$2.96M	3.66%	-0.64%
Transportation	$2.90M	3.66%	-0.64%
IMRF	$2.27M	3.66%	-0.64%
Capital Projects	$74.0M	4.11%	-0.19%
Tort	$2.42M	3.66%	-0.64%
Life/Safety	$178K	3.66%	-0.64%

Investment Distribution

Account Types:

- ➔ Checking/Money Market Accounts: 79.5%
- ➔ Repurchase Accounts: 20.5%

Diversification

- ➔ PMA Investment Accounts: 50.1%
- ➔ Blackhawk Bank (Local): 49.2%
- ➔ Illinois Funds (IPTIP): 0.06%

Summary Insights

- ➔ Returns showed a slight decrease due to liquidity and market shifts.
- ➔ Investing through IPTIP and PMA offers stronger returns compared to local deposits.
- ➔ All funds comply with state investment regulations and internal policy requirements.

July 1, 2025 - June 30, 2026
Vendor Approval

Annaka Whiting
Chief Financial Officer



Board Policy 4:60 – Purchases & Contracts

- Approval threshold: $10,000
  - Professional services over $10,000
  - Non-budgeted or non-customary purchases > $10,000
  - Bidding – required for purchases > $35,000
- All vendor agreements exceeding this must be approved by the Board
- Ensures transparency, accountability, and compliance

Vendors - Board Approval

- Reduces interruptions to daily operations
- Prevents delays in service delivery and purchasing
- Ensures contracts align with budget and goals
- Maintains compliance with audit and policy requirements
- Aligns with resolution authorizing spending July 1

Board Approval – Continued

- Align service contracts, renewals, and approvals accordingly

  July 1, 2025 – June 30, 2026

Benefits:

- Simplified budgeting and forecasting
- Improved vendor management
- Streamlined approval timelines

Best Practices for Purchases – <$10,000

All purchases require approval BEFORE placing an order, regardless of the amount.

- Requires requisitions, contracts for services, and quotes

Benefits:

- Consistency - Aligning district goals
- Finding ways to collaborate - Saving Money
- Oversight - Adhering to policy
- Efficiency - Tracking renewals/Bidding for renewals

Additional Approvals – What to Expect

- Upcoming Board Meetings
  - Vendor approvals spread out over next three meetings
    - Promote transparency for Board and community members
    - Promote understanding of instructional and operational priorities.
- Approvals throughout the year
  - Monitoring expenditures
  - Seek approval for additional expenditures
  - Communication

Human Resources Audit
Illinois Association of School Personnel Administrators

Dr. Dominique Moore
Assistant Superintendent of Human Resources



AASPA/IASPA

The American Association of School Personnel Administrators (AASPA) outlines the standards for Human Resources practices in PK-12 education organizations. The standards define the core Human Capital knowledge domains along with the skills needed to improve Human Resources practices in education.

The Illinois Association of School Personnel Administrators (IASPA) is our Illinois affiliate.

What are the domains?



THIS HOUSE ROCKS

What did the Human Resources review entail?

The purpose of this the HR audit is to evaluate the effectiveness, efficiency, and compliance of our HR operations to provide insights into areas where improvements could be made.

The audit will entail the following:

Data Collection and Review of District Documents

Collective Bargaining Agreements, Board Policy related to Human Resources/Personnel, Employee Handbooks, etc.

Interview Development

An individualized interview template will be developed to hone in on potential issues or concerns and assist in the implementation of policies and procedures.

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.

What was the timeline for the HR review?

1-2 Weeks — 2-4 Weeks — 2-4 Weeks — 1-2 Weeks

Phase 1: Preparation

- Define Audit Objectives
- Collect Relevant HR Documents
- Develop Interview Tool

Phase 2: Data Collection

- Stakeholder Interviews
- Review of HR Policies and Procedures
- Analysis of HR Systems and Processes

Phase 3: Evaluation and Analysis

- Compliance Assessment
- Gap Identification
- Evaluation of Effectiveness of HR Practices

Phase 4: Reporting and Recommendations

- Prepare Audit Report
- Present Findings to Stakeholders
- Develop Action Plan

Approximate timeline: January - April 2025

THIS HOUSE ROCKS

What improvements were made in HR?

- Conducting new employee orientation.
- Enhanced employee record management and streamlined filing processes.
- Centralizing the hiring process to the HR department.
- Eliminated paper applications.
- Improving the volunteer background clearance and onboarding process.

What improvements were made in HR?

- Conducting bi-weekly meetings with union leadership.
- Drafting a master staffing list.
- Standardizing the process for MOU’s to be codified by the Board of Education.
- Digitizing forms for lane change processing and personal information updates.
- Updating FMLA SOPs, approvals and tracking.

Human Resources Review: Priority Next Actions

1. Reorganize the Human Resources Department.

2. Begin the process of creating, documenting and communicating processes and procedures that align with Board Policy.

3. Audit all employee credentials.

Rock Island – Milan School District Board of Education

Jason Roessler, President

Isabel Pena, Vice President

Susan Crowder

Nicole Cisne Durbin

Andrea Gilman

Michael Matherly

Tracy Pugh

Rock Island Milan District 41 HR Review

Dr. Beth Dalton, pHCLE

May 13, 2025

What is an HR Review?

- Interviews
- Document Review
- Policy Review

Rock Island-Milan HR Review

- 17 individual interviews
- 200+ documents reviewed
- Board of Education Section 5 - Personnel policies reviewed

Human Capital Leaders in Education Domains

- Talent Acquisition
- Talent Development
- Total Rewards

Talent Acquisition - Planning and Preparation

Practices that enable organizations to identify and address talent needs

Evidence of:

- Enrollment projections
- Staff planning
- Updated job descriptions
- Position control
- Succession Planning
- Thorough job applications
- Strategy & Collaboration

Talent Acquisition - Recruitment

<u>Uncover sources of high-potential candidates and identify strategies to get them to apply</u>

Review of:

- Recruitment plan
- Recruitment strategies
- Branding
- Website
- Stay interviews
- Job Postings
- Data collection and analysis

Talent Acquisition - Hiring

Assessing candidate qualifications to identify and extend job offers

Look For:

- Legally compliant and consistent hiring process
- Compliance with licensure requirements
- Selection processes free from bias
- Comprehensive hiring packet
- Tracking system for hiring
- Analysis of candidate experience

Talent Development - Orientation and Onboarding

<u>Supporting employees throughout transitions in the organization.</u>

Evidence of:

- Comprehensive orientation process
- Inclusive onboarding program
- Mentoring program

Talent Development - Performance Management

Improving job performance through ongoing supervisor & employee interactions.

Look for:

- Evaluation process for all employee groups
- Employee handbooks
- Consistent implementation of discipline

Talent Development - Training and Development

Learning that supports the acquisition of new knowledge, skills & abilities

Look for:

- Differentiated training and professional development
- Mandatory training
- Evaluate training and development activities

Total Rewards - Compensation and Benefits

Clearly defined value or cost of components of your total rewards program

Review of:

- Consistent compensation and benefits practices
- Collaboration between HR and Business departments
- Contract management
- Pay equity
- Fair Labor Standards Act
- Paid time off implementation
- Family and Medical Leave Act

Compensation and Benefits Continued

- Communication with employees
- Deferred compensation
- COBRA
- Workers compensation
- Unemployment
- Retirement benefits/post-retirement
- Collective bargaining agreements
- HR Budget

Total Rewards - Work/Life Integration

Supports to help employees achieve success both at work and home

Look for:

- Employee engagement
- Stay interviews
- Employee Assistance Program
- Affinity groups
- Staff recognition
- Employee feedback loops
- Inclusive workplace activities

Total Rewards - Career Management

Programs that assist employees in defining and achieving their career goals

Look for:

- Processes for non-renewals, reduction in force, terminations, transfers, and promotions
- Exit interviews
- Tracking of tenure status
- Licensure tracking

Other Areas Reviewed

- Board of Education Section 5 Personnel policies
- Board meeting agendas, minutes, and documents
- Collective bargaining agreements

HR Review Report

The final HR Review report includes:

- Strengths and areas for improvement in each domain
- Recommendations for each domain
- Priority areas for improvement

Recommendations: Talent Acquisition

- Create a process for position control
- Develop written processes for all human resources functions
- Remove union members from the human resources department
- Reallocate duties in the HR department
- Establish a review cycle for job descriptions
- Develop a strategic recruitment plan focused on return on investment
- Ensure that all hiring goes through HR
- Establish an electronic tracking process for hiring, assigning responsibility for tasks, and increasing accountability
- Consolidate all personnel files into one file
- Enhance and expand relationships with local universities

Recommendations: Talent Development

- Develop a district-led mentoring program for new teaching staff
- Evaluate orientation and mentoring programs to determine effectiveness
- Implement a process to maintain licensure and endorsements held by all staff
- Schedule a PERA Joint Committee meeting
- Initiate inter-rater reliability activities for all evaluations
- Establish a process to monitor the completion of evaluations
- Develop comprehensive employee handbooks for all employees and substitutes
- Review the mandated training list and establish a process to monitor completion

Recommendations: Total Rewards

- Establish a process of market analysis for all non-union positions
- Issue salary notifications to all employee groups annually
- Review the open enrollment process to simplify it for both employees and HR
- Obtain sick bank balances for all participants from the prior administration
- Establish processes for tuition reimbursement, excess salary increases, and substitute intent to work letters
- Create a process to manage FMLA, including the issuance of letters designating an employee's use of their annual entitlement
- Establish a process to monitor compliance with the Fair Labor Standards Act
- Establish a process to complete the annual Sequence of Dismissal list

- Hold RIF Joint Committee meeting
- Maintain and update seniority lists for all employee groups
- Establish a process to monitor probationary periods for all classified employees
- Develop a process to manage employee transfers and separations
- Implement a process for workers' compensation
- Engage a third-party provider to manage unemployment claims
- Review the licensure of all employees to ensure their licenses are valid and appropriate for their assignments and courses taught
- Create a process to monitor licensure renewal
- Implement the consistent use of a human resources information system to track all career management events

Priorities for Rock Island Milan District 41

1. Reorganize the Human Resources Department, including the reassignment of duties and responsibilities
2. Create processes and procedures for all major human resources functions
3. Complete a full audit of all employee credentials

Reorganize the Human Resources Department, including the reassignment of duties and responsibilities

- Union members are working in the Human Resources Department, which creates a conflict of interest and confidentiality issues
- Misalignment of duties exists
- The Assistant Superintendent for Human Resources does not have access to all the documents needed to manage their department

Create Processes and Procedures for all Major Human Resources Functions

- Written processes and procedures do not exist for all human resources functions, creating inconsistency and compliance issues
- Limited guidance to address the training of new human resources department members
- Lack of accountability and increased potential for error

Complete a Full Audit of all Employee Credentials

- The human resources department does not track licensure endorsements or validity
- Individuals employed do not hold valid licensure for the position held
- Teachers are instructing courses for which they do not hold an endorsement to teach

Long Term Outcomes

- Create a cohesive, effective human resources team
- Build institutional knowledge
- Ensure fair, equitable implementation of all processes
- Improved relationships with union leadership
- Ensure that all people working with the students are qualified to do so
- The goal is to improve student outcomes

Improvement is a Process

This is a marathon, not a sprint!

QUESTIONS?



HUMAN RESOURCES REVIEW FINAL REPORT

PREPARED FOR:
ROCK ISLAND-MILAN SCHOOL DISTRICT 41

APRIL, 2025

Completed by: Beth Dalton, Ed.D., pHCLE
www.iaspa.org

Table of Contents

Scope **3**
Review Process **3**
Document Review 4
Staff Interviews 8
TALENT ACQUISITION **9**
Planning and Preparation 11
Recruitment 14
Hiring 19
Talent Acquisition - Strengths 22
Talent Acquisition - Areas of Vulnerability 23
Talent Acquisition - Recommendations 24
TALENT DEVELOPMENT **25**
Orientation and Onboarding 26
Performance Management 28
Training and Development 36
Talent Development - Strengths 37
Talent Development - Areas of Vulnerability 38
Talent Development - Recommendations 39
TOTAL REWARDS **40**
Compensation and Benefits 41
Work-life Integration 47
Career Management 49
Total Rewards - Strengths 52
Total Rewards - Areas of Vulnerability 53
Total Rewards - Recommendations 54
POLICY REVIEW **55**
CONCLUSIONS **55**
Priority Recommendations 56
Priority Recommendation #1 ..... **56**
Priority Recommendation #2 ..... **57**
Priority Recommendation #3 ..... **59**
DOMAIN RECOMMENDATIONS **60**
Talent Acquisition - Recommendations 60
Talent Development - Recommendations 61
Total Rewards - Recommendations 62
SUMMARY **63**

Introduction

A human resources (HR) review aims to study and evaluate an organization's HR policies, practices, and procedures. The review provides a systematic approach to assessing and improving various aspects of an organization's human resources function, helping ensure legal compliance, manage risks, and improve efficiency.

By conducting an HR review, a school district can gain valuable insights into its HR practices, identify areas of strength and vulnerability, and implement changes to enhance the overall effectiveness of its human resources function. This process contributes to the organization's overall success by ensuring that HR practices align with organizational goals and comply with legal and ethical standards.

Scope

The American Association of School Personnel Administrators (AASPA) has established standards that guide school districts' human capital practices and processes. The standards are divided into domains and objectives that guide the work of a school district's human resources department. The full document can be found at https://www.aaspa.org/hcle-certification.

These domains and objectives serve as the outline for the human resources review. Each domain was analyzed for evidence of implementation, compliance, and strategy, as well as the cross-cutting domains of process management, risk management, and experience management.

Review Process

The review process includes multiple steps, beginning with an exploration of the district website and any readily available documents related to human resources. Next, an interview with the Key Leader occurs, during which individuals responsible for various human resources tasks are identified. The Key Leader is then provided with a list of documents requested for submission. Interviews with those involved in HR functions follow. If additional or specific documents are mentioned during these interviews, they will also be requested for review.

Simultaneously, a policy review, document review, and licensure audit take place. Once all interviews are complete, the submitted documents are reviewed to verify reported practices. All collected data is compared to the established standards, and a report is generated outlining strengths and vulnerabilities. This report concludes with recommendations for improvement.

Document Review

Documents were submitted by request and examined to determine if policies, procedures, and practices exist. In addition, the documents were reviewed to assess the implementation of the cited processes.

The following documents were reviewed:

- RIESPA Contract 2022-2025 FINAL
- 2023 - 2026 AFSCME - RIMSD Contract-FINAL
- RIEA 2024-2027 Contract Agreement
- Staffing Plans for each building
- Enrollment Projection FY24 thru FY29
- Job descriptions for various positions, certified, administrative, and educational support personnel
- Sample posting from Frontline for a teaching position
- Sample posting from Frontline for an educational support position
- Current job postings on Frontline
- Applications and documentation of the pay rates of 5 Support staff hired this year
- Applications and lane placement documentation of 5 Certified staff hired this year
- List of job fairs attended 20-24
- Copies of student teaching agreements with universities
- Middle School Science Teacher Interview Questions
- Special Education Teacher Interview Questions
- Elementary Physical Education Teacher Interview Questions
- Interview Questions (Elementary Teacher and Other)
- Paraprofessionals (Interview Questions)
- HR Assistant Interview Questions
- Confidentiality Notice and Ethics Agreement for Recruiters
- Recruitment Materials
- Examples of use of the District Brand when Recruiting
- Examples used to advertise the Employee Value Proposition
- Social Media Postings
- Recruitment Plan with Goals (Score Card)
- Scorecard for the Recruitment Team
- RIMSD Recruitment Team Presentation
- Revised Onboarding Checklist - 90 Day Checklist
- Recruitment Guide for Recruiters 2020.pdf
- Lead-Teacher Mentor Job Description
- Deputy Superintendent Performance Task
- Sample Welcome Team Plan - 2024-2025
- The Hiring Process, Certified Staff Members

- Recommendation to Hire Form
- Personnel Recommendations for the Board of Education
- Welcome Team Plan Sample
- Offer Letter Email
- Non-Affiliate Salary Process/Structure
- Remote Work Guidelines
- New Hire Packets for each employee group
- School District Fingerprint Form
- Employee Questionnaire Form
- I-9 Form 2023 (shared from Frontline)
- IL- Acknowledgement of Mandated Reporter Status
- Illinois - Notice of Enrollment in IMRF
- W-4: 2025 Employee's Withholding Certificate
- IL-W-4
- Direct Deposit
- Employee Health Examination Form
- Faith's Law form
- Substitute List
- IEA Illinois Virtual Instructional Coach and Building Mentor Program for New Teachers
- Agenda for Welcome Team Point of Contact Training
- Welcome Team Training
- RIMS Reference Check Form
- GAP ANALYSIS for Human Resources
- Analysis of Human Capital Metrics
- Recruiting, Retaining, and Developing Top Talent Report
- Welcome Team staff handbooks for each building
- Welcome Team Member List 24-25
- Employees by Location with Counts
- Orientation Agendas Dec 24, Feb 25
- New Hire Pledge
- Lists of new hires invited to orientation
- Evaluation Document for New Teacher Orientation
- 2022 - 2023 Summary of PD
- 2023 - 2024 Summary of PD
- 2024 - 2025 Summary of PD
- 2022 - 2023 summary agendas for InService
- 2023 - 2024 summary agendas for InService
- 2024 - 2025 summary agendas for InService
- 2023-2024 January Inservice brochure
- Opening Institute Agendas FY23, FY24, FY25
- 2024 Teaching & Learning Annual Conference
- 2025 Summer Professional Development
- 2024 Summer (and beyond)Professional Development Results
- List of GCN mandated trainings

- Mandated & Recommended Trainings for School Personnel
- Principal PLC Meeting Evaluation tool
- Principal PLC Meeting slide deck
- Work calendars for staff, administrators, 10-month & 11-month secretaries
- Upslope Administrative Guidelines
- Employee Handbook 24-25
- Open Enrollment Insurance Emails and reminders
- Sample Email of Open Enrollment Meeting
- Benefit Checklists for RIEA, RIESPA, AFSCME, Administrators, Non-Affiliates, Head Start
- YWCA Workplace Wellness
- YWCA Emp Discount
- Spousal Carve-Out Affidavit
- Rock Island SD 41 Enrollment Guide 2024
- Rock Island EN - Quick Start Instructions
- Reliance Dental and Vision
- Payroll Withholding Options-Portal Instructions 2024-2025
- It's OK to not be OK EAP
- IMRF VOLUNTARY ADDITIONAL CONTRIBUTION
- Fitness Discount flyer 2024
- Benefit Checklist for New Hire Onboarding
- BCBS APPLICATION AND POLICY CHANGE DIRECTIONS FOR COMPLETING
- BCBS Application
- 403B Monthly Change List
- Administrative Compensation Information Manual 24-25
- Payroll_Guidelines_for_Coaches__Sub_Teachers
- Non-Affiliated Compensation booklet 2023-24
- Job Evaluation Salary Sample Job
- Job Analysis Questionnaire - Template
- Job Analysis Questionnaire - Accounts Payable Specialist
- Exempt Employees Receiving Overtime Pay
- ELIGIBILITY FOR STEP AND COLA INCREASES
- Personnel files of randomly selected classified staff
- Personnel files of randomly selected certified staff
- New Hire Checklist
- New Hire to be Paid Form
- Screenshots from the payroll system of fields that require manual entry
- Contract Change Form
- Change of Name, Address, or Phone Google Docs
- Employee Leaving System-Final Pay Form
- Light Duty Guidelines
- Sample Verification of Employment letter
- Sample sick leave bank letter
- Volunteer Handbook

- Superintendent Self-Evaluation Form
- The Council's Superintendent Model Evaluation
- Sample Teacher evaluations
- Sample of Administrator evaluations
- Sample of Principal evaluations
- Paraprofessional Evaluation Form
- Custodian Evaluation Form
- Library Office Paraprofessional Evaluation form
- Library Paraprofessional Evaluation Form
- Building Supervisor Paraprofessional Evaluation Form
- Nurse Evaluation Form
- Hall Monitor/Security Evaluation Form
- Employee Handbook 2024-2025
- UpSlope Solutions website
- Flex Spending Information
- Flex Spending Open Enrollment email
- Salary Reduction Form
- Resignation letter example
- Intent to Retire form
- Miscellaneous Pay Form
- Evaluwise Form Notification to Evaluate Administrator
- Cabinet Member Non-School Leader Evaluation Tool
- 2023_Evaluwise Overall Summative Rating List.xlsx
- 2024_Evaluwise Overall Summative Rating List.xlsx
- 2025_Extra Income Data.xlsx
- 2025_Salary Data.xlsx
- Extra Duty Pay List
- Tuition Pool for Paraprofessional Information
- List of Winter coaches document
- Request for Approval of Additional Training- Graduate Credit
- Example of recent grievance
- List of those on FMLA leave
- FMLA Leave Information Letter
- FMLA Request form
- Examples of FMLA designation forms used
- FMLA, Workers' Comp, ADA Outline
- Memo to Board 1st year Status Towards Tenure
- Memo to Board 2nd year Status Towards Tenure
- Memo to Board 3rd year Status Towards Tenure
- Memo to Board 4th year Status Towards Tenure
- Memo to Board Administration Status Towards Tenure
- Employee Credential Report
- Joint Evaluation Committee Minutes Jan 2024
- Teacher Unsatisfactory Appeal Process

- RIF Committee Procedures 22-23
- 2023_EIS Employee Evaluations.pdf
- 2024_EIS Employee Evaluations.pdf
- 2023_EIS Position Detail (with Salary) Roster Report.pdf
- 2024_EIS Position Detail (with Salary) Roster Report.pdf
- 2024_EIS Position Detail Roster Report.pdf
- 2025_EIS Position Detail Roster Report.pdf
- EIS Unfilled Positions Report FY24 and FY25
- Teacher Seniority List
- RIESPA Seniority List
- Secretary Seniority 2023-24
- CAFETERIA SENIORITY LIST 2023-2024
- 2023-24 Custodian Seniority List
- List of those receiving attendance bonus pay
- Custodian evaluation
- Paraprofessional evaluation
- Exit Questionnaire
- Letter Requesting Completion of Exit Questionnaire
- HR - FY25 Budget as of February 2025
- Employee of the Year Flyer
- Shout Out promotional video
- Satisfaction Survey Fall 2024 Results
- School Report Cards/5 Essential Surveys
- Review of Board Meeting minutes of the last four months
- Review of the District 41 website
- Board of Education Policies - Section 5 Personnel

Staff Interviews

Interviews were conducted with school administrators and staff who reportedly complete HR functions for the District.

Interviews were conducted with:

- Dominique Moore, Asst Supt for Human Resources
- Debbie Shivers, HR Business Partner
- Patricia Walls, Talent Acquisition Manager
- Noelle Jones, HR Coordinator
- LaKisha Randle, Admin Center Secretary
- Jen McVay, Benefits Specialist
- Redrick Terry, Director of Communications
- Jen Andrus, Senior Payroll Specialist
- Melanie Lloyd, District Data Administrator
- Annaka Whiting, Chief Financial Officer

- Jeff Dase, Deputy Superintendent
- Megan Braun-Howard, Dean, Rock Island High School
- Jadiem Wilson, Principal
- Stacey Golz, Administrative Coordinator of Teaching and Learning
- Steve Quick, President of AFSCME
- Andrew Hains, President of RIEA
- Donna Manning, President of RIESPA

This HR review was initiated by the recently appointed Assistant Superintendent of Human Resources. Her predecessor was reassigned to a school-based leadership position after many years in the position. She was hired mid-year. In her short tenure, she has identified gaps in the Human Resources department with regard to knowledge, processes, and procedures. In addition, there is limited institutional knowledge to rely on, as there has been significant turnover throughout the school district's central office. This school year is the first year for the Superintendent, the Deputy Superintendent, the Assistant Superintendent for Human Resources, the Assistant Superintendent for Teaching and Learning, and the Chief Financial Officer. Given all of this change and the concern for processes and procedures, an assessment of the human resources department is warranted to identify areas of strength and areas of potential improvement.

TALENT ACQUISITION

Talent acquisition in a school district is a strategic and ongoing process designed to attract, recruit, and retain high-quality educators and support staff to meet the district's educational goals. It goes beyond traditional hiring by incorporating long-term workforce planning, employer branding, and proactive candidate engagement to ensure that schools are staffed with the best possible talent. This multifaceted process demands thorough planning, strategic foresight, purposeful recruitment activities, and a fair, unbiased, and legally compliant hiring process.

At its core, talent acquisition involves identifying the district's staffing needs, which can include teachers, administrators, paraprofessionals, custodians, food service workers, and other essential personnel. This requires collaboration between human resources, building leaders, and district leadership to forecast vacancies and understand the skills and qualifications needed for each role. School districts often face unique hiring challenges, such as teacher shortages in specialized subjects, competitive job markets, and retaining staff in high-need areas. As such, thoughtful planning is required.

Talent acquisition planning involves forecasting future workforce requirements based on organizational goals and current staffing capabilities. Forecasting entails understanding short-term needs and long-term strategic objectives to align recruitment efforts accordingly.

Secondly, strategy plays a crucial role in talent acquisition by outlining the methodologies and channels for identifying and engaging potential candidates. The methodology may involve leveraging various recruitment channels, such as job boards, social media platforms, professional networks, and industry-specific events, to maximize outreach and attract diverse talent pools.

To attract top talent, purposeful recruitment activities are essential in effectively engaging with prospective candidates. The recruitment activities include crafting compelling job descriptions that accurately reflect the role and organizational culture, conducting proactive candidate sourcing through networking and referrals, and utilizing effective screening and assessment methods to evaluate candidates' qualifications and fit.

Thirdly, school districts must engage in employer branding efforts, highlighting what makes their schools a great place to work. This may include showcasing a supportive work environment, professional development opportunities, competitive salaries, strong benefits, and community engagement initiatives. School districts also leverage recruitment strategies such as job fairs, partnerships with universities, internship programs, and outreach to diverse talent pools to ensure an inclusive hiring process.

Once candidates are identified, the recruitment process includes application screening, interviews, reference checks, and background investigations to ensure the selection of qualified individuals. Modern talent acquisition strategies often incorporate technology, such as applicant tracking systems, social media recruitment, and data analytics, to streamline the process and improve decision-making.

Lastly, ensuring a fair, unbiased, and legal hiring process is fundamental to maintaining integrity and equity within talent acquisition efforts. This involves adherence to equal employment opportunity principles, conducting structured interviews based on job-related criteria, mitigating unconscious biases through training and standardized processes, and complying with relevant employment laws and regulations to uphold a transparent and equitable recruitment process for all candidates.

In conclusion, effective talent acquisition goes beyond filling vacancies; it involves strategic planning, purposeful engagement with candidates, and a commitment to fairness and legality throughout the hiring process. By adopting these principles, organizations can attract and acquire skilled individuals who meet immediate staffing needs and contribute to long-term organizational success and growth.

Ultimately, talent acquisition in a school district is about more than just filling vacancies; it is about building a high-performing workforce that contributes to student success and long-term educational excellence.

Planning and Preparation

The first step in talent acquisition is determining the staffing needs for the upcoming school year. This requires analyzing current staffing and forecasting future needs, ideally using past enrollment data to identify patterns. Coordinating with all departments and schools is essential to determine the total staffing requirements for the district.

District 41 is working towards using data to support staffing planning. Recently, an external demographic study was completed to gauge enrollment patterns. In addition, the Assistant Superintendent of Human Resources met with each building leader to discuss current and future staffing needs. These discussions and the demographic data are being used to define the staffing needs for the next school year.

While these efforts address some aspects of planning, position control is an ongoing concern. Position control is a process that tracks the workforce by position rather than by employee, allowing for more accurate budgeting, preventing unauthorized hiring, and ensuring adherence to Board of Education-approved positions. This process is crucial for a public school district funded by limited resources. Currently, position control represents a potential vulnerability for District 41. Although there are processes for developing the staffing plan, there is no defined procedure for comprehensively managing or tracking positions.

While staffing plan meetings and documents are used to prepare for next year, they do not reflect the current approved positions in the district. The document completed during the staffing meetings with each school does not align with the information provided for this review. When comparing these staffing plan documents to the 'Employees by Location with Counts' provided for this review, discrepancies in both employees and counts arise. Hence, there is concern regarding the actual approved positions.

In addition, when inquiring about existing open positions, this reviewer was informed that all teaching positions were filled; however, a review of the Staffing Plan document for each building revealed that some certified positions, such as speech-language pathologist and English Language Learner teacher, were vacant. The absence of a position control system contributes to this discrepancy. Without an established, defined list of positions, uncertainty about the existence and vacancy of those positions may arise. The district did submit an Unfilled Position report, which reflected a vacancy.

These examples emphasize the necessity of a position control system. A process for managing all positions should be implemented to track when a position is created, when it is filled, and who occupies it. Conversely, if a position is eliminated or closed, there should be a procedure that documents the change and the reasons for it. Ideally, a consistently maintained and updated position list should be shared with the Board of Education regularly to ensure accountability and transparency.

The lack of a position control system is not the only topic requiring attention in planning and preparation. In 2018, a formal gap analysis of the Human Resources department

was completed. This analysis examined 16 areas related to human resources, focusing on people, processes, and technology. It recommended the addition of administrative staff in human resources and the development of standard operating procedures. The analysis identified the most significant weakness as the lack of policies and procedures, followed by another area of deficiency: communications. Although this report highlighted these two major concerns, it seems little has been done to create documented procedures for the Human Resources department. The absence of written procedures impacts every aspect of the department's work and has severely impacted Human Resources operations, further compounded by recent turnover within the department. All of these factors contribute to ongoing communication issues pointed out by administration, faculty, and staff, causing confusion about roles and where to seek guidance and assistance from the department.

Following the gap analysis, some changes were made in the Human Resources department. The department added another staff member; however, the position was filled by a member of the teachers' union. This presents significant challenges to the functioning of the department. First, there are potential contractual restrictions given the number of days and the timeframe the person is able to work. Human Resources functions occur year-round and cannot be limited to specific times of the year. Secondly, since the individual in the position is a union member, they cannot or should not be privy to confidential information that is regularly handled by the Human Resources department, thus restricting what this department team member can assist with during busy times of the year.

A similar confidentiality issue also exists with another Human Resources team member who is a union member in a clerical role, yet fulfills some confidential duties. This conflict also needs to be resolved to allow the Human Resources department to fully function without concern for issues with labor relations or confidentiality.

Additionally, an imbalance of job duties and responsibilities seems to exist within the HR department. Currently, there are five individuals in Human Resources, each with specific assigned duties. However, there appears to be little cross-training or sharing of responsibilities during peak times of the year to enhance department functioning. Many department members have expressed concerns about the workload of the Human Resources Coordinator, who seems overwhelmed by the breadth of their duties and responsibilities. As new team members, they have been significantly affected by the lack of written processes. Overall, to ensure optimal functioning of the Human Resources department, a reorganization of team members and their assigned duties is necessary. Additionally, concerns about conflict of interest and confidentiality must be addressed.

The planning process in talent acquisition also includes managing substitutes. District 41 employs both daily on-call teacher substitutes and assigned building substitutes. The HR department manages daily on-call substitute hiring; however, candidates are not interviewed; they are added to the list once they apply and submit credentials. Therefore, there are no quality controls in place. Additionally, there is currently no

orientation for new substitutes, nor is there a substitute handbook to establish expectations. As such, there is potential for performance issues with substitutes.

On-call substitutes are used on a sporadic basis to fill absences that occur as the school year progresses. On the other hand, building substitutes are used daily, with many schools having one. The use of building substitutes comes with positives and negatives. On the positive side, they become part of the school community, get to know the students and staff, and usually know the curriculum and instructional strategies used by the regular teaching staff, potentially offering the students a better educational outcome. However, the use of building substitutes comes with potential adverse consequences. While they become part of the school community, the use of building substitutes must be monitored, as they can attain tenure depending on their licensure. A review of substitute licensure revealed that several building substitutes in District 41 hold a Professional Educator License (PEL), so they are eligible to attain tenure. Currently, no one is tracking this potential tenure status, posing a vulnerability for the district.

District 41 employs not only substitute teachers but also substitute paraprofessionals, custodians, cafeteria workers, and secretaries. While Illinois School Code imposes limitations on the use of substitute teachers in specific roles, such restrictions do not apply to other substitutes. Having a pool of substitutes in each of these categories can be beneficial; however, caution must be exercised when using substitutes instead of potential hires who would be eligible for union membership. It has been reported that some positions are filled with substitutes instead of officially hiring someone. Therefore, the substitutes are not union members, yet some are reported to receive benefits. This warrants exploration, as the implications of such a practice could be seen as an unfair labor practice. As such, a review of all substitutes and their use is warranted.

Effective staffing plan development should be strategic and contribute to effective succession planning. It should involve all stakeholders, particularly department heads and building leaders. This inclusive approach ensures that proposed changes are understood and supported, allowing for smoother transitions and alignment with the district's broader goals. Human Resources' involvement in strategic planning guarantees that staffing changes align with organizational objectives, supporting educational outcomes and the district's mission. Current District 41 leadership appears to attempt to involve both the district office and building leadership in staffing decisions. However, given the recent widespread turnover in the district, the capacity for succession planning and long-term strategic planning regarding human resources is challenging.

Developing accurate job descriptions is another critical aspect of talent acquisition planning and preparation. Job descriptions should outline the knowledge, skills, and abilities required for each position, guiding the interview and evaluation processes. They also protect the district from potential discriminatory claims and can engage potential candidates by generating excitement about the role. Currently, job descriptions are

reported to exist for all positions in District 41, including most major extra-duty stipends. The structure and content of the job descriptions are primarily consistent, incorporating most elements considered best practices. Notably, it was shared that some job descriptions may be outdated. A schedule for reviewing all job descriptions does not exist; therefore, implementing such a review process would eliminate future concerns about this issue.

The job application is another way in which the district can protect itself from future risk. If the application contains the recommended acknowledgments and agreements, it creates the opportunity to address employee misconduct or non-compliance if presented in the future. A review of the current District 41 job application indicates that it has not been updated to reflect the new Faith's Law requirements, including the completion of a Sexual Misconduct Disclosure Form or a release of sexual misconduct-related information from previous employers. In addition, the application lacks a question related to acknowledging social media inquiries. Each of these omissions exposes the district to potential risk. In addition, the current application contains a question regarding 'highly qualified' status. This term was sunset with the expiration of No Child Left Behind in 2015. Furthermore, the application is lengthy and may request duplicate information. A review of all data requested on the job application is warranted to verify that the data on the application is actually used in the screening and hiring process. In these times when applicants may be job 'shopping,' it is important to view the application process from the candidate's perspective, seeking only information that is vital to hiring decision-making.

Recruitment

Once a district identifies its staffing needs, it shifts to finding suitable candidates. Developing a comprehensive recruitment plan is crucial for attracting qualified individuals. Successful recruitment involves strategically locating candidates who match the district's needs and encouraging them to apply. This process is often driven by leveraging the district's brand and sharing its employee value proposition. An employee value proposition is the value an employer offers to employees for their commitment to the organization. This includes salary, benefits, career development, and work-life balance.

A recruitment plan is a strategic framework that outlines how an organization will attract, evaluate, and hire qualified candidates to meet its workforce needs. It includes details such as the positions to be filled, the ideal qualifications of candidates, sourcing strategies, timelines, and the roles and responsibilities of those involved in the process. When thoughtfully developed, a recruitment plan not only streamlines hiring but also aligns talent acquisition efforts with the organization's goals and resources.

A recruitment plan is important because of its ability to provide structure and consistency to the hiring process. It helps ensure that recruitment efforts are proactive rather than reactive, allowing organizations to attract a diverse pool of qualified candidates in a timely and efficient manner. Additionally, having a clear plan in place promotes transparency, reduces the likelihood of hiring delays or missteps, and

supports improved decision-making by aligning hiring activities with the organization's broader goals. Ultimately, a solid recruitment plan contributes to building a strong workforce, which is essential for long-term success.

An effective recruitment plan also includes the analysis of return on investment (ROI) from past recruiting practices. This analysis examines the costs associated with previous recruitment efforts, such as advertising expenses, recruiting fees, time invested by internal staff, and onboarding costs. These costs are measured not just monetarily but also in time, against the outcomes achieved. Outcomes may include the number of applications received, the percentage of hires, the quality of hires, the retention rates, the time-to-fill metrics, and the overall impact on organizational performance. By assessing ROI, organizations can identify which methods and channels yielded the best results and which were less effective or cost-prohibitive. This data-driven insight allows for more informed decisions, ensuring that future recruitment efforts are efficient and cost-effective.

Incorporating ROI analysis into the recruitment plan elevates its strategic value. It shifts the focus from simply filling vacancies to making long-term investments in human capital that contribute positively to the organization’s success. It also supports accountability and continuous improvement in the hiring process, resulting in better hires and a more substantial return on recruitment expenditures.

While recruitment efforts are ongoing in District 41, a specific, defined recruitment plan is lacking. Recruitment initiatives in District 41 are currently unclear. It seems that many of the previous strategies employed have been paused due to the administrative changes in the HR department.

In the past, District 41 engaged a recruitment team for its efforts. The team was composed of individuals ranging from paraprofessionals and security employees to classroom teachers and instructional coaches, and included only one administrator: the Assistant Director of Grants, Assessments, and Accountability.

While the diversity of positions represented on the recruitment team can be valuable, it is difficult to explain why building leaders do not participate on the recruitment team or attend job fairs, which is much of what the recruitment team does. Additionally, if the target audience at a job fair is teaching staff, it would be logical to have either people in leadership positions or recruiters from the human resources department attend the event. It is potentially challenging to justify having a paraprofessional or a security team member miss time from their assignment to travel out-of-state to speak with teaching candidates at a job fair or on-campus recruitment activity.

It appears that those on the recruitment team have been provided with a Recruiter Guide developed in 2020 to assist them in their recruitment practices. The Guide defines the code of conduct for recruiters and offers guidance on permissible questions they can ask potential candidates.

The human resources budget includes monies to support the district's recruiting efforts. Much of the recruitment budget has been used to attend job fairs. It funds the registration and travel of those attending various job fairs.

District 41 has a history of participating in various job fairs, which can effectively attract candidates and utilize the district's brand to encourage applications. It's common for building leaders trained in recruitment strategies and bias mitigation to join, making recruitment a team effort rather than the sole responsibility of HR. However, District 41 sent no building leaders and only one administrator to a job fair last school year. It appears no formal training in recruitment or bias mitigation has been provided, other than the distribution of the Recruiters Guide.

During the 23-24 school year, ten members of the recruitment team attended eleven job fairs, both in-person and virtually. Job fairs were attended in person locally in the Quad City area and at other Illinois universities, as well as universities located in Texas, North Carolina, Alabama, and Ohio. A couple of the universities, those in Ohio and Alabama, are identified as historically Black colleges and universities (HBCUs), while universities in Texas are designated as Hispanic Serving Institutions (HSIs). This may explain why those universities were selected.

A Strategic Talent Leadership Assessment (STLA) completed in 2021 notes that 90% of candidates hired in District 41 graduated within 120 miles of the district. Therefore, attending job fairs at colleges and universities outside of that range must be motivated by another reason, such as identification as an HBCU, HSI, or as an additional potential source for diverse candidates. Regardless, recruiting efforts should focus on those with high yields regarding return on investment. This was a recommendation noted in the 2021 Strategic Talent Leadership Assessment. There is no evidence that any return on investment analysis is done to guide recruiting practices.

There are other recommendations from the Strategic Talent Leadership Assessment that remain relevant regarding the recruitment efforts of District 41. The Assessment recommended that Building Principals be engaged in recruitment efforts; however, it does not appear that this has occurred. In addition, the Assessment suggests strengthening student teacher placements and relationships with local universities. District 41 is located near Augustana College and St. Ambrose University, both of which offer degrees in education.

It is recommended that District 41 develop stronger partnerships with these local universities to become a preferred placement location for student teachers, helping attract the best candidates and fill future positions. An analysis of hiring needs can guide the targeting of specific universities for student teachers or interns. Building deeper relationships with local universities could also support the creation of a "grow your own" program to transition paraprofessionals into licensed teaching staff.

Hosting student teachers is an effective recruitment strategy, allowing the district to evaluate potential hires in real time. Student teachers should be carefully selected and placed to assess whether they are a good fit for future employment. Although District 41 uses student teachers for recruitment, the opportunity exists to enrich the relationship with St. Ambrose University, Augustana College, and Western Illinois University due to their close proximity to the district. It was reported that there are currently three student teachers in the district, which seems low given the size of the district.

Planning for talent acquisition also involves establishing a brand identity to attract candidates. Crafting a compelling narrative that showcases the district's values, achievements, and unique offerings can serve as the foundation for this brand identity. This narrative should not only emphasize the district's commitment to academic excellence but also highlight its culture, opportunities, and community. Visual elements such as logos, color schemes, and imagery reinforce the brand, creating a lasting impression on potential candidates and distinguishing the district from others in the competitive education landscape. Leveraging digital platforms like social media, the district website, and recruitment portals helps build brand recognition. Consistent messaging across these channels fosters brand recognition and attracts a diverse pool of candidates. Engaging current staff, students, and community members by encouraging them to share their experiences and testimonials can humanize the brand and make it more relatable to potential candidates. This process can foster a sense of ownership and pride in the district's identity. Investing in a strong brand identity enhances the district's appeal to prospective candidates and strengthens its reputation within the community.

Currently, District 41 has a defined brand for recruitment. This includes the tag lines of ‘Be a Rock’ and ‘This House Rocks’. Documents have been developed for recruitment efforts that focus on branding and specifically aim to convey the employee value proposition of District 41 for teacher candidates. However, these documents tend to be quite wordy, which can obscure the employee value proposition within the messaging.

It is recommended that the district highlight its benefits in all messaging, which include some uncommon and generous compensation and benefits outlined in the collective bargaining agreements. For teaching staff, these benefits include board-paid TRS contributions, incentives for good attendance, bonuses for National Board Certification, and post-retirement bonuses. For classified staff, benefits include board-paid IMRF. For paraprofessionals, there is a tuition pool for educational coursework and additional pay for those with degrees. Not all of these benefits apply to all employee groups; however, these features should be emphasized during recruitment to differentiate District 41 from other districts and employers.

Job postings are another way to support recruitment. In District 41, job postings are reported to be completed promptly, with building leaders requesting job postings through a Requisition form in Frontline. The form is routed to administration, after which

the position is posted. This multi-step process may slow the timeframe for posting open positions. Although functional, this process could be more efficient if an effective position control system were in place. Human resources could then initiate postings as soon as a vacancy arises, allowing building leaders to concentrate more on activities that directly impact student achievement.

Currently, open positions are posted on the District website and K-12 Job Spot; however, social media is not being used for recruitment. It was reported that in the past, social media was utilized, but it is not currently in use.

Job postings include job descriptions and the required salary range. However, a review of the current postings reveals that there are multiple postings for what appears to be the same position. For example, there are three separate postings for Speech Language Pathologist - District and one for District Speech Language Pathologist. In addition, there are postings for ten different types of substitutes. From a candidate's perspective, these multiple postings can be confusing and may deter someone from applying.

Alternatively, to seek external candidates for positions, a district can create internal candidates through 'grow your own' programs. Currently, there is a " grow your own " program offered through a course at the high school. It is unclear how human resources interacts with the students enrolled in this course. This is an untapped resource. Furthermore, a future teachers academy after-school club for fifth and sixth-grade students exists at three elementary schools, with plans to expand the program to the junior high. Further exploration of these programs is encouraged.

Finally, District 41 should focus its recruitment efforts on data from past hiring experiences. Several data sources can inform this plan. First, analyzing previous recruitment efforts can provide insights into which strategies have been effective. Currently, no data is collected or analyzed regarding those who apply for positions or those actually hired into them. Evaluating data related to past successful hiring can inform future recruitment strategies and help assess the return on investment of prior recruitment efforts.

Although the district's application system can collect recruitment data, this feature is not currently used, making it difficult to assess past recruitment success. Second, analyzing demographic information of interviewed candidates can help shape future recruitment strategies. Additionally, there is evidence of strategic or targeted efforts to recruit minority candidates by attending job fairs at historically black colleges and universities; however, no data exists that demonstrates any results of those efforts.

Utilizing data gathered from the Recommendation for Hire form, which requests the names of all interviewed candidate,s will provide valuable information. Together, this data can steer future recruitment efforts, ensuring the district attracts the most qualified and diverse candidates.

Hiring

A legally compliant hiring process goes beyond the interview stage and plays a crucial role in ensuring fair treatment for all candidates while protecting the organization from legal liability. The primary objective is to select the most qualified candidate in a way that adheres to anti-discrimination laws and reduces bias. This goal is supported by several key practices.

At the foundation of a compliant hiring process are clearly defined job requirements, qualifications, and responsibilities. Job descriptions should avoid language that may be perceived as discriminatory or exclusionary. The application process must refrain from requesting sensitive or non-job-related information that could lead to claims of bias. Candidate screening should be structured, consistent, and based on objective criteria to mitigate unconscious bias and support fair decision-making.

Interviews should be conducted by trained team members using a standardized set of job-related questions. Incorporating multiple assessment methods, including performance-based tasks where applicable, further enhances fairness. Reference checks must also be conducted consistently and focus on job-relevant information. Transparent communication with candidates throughout the hiring process is essential, as is securely retaining hiring documentation to support the integrity of decisions. Following an offer of employment, all pre-employment requirements must comply with local, state, and federal laws, ensuring that fairness continues through onboarding.

In District 41, the hiring process begins at the building level, with support from the Human Resources (HR) department. A document titled " *Hiring Handbook: A Guidebook for Site-Based Administrators "* outlines the steps necessary for a building leader to hire a new employee. The process is initiated when a hiring manager submits a Requisition to Hire form. Once the form is approved by the administration, the position is posted.

A screening team is appointed by the hiring manager to review applications and resumes. Team members involved in screening and interviewing are expected to sign a confidentiality and ethics agreement; however, it remains unclear whether this step is consistently followed across the district. Once candidates are selected for interviews, an interview team is formed, which may or may not include the same individuals as the screening team. Both groups typically represent a cross-section of stakeholders from the department or school where the new hire will be placed.

The HR department provides a set of interview questions aligned with the job description. While teams can modify these questions, they must ensure that all candidates are asked the same ones. A basic scoring rubric is included to support consistency in evaluation. Currently, performance-based assessments are not used when hiring teaching staff; however, there is interest in incorporating such practices in the future.

After the interviews, the team ranks candidates, and the hiring manager makes a final decision based on reference checks. A standard set of reference questions is provided, and the completed reference check documentation must be submitted with the Recommendation to Hire form. This form also captures the names of interviewers and interviewees, providing valuable data for identifying potential patterns or biases.

The process for hiring non-certified staff closely mirrors that of certified positions, with the addition of a skills screener for secretarial roles. Although interviews are typically conducted by teams, performance tasks are rarely utilized. Moreover, there has been no recent training on screening or interviewing. Nevertheless, consistent interview questions, rubrics, and reference check forms are in place to help reduce potential bias. While building leaders generally describe the process in similar terms, there are concerns that practices vary across the district's 14 school buildings.

While all hiring should be managed through the human resources department, it was reported that some departments, Nutrition and Operations, previously had employed individuals without involving the HR department. Additionally, building leaders would hire substitutes without use of the HR department as well. The new Assistant Superintendent for Human Resources immediately stopped these practices upon their discovery.

Once a finalist is chosen, the HR department contacts the individual, typically via email, to make a formal offer. The email includes the salary, Board of Education approval date, HR orientation details, and start date. It also outlines compliance with Faith's Law, onboarding paperwork through Frontline Central, and the requirement for a physical exam. While efficient, this impersonal approach may not align with best practices, which favor personal communication to begin fostering a positive relationship with the district.

Currently, new hires are not asked to sign a contract or letter of acceptance, although the collective bargaining agreement for educational support professionals specifies that contracts will be issued upon hire. Additionally, it is recommended that newly hired teachers are asked to sign a document committing to the district. This process can deter job shopping and result in fewer candidates withdrawing their acceptance.

Once the offer email is sent, a personnel file is created and forwarded to another HR team member to complete the required hiring documentation. While some documents are completed through Frontline Central, others remain paper-based. It is unclear why all forms are not completed electronically, given their availability and the system's built-in tracking and monitoring features. Background checks are conducted through the Regional Office of Education and supplemented with checks of the Murderer and Violent Offender Against Youth Database, the Sex Offender Database, and third-party background screening (e.g., Verifent) to comply with Faith's Law.

It was reported that when the new Assistant Superintendent for Human Resources arrived, there was a huge number of unfiled personnel records. One of the first tasks

they completed was getting the records filed and putting a process in place to ensure all records are filed in a timely manner.

The hiring process is tracked using a paper-based New Hire Checklist shared among HR staff. This checklist lacks clarity regarding task ownership and often appears incomplete. A review of personnel files revealed many incomplete New Hire Checklists, creating questions about whether or not all steps in the hiring process were completed. The form also references outdated processes, such as IMRF enrollment and contract issuance, which do not apply. Additionally, steps required by recent changes in law, such as Faith's Law background checks, are not reflected. The checklist should be updated and digitized to reflect current requirements and clarify responsibilities.

As noted, a limited sample of personnel files was reviewed, including those of staff hired more than five years ago, between one and four years ago, and recently. The review revealed inconsistencies. While most files contained applications, some did not. Hiring paperwork was also filed inconsistently, and many files lacked evaluations. No financial documents were found, as they are reportedly maintained in the business office. These discrepancies suggest a need for a thorough review of records retention and personnel file maintenance practices.

Equity in compensation decisions is another critical element of a fair hiring process. In District 41, pay rates for new hires are determined by a single HR staff member to ensure alignment with collective bargaining agreements. These assignments are reviewed by another HR team member and the Assistant Superintendent. A review of recent salary placements confirmed consistency across hires.

Hiring managers often maintain informal communication with selected candidates to keep them engaged during delays. Additionally, building leaders regularly contact candidates who were not selected to foster positive relationships for future opportunities. Once onboarding is complete, HR manually enters new hire data into the payroll system, creating their profiles and assigning paid time off and salary settings.

Final approval of hires is granted by the Board of Education. Personnel recommendations are consistently taken to the Board of Education, yet lack information. The recommendation should include the candidate's name, position, salary, and anticipated start date. Although substitutes do not require Board approval, District 41 currently includes them in personnel reports. Start dates are not consistently documented in recommendations, and this practice should be standardized for transparency and accuracy.

Finally, viewing the hiring process from the candidate's perspective is essential. In today's competitive labor market, candidates often participate in multiple recruitment processes simultaneously and weigh their decisions based on the overall experience. A process that is too lengthy or lacks communication may drive qualified candidates away. Large interview panels may also discourage some applicants, resulting in a

negative impression of the district. District 41 has not formally assessed its hiring process from this perspective, but anecdotal feedback suggests that communication gaps may be areas of concern.

In conclusion, while District 41 has many foundational elements of an effective hiring process in place, several gaps and inconsistencies raise concerns. A more strategic, systematized, and candidate-centered approach is needed to attract, retain, and effectively manage talent. The HR department should lead the development of a well-defined, documented, and consistently implemented hiring process that ensures legal compliance, promotes equity, and fosters a positive experience for candidates.

Talent Acquisition - Strengths

1. Permanent daily substitutes are used for the continuity of instruction
2. Substitute pool for teachers, paraprofessionals, custodians, cafeteria workers, secretaries
3. Job descriptions exist for all positions and include a consistent structure
4. The recruitment team concept is used when recruiting
5. Recruiter Guide developed
6. Human resources department budget includes funds for recruiting
7. Some recruitment training is provided to the recruitment team members
8. The district participates in some job fairs
9. Some strategic or targeted minority recruitment efforts
10. Student teacher partnerships exist with some universities and colleges
11. Attempts to use district branding when recruiting
12. Unique benefits exist that can be used when recruiting and developing a district brand
13. Job postings are posted in a timely manner
14. Attempts to use the employee value proposition when recruiting
15. Grow Your Own program is offered at high school
16. Future teachers' academy after-school club at some elementary schools
17. Hiring Handbook exists
18. Building leaders are highly involved in the hiring practice of teachers working in their building
19. Interviews are done using screening and interview teams
20. Interview teams are asked to sign a confidentiality and ethics agreement
21. A consistent set of interview questions exists for each position
22. Consistent reference questions are available for use
23. Performance tasks are used when hiring secretarial positions
24. Demographic data for those interviewed and hired is requested on the Recommendation to Hire form
25. The hiring packet contains all required documents
26. Background checks and mandated database queries are completed for all new employees

27. Use of a third-party vendor, Verifent, to comply with Faith's Law and employment verifications
28. All salary placements are done by one person in the human resources department
29. Building leaders maintain contact with declined candidates to keep them warm for future opening consideration
30. The Unfilled Position report was submitted this year

Talent Acquisition - Areas of Vulnerability

1. No consistent, formal process for the development of a staffing plan
2. Lack of position control process
3. No written procedures for human resources processes
4. Two positions in the human resources department are filled with union members
5. Imbalance of workload in the human resources department
6. No orientation or substitute handbook to guide working expectations
7. Lack of monitoring of the potential tenure status of daily building substitutes
8. Potential labor issue by hiring individuals as substitutes instead of employees
9. Some substitutes are offered benefits
10. Turnover in the human resources department makes succession planning challenging
11. No scheduled periodic review completed to update job descriptions
12. The job application does not include the new Faith's Law requirements
13. The job application does not contain recommended questions pertaining to social media inquiries
14. No formal recruitment plan or strategy
15. Building leaders do not participate in job fairs
16. Lack of using social media to recruit
17. Multiple job postings exist for the same position
18. Demographic data of those interviewed and hired is not consistently completed on the Recommendation to Hire form, nor is it analyzed to inform future practices
19. The hiring process for teaching staff does not include performance-based activities
20. No analysis of current recruitment practices for their effectiveness
21. Interviewers are not formally trained in mitigating bias or legal interviewing practices
22. Consistent use of the recommended process from the Hiring Handbook
23. Jobs are offered via email rather than personal contact
24. Newly hired teachers do not sign a contract with the district
25. Hiring paperwork is done via paper when electronic versions are available.
26. The hiring process is tracked using a manual process, lacking a clear definition of who is responsible for each step/task of the hiring process
27. Personnel files are missing all the necessary documents

28. Hiring process requires manual entry into many systems by multiple human resources team members
29. Positions taken to the Board of Education for approval do not include detailed information.
30. Substitutes do not require Board of Education approval, yet are presented for approval
31. No consideration of the hiring process from the candidate's perspective

Talent Acquisition - Recommendations

1. Create a collaborative process for the development of a strategic staffing plan using all available historical information
2. Develop a process for position control that clearly defines how positions are created and managed
3. Create and establish written processes for all human resources functions
4. Remove union members from the human resources department
5. Reallocate duties and responsibilities in the human resources department
6. Create a substitute handbook and an orientation program
7. Identify a process to monitor the potential tenure status of building substitutes
8. Review the use of substitutes within the district, ensuring compliance with the collective bargaining agreements
9. Establish a review cycle of the job descriptions
10. Update the job application to include references to Faith's Law and social media inquiries, and remove inquiries about highly qualified status
11. Review the job application for redundancy and confirm all aspects are actually used in decision-making
12. Develop a strategic recruitment plan to increase the candidate pool, using a variety of methods, including social media and job fairs
13. Engage building leaders in the recruitment process
14. Review job postings, develop a consistent process for posting openings to avoid duplication of postings
15. Enhance the employee value proposition by highlighting the unique employment benefits offered in all branding materials
16. Require full completion of the Recommendation to Hire form and analyze the demographic data of those interviewed and hired to inform future recruitment strategy and identify potential bias
17. Integrate performance-based activities into the hiring process for teachers
18. Analyze the success of recruitment strategies for their return on investment
19. Make connections with the existing grow your own programs in the high school and elementary buildings
20. Train interview teams on legal hiring practices and mitigating bias
21. Ensure consistent use of the identified hiring process
22. Implement the use of employment contracts for all new teacher hires
23. Transition all hiring paperwork to an electronic format using Frontline Central

24. Develop an easily accessible Google document or electronic tracking system for hiring activities, including assigning who will be doing what, which will allow monitoring the status of the hiring process and increase accountability
25. Review practices and the process for the management of personnel files
26. Conduct stay interviews to determine the employee value proposition from the perspective of current employees, from which you can begin to create the district's brand
27. Enhance and expand relationships with local universities and colleges for the placement of student teachers
28. Begin offering positions via phone calls instead of email
29. Revise personnel recommendations taken to the Board of Education to include start dates and termination dates
30. Cease taking new substitutes to the Board of Education for approval
31. Expand the use of Frontline Central or implement another process as a human resource information system that includes tracking the hiring process, as well as other career management events

TALENT DEVELOPMENT

Talent development in school districts is a strategic process aimed at identifying, nurturing, and enhancing individuals' skills, abilities, and potential within the organization. In a rapidly changing educational landscape, talent development is crucial for districts to remain competitive and adapt effectively to evolving needs.

By investing in talent development initiatives, school districts aim to achieve several key objectives. First, they ensure that educators and staff are equipped with the necessary skills and knowledge to excel in their roles. This includes providing opportunities for professional growth through workshops, training programs, and continuous learning initiatives.

Central to talent development is an effective performance management system. Performance management involves setting clear expectations, providing regular feedback, and evaluating individual performance to ensure that staff members meet organizational goals and personal career aspirations. A robust performance management system helps identify areas where educators and staff excel and where they may need additional support or development. By integrating performance management with talent development, school districts can create a comprehensive approach that not only addresses immediate performance issues but also supports long-term professional growth and development.

Secondly, talent development enhances employee satisfaction and retention by providing professional development opportunities through mentoring programs, leadership training, and succession planning to cultivate future school leaders and administrators from within the organization.

Moreover, talent development fosters a culture of continuous improvement and performance feedback. Regular feedback and coaching assist individuals in understanding their strengths and areas for development, promoting their professional growth, and enhancing overall organizational effectiveness.

Furthermore, recognizing and rewarding achievements and contributions is essential to talent development. This practice not only motivates educators and staff but also fosters a culture of excellence and dedication within the district.

Lastly, aligning talent development initiatives with the district's strategic goals and educational priorities ensures that resources are focused on areas that directly enhance student outcomes and overall district performance.

By prioritizing talent development, school districts not only invest in the growth and success of their employees but also enhance their ability to provide high-quality education and support to students. It fosters a dynamic and innovative environment where educators and staff are able to reach their full potential and contribute effectively to the district's mission of educational excellence.

Orientation and Onboarding

Orientation is the first opportunity for a district to develop its employees. Orientation offers a general introduction to the school district, covering topics such as its mission, values, policies, and essential job details. It usually occurs during the first few days of employment or just before the school year begins. The primary goal of orientation is to help employees feel welcome and to assist them in understanding the fundamental aspects of the school district and their role.

Onboarding, however, is a more comprehensive and long-term process designed to integrate new employees into the school district. Its purpose is to equip them with the necessary tools and information for success, helping them become fully productive team members. Onboarding encompasses a broader range of topics, including job-specific training, team dynamics, district culture, ongoing feedback, and long-term career development. It often involves a series of activities and check-ins over an extended period.

Orientation in District 41 primarily focuses on newly hired teaching staff. It was reported that a new teacher orientation was held just before school opening in the fall. It lasted for three days. The first day included an introduction to the human resources team, technology distribution, a review of the employee handbook, an overview of the benefits offered, and discussions about safety, security, and absence management. The second day shared strategies for positive behavior, classroom expectations and routines, and building relationships/community in the classroom. The third day covered multi-tiered systems of support for students, an overview of Skyward for grading and attendance, and breakouts specifically designed by the Teaching & Learning department,

disaggregated by position. An evaluation of the day was conducted using the ISBE evaluation form; however, it appears that the data is not used for program improvement.

Until recently, there had been no orientation for mid-year hires or classified staff. However, the new Assistant Superintendent for Human Resources initiated an orientation program for all new hires that takes place shortly after Board of Education approval. Orientation sessions are held once or twice a month, and all recently approved hires are required to attend. During the orientation session, topics covered include those from day one of the previously described new teacher orientation: an introduction to the HR team, technology tools and resources, staff handbook orientation, a review of benefits, safety and security, badges, and absence management. Some additional specialized training occurs as needed for specific positions. No feedback is collected to measure whether the needs of new hires are met.

While the orientation program covers many topics, it does not appear that the Educator Evaluation Plan document and process are fully shared and explained to all newly hired teachers as required by Illinois School Code. Best practices would offer a comprehensive review of the evaluation rubric, an explanation of how the final rating is determined, and what occurs in the event of a final rating of 'needs improvement' or 'unsatisfactory'. An email informing the individual that they will be evaluated and by whom is not welcoming to a new hire.

Following orientation, a Welcome Team in each building is responsible for further onboarding. Welcome Team members are selected by the principal. Typically, there are three people on a Welcome Team at an elementary school, five at a junior high, and the high school utilizes the department heads for this role. Welcome Team training was held just before the school started this fall. The Welcome Teams are coordinated by two Lead Mentors who receive a stipend for their work. During the training, building teams were tasked with updating their respective building handbooks. The team's goal is to provide support to all new hires in the building. A 90-day checklist for Welcome Teams exists, but its use is determined by the team in each building. Welcome Team members are compensated as they complete tasks through miscellaneous pay submissions approved by the Lead Mentors and human resources. While this Welcome Team program was described by human resources, the building leaders interviewed questioned whether the Welcome Team was in place this school year. Therefore, the program should be reviewed for consistent implementation and to determine if the concept meets the needs of new hires.

While a Welcome Team may exist in a building, it is not a comprehensive mentoring program. A formal mentoring program for teachers reportedly existed in the past. Additionally, although an MOU is included in the collective bargaining agreement with the teachers, a district-run plan is not currently being implemented. It is unclear when the program ended and transitioned to its current state. It has been reported that instructional coaches are used to support new teachers with curricular issues. Yet, no formal process or data is available.

Currently, mentoring is provided through the Illinois Virtual Instructional Coach and Building Mentor Program run by the Illinois Education Association (IEA). The Virtual Instructional Coach & In-Building Mentor Program offers wraparound professional support to new teachers and clinicians in their first, second, and third years in the profession. New teachers can choose to participate and are paired with either a building mentor or a virtual instructional coach. The IEA compensates mentors and instructional coaches for their work.

While this program may offer support to new teachers, it is neither monitored nor connected to the district in any way. Mentoring programs are an effective way to support new teachers as they provide structured guidance, professional support, and practical insight during a critical period of transition into the classroom. New teachers often face a steep learning curve as they adapt to curriculum expectations, classroom management, school culture, and administrative responsibilities. A mentoring program pairs these new educators with experienced teachers who can offer encouragement, share best practices, and serve as a sounding board for challenges and questions.

The strength of mentoring lies in its ability to create a sense of connection and reduce the isolation that many new teachers feel. It fosters professional growth by encouraging reflective practice and providing timely feedback in a supportive, non-evaluative setting. As a result, new teachers are more likely to develop confidence, enhance instructional strategies, and manage classroom dynamics more effectively.

Additionally, mentoring contributes to improved teacher retention. By offering meaningful support early in a teacher's career, schools demonstrate their investment in the success and well-being of their staff. This support can lead to higher job satisfaction and a stronger commitment to the profession. Over time, mentoring helps build a collaborative school culture that values continuous learning and shared expertise, benefiting not only the individual teacher but also the broader school community.

Performance Management

Performance management refers to the process of planning, monitoring, and assessing the performance of individuals to ensure that goals are effectively met and employees experience growth. It involves a systematic approach to managing and improving employee performance, thereby enhancing overall organizational effectiveness. Performance feedback includes not only evaluation but also communication about workplace expectations and disciplinary processes. Transparency about expectations builds trust and improves morale. Crucial for fostering a culture of continuous improvement, aligning efforts with district goals, and maximizing the growth of both employees and students, performance management plays a vital role in employee development, motivation, and the overall success of the school district.

A review of District 41's performance management practices reveals significant inconsistencies and systemic gaps across key areas: licensure tracking, educator and

staff evaluations, handbook usage, and disciplinary procedures. These gaps have implications for compliance, employee development, and the overall effectiveness of human resources operations within the district.

An assumption of performance management is that all employees hold the proper endorsements for the positions they occupy. This vital aspect must be monitored to ensure compliance with Illinois School Code. One of the most critical findings pertains to the district's approach to licensure tracking. Currently, there is no centralized, consistently maintained system in place to verify and monitor educator licensure. Building-level administrators are expected to verify licensure and endorsements during the hiring process, but no ongoing monitoring is performed by the Human Resources department. This fragmented approach increases the risk of staff members being assigned to teach courses for which they are not properly endorsed, which is a direct violation of Illinois School Code. In fact, several instances of improper endorsements have been identified in District 41. These situations should be addressed immediately to avoid compliance issues.

Building administrators report difficulties in obtaining accurate information about licensure status when planning course assignments and master schedules. Since they must ensure that each teacher's endorsements align with their assigned subjects and grade levels, timely and reliable data from HR is essential. Without it, administrators are left to cross-check information themselves through the state Educator Licensure Information System, a task for which they may not have sufficient training or time.

Best practices dictate that licensure verification should not be a one-time process completed only at hiring. Rather, it should be part of a routine system managed centrally by HR, with regular audits and proactive renewal reminders integrated into the process. HR should have a dashboard or tracking tool in place that allows for easy access to licensure data and expiration dates for all certified staff. This would ensure compliance with state regulations and support effective staffing decisions at the building level.

A primary component of performance management in any school district is its evaluation system(s). Evaluations of the teaching staff are guided by the Educator Evaluation Plan. District 41 uses the Danielson Framework for Teaching as the foundation for its certified staff evaluations, in accordance with Illinois Performance Evaluation Reform Act (PERA) guidelines. The evaluation system itself appears well-structured and provides opportunities for professional feedback and growth. The plan also offers guidance and examples for determining the Professional Practice and Student Growth ratings. Directions for developing a Professional Growth Plan or Remediation Plan are also provided.

In addition to the formal and informal observations included in the Educator Evaluation Plan, educators are required to develop an Educator Growth Plan that includes setting personal and student growth goals. All classroom teachers (general education, special

education, and English Learner education) must create or modify their Educator Growth Plan each year.

Of note, the Educator Evaluation Plan was updated to move the formal evaluation of tenured educators to a three-year cycle. However, it contains an inaccurate interpretation of the new tenure law, which moves tenure attainment to three years for all hired after July 1, 2023. The Plan notes that "teachers hired after July 1, 2023, can only attain tenure after three years of consecutive service if they receive two excellent ratings in their first three years. If they do not have at least two excellent ratings in the first three years, they remain on a four-year tenure cycle." This is inaccurate in that tenure attainment was changed to three years for all educators holding a Professional Educator License, regardless of excellent ratings. Since this is Illinois School Code, a district and union cannot negotiate otherwise. Tenure is not granted by a district; rather, it is attained through consecutive years of service. A district cannot deny granting tenure to someone who has fulfilled the terms according to Illinois School Code.

For evaluation to be most effective, feedback and employee engagement are essential. The first step in engaging an employee in the evaluation process is to inform them of their evaluation status. The Illinois School Code requires that certified staff receive a notice regarding their evaluation status for the coming school year before the first day of student attendance. They must be informed if they are due for evaluation and who their evaluator will be. In District 41, all evaluations occur through the use of Evaluwise, a third-party application. It is reported that Evaluwise informs the evaluator who is due for evaluation; in addition, Evaluwise also notifies those scheduled for evaluation of that fact.

The rules governing teacher evaluation in any school district are typically developed through discussions, usually through bargaining with union leadership. Since the implementation of PERA, new evaluation rules have been established. This includes the formation of a PERA joint committee. The PERA joint committee is tasked with identifying measurement models for the assessments used to calculate student growth. The PERA committee has reportedly met in prior years, but it has not yet convened this school year. Minutes of the last meeting, held in January of 2024, indicate discussions about changing tenure evaluations to a three-year cycle, revising the unsatisfactory appeal process, implementing accelerated/portable tenure, updating the evaluation plan, and considering simplification of the evaluation process in the future.

Written teacher evaluation plans make the evaluation process transparent to employees. In addition, the guidance offers the potential for reliable, consistent evaluation ratings from evaluator to evaluator. However, for this to occur, deliberate calibration activities need to happen. Without a consistent method for aligning the interpretation and application of the Danielson Framework, evaluation results may vary widely across buildings and administrators. This lack of inter-rater reliability undermines the credibility and utility of the evaluation process and may result in inconsistent

treatment of staff. Districts with strong evaluation systems typically offer regular calibration sessions, joint observations, and feedback norming activities to maintain fairness and rigor. Failure to calibrate rating practices between evaluators reduces inter-rater reliability. No inter-rater reliability activities have occurred recently in District 41, increasing the likelihood of varied expectations, standards, and ratings between evaluators.

An annual notification of evaluation is also to be sent to Principals. In District 41, the Deputy Superintendent sends a notice each fall to inform building leaders of the process, timing, and who their evaluator will be for the coming school year. The District 41 document meets state requirements except for the ratings used. The plan currently in use features the ratings of Unsatisfactory, Basic, Proficient, and Distinguished instead of Unsatisfactory, Needs Improvement, Proficient, and Excellent.

An evaluation of the Superintendent should also take place annually. The Superintendent's evaluation in District 41 includes a self-evaluation process and an assessment of their stewardship of assets and administration of Board policies.

Best practices in evaluation are not isolated to certified/licensed staff; they are also an expectation for all non-certified/classified individuals. Evaluations are required every other year for the members of the Rock Island Educational Support Professionals Association (RIESPA) and the American Federation of State, County, and Municipal Employees (AFSCME) unions. The RIESPA collective bargaining agreement contains the evaluation forms for paraprofessionals, library office paraprofessionals, library paraprofessionals, building supervisor paraprofessionals, nurses, and hall monitor/security employees. The form for the evaluation of members of AFSCME is not part of the collective bargaining agreement. A random sample of three paraprofessional, three custodian, and three secretary personnel files was reviewed for the completion of the evaluation. Of the nine files reviewed, only two contained any evaluations, and those found were dated in 2016 and 2019. Overall, evaluation data for fifty-five paraprofessionals, eight secretaries, five security, and three cafeteria staff were found in Evaluwise, though employee numbers exceed these counts. Therefore, it appears that the evaluation practices as outlined in either collective bargaining agreement are not being followed.

This represents a missed opportunity to support and develop a significant portion of the workforce. Evaluations for non-certified staff are equally important as those for certified personnel in maintaining performance standards, morale, and service quality. When evaluation systems are underutilized or inconsistently applied, it becomes challenging to identify underperformance, reward high achievers, or provide targeted support where it is needed. This inconsistency also complicates the justification of personnel decisions, particularly in cases involving discipline or promotion.

There are multiple identified potential problems with evaluation when tracking is not occurring. For teachers, the lack of evaluation tracking can have a significant impact. It is possible for a non-tenured person to continue being employed after several years of poor performance. This unfortunate series of events could result in that person gaining tenure within the school system. This, combined with the recent change in tenure law from a four-year process to a three-year process, makes the retention of underperforming teachers more problematic, as they will gain tenure at an earlier pace. If the human resources department does not monitor the evaluation process and leaves it to building leaders, the retention of poor performers is more likely, especially since building leaders may not be aware of the change in tenure law.

The state of Illinois has established a system of accountability for evaluations through the Employment Information System (EIS). Final summative evaluation ratings must be reported to ISBE annually via the EIS. In District 41, the data in Evaluwise is exported for the annual EIS report. A review of the EIS Evaluation report confirms that 94% of the data in Evaluwise was reported to the EIS Evaluation system. However, a review of the lists of non-tenured individuals in years 2, 3, and 4 was compared against the list of those in Evaluwise and in EIS. Of the 73 individuals noted as being in years 2, 3, and 4, only 45 were reported via EIS. Since the tracking of evaluations is done in Evaluwise, it is unclear whether the omitted evaluations are due to improper setup in Evaluwise or failure to complete the assigned evaluations. Further exploration into this discrepancy is warranted and shows that human resources needs to assume a role in tracking the completion of evaluations.

This lack of evaluation monitoring affects all bargaining groups. To improve in this area, the district should consider implementing a process for tracking the completion of all evaluations. In conjunction with this, completed evaluations should be placed into personnel files. It does not appear that evaluations are consistently placed in personnel files. It was reported that this task was previously handled by the HR Benefits Specialist, though they indicated that they no longer have access in Evaluwise to do so. It is unclear whether this task was reassigned to a different individual or is simply not being performed.

While the purpose of evaluation is to develop and grow employees, evaluation data can and should also be used to assist in determining the retention of certified staff. Typically, the human resources department holds ongoing discussions with building leaders about the progress and development of non-tenured certified staff to gauge the need to non-renew anyone not making expected progress. Currently, it appears that there are no formal conversations about the retention of teaching staff consistently taking place across the system. Building leaders are left to independently make retention decisions and attempt to counsel out those they wish to release or non-renew. The lack of communication regarding retention decisions places the responsibility on building leaders to initiate them, which can result in the continued employment of

individuals who do not fit into the district's culture or who are not demonstrating adequate skills and abilities to complete their assignments.

Evaluation data can play a crucial role in a school district by serving multiple purposes that contribute to the overall effectiveness and improvement of educational outcomes. It provides a clear and objective measure of performance for educators and staff, helping the district identify individuals' strengths and areas where additional support or professional development is needed. This enables the creation of targeted development programs to meet specific needs and enhance overall performance.

The data from evaluation ratings can inform professional development planning, ensuring that teachers and staff who receive lower ratings in certain areas are offered specific training and resources to address those gaps. Conversely, those with high ratings can be recognized as potential mentors or leaders in their areas of expertise.

Additionally, evaluation ratings can play a crucial role in career advancement and succession planning. High-performing educators and staff can be recognized and developed for leadership roles within the district, ensuring that the district retains top talent and prepares for future leadership needs through a structured succession planning process.

For those who receive lower ratings, the district can develop Professional Development Plans (PDPs) that outline specific steps and support mechanisms to help individuals improve their performance. Regular follow-up and reassessment ensure that progress is made and necessary adjustments are implemented.

Furthermore, evaluation ratings provide valuable data that can be used for broader decision-making processes within the district. This includes effectively allocating resources, identifying trends and patterns in performance, and making informed policy decisions aimed at enhancing educational outcomes. Regular evaluations and the use of ratings ensure accountability within the district, as staff members understand that their performance is being monitored and assessed against established standards. This can drive a commitment to maintaining high professional standards and improving their practice.

Of those 124 evaluations reported via EIS, 87 (70%) received ratings of Proficient, 34 (28%) received ratings of Excellent, and 3 (2%) received a rating of Needs Improvement. An analysis of the evaluation data does not take place; therefore, the data is not utilized in the aforementioned ways.

The evaluation process, when conducted fairly and transparently, fosters open communication between staff and administration. Constructive feedback based on evaluation ratings builds trust and creates a collaborative environment where staff feel supported in their professional growth. By integrating evaluation ratings into these

areas, a school district can create a more effective, supportive, and accountable environment that ultimately leads to improved educational outcomes for students.

The second major feature of performance management involves communicating and managing employee workplace policies and expectations. This communication is most frequently done through an employee handbook. In addition to providing clarifying guidelines and information for administrators and employees about policies and practices, handbooks serve as a way to consistently communicate with employees, thereby reducing the risk of employment-related claims. Handbooks can convey the school district's mission, values, and desired culture, helping to answer questions that arise during orientation and throughout ongoing employment. Furthermore, handbooks educate and support employees in working and performing successfully while also assisting administrators in managing effectively. A comprehensive handbook is critical to the success of the human resource functions of a district.

Currently, in District 41, there is a district employee handbook, and each school building also has its own handbook. The building handbooks are developed and maintained by the respective welcome team members from the building, with guidance from HR. A review of the building handbooks revealed that many are not updated annually, contain broken links, and lack consistent content. The district employee handbook, although consistently provided and reviewed with new hires, seems to be directed at non-certified or licensed individuals in several sections and does not include information relevant to teaching staff, even though such information would be a valuable reference. The existence of multiple handbooks may confuse employees and provide conflicting information.

For districts where the majority of employees are unionized, the collective bargaining agreements guide many processes. However, a handbook can consolidate the terms of the collective bargaining agreements so that both employees and the administration have to consult one document instead of multiple ones. The key to using a handbook in this situation is ensuring that it is updated whenever a change to any collective bargaining agreement occurs that would impact practice. Additionally, care must be taken to ensure that the handbook does not extend beyond a topic covered by the negotiated agreement, which could be construed as an unfair labor practice.

Employees receive an overview of the district employee handbook during their orientation, ensuring everyone gets a copy. However, it is unclear whether a similar process exists that guarantees all employees receive a copy of the applicable building handbook. The district employee handbook is updated and posted on the district intranet each year.

As noted earlier, substitute teachers also lack a dedicated handbook. As substitutes often struggle with unclear guidance, such a handbook is designed to communicate performance expectations for this group of individuals.

To address these gaps, the district should consider revising its current handbook into a comprehensive, annually reviewed employee handbook that includes clear sections for each employee group. The handbook should be accessible online, updated annually, and cross-referenced with union contracts, evaluation protocols, and disciplinary processes. This would promote transparency, ensure alignment with policy, and enhance consistency across buildings.

The final aspect of performance management pertains to workplace disciplinary issues or investigations. Both policy and law necessitate that the district provides a harassment-free environment, as well as one that is free from discrimination. Addressing workplace disciplinary issues and conducting investigations are essential components of maintaining a professional, equitable, and legally compliant work environment. When disciplinary issues arise, there should be a commitment to resolving them promptly and fairly to ensure all employees understand the standards of conduct and the repercussions of violating them.

Discussions between employees and their supervisors may address minor disciplinary issues, aiming to provide constructive feedback and guidance to resolve problems. If informal resolution is inadequate or if the issue is more serious, formal disciplinary action may become necessary. This can include written warnings, suspension, or other appropriate measures. Employees should be informed of the nature of the disciplinary action, the reasons for it, and the expected improvements in behavior or performance. All formal disciplinary actions should be documented and maintained in the employee's personnel file, detailing the incidents, the steps taken to address them, and any follow-up actions. Throughout this process, the district should remain committed to supporting employees, offering resources such as training, counseling, or mentoring to help them meet performance and behavior expectations.

When allegations of serious misconduct arise, such as policy violations, harassment, discrimination, or other illegal activities, the district should conduct a thorough and impartial investigation. An investigation should be initiated upon receipt of a complaint or when an incident is reported, and it should be performed promptly to ensure timely resolution. Confidentiality is paramount, with information shared only on a need-to-know basis to protect the integrity of the investigation and the privacy of individuals. Investigations should be conducted impartially, without bias or preconceived judgments, maintaining an objective and fair approach to ensure all parties are treated fairly. Gathering relevant information involves interviewing the complainant, the accused, and any witnesses and reviewing documents, emails, and other pertinent evidence.

The findings should be documented upon concluding the investigation, and recommendations for any necessary corrective actions should be made, including disciplinary measures, policy changes, or additional training. The investigation results must be communicated to the involved parties, ensuring transparency while respecting confidentiality. The district should take appropriate steps to address the findings and

prevent future issues. Additionally, the situation should be monitored following the resolution of the investigation to ensure that the corrective actions are practical and that no further problems arise. The district aims to uphold a safe, respectful, and legally compliant work environment for all employees by addressing workplace disciplinary issues and conducting thorough investigations.

Currently, the district utilizes a third-party application, UpSlope, to guide building leaders through disciplinary decisions and ensure consistency in documentation and policy application. UpSlope is a research-backed program that provides monitoring solutions for supervisors, human resources departments, and school systems seeking to ensure that disciplinary actions are taken in accordance with established guidelines. The system streamlines the disciplinary decision-making process with an assessment instrument that aids in identifying and evaluating circumstances before decisions to act (or not to act) are reached.

Most administrators have previously received training in the use of this solution and are undergoing retraining this school year. It is believed that using Upslope removes bias and emotion from disciplinary actions.

Upslope requires an administrator to input the facts of a situation into the system. It then provides three options to proceed, allowing the administrator to decide which option to pursue. While this disciplinary structure and support are available and training has been provided, it remains unclear if it is consistently used.

In District 41, it is reported that minor disciplinary issues are addressed at the building level, while more serious events requiring investigations involving employees are overseen and managed by human resources. Building leaders shared that they often give direction to the employee without using UpSlope.

The performance management systems at District 41 demonstrate intent but lack the necessary systems and follow-through for full effectiveness. There is a need for stronger central oversight, better-defined processes, consistent training, and the use of technology to track, analyze, and act on performance data. Addressing these issues will enhance compliance, support employee development, and ultimately lead to better outcomes for students and staff alike.

Training and Development

Training and development involve processes designed to enhance employees' workplace skills, knowledge, and capabilities. These activities are crucial for both individual and organizational growth. As noted earlier, training initiatives or topics can be identified through evaluations or as a response to disciplinary issues. Ongoing collaboration between the Teaching and Learning and Human Resources departments is vital to effectively addressing employee needs.

District 41 offers a professional development program through its Teaching and Learning department, providing activities for professional growth to all staff. Professional development opportunities are available throughout the school year and on Institute Days. Staff are surveyed multiple times yearly to identify professional development needs and recruit individuals to present at the offered professional development opportunities. Administration from various departments reviews the survey results and determines professional development based on these findings.

Sessions on Institute days are tailored to meet the needs of various job positions, ensuring that the content for all teaching groups is directly related to their job responsibilities. Training is also provided to paraprofessionals and clerical staff on these days. Additionally, paraprofessionals can attend sessions designed for teaching staff. A typical Institute day includes over 40 distinct sessions that attendees may choose from, with additional sessions created for specific groups, including English language learner teachers and music teachers.

The Deputy Superintendent is responsible for developing the knowledge and skills of the building leaders. They are currently focusing on effective leadership practices, school improvement, and employing coaching strategies for enhancement. The content appears well-designed, and feedback is collected from participants for the purpose of improvement. Additionally, these meetings support building leaders' ability to manage their budgets and use SMART goals.

Beyond these specialized training days, employees must complete training mandated by Illinois School Code and Illinois Administrative Code. District 41 fulfills these mandates using the Global Compliance Network (GCN), an internet-based training service. A review of GCN usage indicates that training requirements are tailored based on job assignments, which is a positive step. For example, athletic coaches are required to complete specific training, such as AED and Concussions in Schools.

A schedule of mandatory trainings has been developed. Still, it does not appear to have been updated recently, with current mandatory trainings omitted and the frequency of required trainings not reflecting the current Illinois School Code. It’s also unclear whether all new hires must complete essential trainings within a specified timeframe based on their position, such as DCFS Mandated Reporter training, Cultural Competency, Educator Ethics, or Asbestos training. While the district has established deadlines for completing assigned training, it is uncertain whether there is consistent follow-up to ensure compliance or monitor completions. A comprehensive review of all mandatory training aspects is recommended to ensure the district complies with the Illinois School Code.

Talent Development - Strengths

1. The three-day new teacher orientation program includes topics from human resources, technology, curriculum, engagement, and some specific sessions disaggregated by position
2. Orientation session held year-round to support mid-year hires
3. Welcome Team has a 90-day checklist to support new hires
4. The current evaluation process provides opportunities for teachers to develop personal and student growth goals
5. Evaluations are all managed through a third-party provider, Evaluwise, which should allow for effective tracking and monitoring of evaluation completion
6. The Teacher and Principal Evaluation processes are compliant with Illinois School Code
7. A district handbook exists, which is reviewed and shared at hire
8. Most classified staff are subject to a probationary period upon hire
9. Disciplinary issues are supported by a third-party application, UpSlope, which all administrators are trained to use
10. Staff are surveyed multiple times a school year to identify professional development needs
11. Activities on Institute Days are differentiated for different job positions
12. Mandated training requirements are differentiated by job assignment

Talent Development - Areas of Vulnerability

1. The evaluation data from the new teacher orientation program is not used to improve the program
2. Orientation sessions held mid-year are not evaluated
3. The teacher evaluation plan is not shared or explained during the new teacher orientation
4. Welcome Team implementation is inconsistent
5. A comprehensive mentoring program is not provided by the district to support new teachers
6. No one monitors or tracks endorsements held by teaching staff leading to teachers instructing courses for which they are not endorsed
7. Educator Evaluation Plan includes an inaccurate interpretation of tenure acquisition
8. The PERA joint committee has not met this year
9. No formal conversations about the retention of certified staff occur
10. No inter-rater reliability training has occurred with evaluators
11. Evaluations of classified staff are not consistently completed, which is in direct conflict with the collective bargaining agreements
12. All evaluation data not reported to the Employment Information System as required by School Code
13. No one is monitoring the completion of evaluations for any employee group
14. Evaluation data is not disaggregated to drive professional development
15. Multiple handbooks exist, which may pose confusion for employees

16. A substitute handbook does not exist that outlines expectations and Board policy mandates
17. Handbooks cannot be used in place of collective bargaining
18. UpSlope is not consistently used by administrators
19. Mandated training does not include all required training and frequency requirements
20. No evidence exists that new hires are required to complete DCFS Mandated Reporter training in their first six months of employment
21. No evidence that anyone monitors the completion of the GCN assigned training

Talent Development - Recommendations

1. Evaluate the new teacher orientation and mid-year orientation program to determine if it meets the needs of participants and to improve its effectiveness
2. Integrate an orientation to the Educator Evaluation Plan into the new teacher orientation
3. Develop a district-led mentoring program that exists not only to support new teaching staff but also to integrate them into the culture of District 41
4. Review the Welcome Team concept for consistent implementation and effectiveness
5. Develop and implement a process to maintain licensure and endorsements held by all teaching staff
6. Clarify the process of tenure attainment within the Educator Evaluation Plan and with PERA committee members
7. Schedule PERA Joint Committee meeting
8. Establish a process of communication between HR and all evaluators regarding the retention of non-tenured certified staff
9. Revise the summative ratings used in the Principal Evaluation Plan to comply with Illinois School Code
10. Initiate inter-rater reliability activities for those completing evaluations
11. Identify a process to track that all evaluations occur as required by School Code, collective bargaining agreements, and Board policy
12. Ensure that all required evaluation data is reported to the Employment Information System
13. Create and implement a process to ensure the placement of all evaluations in personnel files
14. Disaggregate the evaluation data for use in professional development planning
15. Develop comprehensive handbooks for certified staff, classified staff, and substitutes, including references to Board policy and all terms and conditions of employment that do not attempt to expand upon previously negotiated topics
16. Verify that all administrators use UpSlope when addressing disciplinary issues
17. Review the required mandated training for each job group
18. Establish a process to monitor the completion of assigned mandated training
19. Integrate DCFS Mandated Reporter training into New Teacher Orientation

TOTAL REWARDS

Total rewards refer to the comprehensive set of monetary and non-monetary benefits that employees receive in exchange for their work and contributions to the school district. This approach goes beyond base salary to include a broad range of rewards such as health and wellness benefits, retirement plans, paid time off, professional development opportunities, recognition programs, work-life balance initiatives, and a positive organizational culture. The total rewards model is designed not only to meet employees' financial needs but also to support their personal and professional well-being.

The concept of total rewards recognizes that employees are motivated by a diverse set of factors. While competitive compensation remains important, non-financial elements—such as feeling valued, having access to growth opportunities, receiving consistent feedback, and working in an inclusive environment—can be equally influential in employee satisfaction. A well-rounded total rewards package acknowledges and supports the varied priorities of a diverse workforce, including different generations, roles, and life stages.

By offering a comprehensive and thoughtfully designed total rewards strategy, school districts can more effectively attract and retain high-quality staff. In a competitive education landscape where shortages of certified teachers and support personnel are increasingly common, the ability to differentiate the district through strong total rewards offerings becomes essential. Employees who feel that their contributions are recognized and that the district is invested in their success are more likely to stay committed and contribute meaningfully to student outcomes.

When employees are truly engaged, they not only experience higher levels of job satisfaction but also develop a stronger emotional connection to the district's mission and values. Engaged employees are more likely to demonstrate discretionary effort, support their colleagues, and foster positive school climates. In turn, this supports student achievement, builds community trust, and strengthens the district's reputation. Conversely, a lack of attention to total rewards can lead to disengagement, turnover, and challenges in recruitment.

Key drivers of engagement, and, by extension, of the success of a total rewards strategy, include the district's culture, the quality of leadership, open and transparent communication, opportunities for career development, and consistent recognition of employee contributions. A culture that encourages collaboration, values diversity, supports professional growth, and maintains clear and respectful communication will strengthen the overall impact of total rewards. Additionally, providing flexibility and supporting work-life balance are increasingly viewed as vital components of employee well-being and long-term retention.

Ultimately, a strategic total rewards approach aligns the goals of the school district with the needs and expectations of its employees. When implemented thoughtfully, it enhances the employee experience, supports organizational effectiveness, and contributes to building a workforce that is resilient, motivated, and committed to the success of every student.

Compensation and Benefits

When considering compensation and benefits, it is essential to go beyond merely offering a salary and insurance. The total compensation package must be clearly communicated to employees to attract and retain talent. Open communication about how pay decisions are made, along with ensuring that employees perceive fairness in compensation practices, is critical to building trust within the organization. When employees understand the rationale behind their pay and believe it to be fair, their confidence in the organization is strengthened.

Pay equity plays a significant role in supporting diversity and inclusion efforts. Transparent communication about pay practices fosters an inclusive workplace by ensuring that compensation is free from biases related to gender, race, or other protected characteristics. This transparency promotes fairness and reinforces the organization's commitment to equity, contributing to a more diverse and inclusive environment.

Moreover, the benefits offered must align with employee needs. When employees feel their needs are met, job satisfaction increases. Satisfied employees are generally more engaged, productive, and committed to their work. Non-monetary forms of compensation or benefits aim to enhance overall well-being and job satisfaction. These benefits may include health, dental, and vision insurance, paid time off (vacation and sick leave), flexible work arrangements, employee assistance programs, and wellness initiatives. Health, dental, and vision coverage are foundational elements that ensure employees and their families have access to essential healthcare services. Retirement plans, such as 403(b) or pension plans, promote long-term financial security. Paid time off helps employees maintain a work-life balance, which reduces burnout and enhances productivity. Employee assistance programs offer support for various personal and professional challenges, including mental health services and financial counseling. Wellness programs can encompass gym memberships, health screenings, and stress management workshops, which enhance both physical and mental well-being.

A competitive benefits package is essential for attracting and retaining talent within the school district. When employees feel valued and supported through a comprehensive compensation and benefits offering, their loyalty to the organization increases. This, in turn, reduces turnover and the associated costs and disruptions caused by frequent staff changes.

District 41's employees are represented by three labor unions: the Rock Island Education Association (RIEA), the Rock Island Educational Support Professionals Association (RIESPA), which includes paraprofessionals, security personnel, and nurses, and the

American Federation of State, County and Municipal Employees (AFSCME), which represents custodians, secretaries, and maintenance staff. Human Resources typically participates in contract negotiations to apply its knowledge of the specific needs of each employee group.

Collective bargaining agreements govern the salaries and benefits of unionized employees. HR places teachers on a salary grid based on their years of experience, granting a maximum of 15 years of service credit. It is important to note that the salary schedule amounts included in the collective bargaining agreement do not include contributions to the Teachers' Retirement System (TRS). The Board of Education covers 100% of the employee TRS contribution and also pays the employee contribution to the Illinois Municipal Retirement Fund (IMRF). Salary placement for all union members is handled by a single HR team member, ensuring consistency.

Administrator pay and benefits are outlined in the annually revised Administrative Compensation Information Manual, which defines salary, retirement benefits, and paid time off. Administrative positions are classified into levels, with each level having an associated salary schedule.

For non-affiliated staff, a structured salary process outlines how compensation is determined. The process includes a job analysis, pay scale analysis, and a job evaluation point method. The job evaluation point method was developed to evaluate the skills, accountability, and effort required to perform a job. The point calculation determines the salary range for each position. This point-driven process is endorsed by the Society of Human Resources Management as a way to determine salary ranges without bias. The Non-Affiliated Employee Compensation Information Booklet includes details about salary increases, insurance coverage, paid time off, and retirement incentives. It is unclear whether existing positions are reviewed regularly or only when a position is created or filled. A market analysis of all positions is recommended every five years.

While consistent salary placement is important, annual communication with employees regarding compensation enhances transparency and fosters understanding. For teachers and educational support professionals, annual salary notifications are contractually required. Best practice includes issuing these notifications to all employees each year and placing them in personnel files. Currently, District 41 does not issue annual salary notifications.

Employees may receive additional compensation for various reasons, including extracurricular stipends, teaching overloads, attendance bonuses, paraprofessional degree status, and shift or enrollment differentials. All extra duty compensation should be transparent and supported by documentation. A form exists for miscellaneous pay not specifically addressed in collective bargaining agreements, which requires administrative authorization. Stipends defined in the teacher contract are communicated through spreadsheets from the Athletic Director and principals.

Given the presence of multiple unions, benefits differ among employee groups. All employees receive health insurance, with cost-sharing terms negotiated in each agreement. Other benefits vary by bargaining unit.

Benefits administration and communication are the responsibility of HR. This includes onboarding new hires and assisting employees in accessing benefits. However, the benefit selection process at District 41 is labor-intensive. New employees receive a folder explaining the available benefits and must schedule a phone meeting with Clarity, a third-party vendor, to make their selections. These meetings involve discussions of all benefit options and their per-paycheck costs.

Annual open enrollment occurs in September. HR sends emails with premium information and reminders for employees to schedule a mandatory meeting. Optional benefits include dental, vision, voluntary life insurance, and accidental death and dismemberment coverage. Open enrollment also requires the scheduling of a phone meeting with Clarity. While supportive of employees, the process remains time-consuming and is necessary even when no changes are made.

The open enrollment process is burdensome for HR. Although employees receive confirmation of their selections, a usable report is not sent to HR. As a result, HR must collaborate with the technology department to interpret data and then manually input it into the payroll system. While Clarity offers an online selection process, it has previously encountered issues and was discontinued. The involvement of multiple providers, such as Reliance, Blue Cross, and Chubb, further complicates the process.

A second open enrollment in November allows employees to participate in a flexible spending plan for pre-tax medical or dependent care expenses. TASC administers the plan, ensuring compliance with IRS regulations. Employees complete a payroll withholding form, and HR collects and enters the data manually into both the TASC and payroll systems. Those enrolled in a flexible spending plan receive a card to access their flexible spending account dollars.

Each union contract includes a sick bank, which is supposed to be managed by a sick bank committee according to contractual criteria. However, union leaders report that managing the sick bank is problematic. Most records were previously maintained by the former Assistant Superintendent and were not transitioned to the current administrator, leaving data on balances and usage unavailable.

Tuition reimbursement is available to members of the educational support professionals union. There is a pre-approval and post-completion process, but it is unclear how the reimbursement cap is monitored. Teachers are not eligible for tuition reimbursement but must seek pre-approval for graduate-level coursework if pursuing lane changes. Lane changes may be made in September or February.

Retirement benefits for various unions differ significantly, ranging from no additional benefit to percentage increases in the final years of employment. As noted earlier, the Board of Education pays the employee contribution to TRS for teachers and IMRF for all

other employees. This is a valuable benefit and should be emphasized during recruitment activities.

If a district offers any retirement incentives or bonuses, it is essential that they must monitor a future retiree's pay leading up to retirement for potential excess pay. When a TRS member retires, the employer may be required to pay TRS an additional contribution, thus a penalty, for any salary increase that is used in the final average salary calculation that exceeds six percent. Typically, this is done by monitoring all earnings of those in the retirement track, including the extra duty pay or stipends earned year over year. This monitoring must occur during the four years leading up to retirement, as this is the time frame used in calculating retirement benefits. Frequently, language is included in a collective bargaining agreement that limits year-over-year earnings for those in the retirement track, which helps prevent penalties. No such language exists in the teachers' contract. Regardless, the district should track year-over-year earnings for all individuals in the retirement track or eligible for retirement. It was reported that no one is tracking salary increases or earnings of those in the retirement track to mitigate or control penalties.

The district offers participation in deferred compensation 403 (b) programs for employees through Lincoln Financial. Currently, District 41 collaborates with a third-party vendor to ensure compliance with IRS regulations governing the operation of 403(b) plans.

The district also employs a third-party administrator, United Heartland, to process workers' compensation claims. However, there does not appear to be a documented written process in place. Human resources shared that they gather medical information from employees, monitor claims, and oversee employees returning to work. Workers' compensation leave should align with Family Medical Leave so that the district can effectively address long-term absences. It is unclear if this alignment is happening, since FMLA leaves are not consistently monitored, alignment is unlikely.

While the management of workers' compensation requires attention, the more significant concern is that this confidential process is managed by one of the human resources employees who is a member of one of the bargaining units. This situation presents a potential confidentiality issue and conflict of interest.

Currently, the district manages unemployment claims independently. In the event of a claim, HR must investigate the claim and submit the necessary documentation to contest it. Challenges to unemployment claims require the submission of supporting documentation. If the challenge proceeds to a hearing, the preparation can be extensive. Several vendors offer support for a nominal fee to manage, track, and handle all aspects of unemployment claims. The district should consider contracting with a third-party vendor to address unemployment claims.

In addition to monitoring current unemployment claims, there are ways to mitigate future unemployment claims submitted by substitute teachers. Each year, it is recommended that substitutes receive an intent to work notice towards the end of the school year for the following year. This notice prevents substitutes from having the opportunity to file unemployment claims during school breaks, including summer break. A copy of this notice should be sent to substitutes each year to avoid future unemployment claims; however, it does not appear that such notice is currently sent.

Employee work calendars are essential for several reasons, benefiting both employees and employers. In terms of attendance and leave management, work calendars play a crucial role in tracking employee attendance, identifying patterns, and addressing issues. They help manage leave and absences systematically, ensuring adequate coverage during absences and preventing instructional disruptions. Additionally, work calendars ensure compliance with labor laws and regulations regarding working hours, overtime, and rest periods, protecting both the organization and its employees from legal issues. Maintaining these calendars provides a documented history of work schedules, which is valuable for audits, performance evaluations, and dispute resolution.

Furthermore, work calendars enhance communication and transparency within the organization by setting clear expectations for employees regarding their work schedules, deadlines, and responsibilities. This transparency reduces misunderstandings and enhances accountability. Calendars also improve communication by providing a shared view of work schedules and availability, facilitating better planning and coordination. Therefore, employee work calendars are vital for operational efficiency, attendance and leave management, legal compliance, employee well-being, and enhanced communication, contributing significantly to the overall success of an organization. In District 41, employee work calendars are developed each year for every employee group. However, it is unclear how and if the calendars are shared with employees.

In District 41, paid time off is consistently provided to all eligible employees as required by the associated collective bargaining agreement or compensation handbook. A human resources team member enters the initial paid time off for each new hire into Frontline, the absence management system. They also enter annual allocations each school year for sick, personal, and vacation time. The Frontline absence management system is the substitute calling system to ensure that substitutes are contacted if an absence warrants one. In the event that someone is using days from a sick bank, human resources adjusts the absence management and payroll systems. Monitoring absence balances is necessary, as there are specific limits on vacation accrual for AFSCME members. Evidence exists that this monitoring occurs by the human resources department.

While management of paid time off is consistently completed, processing paid time off in the payroll system faces challenges. The payroll system requires a manual upload of attendance data from the absence management system by human resources on a daily basis to maintain consistency between the systems. Additionally, once a month, the technology department imports absence balances from Frontline into the payroll system as a check and balance for the process. If these uploads do not occur regularly, the payroll process is interrupted. It was reported that human resources does not complete this required upload process on a daily basis. Although this delay has been communicated numerous times, the issue remains unresolved, regularly interfering with payroll processing.

Of note, the individual from human resources who is completing the daily uploads is a union member. As mentioned earlier, this poses confidentiality concerns. Therefore, two significant issues are raised by the current process: interruption of payroll processing and confidentiality concerns.

Another important area that requires ongoing monitoring is the implementation of the Family and Medical Leave Act (FMLA). FMLA is governed by federal law and district policy. Individuals can access FMLA leave in District 41 for 12 weeks each 12-month period during any fiscal year. The HR department manages the use of FMLA. FMLA in District 41 does not mandate the use of paid time off. Typically, conversations about FMLA occur with employees and include the use of sick days. However, it seems that limited discussions are held in District 41 with those seeking FMLA. Instead, most communication occurs via email. When human resources learns of a need for FMLA leave, they send a letter notifying individuals of their eligibility for FMLA and requesting medical documentation. This letter also includes a notification requiring a doctor's note to return to work. If and when the medical certification documentation is received, no follow-up or approval letter specifies anticipated leave dates and return dates. This is also true for maternity leaves in District 41, for which dates can be anticipated. Instead, letters regarding FMLA leaves are not sent until a baby is born; this may create miscommunication, as it leaves the calculation of the 12 weeks to the teacher, who may not fully understand FMLA implementation. Notices are sent to inform individuals that they are running out of paid time off. However, communication should be sent from the District for each FMLA leave that designates the amount of leave counted against an employee’s entitlement, along with expected return dates based on the submitted medical certification. This communication will standardize the implementation of FMLA and improve leave management for all involved, especially building leaders who are trying to fill the void of those on leave.

A list of those who are on leave or anticipated to take FMLA exists; however, human resources does not track return dates or confirm that all required documentation has been received. Finally, the required annual notification regarding FMLA is not sent to all employees. Overall, the management of FMLA leaves needs improvement in tracking and communication.

Monitoring compliance with the Fair Labor Standards Act (FLSA) is necessary in all school districts to ensure that non-exempt individuals receive overtime pay if they qualify. This is particularly important in districts where educational support personnel serve in multiple positions or roles. It has been reported that District 41 has some educational support personnel who undertake additional duties. All extra work, even if done for a stipend, must be documented, preferably via a timesheet. When a non-exempt employee completes an additional duty, they should submit a timesheet to record the hours worked. These timesheets facilitate the calculation of potential overtime compensation. While the stipend associated with an extra duty may meet the overtime pay requirement, compliance is not assured. Therefore, it is essential to collect information on the hours worked, pay received, and potential overtime. Currently, timesheets are submitted for some, but not all, extra duties, and it seems that compliance with the FLSA is not being monitored. This raises significant concern as it may lead to inaccurate overtime calculations. A single complaint, even from someone not directly affected, could have serious financial repercussions for the District if it is found to be non-compliant with FLSA regulations.

For compensation and benefits to work most effectively in a school district, there must be continuous, effective communication between human resources and those responsible for completing payroll. In District 41, payroll is informed when a person leaves employment with the district or begins a leave, regardless of whether the leave is FMLA or not. Payroll shared that when a person goes on leave, their final pay is calculated, and they are paid in full. This prevents overpayment should the person not return from their leave.

Annually, districts are required to submit salary data for specified groups of TRS employees. It is reported that salary data is pulled from the payroll system and uploaded by the Technology Department into the Employment Information System (EIS). EIS reports are submitted by District 41 as required.

Finally, there are numerous technology applications used by human resources; however, they do not appear to work in concert with each other and have isolated specific purposes. A review of all technologies used by human resources is warranted to determine if options exist for the systems to communicate with one another to reduce the need for manual entry.

Work-life Integration

Work-life integration involves blending professional and personal lives in a way that allows individuals to manage and balance their commitments effectively. The goal is to recognize the unique needs of educators, administrators, and staff while creating policies and practices that support a more flexible and balanced work approach. By focusing on employee engagement, a school district can cultivate a workforce that is

more productive, satisfied, and motivated, which leads to improved overall organizational performance.

Employee engagement activities can encompass various areas, from wellness initiatives to improving the employee experience. Organizations that communicate clearly about their goals, strategies, and changes tend to foster higher levels of engagement. Regular feedback and performance evaluations also contribute to a more engaged workforce.

An effective way to assess work-life integration is through stay interviews, which collect feedback from current employees about why they remain with the district. Questions might include what they look forward to at work, their challenges, and what might tempt them to leave. These interviews should be thoughtfully designed to gather valuable insights without causing negative effects. Analyzing the results can help identify patterns and guide improvements in employee engagement. Currently, District 41 does not conduct stay interviews.

A supplement to stay interviews is the use of culture and climate or employee satisfaction surveys, which provide insights into employee concerns and potential areas for improvement. District 41 district office employees participated in a satisfaction survey this past fall. Results indicate that employees feel they can share their opinions in the building, are well-informed about the schools and district, and that the administration center demonstrates respectful behavior. Surveys such as this one can be used district-wide or targeted to measure employee engagement or satisfaction.

Beyond satisfaction surveys, the buildings also complete the required 5 Essentials Survey annually. The results of the 2023-24 School Report Card 5 Essentials survey indicate varying perceptions among teachers and students, with most reporting neutral to weak leadership, collaboration, a supportive environment, and limited family involvement. The results indicate neutral to strong perceptions regarding ambitious instruction. The area with the highest perception of weakness is effective leadership, which reflects whether or not leaders and teachers implement a shared vision for success. These results suggest a need for further exploration into employee engagement.

An alternative to these surveys is holding regular meetings between employees and district leadership. These meetings have recently begun to take place more frequently with union leadership, enhancing communication between union leadership and administration. These positive steps have already yielded beneficial results, as the trust between administration and union leadership is growing, and potential grievances have thus far been avoided.

Supporting employees through various means can enhance work-life balance. An employee assistance program is available, and accommodations are provided for those

experiencing medical issues. Accommodations are managed by human resources, which ensures consistent implementation.

Celebrating employee achievements and milestones is often challenging for school districts, yet it is vital for engaging employees. Celebrations and recognitions can be formal and public or informal and personal. Currently, there is a process of giving a 'shout out' to an employee. There is a link on the District 41 website featuring past recognitions given via these 'shout-outs. It was shared that 'shout-outs' were used to determine who would be recognized as employee of the year nominees. Ballots will be sent out for Teacher, Educational Support Personnel, Student Support Personnel, and Administrator nominees, and winners will be announced at the May Employee of the Year Gala. District 41 also reportedly hosts an annual retirement celebration, recognizing retirees. Expanding recognition districtwide would help connect employees to the district as a whole, ensuring equal access to appreciation efforts.

Work-life integration should foster an environment that respects diverse perspectives, needs, and experiences. The aim is to create circumstances where employees feel supported and connected while ensuring equal access to opportunities, resources, and treatment. Overall, efforts seem to be underway to enhance work-life integration.

Career Management

Career management in a school district involves systematic planning, development, and support for the professional growth and advancement of educators and staff members. This process ensures that individuals can effectively navigate their careers, acquire the necessary skills and knowledge, and contribute to the district's overall success.

Systems must be established to manage movement within the district, including transfers, promotions, and employee exits. Succession planning is necessary not only for administrative roles but also to address the effects of retirements and resignations of certified staff. Communication about career advancement opportunities should be clear and accessible to all employees.

An essential aspect of career management is the oversight of reductions in force or non-renewals of teaching staff. In Illinois, school districts are required to annually create and maintain a "Sequence of Dismissal" (SOD) list to manage potential reductions in force (RIF) of teaching staff. Each year, this list must be provided to the union to ensure transparency in the RIF process. The list includes all certified staff, their endorsements, current positions, other eligible positions, race/ethnicity, and evaluation ratings from recent years, ultimately grouping individuals for possible dismissal. The development of an SOD list is required even if a district is not considering a reduction in force. Although this is a required activity, it was reported that District 41 has not developed an SOD list for several years, which is problematic as it violates Illinois School Code. Moreover, since the list was not developed, there is no evidence that certified staff members were informed of their RIF grouping, which is considered best practice for transparency.

To facilitate the management of the SOD list, the district is also required to meet annually with the teachers' union by December 1 to discuss RIF practices. Minutes are available from a meeting held in September 2022, and union leadership reported that a meeting also occurred in July 2024; however, no minutes are available. No RIF meeting has been held during this school year, putting District 41 out of compliance with Illinois School Code.

The potential for reduction in force is not limited to teaching staff; therefore, seniority lists should be maintained regularly for all employee groups, as all staff members are subject to potential RIF actions. Seniority lists were provided for this review; however, several inconsistencies were noted. First, the job titles on the REISPA seniority list differ from those in the recognition section of the collective bargaining agreement. Additionally, the evaluation tools, denoted by job title in the REISPA agreement, differ from the job titles listed on the seniority list. However, the job titles in the Annual Working Days section of the agreement match those on the seniority list. Because different job titles appear in various locations in the REISPA collective bargaining agreement, determining seniority among paraprofessionals could be problematic should a reduction in force become necessary. It is recommended that decisions about seniority groups be established and memorialized with the union. Ideally, this should occur when a reduction is not imminent, thus simplifying the process.

The SOD and seniority lists are developed and maintained to support position control, budgeting, and accountability, while promoting transparency in the RIF process. Decisions regarding reductions in force and non-renewal practices should be made consistently and should balance the district's financial health with consideration for its employees. For example, eliminating positions funded by grants helps the district avoid financial risk if grant funds are reduced or discontinued. It has been reported that District 41 routinely non-renews all grant-funded positions, as well as those hired after the school year begins, to protect the district. While this may result in the loss of staff in hard-to-fill roles, it provides needed flexibility in planning and budgeting.

Tracking tenure status is a critical component of career management for public school employees. Tenure provides additional protections and impacts evaluation processes, making accurate tracking essential. District 41 currently tracks tenure and informs teachers of their status during their first four years of employment. Teachers are also reported to receive formal letters recognizing the attainment of tenure.

Although tenure does not apply to classified staff, tracking their employment remains important. In District 41, the two collective bargaining agreements for classified staff both include a 90-day probationary period. These periods allow for the early removal of unsuccessful hires but require oversight. Monitoring probationary periods is typically a human resources responsibility, which assists in building leaders to manage the timelines. Effective tracking allows building leaders to focus on developing employees who have completed probation. However, no evidence was provided that HR is currently monitoring probationary periods for either of the classified groups.

Career management culminates with an employee's departure from the district. A simple tracking process should be in place to manage separations effectively. District 41 currently uses a Final Payroll checklist that outlines pay-related steps, but additional tasks should be incorporated. These include but are not limited to: updating seniority lists, revising payroll and technology systems, and submitting the resignation to the Board of Education.

A well-defined separation process also supports future HR functions such as employment verification or Employment History Reviews (EHRs) required by Faith's Law. Including a draft completed EHR form in the personnel file of an individual after they leave the district would enable the district to respond confidently to future requests. An analysis of the separation process is recommended to ensure all departments are notified, post-employment communication occurs, and systems are updated. A defined, consistent process for managing separations should be developed.

Understanding why employees choose to leave the district can also be helpful. Although District 41 is reported to attempt to conduct exit interviews, it remains unclear whether staff participate. Further examination is warranted to explore why limited exit data is collected and how the information is used.

Finally, HR should monitor license renewals to ensure compliance with Illinois School Code. An audit of licensure was conducted as part of this review and included a random sample of administrative, certified, instructional, and licensed paraprofessional staff. The audit revealed that some paraprofessionals had expired licenses; approximately 14% of those reviewed held expired licenses. Fortunately, although HR does not appear to track licensure, the teaching staff seems to manage their renewals effectively, as no expired teaching licenses were identified during the sample review.

These licensing issues conflict with District Policy 5:280 (Duties and Qualifications for Educational Support Personnel) as well as Illinois School Code. Most districts use a human resources information system (HRIS) to track licensure and other key personnel processes. Currently, District 41 does not consistently use an HRIS to manage employee data. Inaccuracies exist in the technology systems in place, and no centralized method for data management is used. HR should regularly monitor the validity of employee licenses. Although Frontline Central is used to track licenses, the data is outdated and has not been consistently maintained. Someone with strong knowledge of licensure requirements should conduct a comprehensive license audit, and a reliable tracking system should be implemented to monitor licenses going forward.

In addition to licensure, districts are required to review the child murderer and sex offender databases every five years to confirm that no current employees are listed. There is no evidence that this five-year review occurs in District 41.

Labor-management relationships are reportedly improving. Efforts are underway to enhance communication with union leadership through regular meetings and ongoing dialogue. In the past, principals and district office administrators reportedly made decisions that conflicted with collective bargaining agreements, lacked follow-through,

or failed to honor agreements, leading to low trust and poor communication. At present, all three union leaders appear willing to give the new administration team time to make improvements and adhere to negotiated agreements, even though opportunities for grievances still exist. Continued attention to all labor groups and a focus on transparency and communication will be key to rebuilding trust.

By addressing the career management challenges identified in this review, District 41 has the opportunity to significantly strengthen its human resources practices and improve the overall employee experience. Implementing clearer systems for staff movement, RIF procedures, tenure and probation tracking, and licensure monitoring will not only ensure compliance with state laws and board policies but also promote fairness and transparency throughout the district. Establishing standardized, well-communicated processes for separations and exits can support smoother transitions and preserve institutional knowledge, while comprehensive exit interview procedures may yield insights that inform recruitment and retention strategies.

Moreover, the use of a reliable HRIS will be critical for improving data accuracy, streamlining personnel management, and enabling leadership to make more informed staffing decisions. Consistent monitoring of compliance requirements, such as license validity and mandatory criminal background database checks, protects both students and staff while upholding the district's legal obligations.

Finally, the district's efforts to rebuild relationships with its labor groups through open communication and collaboration are commendable and should be sustained. Proactive engagement with union leadership, honoring collective bargaining agreements, and promoting mutual trust are foundational to a positive working environment. As District 41 continues to rebuild and modernize its HR operations, a comprehensive approach to career management will not only help attract and retain talented employees but also create a culture of accountability, growth, and shared purpose across the organization.

Total Rewards - Strengths

1. The Board of Education pays the employee contribution to TRS for teaching staff and classified staff
2. Salary placements at hire for all staff appear consistent
3. An Administrative Compensation manual exists to guide salary and benefits for administrators
4. The Non-affiliated Employee Compensation Booklet exists to guide all compensation of those who are not union members
5. A flexible spending plan is available
6. A sick bank exists in each collective bargaining agreement
7. Tuition Reimbursement is available for paraprofessionals, security, and nursing staff
8. The process exists for teachers to obtain a lane change
9. Deferred compensation is available using a third-party vendor for management of IRS regulations

10. Workers' compensation is managed by a third-party vendor
11. Employee calendars are developed each year
12. Paid time off balances are managed and monitored by human resources
13. Payroll is informed when a person leaves employment or goes on leave, allowing a payout and preventing overpayment
14. The district conducts satisfaction surveys on a regular basis
15. Employee assistance program offered to staff
16. A system is in place for employees to recognize their peers, which leads to the selection of Employee of the Year recognition
17. The district holds an annual retirement tea
18. A system for tracking tenure exists, and tenure attainment letters are sent
19. A Final payroll checklist exists
20. Exit interviews are sent to those leaving the district
21. Regular meetings are held with each bargaining group and human resources
22. Leadership of local labor groups are giving the new administration time to improve current issues rather than filing grievances

Total Rewards - Areas of Vulnerability

1. Salary notifications were not sent or placed in personnel files
2. The open enrollment process is time-consuming and labor-intensive for all employees and the HR department
3. Sick bank balances are not available
4. Tuition reimbursement for educational support professionals is not monitored
5. It does not appear that any tracking is done for those in the retirement track to avoid excess salaries over 6%, resulting in TRS penalties
6. The teacher's contract does not include language to control excess salaries over 6%
7. Workers' compensation is not run concurrently with FMLA
8. Unemployment claims are fully managed by human resources
9. Substitutes are not issued intent-to-work letters each spring to counteract unemployment claims over the summer
10. It is unclear how employee calendars are shared with employees
11. Daily attendance uploads do not occur, impacting the processing of payroll
12. FMLA tracking lacks all the preferred information
13. FMLA approval letters are not sent, nor does any communication occur that designates the amount of leave that will be used against an employee's annual entitlement
14. The annual notification regarding FMLA is not sent
15. No one is monitoring compliance with the Fair Labor Standards Act
16. The technology used does not work in concert and requires much manual entry
17. The district does not complete stay interviews
18. The Sequence of Dismissal list has not been completed in several years
19. RIF grouping assignments are not communicated annually to certificated staff

20. The RIF Committee has not met this year as required by the Illinois School Code
21. Seniority lists are not maintained throughout the school year and shared with unions as required per collective bargaining agreements
22. No one is monitoring probationary periods for classified staff
23. A termination checklist does exist
24. Accurate, detailed processes are not well documented or in place for numerous career events, i.e., transfers, tenure attainment, and separations, including how these events are communicated with impacted stakeholders
25. The district does not have regular participation in exit interviews
26. Paraprofessionals were identified with expired licensure
27. Tracking of licensure renewal is inconsistent
28. No evidence of a 5-year review of child murderer and sex offender databases

Total Rewards - Recommendations

1. Establish a 5-year process of market analysis for non-affiliate positions
2. Establish a process to issue salary notifications to all employee groups
3. Review the open enrollment process, explore ways to simplify the process for both employees and the human resources department
4. Work on obtaining sick bank balances from the prior HR administrator
5. Establish a process to monitor tuition reimbursement for educational support professionals
6. Establish a process to track year-over-year pay increases for TRS members who are retirement-eligible
7. Revise the workers' compensation process to run commensurate with the FMLA
8. Consider the use of a third-party administrator to handle unemployment claims
9. Establish a process to issue intent to work letters to all substitutes
10. Establish a process to share calendars with all employee groups
11. Ensure that daily attendance uploads occur as required for the processing of payroll
12. Establish a process to manage FMLA, including the issuance of the annual required notification, issuing FMLA letters that designate an employee's use of FMLA leave against their annual entitlement
13. Develop an organized system for tracking all leaves, including FMLA
14. Establish a process to effectively manage the Fair Labor Standards Act (FLSA) for non-exempt employees working extra duties, including the submission of timesheets for all extra duties
15. Evaluate all technologies used by the human resources department to address the need for manual entry by HR team members
16. Consider the use of stay interviews
17. Establish a process to annually complete the Sequence of Dismissal (SOD) list
18. Hold RIF joint Committee meetings each year
19. Issue RIF grouping notifications to each certified staff member annually
20. Maintain, regularly update, and share seniority lists for all employee groups

21. Establish a process to monitor probationary periods for all classified employees
22. Develop a detailed process to manage and track employee transfers, including an associated communication plan with all stakeholders
23. Develop a detailed process to manage and track separations, including an associated communication plan with other departments, buildings, and the Board of Education
24. Add the completion of a Draft Employment History Review (EHR) form to the separation process
25. Review the process for exit interviews
26. Review the licensure of all certified staff and educational support personnel to ensure their licenses are valid and appropriate for their assignment
27. Create a process for ongoing monitoring of licensure renewal for all employees
28. Implement consistent use of a human resources information system to track all career management events
29. Establish and implement a written process to complete a review of the child murderer and sex offender databases as required by Illinois School Code

POLICY REVIEW

The district currently utilizes the policy management service provided by the Illinois Association of School Boards through PRESS Plus. As a result, policies related to Personnel are in good standing. The following policy needs review by district personnel to determine if it complies with the recommended language and reflects desired practice:
5:10 Equal Employment Non-Discrimination complaint managers do not represent multiple genders

CONCLUSIONS

A human resources review helps evaluate the efficiency and effectiveness of human resources processes and procedures. This includes planning, recruitment, hiring, onboarding, training, performance management, and other human resources functions. Identifying areas for improvement can enhance communication, encourage teamwork, and lead to increased employee engagement and better employee satisfaction, thus higher retention rates.

Rock Island-Milan School District 41 contracted with the Illinois Association of School Personnel Administrators to complete a human resources review. There are concerns with the functioning of the human resources department and the lack of existing, consistent structures and processes.

During this human resources review, numerous documents, as noted, were reviewed and analyzed to identify processes and verify their implementation. In addition, interviews

were held with anyone recognized by the Assistant Superintendent for Human Resources as participating in any human resources function. In total, seventeen individuals listed earlier in this report were interviewed.

Using the Human Capital Leaders in Education standards and domains of Talent Acquisition, Talent Development, and Total Rewards as identified by the American Association of School Personnel Administrators, the documents and interviews were used to identify strengths and areas of vulnerability that exist in District 41 related to human resources functions and tasks. In addition, recommendations are made in each domain area, which aim to assist District 41 in enhancing human resources functions' overall efficiency and effectiveness.

The individuals in the human resources department who were interviewed are dedicated to District 41 and its employees and complete their work with positive intent. However, without having documented processes that specify the human resources functions, details of these functions are often omitted or not addressed.

In addition to those in the human resources department, the others interviewed voiced a strong desire to improve working conditions across the district, starting with how human resources functions. Conversations regularly mentioned confusion about processes and who in the central office or human resources department is responsible for what activities.

In conclusion, this review notes several concerns, each with its own consequences. Overall, the human resources department has many identified strengths; however, vulnerabilities also exist, exposing the district to potential liability.

Given the large number of identified issues, the district should begin addressing the concerns by focusing on the most potentially impactful improvements: reorganizing the HR department, addressing the pervasive lack of written, documented, and communicated human resources processes, addressing licensure issues, and enhancing endorsement tracking. These critical steps are needed to improve the efficiency and effectiveness of the HR department in District 41. They will help restore trust, ensure compliance, and enhance the department's overall function, ultimately benefiting the entire school district.

Priority Recommendations

Priority Recommendation #1

Reorganize the Human Resources Department, including the reassignment of duties and responsibilities

Currently, two union members are working in the Human Resources department. While union membership is an important right and a valuable form of employee representation, employing a union member within a Human Resources office can

present significant conflicts of interest. HR professionals are tasked with implementing and enforcing management policies, conducting internal investigations, and advising on disciplinary actions, many of which directly involve union-represented employees. A union member may find themselves in a position where their loyalty to the union and its members conflicts with their professional responsibility to maintain confidentiality, impartiality, and management's trust. This dual allegiance could compromise their ability to objectively perform HR functions and raise concerns about whether sensitive information is being handled appropriately.

Additionally, HR must often be neutral during grievance processes, negotiations, or investigations. A union member working in this capacity may inadvertently, or even appear to, favor the interests of the union, undermining both the credibility of the HR function and the trust of non-union employees or management. Even the perception of bias can damage employee relations and organizational effectiveness. To preserve the integrity and independence of HR operations, it is generally advisable to avoid placing individuals in roles where their obligations to outside entities could conflict with their duties to the organization. Therefore, the union members must be removed from the HR department.

Finally, there appears to be a misalignment of duties within the HR department, likely due to the presence of union members. Once this conflict is removed, a reassignment of duties is warranted to balance the duties and responsibilities within the department.

Related to the functioning of the HR department, it appears that the transition between the current Assistant Superintendent for Human Resources and the former individual has been problematic. Many documents were not provided to the current leader, impacting their ability to fully and effectively manage the department's operations.

While many documents may exist within the district, they have not been shared with the new leadership. However, the documents are likely on district devices or systems, so the technology department should be able to retrieve them and provide access as needed.

Both of these issues make it difficult for the current Assistant Superintendent for Human Resources to manage the department's operations effectively. Solving these issues is essential for the department's success and improvement.

Priority Recommendation #2

Create, Document, Implement, and Communicate Detailed Processes and Procedures for all Major Human Resources Functions

For several reasons, Rock Island-Milan District 41 would benefit greatly from creating, documenting, implementing, and communicating detailed processes and procedures for all major human resources (HR) functions.

Firstly, documented processes ensure consistency and fairness in HR functions such as hiring, evaluations, employee discipline, and benefits administration. This consistency helps avoid biases or unequal treatment, guaranteeing that all employees are treated fairly according to the same guidelines. It fosters a sense of trust and fairness within the district, which is crucial for improving employee morale and retention.

Secondly, clear documentation of HR processes is essential for legal compliance. It helps a district stay aligned with federal, state, and local labor laws and regulations, which is critical in preventing legal disputes related to employment practices such as discrimination claims, wage and hour issues, or wrongful termination. Having well-documented procedures provides a protective framework that minimizes potential legal liabilities and ensures the district meets its obligations under laws like the Family and Medical Leave Act (FMLA) and the Fair Labor Standards Act (FLSA).

Documenting HR processes ensures transparency and accountability in addition to legal protection. Employees are informed of what to expect regarding performance evaluations, promotions, disciplinary actions, and other HR matters. This transparency fosters trust and provides clarity while holding the HR department accountable for adhering to established procedures, making it easier to identify and correct deviations.

Detailed processes also improve operational efficiency. Streamlining HR operations reduces confusion, errors, and delays, which is particularly beneficial in districts with high hiring volumes, benefits management, and employee issues. When clear procedures are in place, tasks are completed more efficiently, reducing misunderstandings or redundant efforts.

Moreover, clear communication of HR policies and procedures increases employee engagement and retention. Employees feel more supported when they understand the expectations, available opportunities, and where to seek help. This transparency fosters a sense of security and value, leading to greater employee satisfaction, engagement, and a higher likelihood of retention.

Documented HR functions provide essential support for school administrators and leadership in decision-making. HR's detailed guidelines offer a roadmap for making informed and legally compliant decisions on hiring, staffing levels, and employee performance management. This level of support enables district leaders to act confidently, knowing they are following the proper procedures.

Additionally, detailed procedures are invaluable for training and onboarding new HR staff. They ensure that new employees, or those taking on new responsibilities, can quickly learn and perform their duties effectively, staying in line with district policies from day one.

Another critical reason for creating detailed HR processes is risk mitigation. HR functions like hiring, evaluations, and terminations carry significant legal and reputational risks. Establishing and adhering to thorough procedures reduces the

chances of errors and increases accountability, resulting in grievances, lawsuits, or harm to the district's reputation.

In addition to creating documented HR processes, it is recommended that the department develop a monthly to-do list. The list should outline each task and assign its responsibility to an HR team member. It should be contained in a shared document so that the Assistant Superintendent for Human Resources can monitor task completion on a regular basis and reallocate resources if needed.

In conclusion, creating, documenting, implementing, and communicating detailed HR processes enables a school district to operate more smoothly, maintain legal compliance, and create a more positive work environment for all staff members. This approach supports fairness, efficiency, and accountability while fostering engagement and mitigating potential risks.

Priority Recommendation #3

Complete a Full Audit of All Employee Credentials

It is recommended that District 41 immediately undertake a comprehensive audit of all employee credentials. The recent licensure audit revealed multiple individuals who do not possess the proper licensure for their position held or courses taught. This limited scope of review strongly suggests that additional employees also lack the required credentials. The potential extent of this issue is significant, indicating that a thorough and immediate audit is essential.

This situation poses a substantial risk to District 41 for several reasons. First, the liability associated with employing individuals in positions that mandate licensure when they do not hold the appropriate credentials could lead to severe financial and legal repercussions for the District. Employment laws and professional regulations necessitate that individuals in specific roles hold valid licensure, and failure to comply with these requirements could result in fines, legal action, and the invalidation of work performed by these unlicensed employees.

Moreover, the lack of proper licensure undermines the quality and credibility of the educational services provided. Licensed professionals must typically meet specific standards and undergo ongoing professional development to ensure they are equipped to perform their roles effectively. Employing unlicensed individuals could compromise the quality of education and support services, potentially affecting student outcomes and overall district performance.

Given the gravity of these risks, District 41 must take immediate action. Without delay, a full audit of all employee credentials should be completed. This audit should verify that every employee in a position requiring licensure holds the appropriate and current credentials. It should also include a review of the processes and oversight mechanisms currently in place to ensure that such discrepancies do not occur in the future.

By addressing these issues promptly, District 41 can mitigate non-compliance risks, safeguard its financial and legal standing, and ensure that all employees are adequately qualified to perform their duties. This will also help restore and maintain trust within the community, among staff, and with stakeholders, reinforcing the District's commitment to providing high-quality education and support services.

DOMAIN RECOMMENDATIONS

Talent Acquisition - Recommendations

1. Create a collaborative process for the development of a strategic staffing plan using all available historical information
2. Develop a process for position control that clearly defines how positions are created and managed
3. Create and establish written processes for all human resources functions
4. Remove union members from the human resources department
5. Reallocate duties and responsibilities in the human resources department
6. Create a substitute handbook and an orientation program
7. Identify a process to monitor the potential tenure status of building substitutes
8. Review the use of substitutes within the district, ensuring compliance with the collective bargaining agreements
9. Establish a review cycle of the job descriptions
10. Update the job application to include references to Faith's Law and social media inquiries, and remove inquiries about highly qualified status
11. Review the job application for redundancy and confirm all aspects are actually used in decision-making
12. Develop a strategic recruitment plan to increase the candidate pool, using a variety of methods, including social media and job fairs
13. Engage building leaders in the recruitment process
14. Review job postings, develop a consistent process for posting openings to avoid duplication of postings
15. Enhance the employee value proposition by highlighting the unique employment benefits offered in all branding materials
16. Require full completion of the Recommendation to Hire form and analyze the demographic data of those interviewed and hired to inform future recruitment strategy and identify potential bias
17. Integrate performance-based activities into the hiring process for teachers
18. Analyze the success of recruitment strategies for their return on investment
19. Make connections with the existing grow your own programs in the high school and elementary buildings
20. Train interview teams on legal hiring practices and mitigating bias
21. Ensure consistent use of the identified hiring process
22. Implement the use of employment contracts for all new teacher hires
23. Transition all hiring paperwork to an electronic format using Frontline Central

24. Develop an easily accessible Google document or electronic tracking system for hiring activities, including assigning who will be doing what, which will allow monitoring the status of the hiring process and increase accountability
25. Review practices and the process for the management of personnel files
26. Conduct stay interviews to determine the employee value proposition from the perspective of current employees, from which you can begin to create the district's brand
27. Enhance and expand relationships with local universities and colleges for the placement of student teachers
28. Begin offering positions via phone calls instead of email
29. Revise personnel recommendations taken to the Board of Education to include start dates and termination dates
30. Cease taking new substitutes to the Board of Education for approval
31. Expand the use of Frontline Central or implement another process as a human resource information system that includes tracking the hiring process, as well as other career management events

Talent Development - Recommendations

1. Evaluate the new teacher orientation and mid-year orientation program to determine if it meets the needs of participants and to improve its effectiveness
2. Integrate an orientation to the Educator Evaluation Plan into the new teacher orientation
3. Develop a district-led mentoring program that exists not only to support new teaching staff but also to integrate them into the culture of District 41
4. Review the Welcome Team concept for consistent implementation and effectiveness
5. Develop and implement a process to maintain licensure and endorsements held by all teaching staff
6. Clarify the process of tenure attainment within the Educator Evaluation Plan and with PERA committee members
7. Schedule PERA Joint Committee meeting
8. Establish a process of communication between HR and all evaluators regarding the retention of non-tenured certified staff
9. Revise the summative ratings used in the Principal Evaluation Plan to comply with Illinois School Code
10. Initiate inter-rater reliability activities for those completing evaluations
11. Identify a process to track that all evaluations occur as required by School Code, collective bargaining agreements, and Board policy
12. Ensure that all required evaluation data is reported to the Employment Information System
13. Create and implement a process to ensure the placement of all evaluations in personnel files
14. Disaggregate the evaluation data for use in professional development planning

15. Develop comprehensive handbooks for certified staff, classified staff, and substitutes, including references to Board policy and all terms and conditions of employment that do not attempt to expand upon previously negotiated topics
16. Verify that all administrators use UpSlope when addressing disciplinary issues
17. Review the required mandated training for each job group
18. Establish a process to monitor the completion of assigned mandated training
19. Integrate DCFS Mandated Reporter training into New Teacher Orientation

Total Rewards - Recommendations

1. Establish a 5-year process of market analysis for non-affiliate positions
2. Establish a process to issue salary notifications to all employee groups
3. Review the open enrollment process, explore ways to simplify the process for both employees and the human resources department
4. Work on obtaining sick bank balances from the prior HR administrator
5. Establish a process to monitor tuition reimbursement for educational support professionals
6. Establish a process to track year-over-year pay increases for TRS members who are retirement-eligible
7. Revise the workers' compensation process to run commensurate with the FMLA
8. Consider the use of a third-party administrator to handle unemployment claims
9. Establish a process to issue intent to work letters to all substitutes
10. Establish a process to share calendars with all employee groups
11. Ensure that daily attendance uploads occur as required for the processing of payroll
12. Establish a process to manage FMLA, including the issuance of the annual required notification, issuing FMLA letters that designate an employee's use of FMLA leave against their annual entitlement
13. Develop an organized system for tracking all leaves, including FMLA
14. Establish a process to effectively manage the Fair Labor Standards Act (FLSA) for non-exempt employees working extra duties, including the submission of timesheets for all extra duties
15. Evaluate all technologies used by the human resources department to address the need for manual entry by HR team members
16. Consider the use of stay interviews
17. Establish a process to annually complete the Sequence of Dismissal (SOD) list
18. Hold RIF joint Committee meetings each year
19. Issue RIF grouping notifications to each certified staff member annually
20. Maintain, regularly update, and share seniority lists for all employee groups
21. Establish a process to monitor probationary periods for all classified employees
22. Develop a detailed process to manage and track employee transfers, including an associated communication plan with all stakeholders

23. Develop a detailed process to manage and track separations, including an associated communication plan with other departments, buildings, and the Board of Education
24. Add the completion of a Draft EHR form to the separation process
25. Review the process for exit interviews
26. Review the licensure of all certified staff and educational support personnel to ensure their licenses are valid and appropriate for their assignment
27. Create a process for ongoing monitoring of licensure renewal for all employees
28. Implement consistent use of a human resources information system to track all career management events
29. Establish and implement a written process to complete a review of the child murderer and sex offender databases as required by Illinois School Code

SUMMARY

It was a pleasure meeting each of the individuals interviewed. I greatly appreciated their candor and willingness to answer my initial and follow-up questions. In addition, the interviewees' cooperation in providing documents as requested was essential to the completion of the review.

If you have any questions or need clarification, please reach out for further assistance.

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: May 13th, 2025
Re: **Advancement Via Individual Determination(AVID)Annual Membership Renewal FY26**

AVID is a schoolwide instructional system designed to increase the number of students who are college and/or career ready upon graduation. AVID's mission, which is in alignment to the RIMSD #41's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. To date, we have five (5) schools that are implementing the AVID program, and they are as follows: Rock Island High, Edison Jr. High, Washington Jr. High, Frances Willard Elementary, and Earl Hanson Elementary.

The individual school's AVID goals continue to center on placing an emphasis on instruction, leadership, systems, and the sustainability of AVID as a school-wide support aimed at differentiating instruction throughout classrooms building-wide. Included in the cost of this annual contract is a combination of AVID Membership Fees, subscriptions to AVID Weekly, curriculum material, licensing fees, and both on and off site support and professional development from an assigned AVID Program Manager. The cost breakdown by school is: Earl Hanson- $3,625.00, Frances Willard- $3,625.00, Edison-$5,309.00, Washington-$5,309.00, and RIHS-$5,309.00. This is a total of $23,177.00 for the annual membership contract. This contract is separate from the Annual Learning Partner Contract for Schools Designated by the Illinois State Board of Education.

Therefore, it is recommended that the Board of Education approve the contract for service with AVID Center 9797 Aero Drive, Suite 100 San Diego, CA 92123 for a total of $23,177.00 for FY26 Annual Membership Renewal for Rock Island High, Washington Jr. High, Edison Jr. High, Frances Willard, and Earl Hanson.

Investment Period: July 1, 2025-June 30, 2026
Total Investment: $23,177
Funding Source: Title IV

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: AVID Center **CONTACT NAME:** Frances OBrien

PHONE: 972-591-2531 **EMAIL:** fobrien@avid.org

ADDRESS: 9797 Aero Drive, Suite 100, San Diego, CA 92123

DATES OF SERVICE TO BE COMPLETED: July 1, 2025 - June 30, 2026

SCHOOL DISTRICT CONTACT: Paulette Risden-Rice

COMPENSATION: $23,177

Description	Base Contract Amount
AVID will provide member services to include an annual contract that includes AVID membership fees, subscriptions to AVID Weekly, curriculum material, licensing fees, and both on and off-site support from an AVID assigned Program Manager.	$23,177
Grand Total	**$23,177**

Invoicing Details:

Invoice for the annual service on or after July 1, 2025

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 ☐ N/A

School Board President or Superintendent: _____ **Date:** _____

Requesting School: Administration Center

Budget Code: Title IV

Signature of Vendor: R. Dixon **Date:** MAY 05 2025

Signature of Requestor: _____ **Date:** _____

Signature of Budget Administrator: R. Dixon **Date:** MAY 05 2025

Docusign Envelope ID: 591FE293-7B38-4A75-AFC6-EFB161A5B3C4

AVID Center

Products and Services Quote/Order

Quote/Order #: Q-91154
Client: Rock Island Milan School District #41
Address: 2101 6th Ave
Rock Island, IL 61201

AVID Center Representative: Frances OBrien
Phone: (972) 591-2531
Email: fobrien@avid.org

Effective Date: July 01, 2025

Expiration Date: June 30, 2026

Earl H Hanson Elem School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	$3,625.00	$3,625.00
1	AVID Weekly Elementary	$725.00	$0.00
		Earl H Hanson Elem School SUBTOTAL:	**$3,625.00**

Edison Junior High School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	$4,599.00	$4,599.00
1	AVID Weekly Secondary	$710.00	$710.00
		Edison Junior High School SUBTOTAL:	**$5,309.00**

Frances Willard Elem School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	$3,625.00	$3,625.00
1	AVID Weekly Elementary	$725.00	$0.00
		Frances Willard Elem School SUBTOTAL:	**$3,625.00**

Rock Island High School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	$4,599.00	$4,599.00
1	AVID Weekly Secondary	$710.00	$710.00
		Rock Island High School SUBTOTAL:	**$5,309.00**

Docusign Envelope ID: 591FE293-7B38-4A75-AFC6-EFB161A5B3C4

Washington Junior High School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	$4,599.00	$4,599.00
1	AVID Weekly Secondary	$710.00	$710.00
		Washington Junior High School SUBTOTAL:	**$5,309.00**

TOTAL: $23,177.00

plus all applicable taxes

Additional Comments:

N/A

Docusign Envelope ID: 591FE293-7B38-4A75-AFC6-EFB161A5B3C4

This AVID Center Products and Services Quote/Order is a Subsequent Quote/Order as defined in the General Terms and Conditions previously agreed to by AVID Center and the "Client" identified above ("Ts&Cs"). This Quote/Order and any exhibits or attachments hereto, together with the Ts&Cs (including the definitions of terms set forth at https://www.avid.org/Page/3290 or another location on AVID Center's website designated by AVID Center), supersedes all previous Quote/Orders and constitutes a binding agreement between AVID Center and Client with respect to the AVID Products and Services specified above. Certain AVID Products and Services may be cancelled by Client as set forth in AVID Center's Rest Assured Policy at https://www.avid.org/rest-assured-policy.

AVID Center is committed to assisting Client with a successful implementation. Additional information regarding professional learning registrations is listed below:

- Newly implementing AVID sites are best supported by a core site team of educators – at least 8 for AVID Secondary or 4 for AVID Elementary. In the initial year of implementation, Client agrees to enroll participants into AVID Summer Institute ("SI") equal to the minimum core site team described herein, unless AVID Center agrees otherwise on this Quote/Order. If other professional learning events are taken instead of SI, prices will be adjusted accordingly upon completion of the training event.
- For each existing site in year 2 and beyond of AVID implementation, Client agrees to enroll one (1) participant into AVID Ignite, unless Client notifies otherwise. If a participant is not enrolled or a registrant does not attend, Client will receive a voucher to be used for AVID Ignite in the following summer after payment has been received.

Client will be invoiced for the greater of the number of participants from a site registered for the event or committed to on this Quote/Order. No payment is due at the time of execution of this Quote/Order, notwithstanding anything to the contrary in the General Terms and Conditions. At the time of invoicing, AVID Center will verify registration fees for each site listed on this Quote/Order and any registrations which have been previously paid will be removed from the invoice. Payment will be due within thirty (30) days following receipt of AVID Center's invoice related to this Quote/Order. Each party has caused this Quote/Order to be signed by its duly authorized representative. The terms of this Quote/Order will control in the event of a conflict with any terms or conditions set forth in any purchase order or other document or communication from Client and any such terms and conditions are hereby rejected by AVID Center and of no effect.

	AVID Center, a California Non-Profit Corporation 501(c)(3)		Rock Island Milan School District #41
Sign:		Sign:	
Print Name:		Print Name:	
Title:		Title:	
Date:		Date:	
Email:	contracts@avid.org	Email:	ramona.dixon@rimsd41.org

AVID Center
9797 Aero Drive, Suite 100
San Diego, CA 92123
Employer ID # 33-0522594

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: May 13, 2025
Re: Dual Credit Partnership with Black Hawk College

The Rock Island-Milan School District has a long standing partnership with Black Hawk Community College. This partnership provides opportunities for our scholars outside of the regular Rock Island High School curriculum, including but not limited to earning college credit and career training/certifications. In support of the district's priority of increasing College and Career Readiness this partnership with Black Hawk College provides the district an additional venue in which to better prepare our scholars when they leave RIMSD 41.

For the 2025-2026 school year, RIHS students will have the option of enrolling in one of 14 dual credit courses offered through Black Hawk College. Currently, Rock Island High School is in the process of developing its schedule for next year and over 290 students have requested enrollment in one of the dual credit courses offered. This number is greater than the five year average of BHC Dual Credit enrollment of 254 students per year. Black Hawk College bills students/parents directly for tuition and course fees, the current tuition cost is $60 per credit hour. The District covers the cost of tuition and supplies for students qualifying for a fee waiver, the three year average cost for the District is $12,451.00. Due to the increased number of requests it is recommended that the Board approve a greater spending limit of $15,000.00 in order to account for a potential increase in students qualifying for a fee waiver.

It is therefore recommended that the Board of Education approve Dual Credit Partnership Agreement with Black Hawk Community College, 6600 34th Avenue, Moline, Illinois 61265 as presented.

Investment Period: July 1, 2025 - June 30, 2026
Total Investment: $15,000.00
Funding Source: RIHS 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

DUAL CREDIT PARTNERSHIP AGREEMENT

WITH BLACK HAWK COLLEGE

This Dual Credit Partnership Agreement (hereinafter the "Agreement") is entered into this 1st day of August 2025, by and between Black Hawk College (hereinafter the "College") and **Rock Island-Milan School District #41** (hereinafter "District"), pursuant to the Illinois Dual Credit Quality Act (110 ILCS 27/1).

RECITALS

- The College and the District have agreed to provide dual credit instruction by and through a partnership with one another.
- This Dual Credit Partnership Agreement shall comply with the Illinois Dual Credit Quality Act and other applicable laws.
- This Dual Credit Partnership Agreement shall supersede any prior agreements between the Parties regarding dual credit delivery and administration.

AGREEMENT

1. **DEFINITIONS**. All capitalized terms used in this Agreement will have the meaning set forth in this Paragraph 1.

a**. "College Course Contact"** means an identified appropriate Dean or content faculty member to serve as a contact for a Type A Course Instructor whose responsibilities include:

i. Serving as a contact and ongoing resource to the Instructor during the course delivery, including being available for consultation on a timely basis as reasonably requested by the Instructor;

ii. Coordinating course administrative tasks, such as feedback on syllabi and course assessments;

iii. Sharing and supporting integration of updated course content materials used on campus, and notifying the Instructor of professional development opportunities; and

iv. Other support for implementing the Course Documentation as directed by the College.

b. **"Course Documentation"** means the written memorialization of the understandings reached by the Liaisons during the Course Planning process.

c. **"College Dual Credit Liaison,"** or **"College Liaison"** means an individual designated in writing by the College's President as having primary responsibility for the management and administration of this Agreement.

d. **"College Dual Credit Coordinator"** or **"College Coordinator"** means the individual designated by the College to manage the daily dual credit relationship with the District.

e. **"Course Planning"** means the process through which the course schedule and Course Documentation are completed by a date that enables the District to prepare the Instructor and enroll students as of the planned start date; ensure that all prerequisites and placement requirements are determined in time to ensure certainty for high school scheduling and enrollment; ensure adequate timing and engagement opportunities to address applicable Course Decision Areas; and ensure College Course Contact and Instructor have opportunity to discuss Course content, delivery and learning outcomes with an adequate onboarding process is designed and delivered to the Instructor.

f. **"Course Planning Decision Areas"** means course content and instruction, course administration, student prerequisites for enrollment (if any), instructor support and expectation, contingency plans and other professional expectations.

g. **"Course Request Form"** means the form attached as Exhibit A of this Agreement, or another form agreed upon by the Parties.

h. **"DCOA"** means the Dual Credit Quality Act (110 ILCS 27/1 et seq.).

i. **"DCQA Qualifications Requirements"** means any of the minimum academic credential requirements an Instructor must meet as set forth in paragraph (1), (2), or (3) of Section 20 of the DCQA.

j. **"District Dual Credit Liaison,"** or **"District Liaison"** means an individual designated in writing by the District's Superintendent as having primary responsibility for the management and administration of this Agreement and the dual credit relationship with the College.

k. **"Dual Credit Course"**, or **"Course"**, means a College course taken by a high school student enrolled in the District for credit at both the college and high school level.

1. **"Effective Date"** means either the date of execution by both the College and the District, or, if either Party does not execute the Agreement by the timelines required in Section 16 of the DCQA, the date established by either ISBE (with respect to the District) or ICCB (with respect to the College) as the Effective Date.

m. **"FERPA"** means the Family Educational Rights and Privacy Act of 1974, and the regulations at 34 CFR Part 99.

n. **"IAI"** means a course that has been designated to be included in the Illinois Articulation Initiative as part of the General Education Core Curriculum.

o. **"ICCB"** means the Illinois Community College Board.

p. **"In-District Rate"** means the College's in-district per credit hour tuition and standard fee rate as reported to and annually published by ICCB.

q. **"Instructor**" means a high school teacher proposed by the District to teach a Type A Course.

r. **"Instructor Qualifications Documentation"** means the documents necessary to for the District Liaison to complete the Instructor Qualifications Review Form to determine whether or not an Instructor meets the DCQA Qualifications Requirements.

s. **“Instructor Qualifications Review Form"** means the form attached as Exhibit B of this Agreement, or another form agreed upon by the Parties.

t. **"ISBE"** means the Illinois State Board of Education.

u. **"Liaisons"** means the College Liaison and the District Liaison.

v. **"Parties”,** and **“Party”**, are defined on the signature page of this Agreement.

w. **"Supplemental Requirements"** means facilities, equipment, materials or required activities necessary to offer a Course.

x. **"Type A Course”** means a Dual Credit Course taught at a high school or other District-managed location by one or more District teachers.

y. **"Type B Course”** means a Dual Credit Course taught at a high school, other District-managed location, or online by one or more College faculty members.

z. **"Type C Course”** means a Dual Credit Course taught at the College or a College satellite location (other than a District-managed location) by one or more College faculty members.

2. **COURSE OFFERINGS.**

a. ***Type* A *Courses:*** The College retains the right to approve or deny Type A course requests in its sole discretion. The College may disapprove Type A Course requests if deemed necessary by the College to ensure appropriate levels of oversight and support for courses and other aspects of its dual credit partnership with the District. Type A courses may contain subject matter that is not typically found in high school curricula.

b**.** ***Type B & Type* C Courses***:* The College retains the right to approve or deny Type B and Type C course requests in its sole discretion. The Parties will mutually specify the Type B and Type C Courses, if any, that will be subject to this Agreement. Type B and Type C Courses are subject to cancellation or modification by the College in accordance with generally applicable College policies. In determining the offering of Type B and Type C Courses, the Parties will prioritize courses for which the District does not have sufficient qualified teachers to meet student demand. Type B and C courses may contain subject matter that is not typically found in high school curricula.

3. **COURSE REQUEST PROCESS.**

a. ***New Courses***. To initiate a request to offer a new Type A, B, or C Course, the District Liaison must complete and submit to the College Coordinator a Course Request Form for each proposed Course. Unless otherwise agreed to by the College, for a Fall semester Course, the Course Request Form must be submitted to the College Coordinator by no later than February 1 of the same calendar year. Unless otherwise agreed to by the College, for a Spring or Summer Semester Course, the Course Request Form must be submitted to the College Coordinator by no later than May 1 of the calendar year prior to the semester.

b. ***Action* on *Course Requests***. The College retains the right to approve or deny a Non-IAI Type A Course request or a Type B or Type C course request in its sole discretion. The

College will approve or deny the Course Request Form within fourteen (14) days of the College's receipt of the form. In the event the College needs additional time to make its decision, it shall notify the District in writing of the need for an extension of time and provide the anticipated date the response will be provided. If approved, the College shall proceed to the Teacher/Instructor Approval process in Paragraph 4 of this Agreement. If the instructor is approved, the College shall then proceed to the Course Planning and Documentation Process in Paragraph 5 of this Agreement. Upon the College's disapproval or the Parties' mutual agreement to discontinue the Course request and approval process, the District may pursue an alternative provider for that Course in accordance with Paragraph 7 of this Agreement.

4. TEACHER/INSTRUCTOR APPROVAL.

a. Instructor Qualifications Review for Type A Courses. For a new Type A Course Request, the District Liaison will include with the Course Request Form the Instructor Qualifications Review Form identifying the proposed Instructor and demonstrating how the Instructor meets the DCQA Qualifications Requirements ("Instructor Qualifications Documentation"). The College Dean will review the Instructor Qualifications Documentation and will respond to the District Liaison with preliminary approval or disapproval within fourteen (14) days. If additional time is needed, the College Dean will notify the District Liaison of the need for such extension in writing and shall provide the anticipated date the response will be provided.

i. If preliminarily approved:

1. The College Liaison will indicate preliminary approval on the Course Request Form pending receipt of the Instructor's official transcripts;
2. If known by the College, the College will identify the College Course Contact; and
3. The District Liaison will provide the official transcripts of the Instructor, and contact the College Coordinator to commence Course Planning and Documentation in accordance with Paragraph 5 below.

ii. If disapproved, the College Dean will identify the basis for disapproval in writing on the Instructor Qualifications Review Form and submit the written rationale to the District Liaison. The rationale must specifically indicate the basis for why the proposed Instructor does not meet the DCQA Qualifications Requirements, or another legitimate basis for why the College is unable to approve the proposed Instructor for the Course. The College cannot require an Instructor to exceed the DCQA Qualifications Requirements. Thereafter, the District Liaison may request an in-person or teleconference meeting to discuss the disapproval among the applicable College Dean, the Liaisons, the District Superintendent (or designee) and an additional College designee. The College will participate in such a meeting if requested. Further, upon disapproval, and with or without requesting a meeting

to discuss, the District may pursue an alternative provider for that Course in accordance with Paragraph 7 of this Agreement.

iii. The District must submit a new Instructor Qualifications Review Form subject to the review and approval process set forth in this Section any time the District proposes a new Instructor assignment for an approved Course.

5. COURSE PLANNING AND DOCUMENTATION.

a. Purpose & Schedule. The purpose of the Course Planning and Documentation process described in this Paragraph 5 (“Course Planning") is to ensure that Dual Credit Courses address equivalent content and include the same learning outcomes as those courses taught at the College. The College Dean with the support of the Liaisons will determine the schedule and logistics of Course Planning, provided that:

i. The Course Planning schedule must ensure its completion, including completion of the Course Documentation described in Paragraph 5(c) below, by a date that enables the District to prepare the Instructor (with respect to Type A Courses) and enroll students as of its planned start date;

ii. The schedule and logistics must ensure that all prerequisites and placement requirements are determined in time to ensure certainty for high school scheduling and enrollments;

iii. The schedule and logistics must ensure adequate timing and engagement opportunities to collaboratively address the applicable Course Planning Decision Areas described in Paragraph 5(b); and

iv. With respect to Type A Courses, the schedule and logistics must ensure the College Course Contact and Instructor have multiple opportunities to discuss Course content, delivery, and learning outcomes, and that an adequate onboarding process is designed and delivered for the Instructor.

b. Course Planning Decision Areas. The Course Planning must result in documented agreement between the Liaisons on the administrative aspects and course content topical areas specified in this Paragraph 5(b) (“Course Planning Decision Areas") and must be described in the form attached as Exhibit A or another form agreed upon by the Parties. For Type A Courses, all of the Course Planning Decision Areas must be addressed. For Type B and C Courses, the Liaisons will determine which of the Course Planning Decision Areas are applicable to the Course Planning process for that Course.

i. Course content and instruction, including:

1. Curriculum, which will include the College's sharing of core content materials and syllabi used for the Course on campus;

2. Textbook and materials, which will include the College identifying any common textbook selected by faculty for all sections of the Course taught on campus;

3. Other facilities, technology, or equipment needed for the delivery of the Course, including the identification of any Supplemental Requirements;

4. Assessment of learning outcomes, which will include the College sharing any common assessment materials and rubrics for the Course along with any expectations related to the College's assessment of student learning outcomes program; and

5. Accreditation requirements.

ii. Course administration, including:

1. Utilization of the College's course management system or another system acceptable to the Parties;

2. The College's academic calendar and class scheduling requirements and the impact on delivery of the Course;

3. The College's processes and timing for submission of class rosters and grades;

4. Submission of the official course syllabus to the college 10 days prior to the start of the class; and

5. The anticipated student count and number of sections.

iii. Student prerequisites for enrollment (if any), placement requirements (if any), and any additional student registration or application requirements. The College will ensure that all placement requirements are evidence- based, include multiple appropriate measures to determine whether a student is prepared, address equity of high school student access to placement tests, and enable the use of standardized assessments appropriate to the grade level of potential students.

iv. Instructor support and expectations, including:

1. If not already identified, designation of the College Course Contact;

2. The onboarding process and expectations to ensure new Instructors are sufficiently trained in the Course content and learning outcomes, with expectations not to exceed those of adjunct faculty;

3. Ongoing available and required training and professional development opportunities for the Instructor, including a description of trainings and workshops available for the specific discipline as established by the College, with expectations not to exceed those of adjunct faculty; and

4. A description of the review and observation process to be used by the College under Paragraph 6, with student evaluation procedures applicable, which must include the College's provision of the instrument(s) to be used.

5. Mixed Enrollment courses

a. Type A courses may allow a student who does not otherwise meet the College's academic eligibility requirements to enroll in a dual credit course taught at the high school, but only for high school

credit. The District teacher is required to differentiate the instruction for any student who does not meet the College's academic eligibility requirement. The students who do not meet eligibility requirements will not be awarded dual credit.

b. The District is responsible for establishing a procedure prior to the first day of class for notifying students and/or parent(s) or legal guardians of students who do not meet the eligibility requirements of the following information:

i. the mixed enrollment status of the course.

ii. the requirement that the course will be taught at the College level with differentiation for those not meeting eligibility requirements; and

iii. the eligibility requirements for each student to be eligible to earn dual credit for the course.

c. The District is responsible for sharing the procedure with the College prior to dissemination to students and/or the parent(s) or legal guardian(s) of the students who do not meet the eligibility requirements.

v. Contingency plans that accommodate the delivery of the Course and minimize disruptions to students, including:

1. A contingency plan if the approved Instructor is no longer able to teach the Course, which may involve using a different qualified high school teacher or offering the Course as a Type B or Type C Course; and

2. Plans for the Course delivery in the event a long-term substitute is required.

3. Other unforeseen challenges such as, but not limited to weather cancellations, etc.

vi. Other professional expectations for the Course.

c. Course Documentation.

i. The Liaisons will jointly document the understandings arising from the Course Planning (“Course Documentation") no later than thirty (30) days prior to the scheduled first day of the Course, unless a later date is mutually agreed to by the Parties. If, however, despite good faith efforts, the Liaisons are unable to reach agreement on the Course Documentation, then either (a) the Parties may mutually agree not to offer the Course, or (b) either Liaison may refer the disputed matter or matters to the College's President and the District's Superintendent for resolution. If the disputed matter(s) can still not be resolved through good faith efforts within thirty (30) days, the District may pursue an alternative provider for that Course in accordance with Paragraph 7 of this Agreement.

ii. The Parties will ensure the delivery of the Course in accordance with the Course Documentation, unless variances are mutually approved during the Course's delivery. If the College reasonably determines that the District is not adhering to the Course Documentation, the College Liaison will notify the District Liaison and provide the District with a reasonable opportunity to correct the matter. If, following a reasonable opportunity to correct, the District is not adhering to the Course Documentation, the College may withdraw its approval of the Course for the next semester, and the District may pursue an alternative provider for that Course in accordance with Paragraph 7 of this Agreement.

iii. The College retains the right to determine and approve course content and documentation for all Courses. Courses may contain subject matter that is not typically found in high school curricula.

d. Multiple Districts. The College may establish a Course Planning process with multiple school districts offering the same Course.

e. Notice of College-Level Content. The District must provide notice prior to the first day of class to students and parent(s) or legal guardians of students that dual credit courses are for College credit and therefore the Courses and curriculum will contain College-level content and subject matter, some of which may involve complex themes, adult topics, diverse perspectives or other content which may be intended for mature audiences and not regularly found in high school curricula. The District is responsible for providing a copy of such notice to the College prior to the first day of class.

6. **OBSERVATION AND REVIEW OF COURSE DELIVERY**.

a. Purpose; Process. The College's Chief Academic Officer or designee will observe and review the delivery of each Type A Course in a manner that is consistent with the College's review and evaluation policy and procedures for on- campus adjunct faculty and any related agreements set forth in the Course Documentation. The College will schedule and coordinate all aspects of the observation and review with the District Liaison in a collaborative manner. This evaluation shall not impact the Instructor's performance evaluation under Article 24A of the School Code. The evaluation may impact the Instructor's approved status and future eligibility as an adjunct faculty member for that Course in accordance with the College's evaluation policies and procedures.

b. Sharing Results. No later than thirty (30) days after the observation and review, the College will share the results with the District Liaison and be available to discuss the results with the District Liaison, the High School Department Chair, and the Instructor.

7. ALTERNATIVE PROVIDERS. Upon disapproval by the College of a Course request, disapproval of an Instructor, failure to reach agreement on Course Documentation, or the College's withdrawal of Course approval, the District may pursue an alternative provider of that

Course, and will notify the College Liaison of its intent to do so. Thereafter, the College will not object to, or seek to limit, the District's ability to contract with another community college or institution of higher learning (whether in-state or out-of-state) for delivery of that Course for the time period that the specific Course at issue would have occurred. Nothing in this Agreement restricts the ability of the District to pursue Dual Credit Course delivery with an in-state institution of higher learning at any time, for any reason.

8. <u>COST AND FEE STRUCTURE.</u>

a. ***Cost Structure - Type* A *Courses.***

i. Each student is responsible for making payment to the College for all Course costs in Type A Courses in accordance with this Agreement. Students will be billed directly by the College and will be required to submit timely payments.

ii. The cost structure for Type A Courses, on a per credit hour basis, shall be the dual credit tuition rate for courses taught by qualified and approved high school faculty.

iii. No other fees or costs will be charged by the College for Type A Courses, except as provided in Paragraph 8(d) regarding Supplemental Requirements.

iv. The College will utilize revenue received by the District for Type ACourses for the coordination and administration of dual credit partnerships with school districts and the delivery and administration of Dual Credit Courses (which may include all Types).

b. ***Cost Structure - Type B Courses.***

i. Each student is responsible for making payment to the College for all Course costs in Type B Courses in accordance with this Agreement. Students will be billed directly by the College and will be required to submit timely payments.

ii. The cost structure for Type B Courses, on a per credit hour basis, shall be at in-district tuition rates.

iii. A minimum of ten (10) students must be enrolled for a Type B course to run.

iv. No other fees or costs will be charged by the College for Type Courses, except as provided in Subsection (d) - "Supplemental Requirements" below.

c. *Cost Structure – Type* C *Courses*.

i. For Type C Courses, the District will elect to either make payment on behalf of students or elect for students to pay tuition and fees to the College in accordance with generally applicable College policies and processes.

ii. If the District elects for students to pay tuition and fees, tuition and fees will be charged in accordance with generally applicable College rates and policies.

d. Supplemental *Fees.* If the District is not able to provide or pay for the facilities, equipment, materials, or required activities necessary to offer a Course ("Supplemental Requirements") and the College is willing to address the Supplemental Requirements on behalf of the District to offer the course at a high school, the District and College must agree to a supplemental fee to cover the Supplemental Requirements.

e. *Textbooks and Materials.*

i. For Type A and B Courses, the District will purchase textbooks and materials on behalf of students. For Type C Courses, the District may elect to either purchase such items on behalf of students, or have the students purchase textbooks and materials in accordance with standard College policies.

ii. For Type A Courses, the College will specify whether a common textbook has been selected by faculty for all sections of the Course taught at the College.

1. If there is no common textbook, the Instructor will propose the textbook, which must be approved by the College; textbook and materials must address equivalent content and the same learning outcomes as the outcomes expected of the same Courses taught at the College.

2. If there is a common textbook and set of course materials, the common textbook and materials will be used unless the College, in consultation with the District, agrees to a different textbook and materials covering equivalent content and the same learning outcomes. The College will consider any alternatives proposed by the District, but the College will retain final decision-making authority.

iii. For Type B Courses, the College faculty member will specify the required textbook and materials unless the faculty member, in consultation with the District, agrees to a different textbook and materials covering equivalent content and the same learning outcomes. The College and faculty members will consider any alternatives proposed by the District, but the College will retain final decision-making authority.

iv. For any Type A or Type B Course where the College specifies the textbook, the College agrees to allow the use of the textbook for at least four (4) years, provided

the use of a previously published edition of the textbook does not appreciably impact the content and delivery of the Course.

9. CHARGES TO STUDENTS/FAMILIES. The District may charge students for fees, textbooks and materials in any instance where the District is paying the College for the Course or directly purchasing textbooks and materials. However, the District may not charge more than the amounts payable to the College or directly incurred by the District for textbook and material purchases on a per student basis under this Agreement.

10. INVOICING & PAYMENT PROCESSES. For Courses where the District is making payment to the College of fees and, if applicable, textbooks and materials, the College will invoice the District each semester based on enrollment activity throughout the first 10 days of the course, in compliance with and according to the College's refund policy. The District will pay the invoice in accordance with standard District payment processes.

11. STUDENT PLACEMENT, ADMISSIONS & TRANSCRIPTS

a. *Identification* and Placement *of* Students.

i. The District Liaison will ensure that all students enrolling in a Dual Credit Course meet the Course prerequisites of the College as defined in the Course Documentation.

ii. The District will provide copies of student transcripts in accordance with admission procedures of the College. The College will provide appropriate placement and assessment testing as set forth in the Course Documentation.

b. Student *Admissions*. The District Liaison will work directly with students to complete applicable registration and application materials. The College Coordinator will assist in any needed admissions and registration assistance. c. College Credit and Transcripts. The College will award college credit for each successful completion of a Dual Credit Course and record student grades on College transcripts. As the accrediting institution, the College is responsible for granting college credit and retains the rights to determine and approve course content.

c. College Credit and Transcripts. The college will award college credit for each successful completion of a Dual Credit Course and record student grades on College transcripts. As the accrediting institution, the College is responsible for granting college credit and retains the rights to determine and approve course content.

12. STUDENT ACADEMIC SUPPORTS & GUIDANCE

a. The College will provide students and the District with information regarding:

i. The rights, responsibilities, and expectations of enrolled College students;

ii. Student conduct policies such as academic integrity, consequences of plagiarism, and academic dishonesty; and

iii. Processes such as credit transfer.

b. The Liaisons will jointly identify and establish pre-college and college transition advising services, supports for student progress monitoring, and supports to engage students in postsecondary counseling including, but not limited to advising on:

i. Articulation of Dual Credit Courses into postsecondary education degree completion plans;

ii. Financial aid and scholarship options;

iii. Class registration and scheduling; iv. Degree and certificate programs offered through the College;

v. Supports and services for individuals with disabilities to successfully transition into postsecondary;

vi. Other targeted supports for students who need additional support to successfully transition into postsecondary, as identified by Instructors; and vii. College policies, procedures, academic programs of study, and other support services provided by the College. The Liaisons shall describe the Parties' joint approach to pre-college and college transition advising services and supports in information disseminated in an agreed upon format to students.

13. DATA SHARING. To administer and assess the impact of this Agreement, the Parties will exchange student information, grades, and other appropriate data as permitted by FERPA and other applicable law. If a student is enrolled concurrently in the District and the College, the Parties may disclose the student's education records in accordance with FERPA and will mutually share data on the performance of students in a meaningful and timely basis. Each Party designates the other Party as its agent with a legitimate educational interest in students' educational records for purposes of FERPA. The Parties will institute policies and procedures designed to ensure that its employees and agents comply with FERPA and other applicable laws governing the privacy and protection of student education records, and will protect student education records against accidental or deliberate re-disclosure to unauthorized persons.

14. DISABILITY RESOURCES & ACCESS. All Black Hawk College students, including dual enrolled students, have rights and responsibilities pursuant to state and federal law, including the Americans with Disabilities Act of 1990, ADA Amendments Act of 2008, and Section 504 of the Rehabilitation Act of 1973. These rights include access to reasonable accommodations in qualified circumstances. The responsibilities of the student include: identifying as a person with a disability when accommodation is needed, seeking information and academic counseling, as well as taking an active role in making the accommodations work.

For high school students attending classes on Black Hawk Colleges' campus or a course taught by a Black Hawk College faculty member, students must provide documentation and meet with the Disability Resources & Access Coordinator to request accommodations and develop an accommodation plan. Required forms are available on our website: www.bhc.edu/disability.

Please note that a student may not be provided the accommodation requested. Reasonable accommodations will be provided as necessary and warranted. Examples of accommodations that may be provided include, but are not limited to:

a. **Testing:** Extended time, minimum distraction area, use of a reader, scribe, or computer and large print.

b. **Note-takers**:A fellow student in class may be willing to make a copy of his/her notes. The student may choose to record the lecture(with instructor consent and permission) and later make notes from the recording. Sometimes instructors have a class outline or class notes they will share with the students.

c. **Books in alternative format:** Staff members will assist students in obtaining textbooks or other class materials from publishers or use software to create an audio book if not available from the publisher. Students are still required to purchase the textbook prior to requesting an audio book.

d. **Equipment loan:** The office may have digital recorders, handheld magnifiers, and talking calculators available.

e. **Assistive technology**:The office may have ZoomText, Natural Reader, Jaws for Windows, Read & Write (RW), and Kurzweil 3000 software available in the Disability Resource & Access Office. The Disability Resource & Access Office may provide training on assistive technology.

f. **Sign language interpreters**: Interpreters may be provided for classes and other campus activities.

For high school students enrolled in courses taught at their high school and taught by a high school faculty member, they will work with their high school IEP team to set up accommodations according to acceptable college course standards and applicable laws and regulations. They are not required to meet with the Disability Resources & Access Coordinator. Requests for modifications which would reduce academic expectations, alter the curriculum or which would eliminate essential components of any course are not reasonable accommodations as recognized by law. The District agrees to abide by the applicable accommodations afforded to students and will not modify, alter or eliminate essential components of any dual course offering.

15. TITLE IX & SEX/GENDER HARASSMENT, DISCRIMINATION AND MISCONDUCT. The College is committed to maintaining a respectful and professional academic and working environment for students, faculty, staff, and visitors. This includes having an environment free from unlawful sexual misconduct.

a. The College and the District agree to collaborate during the investigative process

when allegations of sexual misconduct arise, as deemed appropriate by the College. In instances where the complainant and the respondent are both students enrolled in a Dual Credit Course taught at a high school or other District-managed location by one or more District teachers (Type A course), the College will defer to the District's Title IX complaint process. The District will inform the College if allegations are found and appropriate disciplinary sanctions may be rendered by the District and by the College.

b. Title IX complaints involving faculty and staff employed exclusively by the College, will be under the jurisdiction of the College's policies, investigation and adjudication process. Founded allegations will be treated as a personnel matter and will follow the College's disciplinary procedures. The College may share findings with the District, as deemed appropriate. Additionally, Type B and Type C courses involving student-to-student allegations will also be under the jurisdiction of the College and will be investigated and adjudicated by the College. The College will inform the District if allegations are founded and appropriate disciplinary sanctions may be rendered by the College and by the District.

c. The College's employees, under Title IX law, are considered "responsible employees" versus "mandatory reporters". However, in the event that a responsible employee becomes privy to reported acts of sexual harassment, discrimination or misconduct, the responsible employee may notify the College. The College agrees to notify the District's administration if allegations involving a minor under the age of eighteen (18) arise.

16. **ANNUAL PARTNERSHIP REVIEW**. The College and District will annually review their dual credit partnership under this Agreement during a joint meeting. The joint meeting will be scheduled by the Liaisons to align with the availability of data from the prior school year and deadline for establishing new Courses in the upcoming year. The joint meeting must include appropriate senior leadership of the Parties and address all of the following matters:

a. Assessment of disaggregated data pertaining to Dual Credit Course enrollments, completions, and subsequent postsecondary enrollment and performance to the extent feasible;

b. Review of successes and challenges pertaining to current Course offerings;

c. Concerns regarding placement requirements or prerequisites for student enrollment, as well as consideration of remediation opportunities for high school students to broaden access;

d. Anticipated expansion of Courses in the upcoming school year;

e. Anticipated modifications to Course Documentation in the upcoming school

year; and

f. Recommended modifications to this Agreement or other policies and procedures of the Parties to improve Dual Credit Course delivery.

17. **GENERAL PROVISIONS**.

a. **Amendment**. This Agreement may be amended at any time by the written agreement of both Parties.

b. **Term**. This Agreement shall become effective on its Effective Date and shall remain in effect

unless terminated by the mutual agreement of the Parties. The Illinois State Board of Higher Education and the Illinois Community College Board shall be notified of any termination.

c. **Termination**. This agreement may be terminated by the mutual agreement of the Parties.

d. ***Governing*** **Law**. This Agreement is entered into pursuant to and in accordance with the Illinois Dual Credit Quality Act. This Agreement shall be governed in all respects by the laws of the State of Illinois.

e. **Disputes**. Each Party shall designate a Liaison. The Parties agree to use good faith efforts to collaboratively resolve any disputes regarding this Agreement through their Liaisons. Disputes regarding the College's basis for disapproval of Instructors for Type A Courses will be resolved in accordance with Paragraph 4. Disputes regarding the Parties' inability to reach agreement on course planning decision areas and course documentation despite good faith efforts will be resolved in accordance with Paragraph 5. In the event any other dispute under this Agreement cannot be timely resolved, the parties may mutually agree to participate in mediation before a mediator chosen by the College. If mediation is not sought, either Liaison may refer the dispute to the College's President and the District's Superintendent for resolution. If the dispute cannot be resolved within thirty (30) days after referral to the College's President and the District's Superintendent, the Parties will notify ISBE and ICCB and the dispute will be resolved by authorized representatives of ISBE and ICCB. The resolution of the dispute by ISBE and ICCB shall be binding on the Parties.

f. **Severability**. If any provision of this Agreement shall be held or deemed to be or

shall in fact be inoperative or unenforceable as applied in any particular case in any jurisdiction or jurisdictions or in all cases because it conflicts with any other provision or provisions hereof or any constitution, statute, regulation, or for any reason, such circumstance shall not have the effect of rendering any other provision or provisions contained herein invalid, inoperative or unenforceable to any extent whatsoever. The invalidity of any one or more phrases, sentences, clauses, or sections contained in this Agreement shall not affect the remaining portions of this Agreement or any part thereof. In the event that this Agreement is determined to be invalid by a court of competent jurisdiction, it shall be terminated immediately.

SIGNATURES

FOR THE COLLEGE

President

_____

Printed Name

_____ _____

Signature Date

FOR THE DISTRICT

Superintendent

_____

Printed Name

_____ _____

Signature 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: May 13th, 2025
Re: DecisionEd Contract Renewal

DecisionEd empowers educators and administrators by providing access to critical data through intuitive dashboards and reports, enabling informed decision-making through advanced data analytics and warehousing solutions. To ensure continued access to this valuable resource, a renewal of the district's contract with DecisionEd Group, Inc., located at 9901 Valley Ranch Parkway East, Suite 1060, Irving, TX 75063, is requested.

It is recommended that the Rock Island-Milan School District #41 Board of Education approve a one-year contract renewal for $28,950.00. This expenditure will be covered by the Technology Department budget and will be valid from July 1, 2025, through June 30, 2026.

Investment Period: July 1st, 2025 through June 30th 2026
Total Investment: $28,950.00
Funding Source: Technology Dept. 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: DecisionEd Group, Inc **EMAIL:** deborah.mason@decisioned.com

ADDRESS: 9901 Valley Ranch Pway East Suite 1060 Irving, TX 75063

DATES OF SERVICE TO BE COMPLETED: SY 25-26

SCHOOL DISTRICT CONTACT: Troy Bevans

COMPENSATION: $ 28,950.00

DESCRIPTION OF DUTIES:

Annual support DecisionEd 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: 7/1/2025 **End Date:** 6/30/2026

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: _____ **Date:** _____

Signature of Budget Administrator: Troy D. Bevans Digitally signed by Troy D. Bevans Date: 2025.05.07 12:04:34 -05'00' **Date:** 05/07/2025

Updated January 2022

Leveraging Data for Performance Education

Quotation

Quotation Date: May 8, 2025

Expiration Date: June 30, 2025

Prepared for: Rock Island-Milan
2000 7th Avenue
Rock Island, IL 61201

Item	Description	Quantity	Price	Extended
XJ1SPT	XJ1 Support & Maintenance (July 1 2025 – June 30, 2026)	1	$28,950.00	$28,950.00

Total **$28,950.00**

Undersigned agrees to purchase the above pursuant to applicable license agreements. Payment terms net 30 unless otherwise defined via DecisionEd Solution Agreement.

Customer Representative:_____

Printed Name: _____

Date: _____

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Joshua Becker, Operations Director
Date: May 13, 2025
Re: RIHS Cafeteria Flooring Asbestos Removal.

On March 11th, the Board approved Chenoweth Construction to complete the flooring replacement project in the Rock Island High School cafeteria. During the preconstruction meeting, it was identified that a portion of the existing flooring contains asbestos. In compliance with regulatory requirements, this material must be professionally abated before the replacement work can proceed.

DEM Services, currently performing asbestos abatement in the tunnel at Rock Island High School, is available to complete the additional removal needed in the cafeteria. They have submitted a proposal in the amount of $14,350, plus contingency, for this work.

Approval to proceed with DEM Services for this necessary abatement will allow the overall flooring project to move forward with limited delays in the flooring replacement project.

It is recommended that the Board of Education approve the proposal from DEM Services, 5316 W. 124th Street, Alsip, IL 60803, for a total contract amount not to exceed $18,000 for the asbestos removal in the RIHS cafeteria.

Investment Period: N/A
Total Investment: Not to Exceed $18,000
Funding Source: District/Operations and 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

Contract for Service Form

Rock Island-Milan School District 41

VENDOR NAME: DEM Services, Inc. **EMAIL:** davidm814@gmail.com

ADDRESS: 5316 W. 124th Street, Alsip, IL 60803

DATES OF SERVICE TO BE COMPLETED: June 2025

SCHOOL DISTRICT CONTACT: Josh Becker/Annaka Whiting

COMPENSATION: $ not to exceed $18,000

DESCRIPTION OF DUTIES:

removal of tile and mastic from the cafeteria/kitchen area

Is this a Subscription/Software: Yes ☐ or No ☒

If NO, go to next section. ***If YES, complete below, then go to next section (no vendor signature)***

Subscription/Software Name: _____ **Website:** _____

Subscription/Software Start Date: _____ **End Date:** _____

SOPPA Approved: Yes ☐ or No ☐

Requesting School: Rock Island High School

Budget Code: _____

Signature of Vendor: _____ **Date:** _____

Signature of Budget Administrator: _____ **Date:** _____

_____ _____

Superintendent or School Board President **Date**

DEM Services, Inc.

An Environmental Contractor

Proposal

To:	Rock Island -Milan District #41 2000 7th Avenue Rock Island, IL 61201	*Proposal No.:*	**P2025 - 024**
		From:	**David Montgomery**
Attn:	Josh Becker, Director of Buildings and Grounds	*Date:*	May 6, 2025
Work Site:	Rock Island High School		
Project:	**Asbestos Aabatement Services**		

DEM Services, Inc. hereby agrees to furnish all necessary labor, materials, equipment, and disposal to complete the following work:

Scope:

Removal of floor tile and mastic, by the non-friable method, from the cafeteria/kitchen area. Approximately 12' x 156'

The tentative schedule is during down times while doing the contracted work.

Mastic will be removed using a high flashpoint, no odor chemical.

IDPH will require a notification revision for this work.

No P&P bonds are included for this work.

All work performed by IDPH licensed workers/supervisors.

DEM will need access to electric and water and may need a location for a dumpster on site.

If there are any questions regarding this proposal, please contact me at the office. Thank you for the opportunity.

All of the above work is to be completed in a substantial and workmanlike manner, to be paid as follows:

☐ Lump Sum: ……..…….....

☒ at the previously agreed upon rates for time and material, and not-to-exceed **$14,350.00**

Payment is to made within **30** day(s) of completion, or an assessment of **1.50** % per month will be applied.
Any alteration or deviation from the original scope of work, plans, or specifications will be executed only upon written orders for same and will be added to, or deducted from the amount quoted in this proposal. All changes must be in writing.

Respectfully Submitted,

David Montgomery

David Montgomery
President

Accepted by:

Signature

Printed Name and Company

5316 W. 124th Street, Alsip, IL 60803 - PH: 708-544-2244 - Fax: 708-544-2266 - e-mail: davidm814@gmail.com

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Troy Bevans, IT Director
Date: May 13th, 2025
Re: E2E Exchange Erate Services Contract Renewal

The FCC's E-Rate program helps make telecommunications and information services more affordable for schools and libraries by providing discounts on internet access, telecommunications, and internal connections. Funded through the Universal Service Fund, the program offers valuable support—but the application process is time-consuming, complex, and highly detail-oriented. To assist the district's Technology Department in navigating this process, consulting services from e2e Exchange, LLC are being requested.

e2e Exchange is a team of seasoned E-Rate consultants with deep expertise in the deadline-driven E-Rate application process. Their professionals work closely with school districts to understand specific needs and to maximize the benefits of the E-Rate program, which is administered by the Schools and Libraries Division of the Universal Service Administrative Company (USAC).

Their services go far beyond basic application support. e2e Exchange provides strategic guidance, evaluates funding trends, aligns services with the district's technology goals, and ensures all deadlines are met. Their comprehensive, collaborative approach enables the district to pursue available funding effectively—while allowing the Technology Department to remain focused on supporting staff and students.

It is recommended that the Rock Island-Milan School District #41 Board of Education approve a contract with e2e Exchange, LLC, located at 2600 E Southlake Blvd, Ste 120-219, Southlake, TX 76092, in an amount not to exceed $15,000.00. This agreement will be funded by the Technology Department budget and will be valid from July 1, 2025, through June 30, 2026.

Investment Period: July 1st, 2025 through June 30th 2026
Total Investment: Not to Exceed $15,000.00
Funding Source: Technology Dept. 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: E2E Exchange **EMAIL:** accountspayable@e2eexchange.com

ADDRESS: 2600 E Southlake Blvd., Ste 120-219 Southlake, TX 76092

DATES OF SERVICE TO BE COMPLETED: SY 25-26

SCHOOL DISTRICT CONTACT: Troy Bevans

COMPENSATION: $ Not to Exceed $15,000

DESCRIPTION OF DUTIES:

E-rate Consulting Service:E-rate Category One
E-rate Consulting Services Funding Year 2025

Is this a Subscription/Software: Yes ☐ or No ☒

If NO, go to next section. ***If YES, complete below, then go to next section (no vendor signature)***

Subscription/Software Name: N/A **Website:** N/A

Subscription/Software Start Date: N/A **End Date:** N/A

SOPPA Approved: Yes ☐ or No ☐

Requesting School: Admin

Budget Code: 1-5-080-016-2660-3160-0

Signature of Vendor: _____ **Date:** _____

Signature of Budget Administrator: _____ **Date:** _____

_____ _____

Superintendent or School Board President **Date**

E2E EXCHANGE RENEWAL
SERVICE AGREEMENT

FOR

Rock Island/Milan School Dist #41

Empowering Education One School at a Time

E-RATE SERVICES AGREEMENT

THIS AGREEMENT has been entered into as of the 7/1/2025, by and between **e2e Exchange, LLC**, 2600 E Southlake Blvd. Ste 120-219 Southlake, TX 76092 (the "**Consultant**"); and **Rock Island/Milan School Dist #41** with an address of 2101 6th Ave Rock Island IL, 61264 (the "**Client**").

RECITALS

The Client desires to engage the Consultant to perform certain services relating to the Universal Service Administrative Company ("USAC") E-Rate Funding Program (the "Program") application process designed for eligible education entities to receive discounts and/or reimbursements for eligible telecommunication services and Internet access (the "E-Rate Services").

NOW, THEREFORE, in consideration of the foregoing and the mutual promises and covenants herein contained, the parties agree as follows:

1. **Services to be Rendered:** The Consultant shall perform the E-Rate Services as described more specifically in statement of work set forth in Schedule A attached hereto and made a part hereof (the "Statement of Work").

2. **Client Furnished Information:** Client shall supply all "Client Furnished Information" as set forth in Schedule A. The Client Furnished Information shall be provided in accordance with the Timeline set forth in Schedule A so as to not delay the performance of services provided by the Consultant. The Client shall bear all costs incurred in providing Client Furnished Information. By submitting the Client Furnished Information, Client is certifying to Consultant that the Client Furnished Information is correct and complete to the best of Client's knowledge and that the Consultant may rely on the Client Furnished Information in providing the services to Client. Failure to supply Client Furnished Information may result in termination by Consultant.

3. **Client Responsibilities:** Client shall be responsible to provide accurate and timely information as needed by Consultant. Client must inform President of e2e Exchange of any service issues, including appeal requirements. In addition, Client shall be responsible for the obligations described in the Client Responsibilities set forth in Schedule A. The Client shall bear all costs incurred with respect to the Client Responsibilities. Client is responsible for paying the Consultant Fee as required by the terms of this Agreement.

4. **Terms of Payment:** Client shall pay the Consultant Fee as set forth in Schedule A. The Client agrees that all service fees are due and payable upon signing this Agreement, regardless of any subsequent decision to cancel or terminate the Agreement. All payments are due and payable within 30 days from date of invoice. Client acknowledges that failure to make prompt and full payment when due shall entitle the Consultant, at its sole and absolute discretion, to cease all work hereunder and the Consultant assumes no responsibility for additional services thereafter to the Client. The Consultant may withhold final report(s) until payment of the Consultant Fee is received. Invoices not paid within thirty (30) days are subject to a late fee of one and one-half percent (1½%) per month of the past due amount. Once this Agreement is signed, the Client understands and agrees that no refunds will be issued if the Client decides to cancel or terminate this Agreement for any reason. If Client wishes to terminate the Agreement early, no fees will be waived and therefore all fees included in signed Agreement will be due for ALL funding years 2026 and 2027 of this agreement. No refunds or discounts shall be issued if the Client fails to provide the agreed-upon Client-Furnished Information. Furthermore, if the Consultant terminates the agreement due to such failure, no refund or discount will be given. Any payments made by the Client up to the cancellation or termination date shall remain non-refundable.

5. **Additional Services:** If the Client wishes to have the Consultant to provide any additional services not set forth in the Statement of Work, related to the E-Rate Services, the Client must authorize such service in writing for a mutually agreed upon additional fee which shall become a part of and subject to the terms of this Agreement upon authorization of such service by the Client.

6. **Disclaimer:** The Consultant is not liable for reduction in or denial of funding that results from inaccurate or incomplete Client Furnished Information, the failure of Client to timely provide to Consultant the Client Furnished Information or to fulfill any Client responsibilities, clerical errors or omissions made by USAC, or if USAC claims inaccurate or insufficient application and the Consultant can demonstrate to the Client that the application was complete and accurate based on the Client Furnished Information. Notwithstanding the foregoing, Client is responsible for paying the Consultant Fee as required by the terms of this Agreement regardless of any reductions in or denials of funding including but not limited to any reductions due to changes within the Program which result in decreased funding available to applicants, including Client, or increased demand for the Program.

7. **Notices:** Any notice given in connection with this Agreement shall be given in writing and shall be delivered either by hand or by certified mail, return receipt requested, to the other party and the other party's address stated in Schedule A. Either party may change its address stated herein by giving notice of the change in accordance with this paragraph.

8. **Assignment:** This Agreement may not be assigned by the Client without the prior written consent of the Consultant which consent may be withheld or denied in the Consultant's sole discretion.

9. **Waiver:** The waiver by either party of a breach of any provision of this Agreement shall not operate, or be construed, as a waiver of any subsequent breach.

10. **Modification:** No change, modification or waiver of any term of this Agreement shall be valid unless it is in writing and signed by both the Client and the Consultant.

11. **Entire Agreement:** This Agreement constitutes the entire agreement between the parties and supersedes all prior agreements or understandings between the Client and the Consultant.

12. **Applicable Law:** This Agreement shall be subject to and governed by the laws of the State of Texas, excluding its conflicts of laws provisions.

13. **Term:** The term of this Agreement shall be as set forth in Schedule A.

IN WITNESS WHEREOF, the parties have executed this Agreement 7/1/2025

Client:	**Consultant: e2e Exchange, LLC**
(Signature)	(Signature)
(Date)	(Date)
(Printed Name)	Shari D. Phillips (Printed Name)
(Title)	President (Title)

E-RATE SERVICES AGREEMENT
Schedule A

Statement of Work:

The Consultant will provide the services described below:

- Advise Client of required information necessary to file applications to receive E-Rate discounts
- Calculate E-Rate Discount
- Prepare and file all necessary documents required by USAC for the E-Rate application process. The forms included are:
  - Form 470;
  - Form 471;
  - Form 486; and
  - Form 472 or, otherwise known as Billed Entity Applicant Reimbursement Forms (BEAR)
  - Form 500 (as directed by client)
- Respond to requests made by the Schools and Libraries Division during Program Integrity Assurance (PIA)
- Review and verify Receipt Acknowledge Letters (RAL's)
- Review of Funding Commitment Decision Letters (FCDL's)

Client Furnished Information:

The Client shall provide the following information in accordance with the timeline set forth below, and at least 72 hours before the 471 window closes:

- A list of buildings included in the district, along with any notes regarding new school or library openings or closures
- Student enrollment & eligible students for free and reduced lunch on a signed claim form or another type of third-party document
- A copy of one-month telecommunication, internet, internal connections, and basic maintenance bills, active contracts, quotes- any documents describing the relationship in which you procure service or products
- Client shall be solely responsible for completing the **bid evaluation spreadsheet**, which includes the review and assessment of all bids received during the mandatory twenty-eight (28) day bidding window. This process shall include evaluating each bid based on the criteria outlined in the bid evaluation template provided by the Consultant, with price being the most heavily weighted criterion. Qualifications, responsiveness, and compliance with applicable requirements can also be considered criterion. The Client must send this completed bid evaluation to the Consultant.
- It is the responsibility of the Client to award its own contracts and inform e2e of chosen vendors with price being the most heavily weighted factor.
- Client will provide Consultant copies of all bids received for each Form 470 certified
- The District's estimated technology budget for the given year
- Other details may be requested as USAC changes the information requested

The Client agrees to comply with any changes to the Client Furnished Information if USAC requirements change after this agreement is executed.

USAC EPC Portal: The Client agrees not to tamper with or otherwise interfere or attempt to interfere in any manner with the functionality or proper working of the EPC Portal. The Consultant cannot be removed from the EPC portal and the client cannot add additional users or Consultants without written signed consent from e2e. If the removal of the Consultant does occur for any reason and e2e cannot perform responsibilities described herein, the Client agrees to be responsible for the payment in full including all fees associated with the percent of funding as set forth in the payment schedule in the term of the agreement. If the Client adds a new consultant without prior termination of this agreement, the agreement will terminate immediately, and the remaining consulting fees will not be waived.

Timeline:

Please be advised that the Program has a very aggressive schedule that will need to be maintained to maximize E-Rate Funding under the terms of the Program. Below details the timeline that the Consultant will use to manage the process.

**This timeline is strictly a guide, as specific deadlines are determined by USAC and may vary from year to year.*

Collect Client Furnished Information for Funding Year 2026 .....July 2025 - January 2026
Post Form 470.....July 2025 - January 2026
28 Day Competitive Bidding Window.....July 2025 - January 2026
Meet with Client to review E-Rate Funding for Funding Year 2026 .....July 2025 - January 2026
Prepare & File Form 471.....January – March 2026
Client Approves Form 471 .....January – March 2026
Form 471 is submitted to SLD..... No later than the 2026 FY deadline

Consultant Fee:

The Consultant Fee for the Statement of Work shall be a fixed fee and shall be payable by Client according to the milestones set forth below:

- Funding Year 2026 Category One Fee..... $4,950.00
- Funding Year 2026 Category Two Admin Fee.....$1,550.00
- Funding Year 2026 Category Two Contingency Fee……3.5% of Committed Funding with a minimum fee of $1,550.00
- Bid Management Per Year Per Form 470 Fee ……..$850.00

Payment Schedule:

Client shall pay for services according to the payment schedule listed below.

Funding Year 2026

- Funding Year 2026 Category One First Payment (July 1, 2025)…… $2,475.00
- Funding Year 2026 Category Two Admin Fee (January 1, 2026)……$1,550.00
- Funding Year 2026 Category One Second Payment (March 1, 2026)…… $2,475.00
- Bid Management Per Form 470 (January 1, 2026) ……$850.00
- Funding Year 2026 Category Two Contingency Fee (Upon FCDL)……3.5% of Committed Funding with a minimum fee of $1,550.00

The fees above are based on the 2025 eligible services list and are subject to change based on the 2026 eligible services list or any changes that may occur in the E-Rate program.

The Payment Schedule outlined above applies to Funding Year 2026. The Client shall pay for Category Two and Bid Management Services unless they specifically decline all or one of these services in writing. Applicant will only be billed the Contingency Fee upon receipt of the approved Funding Commitment Decision Letter (FCDL).

Term of the Agreement: The term of this Agreement shall be for one (1) year, unless terminated by Consultant for nonpayment of Consultant Fee. The term of this agreement is from July 1, 2025 – June 30, 2026. This Agreement shall automatically renew 60 days prior to July 1st of each E-Rate funding year subject to the same terms and conditions contained herein. If Consultant is required to bring a legal action against the Client to enforce any provision of this Agreement, the Consultant shall be entitled to recover reasonable attorneys' fees in addition to any other damages awarded. If Termination or non-renewal of E-Rate consulting services occur, consulting fees will not be waived or refunded, and the consultant shall effective immediately cease current and future work relative to the Scope of Work in any previous or future funding years covered under this agreement or any previous agreements.

Address for Giving Notices:

Client: Rock Island/Milan School Dist #41
2101 6th Ave
Rock Island, IL 61264

Consultant: e2e Exchange, LLC
2600 E Southlake Blvd. Ste 120-219
Southlake, TX 76092

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: May 13th, 2025
Re: **Edmentum Annual Renewal 2025-2026**

Rock Island School District's Secondary Programs are committed to continuing the use of the Edmentum program at both Rock Island High School and Thurgood Marshall Learning Center. One of the district's three priorities has a direct focus on high school students remaining on track to graduate. Edmentum's software serves as a resource and supplemental tool that allows students the opportunity to recover missing credits as a class during the day, over intersession, or during out of school time.

This license renewal quote includes the following:

- Edmentum Courseware Comprehensive Site Licenses for up to 1,000 students at RIHS and Thurgood Marshall Learning Center ($33,000.00)
  - These are student licenses for specific courses, allowing student to receive credit upon completion
  - Classes align with our current course offerings

It is recommended that the Board of Education approve the contract for service with Edmentum, P.O. Box 776725 Chicago, IL 60677-6725 to provide online course software for credit recovery at Rock Island High School and Thurgood Marshall Learning Center for the 2025-2026 school year at a cost of $33,000.

Investment Period: July 1, 2025 - June 30, 2026
Total Investment: $33,000
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

Contract for Service Form
Rock Island-Milan School District 41

VENDOR NAME: Edmentum **CONTACT NAME:** Kim SosoMccullough

PHONE: N/A **EMAIL:** ksosomccullough@edmentum.com

ADDRESS: PO Box 776725, Chicago, IL 60677-6725

DATES OF SERVICE TO BE COMPLETED: 2025-2026 School Year

SCHOOL DISTRICT CONTACT: Paulette Risden-Rice

COMPENSATION: $33,000

Description	Base Contract Amount
Provide student access to Courseware Comprehensive Library - Site License - up to 1,000 students plus Customer Success Services.	$33,000
Grand Total	**$33,000**

Invoicing Details:

Invoice for the annual service on or after July 1, 2025

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: Edmentum **Website:** www.edmentum.com

Subscription/Software Start Date: July 1, 2025 **End Date:** June 30, 2026

SOPPA Approved: Yes ☐ or No ☐

School Board President or Superintendent: _____ **Date:** _____

Requesting School: Administration Center

Budget Code: 1-5-080-016-2660-3160-0

Signature of Vendor: N/A **Date:** _____

Signature of Requestor: R. Dixon MAY 02 2025 **Date:** _____

Signature of Budget Administrator: D. Bo **Date:** 05/05/2025

edmentum

Date:	04/15/2025
Order Number:	Q-635364
Revision:	1
Order Form Expiration Date:	07/31/2025

ORDER FORM

Customer and Billing Address

Customer No.:	122388
Customer Name:	Rock Island-Milan Sch Dist 41
Billing Address:	2000 7th Ave Rock Island, IL 61201-2636

Products and Services

Rock Island High School

Products	Qty	License Start Date	License End Date	License Term (Months)
Courseware Comprehensive Library - Site License - Up to 1,000 Students	1	08/01/2025	07/31/2026	12
Customer Success Services	1	08/01/2025	07/31/2026	12

Rock Island High School Subtotal: $33,000.00

Total US Funds: $33,000.00

This Order shall have an effective date ("Effective Date") which is the earlier of (a) the date we accept your signed Order Form or (b) the initial License Start Date, if any, applicable to the products listed in the order summary above ("Order Summary") and shall remain in effect through the end of the Term.

To the extent this Order includes Purchases of Enrollment Products, they are governed by the terms and conditions listed in Appendix A. For all other products, unless otherwise specified in the Order Summary, the Start Date for your software subscription license(s) will be the date on which we have accepted your order and have issued log-in credentials. In the case of a purchase for multiple successive subscription licenses, the Start Date for each successive subscription will be the day immediately following the License Term expiration of the preceding license subscription.
*** Services purchased are valid for an annual term. Any service offering that is not used during the applicable term will expire and cannot be carried over or used in subsequent periods.

Taxes

Prices shown above do not include any state and local taxes that may apply. Any such taxes are the responsibility of the Customer and will appear on the final invoice. If the contracting entity is exempt from sales tax, please send the applicable tax exemption certificate to orders@edmentum.com or attach the certificate to this order form in the Signature section. We reserve the right to pursue collections to the fullest extent permitted by law for sales taxes that have been charged on invoices submitted prior to our receipt of a valid tax exemption certificate.

Invoicing and Payment Terms

The full amount of your Order will be invoiced on the Effective Date or in accordance with the payment schedule shown below, if any.

You agree to pay all invoices within 15 days of receipt. Although we will generally not invoice you until after you enroll, use, or access,

Date:	04/15/2025
Order Number:	Q-635364
Revision:	1
Order Form Expiration Date:	07/31/2025

ORDER FORM

we reserve the right to immediately invoice you for any services you purchase.

Payment Due Date	Amount
07/15/2025	$33,000.00

Terms and Conditions

For the purposes of this Order Form, "you" and "your" refer to Customer, and "we", "us" and "our" refer to Edmentum Inc. and affiliates.

This Order Form and any documents it incorporates (including the Standard Purchase and License Terms located at http://www.edmentum.com/standardterms and the documents it references) form the entire agreement between you and us ("Agreement"). You acknowledge that any terms and conditions in your purchase order or any other documents you provide that enhance our obligations or restrictions or contradict the Agreement do not have force and effect. If this Agreement includes Professional Services, they are more fully described herein, in the Standard Terms and/or on an attached Statement of Work.

Purchase Order

This Agreement is non-cancellable. You will submit a purchase order to us for the full amount of this Order Form or, if applicable, for the amount listed on the first payment due date in Invoicing and Payment Terms, followed by additional purchase orders according to the Invoicing and Payment Terms. Your Order will not be scheduled for delivery until a conforming purchase order referencing this Order Form is submitted.

To the extent applicable, you will submit additional purchase orders ("Subsequent Purchase Orders") within ten (10) days of our notice to you that your Enrollment Products Purchases, in the aggregate, have exceeded the amount identified in the Initial Purchase Order for such products. If we waive a Subsequent Purchase Order requirement, you agree to pay the amounts identified on our invoice.

Acceptance

This offer will expire on the Order Form Expiration Date noted above unless we earlier withdraw or extend the offer in writing.

I represent that I have read the terms and conditions included in this Agreement, that I am authorized to accept this offer and the Agreement's terms and conditions on behalf of the customer identified above and that I do accept this offer on behalf of the customer who agrees to adhere to the Agreement's terms and conditions. To the extent that either parties process does not require that I execute this Order Form, I accept, acknowledge and agree to the terms and conditions identified in and referenced in this Agreement as signified by my receipt, use or access of the products and/or services identified.

Invoice Contact Information – Please Provide Your Finance Dept Contact Information

First Name:

Last Name:

Email Address:

Date:	04/15/2025
Order Number:	Q-635364
Revision:	1
Order Form Expiration Date:	07/31/2025

ORDER FORM

Customer Signature

Name (Printed or Typed)

Title

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: May 13, 2025
Re: Contract Renewal: iJAG (Iowa Jobs for America's Graduates)

iJAG is a non-profit organization whose mission is to ensure scholars facing challenges towards graduation remain in school, attain employability skills, experience work-based learning opportunities, and academic support.

Students at RIHS have the opportunity to take iJAG courses in grades 9,10,11, and 12. iJAG I taken at the 9th grade level is the foundational course that provides a hands-on approach in exploring students' strengths and weaknesses in academics, time management, temperament, and communication. Future iJAG courses build on these skills culminating in iJAG IV where students are exposed to more job embedded skills including resume construction and job interview preparation.

The District commitment to the iJAG partnership include areas such as adhering to iJAG guidelines, house an iJAG Education Specialist, provide the iJAG program as a regularly scheduled class, include iJAG in the course catalog, support meetings between the administration and iJAG personnel, assist with measuring attendance, grades, and behavior referrals of enrolled students, provide or allow for professional development, provide transportation to students for work-based experiences and field trips, and provide feedback about the program.

Therefore it is recommended that the Board of Education approve the renewal contract with iJAG (Iowa Jobs for America's Graduates), 1111 9th Street Suite 268 Des Moines, Iowa, 50314 for $50,000.00.

Investment Period: August 2025 - June 2026
Total Investment: $50,000.00
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

Contract for Service Form

Rock Island-Milan School District 41

VENDOR NAME: iJAG **EMAIL:** cara.norris@ijag.org

ADDRESS: 1111 9th Street, Suite 268, Des Moines, IA 50314

DATES OF SERVICE TO BE COMPLETED: 2025 - 26 School Year

SCHOOL DISTRICT CONTACT: Scott Vance

COMPENSATION: $ 50,000

DESCRIPTION OF DUTIES:

Provide iJAG courses for grades 9 - 12 at Rock Island High School

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Is this a Subscription/Software: Yes ☐ or No ■

If NO, go to next section. ***If YES, complete below, then go to next section (no vendor signature)***

Subscription/Software Name: _____ **Website:** _____

Subscription/Software Start Date: _____ **End Date:** _____

SOPPA Approved: Yes ☐ or No ☐

Requesting School: Rock Island High school

Budget Code: 1-5-100-000-1400-3190-0

Signature of Vendor: _____ **Date:** _____

Signature of Budget Administrator: _____ **Date:** 5/8/25

_____ _____

Superintendent or School Board President **Date**

Rock Island-Milan High School (9-10), Rock Island-Milan High School (11-12), and Rock Island-Milan Community School District

WHEREAS, this Memorandum of Understanding, entered into between iJAG, Rock Island-Milan High School (9-10), Rock Island-Milan High School (11-12), and the Rock Island-Milan Community School District, outlines the elements of a partnership to successfully implement and sustain the Jobs for America's Graduates (JAG) Multi-Year Program as operated and managed by Iowa Jobs for America's Graduates (iJAG).

WHEREAS, iJAG is a nonprofit organization dedicated to building meaningful partnerships across business, industry, and education to support students on their path to success. With funding from corporate and foundation contributions, public sector grants, and school partnerships, iJAG works to create opportunities for students who face various challenges to graduation and future planning. Rooted in the mission of Jobs for America's Graduates (JAG), iJAG provides classroom and work-based learning experiences, academic support, and skill development to help students stay engaged in school and prepare for their future. Beyond graduation, iJAG's Career Education Specialists offer personalized follow-up services for 12 months, ensuring students have the guidance and resources needed to transition smoothly into a career or pursue further education. iJAG prepares students to contribute to their communities, drive innovation in the workforce, and create meaningful change in their lives and beyond.

WHEREAS, the six primary performance goals of the multi-year program are: 90% graduation/GED rate, 80% overall success twelve months after graduation, with participants employed in a job leading to a career, in the military, or enrolled in postsecondary education or training, or a combination of work and postsecondary education, 60% of graduates are employed, 60% of employed graduates are in full-time jobs leading to careers, 80% of the graduates are employed full-time and/or are combining work and school, and 95% of graduated seniors stay connected with iJAG to ensure continued success during their first transition year. Statewide and school performance outcomes are used in JAG's accreditation process. State and local affiliates must receive standard accreditation to become and remain a member of the JAG National Network.

WHEREAS the responsibilities of iJAG include:

1. Maintain an active, involved iJAG Board of Directors to provide oversight to the implementation, operation, and continuous improvement of programs in Iowa, which satisfy the accreditation standards of the National JAG Program Model.
2. Employ a full-time, year-round, jointly accepted individual with the requested BOEE certification and *Work Based Learning Supervisor Authorization* to fulfill the responsibilities of the iJAG Career Education Specialist.
3. Ensure students engage in meaningful, Department of Education-recognized, work based learning experiences that align with career pathways and future employment opportunities.
    a. 9/10 Program Level: Career Exploration and Exposure: SCED Code: 22151
    b. 11/12 Program Level: Work-Based Learning: SCED Code: 22998
4. Develop and establish positive working relationships within the community and connections at the state and local level for comprehensive school improvement, career and technical education, building resiliency, transition, career education guidance, Workforce Development, and Economic Development.
5. iJAG Management will provide the following:
    a. Support to iJAG Career Education Specialist

b. Technical assistance and training to the iJAG Career Education Specialist and other essential school staff on successfully implementing and operating a JAG-accredited program
c. Staff development for all iJAG Career Education Specialists to ensure understanding of JAG, share best practices through planned local/state staff development activities, and provide annual, required staff training, in-person and virtually.
d. Conduct frequent school quality assurance reviews on students, services, outcomes, and consulting visits to offer encouragement, support, and feedback.
    i. Program leadership will meet with the school administrator leading the iJAG partnership during these visits to ensure satisfaction and collaboration.
    ii. Every 3-4 years, JAG will conduct a site review and prepare an accreditation report for consideration by the Board of Directors, iJAG administration, school, and iJAG Career Education Specialist.

WHEREAS, the responsibilities of the Rock Island-Milan Community School District include:

1. Buildings will adhere to an "onboarding checklist" to be compiled by the iJAG program team. The checklist will consist of but is not limited to the following:
    a. Issue a District ID badge allowing iJAG Career Education Specialist access to buildings.
    b. Provide appropriate space for the iJAG Career Education Specialist, including classroom space and office space that provides students with privacy as necessary and contributes to in-kind services.
    c. Provide utilities, computer, copier, internet access, classroom materials, supplies, etc., like other teachers and school staff.
    d. Provide access and training to iJAG Career Education Specialists on the school's database system and any other technology available to the iJAG Career Education Specialist within the building.
        i. iJAG Career Education Specialists will have access to all student information, including but not limited to grades, demographics, credits, behaviors, schedules, free and reduced lunch status, IEP/504 Plans, parent/guardian contact information, etc., for all students to assist with student selection.
    e. Include iJAG Career Education Specialists in all safety training drills, Mandatory Reporter Training, and all other training and professional development required of all staff as appropriate.
    f. Assign iJAG Career Education Specialists a teacher mentor within the assigned building.
    g. Collaborate with iJAG to ensure iJAG paperwork and school paperwork completion and address media releases.
2. The district will provide ongoing coaching and feedback to the iJAG Career Education Specialist to support their professional growth.
    a. Ensure that all coaching and Human Resource-related discussions concerning the iJAG Career Education Specialist are conducted in coordination with iJAG prior to notifying the iJAG Career Education Specialist. This collaborative approach will support alignment with iJAG policies, best practices, and program expectations.
    b. Collaborate with iJAG on any decisions regarding changes to iJAG programming and communicate with iJAG to ensure a coordinated and supportive transition process.
3. Incorporate iJAG Career Education Specialist in electronic notifications of school updates and notices.
4. School Administration will ensure the following:
    a. iJAG is included in the Student Handbook/Course Catalog and ensures guidance staff assists with student referral and selection.

b. Class sizes will be, at most, 17 students per class in any class period. The iJAG learner-centered instructional strategy and model, Project Based Learning (PBL), requires small class sizes to be successful.
c. Work with the iJAG Career Education Specialist to establish an in-school Advisory Committee to assist the iJAG Career Education Specialist in recruiting, screening, and selecting students most in need of services and who meet JAG criteria to receive services and to provide ongoing support for students and the iJAG program.
    i. The committee will include one representative from the administration, counseling staff, the faculty, and the iJAG Career Education Specialist.
        a. *Note: The school may use an existing committee if it will also perform the additional functions of the iJAG Advisory Committee*.
    ii. The iJAG Career Education Specialist and the school must agree on each student before they are added to the roster.
    iii. Creating iJAG classes is imperative for building connections and creating belonging; because of this, adding students after the adding and dropping classes deadlines is not recommended.
    iv. Seniors can join iJAG only during the beginning of their senior year. Program Leadership must approve any time after that.
d. Infuse iJAG and their Career Association with other school programs and services where appropriate.
e. Support the iJAG Career Education Specialists' efforts to engage parents, employers, and the community.
f. Support the iJAG Career Education Specialists' efforts to perform mandatory engagements with employers, job opportunities, and potential placements off-campus.
g. Work with Program Leadership to:
    i. Complete the Observation Rubric twice yearly to assess the iJAG Career Education Specialist' performance.
    ii. Provide building supervision of the iJAG Career Education Specialist.
    iii. Conduct regular meetings to evaluate the partnership and progress of the iJAG program.

5. The District will provide the following:
    a. Meetings with iJAG leadership quarterly to review data and discuss the partnership
    b. Transportation for students to attend statewide events, Career Association events, employer engagement opportunities, college visits, and community service opportunities
        i. Including providing the necessary insurance coverage for students to attend these opportunities as their participation is considered a school-sponsored event.
        ii. Allow other staff to serve as chaperones and activity judges at these events when possible.
        iii. iJAG Career Education Specialist will present the event dates to the appropriate school personnel at the beginning of the school year and obtain prior approval in the expected timeframes.
        iv. The school district will allow the iJAG Career Education Specialist access to smaller district vehicles when available for small group activities related to career association and WBL. <u>If access is not available, iJAG Career Education Specialist will have permission to transport students in accordance with iJAG's Policies and Procedures.</u>
    c. The cost of substitute teachers for at least ten school days, eight (8) hours of iJAG instruction per day, per iJAG Career Education Specialist, as necessary and with prior approval
        i. Substitute days are half or full-day increments.

ii. Substitute days include personal sick days, iJAG training, and iJAG-sponsored statewide events. The school will cover all other days that a sub is needed (employer engagements).
iii. Any days outside of the above iJAG covers

d. A representative from the school administration (ideally the Principal or Vice Principal) to attend the annual principal's meetings, coordinated by iJAG administration
e. Insurance & indemnification
    i. The District agrees to include a waiver of subrogation in its insurance policies, where applicable, preventing the district from subrogating against iJAG's insurance coverage, including Property, General Liability, and Auto policies.
    ii. Additionally, the district will provide iJAG with Additional Insured status under its applicable policies, ensuring collaborative protection and alignment with the partnership's operational needs
    iii. District agrees to include hold harmless and indemnify iJAG from liabilities arising from actions or negligence during the course of this partnership.

WHEREAS the responsibilities of the iJAG Career Education Specialist include:

1. iJAG Career Education Specialists' primary role is to deliver the multi-year school iJAG programming with fidelity.
2. iJAG Career Education Specialists may have one other school-related duty.
    a. 11/12th grade programs' additional duty should be closely aligned with work based learning initiatives.
3. The iJAG Career Education Specialist will fulfill the following:
    a. Recruit and select up to sixty (60) qualified students for the program who satisfy the criteria set out by iJAG/JAG.
        i. Students must *need*, *want*, and *benefit* from the services.
    b. Establish an in-school Advisory Committee with school administration to recruit, screen, and select students most needing services.
    c. Organize the student-led Career Association.
        i. Each iJAG student will join the Career Association for belonging, a sense of ownership, building self-esteem, and developing leadership and teamwork skills.
        ii. Each student must complete at least fifteen (15) annual hours of community service, individually or within groups.
    d. Assist the Career Association in fundraising and community service in accordance with school and iJAG policies and procedures.
        i. Monies will be used for Career Association activities during the year.
        ii. Monies raised will need to be held and accounted for in either an iJAG account or in a school-issued iJAG account.
    e. Develop work-based learning and/or job shadow experiences in conjunction with the administration.
        i. Partner with the school on already established work-based learning programs and employer engagement experiences
        ii. Ensuring follow-up students also receive the same work-based learning and employer engagement opportunities.
        iii. Ensure juniors and seniors have access and opportunities to participate in dual credit classes with the local community college, as applicable.
    f. Establish and maintain connections at the school and district levels.

4. iJAG Career Education Specialist will:
    a. Attend and participate in iJAG staff development experiences, mandatory staff meetings, and student events.
    b. Work with iJAG administration to assist with special events or peer-based training as needed.
    c. Provide career guidance and counseling. Connect and refer students to school or community-based services to overcome barriers to advancement, employment, and career entry and advancement.
    d. Work with students and other staff/faculty to provide remediation and/or tutoring required to improve their basic education skills and advance to the next grade level.
        i. Provide necessary services to help students overcome barriers to staying in school, graduating, becoming employed, and/or pursuing a postsecondary education, including follow-up with teachers in classes that students are not passing or falling behind.
    e. iJAG Career Education Specialists running the 11/12 iJAG program will contact graduates and non-graduates monthly and employers bimonthly during the 12-month follow-up period.
    f. Provide personal and confidential information for screening per local and state laws governing those working directly with students in schools.
    g. Communicate with parents/guardians and students using the approved communication platform, ParentSquare, for all interactions. This safe, monitored platform promotes accountability, protects all parties involved, and fosters a professional environment for effective collaboration and engagement.
    h. Collect and maintain signed parent/guardian consent for all off-campus activities involving students, including instances where students may be transported in a personal vehicle. Additionally, iJAG will secure media release permissions for students to ensure compliance with privacy and usage guidelines.
    i. Complete and maintain all paper and electronic documentation as required by iJAG.
        i. Submit properly completed written and electronic documentation as directed by the iJAG administration.
        ii. Work with iJAG administration to complete all monitoring, evaluations, agreements, and documentation required by funding sources.
    j. Sign the Memorandum of Understanding as part of their contract and evaluation.
    k. Participate in evaluations conducted by the iJAG administration twice a year.
    l. Provide reports throughout the year on various data points, such as but not limited to programming, GPA, attendance, barriers, etc., to the school and iJAG administration.
    m. Understand and adhere to the building's policy regarding leaving the school building during contract hours.
        i. iJAG Career Education Specialists will seek prior approval from Program Leadership before leaving the school building during contract hours.
        ii. iJAG Career Education Specialists will notify their building supervisor when leaving the building during contract hours.

WHEREAS, the responsibilities of Jobs for America's Graduates include:

1. Provide onsite assistance for iJAG Career Education Specialists and iJAG administration upon request.

2. Conduct accreditation of the iJAG program to ensure conformity with the standards promulgated by JAG.

3. Make available the protected trademark, "Jobs for America's Graduates," and associated emblem and copyrighted materials directly related to and limited to the periods in which the program is delivered in a

manner consistent with the mission and goals of the JAG Program Model and terms of this Memorandum of Understanding.

PARTNERSHIP COMMITMENT

This Memorandum of Understanding begins July 1, 2025, and runs through the 2025-26 school year.

The partners mutually agree that the iJAG program will operate within the principles, policies, procedures, and JAG standards outlined in this document and agreed to by the participating school, iJAG, and Jobs for America's Graduates.

It is mutually agreed that efforts will be made to continue the iJAG/JAG accredited program year after year based on funding availability, an adequate number of students to make the program cost-effective, and mutual satisfaction with the program.

Rock Island-Milan Community School District agrees to pay $50,000 for the 2025-26 program school year to iJAG. To be invoiced at a later date (see below).

Please identify the individual whom iJAG should send the invoice to:

Name:	Email:

Rock Island-Milan High School Program (9-10) Year 2025-2026	$25,000
Rock Island-Milan High School Program (11-12) Year 2025-2026	$25,000
Rock Island-Milan Community School District Total for 2025-26 Program Year	**$50,000**

Signatures Below:

Iowa Jobs for America's Graduates		**Rock Island-Milan Community School District**	
Signature		**Signature**	
Print	Wendy Mihm-Herold	**Print**	
Title	President/CEO	**Title**	
Date	4/25/25	**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: May 13, 2025
Re: Kidder Music Vendor – FY2026 Approval

The District is seeking approval to utilize Kidder Music as a vendor for the purchase of various music supplies and instruments for schools throughout the District during the 2025–2026 school year. Kidder Music has consistently proven to be a reliable vendor and serves as an important supplemental resource when primary vendor West Music is unable to meet the District's needs.

Kidder Music offers a wide selection of high-quality music education materials, instruments, and support services. Their responsiveness and familiarity with school-based music programs make them a valuable partner in ensuring that students and staff have timely access to the resources they need to support music instruction.

While West Music remains the primary vendor, Kidder Music plays an essential role in maintaining continuity of service, particularly in time-sensitive situations or when specific items are unavailable from other sources. All appropriate bids and quotes will continue to be obtained in accordance with state procurement laws and District purchasing policies when required.

We are requesting approval to utilize Kidder Music for music-related purchases during the 2025–2026 fiscal year in an amount not to exceed $30,000. This approval will ensure flexibility and continuity in supporting the District's music programs while maintaining compliance with purchasing regulations.

Investment Period: July 1, 2025 – June 30, 2026
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

Contract for Service Form

Rock Island-Milan School District 41

VENDOR NAME: Kidder Music **EMAIL:** beth@kiddermusic.com

ADDRESS: 77728 N. Crestline Drive, Peoria, IL 61615

DATES OF SERVICE TO BE COMPLETED: 2025 - 26 School Year

SCHOOL DISTRICT CONTACT: Annaka Whiting

COMPENSATION: $ 30,000

DESCRIPTION OF DUTIES:

Kidder Music will provide music related supplies for the District.

Is this a Subscription/Software: Yes ☐ or No ■

If NO, go to next section. If YES, complete below, then go to next section (no vendor signature)

Subscription/Software Name: _____ **Website:** _____

Subscription/Software Start Date: _____ **End Date:** _____

SOPPA Approved: Yes ☐ or No ☐

Requesting School: District

Budget Code: 1-5-xxx-000-1110-4106-0

Signature of Vendor: Beth Houlihan **Date:** 5/2/2025

Signature of Budget Administrator: Annaka Whiting **Date:** 5/5/25

_____ _____

Superintendent or School Board President **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: May 13th, 2025
Re: MainstreamUSA Contract Services Renewal

The district has partnered with MainstreamUSA, Inc. for maintenance and technical support services since October 1997. Their ongoing support plays a vital role in assisting the Technology Department with the maintenance and repair of Apple devices, printers, scanners, storage equipment, Chromebooks, and other hardware—managed through the district's internal technology ticketing system.

As an Apple Certified repair facility, Mainstream USA provides on-site service for most issues, helping to minimize downtime and ensure fast, efficient repairs. Their hands-on, responsive support directly contributes to the daily operational continuity of technology services across the district.

It is recommended that the Rock Island–Milan School District #41 Board of Education approve the 12-month contract renewal with Mainstream USA, Inc., located at 101 19th Avenue, Moline, IL, in the total amount of $79,000.00, to be paid in monthly installments of $6,583.33. This agreement will be funded through the Technology Department's Contract Services budget and will be valid from July 1, 2025, through June 30, 2026.

Investment Period: July 1st, 2025 through June 30th 2026
Total Investment: $79,000.00
Funding Source: Technology Dept. 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

Contracted Service Agreement for Computer Repair and Maintenance

This agreement is entered into this 13th day of May, 2025, by and between MainstreamUSA Inc, Moline, and Rock Island/Milan School District No. 41, for computer repair and maintenance services.

For remuneration as listed below, MainstreamUSA, Inc will provide the following services:

1. Preventative maintenance on all Apple Computer equipment, to minimally include: cleaning, installing and upgrading software (software supplied by the Rock Island/Milan School District), diagnostic check, inspecting connections, setting up hard drives, etc. All Apple equipment of the District shall have preventative maintenance work performed at a minimum of once every twelve months. A report of all preventative maintenance work completed shall be provided to the District Technology Department.

2. Maintain all Apple computer equipment and software in the District to achieve a 99% operational level during the school operating hours. Maintenance is to include software, configuration of files, application software, system software, file server and LAN software for Apple labs, monitor repair, CPU repair. (Parts are to be supplied by the Rock Island/Milan School District and may be purchased through any vendor selected by the District including, but not limited to MainstreamUSA, Inc.)

3. Maintenance and repairs will be done on site when appropriate. The on-site service shall be rendered within four (4) hours after notification of needed repairs. The service should be performed in such a manner as to not disrupt the education process of the schools. Whenever it is necessary to remove equipment from the building for repair, MainstreamUSA, Inc is to disconnect, pick up, repair, deliver, reconnect and test equipment upon its return. Equipment taken from the building shall be returned within two (2) business days of removal.

4. Chromebook Hardware troubleshooting/repair and support for district in-warranty and out-of-warranty units. System software troubleshooting for units and pickup/delivery, as required.

5. Supporting Apple computer local area networks (LANs) that connect with Windows LANs and the District wide area network (WAN).

6. Monitor and track the repairs/maintenance completed. A report of all work completed will be made to the District Technology Department within 24 hours after work is completed.

7. Meet regularly with the District Technology Department to review and discuss work in progress. Decisions of replacement versus repair will also be made at these meetings.

8. Both parties will agree upon (in writing) items that will receive extra compensation over this contract. MainstreamUSA, Inc shall not subrogate its duties under this contract without permission from the Rock Island/Milan School District.

9. The District Technology Department shall provide work orders via email and web pages to MainstreamUSA, Inc. All work must have been assigned to MainstreamUSA, Inc by the District Technology Department for work to be completed under the contract.

10. Service Team: The initial term of this agreement shall commence on July 1st, 2025 and end after 12 months on June 30th, 2026. The agreement will automatically renew for successive one (1) month terms unless earlier terminated or either party notifies the other in writing at least 60 days prior to the end of the then-current term that it does not wish to renew.

11. Either party may terminate this agreement with sixty (60) days written notice. If such termination occurs, payments due to MainstreamUSA, Inc on work completed shall be made timely. Any breach of this contract by either party shall void the contract. All amounts due and payable to such termination date shall be paid. Any amounts contested will be held until mutual agreement is reached with the parties or a court of law.

MainstreamUSA, Inc will receive 79,00.00 annually for the successful completion of the services listed above. Payments will be made in equal monthly installments of $6583.33.

Brian Neuerburg	Date	Jason Roessler	Date
Owner		President	
MainstreamUSA, Inc		Rock Island-Milan Board of Education	

Contract for Service Form

Rock Island-Milan School District 41

VENDOR NAME: Mainstream USA **EMAIL:** brian@mainstreamusa.com

ADDRESS: 101 19th Ave, Moline, IL 61265

DATES OF SERVICE TO BE COMPLETED: SY 25-26

SCHOOL DISTRICT CONTACT: Troy Bevans

COMPENSATION: $ 79,000

DESCRIPTION OF DUTIES:

Computer repair and maintenance services as outlined in the contract agreement.

Is this a Subscription/Software: Yes ☐ or No ☒

If NO, go to next section. ***If YES, complete below, then go to next section (no vendor signature)***

Subscription/Software Name: N/A **Website:** N/A

Subscription/Software Start Date: N/A **End Date:** N/A

SOPPA Approved: Yes ☐ or No ☐

Requesting School: Admin

Budget Code: 1-5-080-016-2660-3160-0

Signature of Vendor: _____ **Date:** _____

Signature of Budget Administrator: Troy D. Bevans Digitally signed by Troy D. Bevans Date: 2025.05.07 14:40:53 -05'00' **Date:** 05/07/2025

_____ _____

Superintendent or School Board President **Date**

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Beth MacKenna, Director of Nutrition Services
Date: May 13, 2025
Re: Pizza Bid Approval

We respectfully request the Board of Education's approval to award the pizza bid for the 2025–2026 school year to Papa John's Pizza.

A formal bid request was issued and distributed to the following local and regional vendors:

Vendor	Location	Bid Submitted
Domino's	Rock Island, IL	No
Little Caesars	Rock Island, IL	No
Pizza Hut	Rock Island, IL	No
Hy-Vee	Rock Island, IL	No
Papa John's	Bettendorf, IA	Yes - $8.50 per pizza
Duke McGinnis	Valley Cottage, NY	No

Papa John's Pizza was the sole respondent, submitting a bid of $8.50 per pizza, resulting in an estimated annual cost of $50,339.27 based on projected usage.

It is recommended that the Board of Education approve the bid submitted by Papa John's Pizza in the amount of $50,339.27 for the 2025–2026 school year, with the option to extend the agreement for up to two additional school years contingent upon continued satisfaction with the quality of the product, level of service, and adherence to contract terms.

Investment Period: July 1, 2025 – June 30, 2028
Total Investment: $50,339.27 (Price negotiated at years two and three)
Funding Source: Nutrition 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: Papa John's **EMAIL:** ssutton@pjiowa.net

ADDRESS: 3368 Middle Road, Bettendorf, IA 52722

DATES OF SERVICE TO BE COMPLETED: July 1, 2025 to June 30, 2026

SCHOOL DISTRICT CONTACT: Beth MacKenna

COMPENSATION: $ 50,339.27

DESCRIPTION OF DUTIES:

RIHS - Monday through Friday - 3 deliveries per day
TMLC - Wednesday - 1 delivery

Is this a Subscription/Software: Yes ☐ or No ☒

If NO, go to next section. If YES, complete below, then go to next section (no vendor signature)

Subscription/Software Name: _____ **Website:** _____

Subscription/Software Start Date: _____ **End Date:** _____

SOPPA Approved: Yes ☐ or No ☐

Requesting School: RIHS (100) & TMLC (080)

Budget Code: 1-5- -084-2562-4100-0

Signature of Vendor: _____ **Date:** 5.5.25

Signature of Budget Administrator: Beth MacKenna **Date:** 5.5.25

_____ _____

Superintendent or School Board President

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: May 13th, 2025
Re: SharedIT

To enhance the district's infrastructure support, the decision was made to contract with an external provider to ensure 24/7/365 coverage. This service model gives the Technology Department greater flexibility in how hours are allocated, allowing staff to direct support toward priority needs. Additionally, having access to a team of engineers, rather than relying on a single individual, provides broader expertise and more robust coverage.

To maintain this level of service, it is requested that the district acquire a block of service hours, not to exceed the amount of $50,000.00, from Shared IT, located at 1970 Spruce Hills Drive, Bettendorf, IA.

It is recommended that the Rock Island–Milan School District #41 Board of Education approve the purchase of infrastructure support services from Shared IT not to exceed the amount of $50,000.00. This purchase will be funded by the Technology Department budget and will be valid for 18 months from July 1st, 2025.

Investment Period: July 1st, 2025 through June 30th 2026
Total Investment: Not to Exceed $50,000.00
Funding Source: Technology Dept. 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: Shared IT **EMAIL:** Jay@SharedIT.com

ADDRESS: 1970 Spruce Hills Dr, Bettendorf, IA 52722

DATES OF SERVICE TO BE COMPLETED: SY 25-26

SCHOOL DISTRICT CONTACT: Troy Bevans

COMPENSATION: $ Not to Exceed 50,000

DESCRIPTION OF DUTIES:

Tier-3 Professional IT Services

Is this a Subscription/Software: Yes ☐ or No ☒

If NO, go to next section. ***If YES, complete below, then go to next section (no vendor signature)***

Subscription/Software Name: N/A **Website:** N/A

Subscription/Software Start Date: N/A **End Date:** N/A

SOPPA Approved: Yes ☐ or No ☐

Requesting School: Admin

Budget Code: 1-5-080-016-2660-3160-0

Signature of Vendor: _____ **Date:** _____

Signature of Budget Administrator: _____ **Date:** _____

_____ _____

Superintendent or School Board President **Date**

Project Charter Document

Project Name: Rock Island-Milan School District 41 Tier-3 Professional IT Services
Company: Rock Island-Milan School District 41
Payment: One-Time Invoicing

Date: 05/08/2025
Stake Holders: Troy D. Bevans

Executive Summary

Rock Island-Milan School District 41 is committed to providing their facility and students with the best experience; this will require Shared IT to assist Rock Island-Milan School District 41's with their unique IT projects and infrastructure needs.

Project Scope

- Services will be provided during regular business hours, 8 am-5 pm CST, when possible.
- Additions to the site and project-based services will require a separate project charter.

Managed IT Services

Tier-3 Professional IT Services

Price **$50,000.00**

- One-time invoice / 435-hour bucket
- When IT Services exceeds 435 hours, the client will be invoiced at the rate of $125 per hour in ½ hour increments or a new charter can be signed when the hours are used up.
- Amendment to the original bucket of hours.

Quantity 1

Total **$50,000.00**

AGREED TO AND ACCEPTED:

_____ _____

Troy D. Bevans

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: May 13, 2025
Re: Teaching Strategies Contract for Service: Annual Contract Renewal of Teaching Strategies GOLD

Teaching Strategies GOLD is the online assessment collection database that is used by the early childhood programs. Teachers import data on specific student skills in the areas of social-emotional, physical, language, cognitive, literacy, and mathematics on a quarterly basis. The data results are collected and analyzed for student progress.

It is recommended that the Board of Education approve a renewal contract for service with Teaching Strategies (4500 East-West Highway, Suite 300, Bethesda, Maryland) for the GOLD Online Assessment subscription agreement for the 2025-2026 program year. Head Start, Preschool for All, and Early Childhood Special Education funds will be used for this contract renewal.

Investment Period: One Year 7/1/2025-6/30/2026
Total Investment: $17,625
Funding Source: Head Start (71%), Preschool for All (17%), ECSE (12%)

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: Teaching Strategies **EMAIL:** kyrstaun.y@teachingstrategies.com

ADDRESS: 4500 East-West Highway, Suite 300, Bethesda, Maryland 20814

DATES OF SERVICE TO BE COMPLETED: 7/1/2025-6/30/2026

SCHOOL DISTRICT CONTACT: Nicole Berry

COMPENSATION: $ 17,625.00

DESCRIPTION OF DUTIES:

Teaching Strategies agrees to provide the following products:
Digital Curriculum Resources - Qty 20
GOLD Online Assessment Portfolios - Qty 461
GOLD Archives - Qty 4610

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: Teaching Strategies GOLD **Website:**

Subscription/Software Start Date: 7/1/2025 **End Date:** 6/30/2026

SOPPA Approved: Yes ☐ or No ☐

School Board President or Superintendent **Date**

Requesting School: Head Start, Preschool for All, ECSE

Budget Code: Multiple: 1-5-080-080-3000-3110-0 (71%), 1-5-270-011-3140-0 (17%), 1-5-910-108-1293-4100-0 (12%)

Signature of Vendor: **Date:**

Signature of Requestor: Nicole Berry **Date:** 4/30/2025

Signature of Budget Administrator: **Date:**

Docusign Envelope ID: 1DDA53B5-B4E4-405A-ACA4-F9FBF01E4CD2

TeachingStrategies® for Early Childhood

TEACHING STRATEGIES, LLC ("TS")
80 M STREET, SE, SUITE 1010
WASHINGTON, DC 20003
301-634-0818

Subscriber Name: Rock Island/Milan School District 41
Subscriber Number: 02ROCISLA
Contact Name: Nicole Berry
Contact Email: nicole.berry@rimsd41.org
Contact Title: Director and ELC Principal

Prepared by: Kyrstaun Young
kyrstaun.y@teachingstrategies.com
(240) 673-1762
Expiration Date: 07-31-2025
Subscription Term: 07/01/2025 - 06/30/2026

SUMMARY

PRODUCT	SALES PRICE	QTY	TOTAL PRICE
41digres Digital Curriculum Resources	$305.00	20	$6,100.00
10GOLDPORT GOLD™ Online Assessment Portfolios	$25.00	461	$11,525.00
60ARCHIVE GOLD Archives	$0.00	4610	$0.00
		Subtotal:	$17,625.00
		Shipping:	$0.00
		Tax:	$0.00
		Total:	$17,625.00

If paying by credit card a 2.5% processing fee of $440.63 will be added, which is to cover the cost of processing a credit or charge card transaction, for a Total Price of $18,065.63. Only Visa, Mastercard, and American Express credit cards may be used. Please do not use debit cards. To avoid the processing fee, payment by ACH or wire is available.

BILL TO

Billing Client:	Rock Island/Milan School District 41
Billing Street:	2101 6th Avenue
Billing City:	Rock Island
Billing State:	Illinois
Billing Postal Code:	61201
Billing Country:	United States

Select a Payment Method and follow the payment instructions.
Payment Type:
Orders will not be processed until a payment method is confirmed. Acceptable payment methods include:

1. Receipt of a valid purchase order;
2. Completed credit card transaction;
3. Receipt of wire transfer; or
4. Receipt of check.

You will receive a follow-up email with instructions on how to submit your payment based on the payment type selected.

Subscription Services Products

This Order is entered into by and between Subscriber identified above and TS. This Order incorporates the Subscription Services Terms and Conditions at https://teachingstrategies.com/agreement-and-policies/ (together with this Order, the "Agreement"). The Agreement sets forth the terms pursuant to which TS will provide access to Subscription Services. Subscriber must sign and deliver a copy of this Order to receive access to the Subscription Services set forth in this Order.

The subscription period will begin on 07-01-2025 and expire on 06-30-2026 ("Term") unless noted otherwise in the subscription details below.

The administrator identified for this subscription is:
Brigette Hajduk
brigette.hajduk@risd41.org

Subscription Details

Product	Qty	Start	End
Digital Curriculum Resources	20	07/01/2025	06/30/2026
GOLD™ Online Assessment Portfolios	461	07/01/2025	06/30/2026
GOLD Archives	4610	07/01/2025	06/30/2026

Digital Curriculum

Digital editions of one or more of our curriculum products will be made available to you upon logging in through the website https://app.teachingstrategies.com/ for use by personnel within your organization. Detailed instructions on how to access the digital editions of our curriculum will be provided to you via email. The materials and content of those digital editions of our curriculum, including their features and functionality, are and will remain the exclusive property of Teaching Strategies, LLC. These digital editions of our curriculum are protected by copyright, trademark, and other laws of the United States. The materials, content, features, and functionality of the digital editions of our curriculum may not be copied and/or republished in any format, in whole or in part. This includes, but is not limited to, copying text, pictures or video, images for use in brochures, websites or any other medium, review content (narrative, video or pictures), backgrounds and borders, or any other content.

By executing this Order Form, the Subscriber hereby agrees to be bound by the provisions contained herein:

Subscriber Name	**Teaching Strategies, LLC**
By (Signature):	By: 
Name (Print): Jason Roessler	Name: Heather O'Shea
Title: Board of Education President	Title: Chief Financial Officer
Address: 2000 7th Avenue	Address: 80 M Street, SE, Suite 1010
Rock Island, Illinois 61201	Washington, DC 20003
Date:	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: May 13, 2025
Re: West Music Vendor – FY2026 Approval

The District is seeking approval to utilize West Music as a vendor for the purchase of various music supplies and instruments for schools across the District throughout the 2025–2026 school year. West Music, a locally based company, has a long-standing reputation for providing quality products and exceptional service tailored to educational music programs.

As a local vendor, West Music offers convenient access to materials and timely support, which helps the District respond efficiently to the instructional and operational needs of its music programs. Partnering with West Music aligns with the District's strategic goals of supporting arts education, promoting operational efficiency, and investing in community-based resources.
All applicable procurement procedures, including obtaining competitive bids and quotes, will continue to be followed in accordance with state law and District purchasing policies when required.

We are requesting approval to utilize West Music for music-related purchases during the 2025–2026 fiscal year in an amount not to exceed $50,000. This approval will ensure timely access to essential music supplies and instruments while supporting the District's educational and operational goals.

Investment Period: July 1, 2025 – June 30, 2026
Total Investment: Not to Exceed $50,000
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

Contract for Service Form

Rock Island-Milan School District 41

VENDOR NAME: West Music **EMAIL:** skruse@westmusic.com

ADDRESS: 3849 N. Brady Street, Davenport, IA 52806

DATES OF SERVICE TO BE COMPLETED: 2025 - 26 School Year

SCHOOL DISTRICT CONTACT: Annaka Whiting

COMPENSATION: $ 50,000

DESCRIPTION OF DUTIES:

West Music will provide supplies for music programs throughout the District.

Is this a Subscription/Software: Yes ☐ or No ■

If NO, go to next section. ***If YES, complete below, then go to next section (no vendor signature)***

Subscription/Software Name: _____ **Website:** _____

Subscription/Software Start Date: _____ **End Date:** _____

SOPPA Approved: Yes ☐ or No ☐

Requesting School: District Funds

Budget Code: 1-5-xxx-000-1110-4106-0

Signature of Vendor: _____ **Date:** 5/5/25

Signature of Budget Administrator: Annaka Whiting **Date:** 5/5/25

_____ _____

Superintendent or School Board President **Date**

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
3082	05/06/2025	ACH	P - 07209	ANSON, STEPHANIE A	11.55
3083	05/06/2025	ACH	P - 07843	BEIERLEIN, CHRISTINE M	92.60
3084	05/06/2025	ACH	P - 07821	BERRY, NICOLE ELIZABETH	1,297.57
3085	05/06/2025	ACH	P - 05897	BERRYHILL, CHRISTIE L	95.82
3086	05/06/2025	ACH	P - 07534	BRADLEY, DONNA LEIGH	42.77
3087	05/06/2025	ACH	P - 04858	CONAWAY, JEREMY A	46.34
3088	05/06/2025	ACH	P - 96303	COOK-BEHRENS, CAREY LYNN	61.67
3089	05/06/2025	ACH	P - 97215	DASE, JEFFREY	157.66
3090	05/06/2025	ACH	P - 03992	EDMONDS, MIKKI M	54.65
3091	05/06/2025	ACH	P - 96789	FRANTZ, DEBRA LYNN	65.89
3092	05/06/2025	ACH	P - 07862	GARCIA, MARIA G	81.00
3093	05/06/2025	ACH	P - 95110	GRANJA, CAROLINA	81.00
3094	05/06/2025	ACH	P - 96345	HARRIS, JENNIFER ANNE	181.40
3095	05/06/2025	ACH	P - 07825	JOHNSON, KELLY S	43.97
3096	05/06/2025	ACH	P - 97282	JONES, NOELLE E	67.23
3097	05/06/2025	ACH	P - 96007	LEE, MIRANDA L	120.78
3098	05/06/2025	ACH	P - 07108	MANWEILER, MATTHEW R	65.59
3099	05/06/2025	ACH	P - 04786	MARTIN, MELISSA JEAN	11.20
3100	05/06/2025	ACH	P - 06768	SCHULENBERG, ANN C	47.46
3101	05/06/2025	ACH	P - 17851	SCOTT, IAN WAYNE	62.88
3102	05/06/2025	ACH	P - 97202	SCRANTON, NICHOLE J	142.24
3103	05/06/2025	ACH	P - 97149	SHANNON, AARON DANIEL	74.97
3104	05/06/2025	ACH	P - 95655	TAETS, MCKENZIE A	160.00
3105	05/06/2025	ACH	P - 97266	WHITING, ANNAKA M	17.08

Total No. of Checks : 24				**Total Amount :**	**3,083.32**

CHECK REGISTER FOR BH EDUCATION - VENDOR CHECKS - CHECK

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
206533	04/30/2025	Check	V - 10001	A & A AIR CONDITIONING	207.50
206534	04/30/2025	Check	V - 10245	ACT II TRANSPORTATION, INC.	11,745.00
206535	04/30/2025	Check	V - 11013	AFSCME COUNCIL 31	2,165.79
206536	04/30/2025	Check	V - 26461	ALAS	250.00
206537	04/30/2025	Check	V - 25424	AMERICAN INSTITUTES FOR RESEARCH	40,090.00
206538	04/30/2025	Check	V - 19097	HIGGINS CORPORATION	654.00
206539	04/30/2025	Check	V - 26248	ARTHUR'S GARDEN DELI	295.06
206540	04/30/2025	Check	V - 26330	AUBREY BARNES	1,400.00
206541	04/30/2025	Check	V - 26463	BIRDBRAIN TECHNOLOGIES INC	667.80
206542	04/30/2025	Check	V - 22296	BLITT AND GAINES, P.C.	170.63
206543	04/30/2025	Check	V - 22296	BLITT AND GAINES, P.C.	321.81
206544	04/30/2025	Check	V - 21140	BOOKSAMILLION.COM	203.85
206545	04/30/2025	Check	V - 11126	BOS ELECTRONICS	200.00
206546	04/30/2025	Check	V - 14590	BUREAU OF EDUCATION & RESEARCH	295.00
206547	04/30/2025	Check	V - 25948	CAMELOT THERAPEUTIC SCHOOLS, LLC	8,133.76
206548	04/30/2025	Check	V - 25824	CARDIO PARTNERS INC	208.00
206549	04/30/2025	Check	V - 24698	CARTRIDGE INK QUAD CITIES	730.94
206550	04/30/2025	Check	V - 26317	COLUMN SOFTWARE PBC	65.19
206551	04/30/2025	Check	V - 25888	D&K PRODUCTS INC.	837.75
206552	04/30/2025	Check	V - 26462	EDUCATIONAL EPIPHANY LLC	30,000.00
206553	04/30/2025	Check	V - 25859	EKON-O-PAC LLC	3,112.50
206554	04/30/2025	Check	V - 25184	EMBRACE EDUCATION	2,498.29
206555	04/30/2025	Check	V - 10272	ERIKSEN CHEVROLET INC.	33.60
206556	04/30/2025	Check	V - 23428	FIRM SYSTEMS	456.00
206557	04/30/2025	Check	V - 24904	FLORIDA STATE DISBURSEMENT UNIT	86.66
206558	04/30/2025	Check	V - 26250	FOLLETT CONTENT SOLUTIONS	740.45
206559	04/30/2025	Check	V - 10292	FOLLETT SCHOOL SOLUTIONS (SOFTWARE)	482.49
206560	04/30/2025	Check	V - 22170	MID IOWA REFRIGERATION, INC.	488.45
206561	04/30/2025	Check	V - 25687	HEGGERTY PHONEMIC AWARENESS	865.08
206562	04/30/2025	Check	V - 11475	HY-VEE FOOD STORE	10,076.13
206563	04/30/2025	Check	V - 24570	IL DEPT. OF CENTRAL MANAGEMENT SVCS	650.00
206564	04/30/2025	Check	V - 19730	ILLINOIS DEPARTMENT OF REVENUE	346.15
206565	04/30/2025	Check	V - 19730	ILLINOIS DEPARTMENT OF REVENUE	459.46
206566	04/30/2025	Check	V - 14937	ILLINOIS SCHOOL FOR THE DEAF	228.00
206567	04/30/2025	Check	V - 24215	IXL LEARNING, INC	1,237.50
206568	04/30/2025	Check	V - 10441	JOHANNES BUS SERVICE INC.	7,790.77

CHECK REGISTER FOR BH EDUCATION - VENDOR CHECKS - CHECK

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
206569	04/30/2025	Check	V - 10246	JOHNSON DISTRIBUTING INC.	22.00
206570	04/30/2025	Check	V - 11929	KAPLAN COMPANIES INC.	505.95
206571	04/30/2025	Check	V - 26427	LA FLAMA	316.80
206572	04/30/2025	Check	V - 25137	LANGUAGE LIZARD, LLC	210.36
206573	04/30/2025	Check	V - 26013	LARSON BAND INSTRUMENT REPAIR	5,742.00
206574	04/30/2025	Check	V - 25974	LEARNWELL	1,490.30
206575	04/30/2025	Check	V - 26416	LINN COUNTY SHERIFF	225.32
206576	04/30/2025	Check	V - 24928	POWERSFIELD, INC	84.90
206577	04/30/2025	Check	V - 20947	LOFFREDO FRESH PRODUCE CO., INC.	9,489.59
206578	04/30/2025	Check	V - 26438	LOGAN RIVER ACADEMY	19,781.49
206579	04/30/2025	Check	V - 26368	LOU FUSZ NISSAN OF MOLINE	1,104.65
206580	04/30/2025	Check	V - 26132	MATTHEW JAMES NEWTON	100.00
206581	04/30/2025	Check	V - 15666	MIDWEST MAILWORKS, INC.	217.60
206582	04/30/2025	Check	V - 26152	MOMENTS BRANDING	219.00
206583	04/30/2025	Check	V - 19607	MUSIC IS ELEMENTARY	662.69
206584	04/30/2025	Check	V - 15043	MUSIC IN MOTION INC	74.90
206585	04/30/2025	Check	V - 20662	ROCHESTER 100, INC	432.00
206586	04/30/2025	Check	V - 10613	OFFICE MACHINE CONSULTANT	3,538.97
206587	04/30/2025	Check	V - 23563	RYAN C. OHR	900.00
206588	04/30/2025	Check	V - 19654	PACIFIC LEARNING, INC	2,766.60
206589	04/30/2025	Check	V - 19416	PAPA JOHN'S OF IOWA	3,262.50
206590	04/30/2025	Check	V - 24616	PATRICK STEVEN O'BRIEN	100.00
206591	04/30/2025	Check	V - 25389	PEPSI-COLA OF ROCK ISLAND	1,530.52
206592	04/30/2025	Check	V - 10639	PERMA-BOUND BOOKS	4,896.05
206593	04/30/2025	Check	V - 25760	PMA SECURITIES, LLC	1,000.00
206594	04/30/2025	Check	V - 26464	PORCHLIGHT BOOK COMPANY	958.95
206595	04/30/2025	Check	V - 20736	PROJECT NOW HEADSTART	120.00
206596	04/30/2025	Check	V - 14524	PUTNAM MUSEUM	208.50
206597	04/30/2025	Check	V - 26425	QUAD CORPORATION INC	184.48
206598	04/30/2025	Check	V - 25748	QUALITY AWARDS & LAMINATING	3,351.45
206599	04/30/2025	Check	V - 10232	R. K. DIXON CO.	76.82
206600	04/30/2025	Check	V - 18832	REALLY GOOD STUFF, LLC	2,121.17
206601	04/30/2025	Check	V - 11658	ROCK ISLAND FITNESS AND	965.58
206602	04/30/2025	Check	V - 10727	ROCK ISLAND HIGH SCHOOL	90.00
206603	04/30/2025	Check	V - 12179	ROCK ISLAND HIGH SCHOOL	972.90
206604	04/30/2025	Check	V - 20055	RIVER CITY TURF	355.00
206605	04/30/2025	Check	V - 13403	RIVER STONE GROUP, INC.	721.68
206606	04/30/2025	Check	V - 10721	ROCK ISLAND BOARD OF EDUCATION	62.00
206607	04/30/2025	Check	V - 10722	CITY OF ROCK ISLAND	113.61
206608	04/30/2025	Check	V - 18465	ROCK ISLAND SCHOOL DISTRICT 41	727,913.45

CHECK REGISTER FOR BH EDUCATION - VENDOR CHECKS - CHECK

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
206609	04/30/2025	Check	V - 16428	ROCKBOTTOM BOOK CO.	119.75
206610	04/30/2025	Check	V - 10706	REGIONAL OFFICE OF EDUCATION-MOLINE	12,260.00
206611	04/30/2025	Check	V - 17737	BUREAU, HENRY, STARK COUNTIES	175.00
206612	04/30/2025	Check	V - 20442	SCHOLASTIC TEACHERS STORE	376.00
206613	04/30/2025	Check	V - 16592	SCHOOLMART	1,533.46
206614	04/30/2025	Check	V - 23774	SOLUTION TREE, INC.	5,383.00
206615	04/30/2025	Check	V - 24211	SPRING FORWARD LEARNING CENTER	3,212.50
206616	04/30/2025	Check	V - 24811	STEVE WEISS MUSIC INC.	388.95
206617	04/30/2025	Check	V - 15925	SUCCESS BY DESIGN, INC.	1,112.77
206618	04/30/2025	Check	V - 23240	SWANSON CONSTRUCTION COMPANY	49,768.57
206619	04/30/2025	Check	V - 23947	TEACHSTONE	225.00
206620	04/30/2025	Check	V - 25586	TERRACYCLE REGULATED WASTE LLC	581.00
206621	04/30/2025	Check	V - 24363	THE LINCOLN ELECTRIC COMPANY	4,582.98
206622	04/30/2025	Check	V - 26320	THE MIDWEST WRITING CENTER	4,000.00
206623	04/30/2025	Check	V - 20539	TRANSITIONS	591.25
206624	04/30/2025	Check	V - 26363	THE STEPPING STONES GROUP LLC	7,399.20
206625	04/30/2025	Check	V - 26017	TROPHY WORLD, INC.	257.70
206626	04/30/2025	Check	V - 25327	TWISTED MICS, LLC	187.50
206627	04/30/2025	Check	V - 26384	TX CHILD SUPPORT SDU	152.50
206628	04/30/2025	Check	V - 25313	UPSLOPE SOLUTIONS	4,205.00
206629	04/30/2025	Check	V - 24810	WESTERN IL UNIV FOUNDATION	4,260.90
206630	04/30/2025	Check	V - 24843	WI SCTF	100.00
206631	04/30/2025	Check	V - 22334	WILSON LANGUAGE TRAINING CORP.	4,381.56

Total No. of Checks : 99 **Total Amount : 1,030,337.98**

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
440	05/06/2025	ACH	P - 97269	BECKER, JOSHUA ALEXANDER	98.61
441	05/06/2025	ACH	P - 96795	MATTIS, SHANE MICHAEL	84.98
442	05/06/2025	ACH	P - 03821	QUICK, GREGORY L	26.46

Total No. of Checks : 3				**Total Amount :**	**210.05**

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
38446	04/30/2025	Check	V - 10018	ADEL WHOLESALERS, INC.	1,021.24
38447	04/30/2025	Check	V - 26460	ADVANCED TURF SOLUTIONS, INC	3,097.79
38448	04/30/2025	Check	V - 26387	ADVANTAGE	10,483.53
38449	04/30/2025	Check	V - 23054	REPUBLIC SERVICES	291.50
38450	04/30/2025	Check	V - 10409	AT&T	542.46
38451	04/30/2025	Check	V - 12747	B & B HARDWARE	128.42
38452	04/30/2025	Check	V - 25870	CAMPOS #3 INC	104.00
38453	04/30/2025	Check	V - 24698	CARTRIDGE INK QUAD CITIES	239.50
38454	04/30/2025	Check	V - 10519	CED OF THE QUAD CITIES	1,120.68
38455	04/30/2025	Check	V - 22315	GRAVES ENVIRONMENTAL, INC.	1,200.00
38456	04/30/2025	Check	V - 23698	J.L. BRADY COMPANY, LLC	799.00
38457	04/30/2025	Check	V - 18292	LOWE'S	362.99
38458	04/30/2025	Check	V - 14673	MENARDS, INC.	574.56
38459	04/30/2025	Check	V - 10551	VILLAGE OF MILAN	855.35
38460	04/30/2025	Check	V - 19100	NORTHWEST MECHANICAL	773.00
38461	04/30/2025	Check	V - 25119	O'REILLY AUTO PARTS	8.99
38462	04/30/2025	Check	V - 24758	PILLAR EQUIPMENT, INC	446.97
38463	04/30/2025	Check	V - 22570	PRO CLEAN CAR WASH AND DETAILING	12.00
38464	04/30/2025	Check	V - 24342	QUAD CITY TOWING, INC	105.00
38465	04/30/2025	Check	V - 22312	RAYNOR DOOR CO., INC.	425.00
38466	04/30/2025	Check	V - 10722	CITY OF ROCK ISLAND	9,740.19
38467	04/30/2025	Check	V - 18465	ROCK ISLAND SCHOOL DISTRICT 41	35,793.22
38468	04/30/2025	Check	V - 23326	SHERWIN WILLIAMS	22.88
38469	04/30/2025	Check	V - 23154	STUARD & ASSOCIATES, INC.	640.00

Total No. of Checks : 24 **Total Amount : 68,788.27**

Report Code: AP_CHECKREG

Search Criteria:

Fiscal Year	**: 2025**
FY Period - Task	**: 10 - A4**
Start Due Date	**: None**
End Due Date	**: None**
Check Date	**: 04/30/2025**
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
3106	05/06/2025	ACH	V - 25713	AMALGAMATED BANK OF CHICAGO	776,618.75
3107	05/06/2025	ACH	V - 25525	AMAZON.COM SERVICES, INC.	46,956.97
3108	05/06/2025	ACH	V - 11940	BSN SPORTS, LLC	4,285.89
3109	05/06/2025	ACH	V - 10174	CONES REPAIR SERVICE, INC.	1,099.00
3110	05/06/2025	ACH	V - 25711	CULLIGAN OF DAVENPORT	68.80
3111	05/06/2025	ACH	V - 10221	DEMCO EDUCATIONAL CORP.	883.44
3112	05/06/2025	ACH	V - 12004	THE PROPHET CORPORATION	896.84
3113	05/06/2025	ACH	V - 25049	GREAT MINDS PBC	2,925.68
3114	05/06/2025	ACH	V - 10355	HANDY TRUE VALUE HARDWARE	21.26
3115	05/06/2025	ACH	V - 12439	ILLINOIS PRINCIPALS ASSOCIATION	214.00
3116	05/06/2025	ACH	V - 25375	ITEK INTERPRETING SOLUTIONS, LLC	1,702.29
3117	05/06/2025	ACH	V - 18269	J.W. PEPPER & SON	723.00
3118	05/06/2025	ACH	V - 24278	JOSTENS, INC	65.75
3119	05/06/2025	ACH	V - 24908	KOHL WHOLESALE	118,567.83
3120	05/06/2025	ACH	V - 15989	MAINSTREAMUSA INC.	235.44
3121	05/06/2025	ACH	V - 20508	NCS PEARSON INCORPORATED	4,991.04
3122	05/06/2025	ACH	V - 24189	THE OUTHOUSE	306.43
3123	05/06/2025	ACH	V - 26008	PAN-O-GOLD BAKING CO.	4,364.40
3124	05/06/2025	ACH	V - 19712	STAPLES ADVANTAGE	4,676.25
3125	05/06/2025	ACH	V - 26101	THE PITNEY BOWES RESERVE ACCOUNT	4,000.00
3126	05/06/2025	ACH	V - 25378	UMB BANK, N.A.	165,000.00

Total No. of Checks : 21 **Total Amount : 1,138,603.06**

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
443	05/06/2025	ACH	V - 25525	AMAZON.COM SERVICES, INC.	764.96
444	05/06/2025	ACH	V - 10174	CONES REPAIR SERVICE, INC.	86.45
445	05/06/2025	ACH	V - 13783	DOORS, INC.	924.00
446	05/06/2025	ACH	V - 17235	GREENWOOD CLEANING SYSTEMS, IN	88,104.80
447	05/06/2025	ACH	V - 10355	HANDY TRUE VALUE HARDWARE	865.16
448	05/06/2025	ACH	V - 10568	KONE INC.	3,511.47
449	05/06/2025	ACH	V - 24232	LAKEWOOD ELECTRIC & GENERATOR SVC, INC	14,831.78
450	05/06/2025	ACH	V - 23695	MIDWEST ALARM SERVICES	1,770.90
451	05/06/2025	ACH	V - 10003	THYMET PEST CONTROL	636.00

Total No. of Checks : 9 **Total Amount : 111,495.52**

Report Code: AP_CHECKREG

Search Criteria:

Fiscal Year	**: 2025**
FY Period - Task	**: 10 - A5**
Start Due Date	**: None**
End Due Date	**: None**
Check Date	**: 04/30/2025**
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
3127	05/02/2025	ACH	V - 26444	AMERITAS LIFE INSURANCE CORP	17,730.78
3128	05/02/2025	ACH	V - 26020	ANNA THIRTYACRE	300.00
3129	05/02/2025	ACH	V - 26278	COMBINED INSURANCE COMPANY OF AMERICA	1,330.19
3130	05/02/2025	ACH	V - 11015	IMRF ACCOUNT	11,619.98
3131	05/02/2025	ACH	V - 14572	KAPCO LIBRARY PRODUCTS	110.44
3132	05/02/2025	ACH	V - 25751	QUALITY CONTROLLED STAFFING, INC.	6,859.06
3133	05/02/2025	ACH	V - 26286	RELIANCE STANDARD LIFE INSURANCE COMPANY	10,629.09
3134	05/02/2025	ACH	V - 18768	TRI-CITY ELECTRIC CO. OF IOWA	1,134.00
3135	05/02/2025	ACH	V - 26069	UNIFIDE CST	250.00

Total No. of Checks : 9				**Total Amount :**	**49,963.54**

CHECK REGISTER FOR BH HEALTH INS - HEALTH INSURANCE - ACH

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
63	05/02/2025	ACH	V - 18449	WORTHINTON-OLSON, INC.	118.50

Total No. of Checks : 1 **Total Amount : 118.50**

Report Code: AP_CHECKREG

Search Criteria:

Fiscal Year	**: 2025**
FY Period - Task	**: 10 - A6**
Start Due Date	**: None**
End Due Date	**: None**
Check Date	**: 04/30/2025**
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 - CHECK

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
206532	04/17/2025	Check	P - 97269	BECKER, JOSHUA ALEXANDER	2,860.20

Total No. of Checks : 1 **Total Amount : 2,860.20**

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
439	04/22/2025	ACH	V - 16017	PHELPS CUSTOM IMAGE WEAR	5,096.47

Total No. of Checks : 1 **Total Amount : 5,096.47**

Report Code: AP_CHECKREG

Search Criteria:

Fiscal Year	**: 2025**
FY Period - Task	**: 10 - A7**
Start Due Date	**: None**
End Due Date	**: None**
Check Date	**: 04/17/2025**
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**

SUMMARY OF CHECKS AND WIRES
April 30, 2025

COMPUTERIZED CHECK RUN

EDUCATION

Ed Fund CHECKS V206532-V206631		Ed Fund ACH VA3082-VA3135	
Education	$ 961,789.44	Education	$ 243,172.11
Transportation	$ 17,779.97	Transportation	$ 6,859.06
Debt Service Fund	$ 1,000.00	Debt Service Fund	$ 941,618.75
Capital Projects	$ 49,768.57	Capital Projects	
Life Safety		Life Safety	
Tort Immunity		Tort Immunity	
	$ 1,030,337.98		$ 1,191,649.92
		TOTAL EDUCATION	**$ 2,221,987.90**

O&M

O&M CHECKS		O&M Fund ACH	
B38446-B38469	$ 68,788.27	BA439-BA451	$ 111,705.57
		TOTAL O&M	**$ 180,493.84**

HEALTH

Health Fund CHECKS		Health Fund ACH	
		HA63	$ 118.50
		TOTAL HEALTH	**$ 118.50**

TOTAL COMPUTERIZED CHECK RUN		**$ 2,402,600.24**

WIRES

Ed, Bldg, Tort Salary Checks	$ 1,812,018.56	
Federal Income Tax	$ 239,191.00	
OASDI/Medicare	$ 148,205.04	
State Withholdings	$ 109,598.06	
Teacher's Retirement Systems/IMRF	$ 237,188.40	
Employee Deductions	$ 93,123.87	
Benefits Payments	$ 4,387.50	
TOTAL WIRES	**$ 2,643,712.43**	

GRAND TOTAL	**$ 5,046,312.67**

RIMSD 41 List of Donations 5.13.2025				
Donor	**Date**	**Amount**	**School**	**Propose**
Anonymous	no date	$50.00	RIHS	African American Heritage Club
Hawotle	4/21/2025	$260.00	RIHS	Girls Soccer
Jakobsen	4/21/2025	$40.00	RIHS	Girls Soccer
Project Jack	2/26/25	$250.00	RICMS	Rocky Resource Room

Proposal for Overnight/Extended Student Trips

Email Address	*eddie.williams@rimsd41.org*
Type of Trip	*IHSA Girls Track and Field*
Proposed Departure Date	*May 22, 2025*
Return Date	*May 24, 2025*
Proposer	*Eddie Williams*
School	*RIHS*
Position	*Girl's Head Track and Field Coach*
Date By Which Response Is Needed	*May 14, 2025*
What is the major place to be visited or event to be attended?	*IHSA Girl's State Track & Field Championship*
How is the trip related to the educational program of the District?	*Interscholastic activity*
In what ways will the students benefit?	*Students will benefit by participating in the IHSA State track meet. Student's will be representing Rock Island High School as well as the communities of Rock Island and Milan at the State Championship Meet.*
In what ways will the District benefit?	*The District will benefit by having representation at the state level competition.*
How will the trip be evaluated to determine the extent to which these benefits were realized?	*This is a learning experience. Students work for Five month the the purpose of attending and participating at the IHSA State Championships. This is the ultimate goal. Going, Participating, and coming home with some hardware.*
Which students (grade, class, or organization) will be going?	*We will have all classes of students attending.*
How many students in total?	*Approximately 24 Students*
How many students are currently experiencing academic problems?	*None*
Which staff members will be in charge?	*Eddie Williams, Tammy Rice, Ellery Stewart, Anthony Pena*
What previous experience has the staff member had in conducting overnight or extended field trips?	*All but one has many years of experience in overnight trips.*

What other staff members will be going?	*Tammy Rice, Ellery Stewart, Anthony Pena, Joe Woods*
How many chaperones, in addition to staff members, will be going?	*None*
What are their names and affiliations with the students?	*N/A*
How many days of school will be missed?	*Two*
How will teachers be advised in advance that the students will be out of school?	*After the sectional track meet we will have a better ideal on who will qualify for the state track meet. After this is known, we will be able to generate all name of student athletes attending and turn these name in to the attendance office. Student will be instructed to visit/ communicate with teacher about missing work.*
How will missed work be made up?	*Student will be instructed to visit/ communicate with teacher about missing work prior to leaving.*
What special assistance will be provided to students with academic problems?	*None at the moment.*
What is the destination?	*Eastern Illinois University*
What will be the mode of transportation? What liability insurance does the carrier have?	*ACT II Transportation. The school uses this company often for trips.*
Where will the group be housed and fed?	*Either at Suite Dreams Hotel or Unique Suites and Hotel*
What enroute or supplementary activities are planned?	*On the way down we stop near Champaign, Illinois for lunch. Dinner will be at a restaurant after practice in the Mattoon area. With the exception of breakfast most of the time is spent on the campus of EIU.*
What arrangements have been made for dealing with emergency situations?	*Parents use a web based communication platform GroupMe. I also have parents phone numbers in an immediate emergency.*
If tour guides are involved, what liability insurance do they carry?	*No tour guides.*
What is the estimated total cost and cost per student?	*Hotel room cost roughly $150/night. Student-athletes share 4 teammates to a room. Meals, which should be about $10/student. Total estimated cost per student = $140-$150.*

What is the source of funds?	*RIHS Athletic Department Development/Activity (or Campaign for Excellence) Fund.*
How will the funds be collected and safeguarded?	*The funds will be provided to me by check and I will provide cash for meals to students and assistant coaches.*
How will any shortfall be made up or excess funds used?	*Excess funds will be returned to the RIHS Athletic Department.*
What provision has been made for students who are financially unable to pay any necessary costs?	*Using the current format, there should not be any shortfall. All items are covered from the support provided by the HS Athletic Department. In a rare case I will use program funds and get reimbursed from the Girls' T&F Development fund.*
How will you communicate to parents prior to, during, and after the trip?	*Itinerary will be provided to the parents via GroupMe in the Parent Chat.*
List telephone numbers at destination where group will be housed.	*(217) 234-8600 or (217) 348-8161 or my cell phone (309) 781-2607*
What information will be provided to the media and the community?	*We have a Facebook page that will be updated daily for information and results. All results are posted on athletic.net.*
Athletic Director approval	Approved by Mike Emendorfer
Principal approval	Approved by Jeff Whitaker
Superintendent/Designee approval	Approved by Scott Vance on May 01, 2025 0:46
Signature of School Board Representative	

Proposal for Overnight/Extended Student Trips

Email Address	*marc.polite@rimsd41.org*
Type of Trip	*Boys Basketball Summer Tournament*
Proposed Departure Date	*Jun 20, 2025*
Return Date	*Jun 22, 2025*
Proposer	*Marc Polite*
School	*RIHS*
Position	*Boys Basketball Coach*
Date By Which Response Is Needed	*May 15, 2025*
What is the major place to be visited or event to be attended?	*Riverside Brookview High School, Dekalb High School*
How is the trip related to the educational program of the District?	*Players will be competing in basketball games*
In what ways will the students benefit?	*Team bonding along with skill development*
In what ways will the District benefit?	*Students will be better equipped for next year*
How will the trip be evaluated to determine the extent to which these benefits were realized?	*Coaching staff evaluation*
Which students (grade, class, or organization) will be going?	*Select members of the prospective boys basketball team*
How many students in total?	*9*
How many students are currently experiencing academic problems?	*None*
Which staff members will be in charge?	*Marc Polite, Marquis Rodgers, Demetriyone Singleton, Michael Crawford*
What previous experience has the staff member had in conducting overnight or extended field trips?	*Each coach has over a decade experience in attenting in these events*
What other staff members will be going?	*None*
How many chaperones, in addition to staff members, will be going?	*None*
What are their names and affiliations with the students?	*None*
How many days of school will be missed?	*None*
How will teachers be advised in advance that the	*N/A*

students will be out of school?	
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?	*Riverside Brookview High School, Dekalb High School*
What will be the mode of transportation? What liability insurance does the carrier have?	*District Activity Bus*
Where will the group be housed and fed?	*Housing will be determined closer to event - Hotel Stay, Meals will be provided*
What enroute or supplementary activities are planned?	*None*
What arrangements have been made for dealing with emergency situations?	*Emergency plan initiated through atheltics*
If tour guides are involved, what liability insurance do they carry?	*N/A*
What is the estimated total cost and cost per student?	*None*
What is the source of funds?	*Basketball Development Account covers supplemental*
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?	*All items are covered*
How will you communicate to parents prior to, during, and after the trip?	*We will be using athletic department protocol*
List telephone numbers at destination where group will be housed.	*TBA*
What information will be provided to the media and the community?	*None needed for summer events*
Athletic Director approval	Approved by Mike Emendorfer
Principal approval	Approved by Jeff Whitaker

Superintendent/Designee approval	Approved by Scott Vance on Apr 14, 2025 13:32
Signature of School Board Representative	

Proposal for Overnight/Extended Student Trips

Email Address	*marc.polite@rimsd41.org*
Type of Trip	*Boys Basketball Summer Tournament*
Proposed Departure Date	*Jun 27, 2025*
Return Date	*Jun 29, 2025*
Proposer	*Marc Polite*
School	*RIHS*
Position	*Boys Basketball Coach*
Date By Which Response Is Needed	*May 15, 2025*
What is the major place to be visited or event to be attended?	*Romeoville High School*
How is the trip related to the educational program of the District?	*Improving our boys basketball program*
In what ways will the students benefit?	*Getting opportunities to play together*
In what ways will the District benefit?	*Players playing in other places against good competition*
How will the trip be evaluated to determine the extent to which these benefits were realized?	*Coaches will talk and evaluate both player and team performance*
Which students (grade, class, or organization) will be going?	*Prospective varsity players for next season*
How many students in total?	*9*
How many students are currently experiencing academic problems?	*None*
Which staff members will be in charge?	*Marc Polite, Demetriyone Singleton, Marquis Rodgers, Michael Crawford*
What previous experience has the staff member had in conducting overnight or extended field trips?	*All coaches have over 10 years experience coaching and traveling with players*
What other staff members will be going?	*None*
How many chaperones, in addition to staff members, will be going?	*None*
What are their names and affiliations with the students?	*None*
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?	*None*
What is the destination?	*Romeoville High School*
What will be the mode of transportation? What liability insurance does the carrier have?	*School Activity Bus*
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?	*Following athletic department protocol*
If tour guides are involved, what liability insurance do they carry?	*None*
What is the estimated total cost and cost per student?	*None*
What is the source of funds?	*Boys Basketball Activities Account*
How will the funds be collected and safeguarded?	*None will be collected*
How will any shortfall be made up or excess funds used?	*Boys Basketball Activities Account*
What provision has been made for students who are financially unable to pay any necessary costs?	*Everything is covered*
How will you communicate to parents prior to, during, and after the trip?	*Normal athletics protocol*
List telephone numbers at destination where group will be housed.	*TBD*
What information will be provided to the media and the community?	*None needed for summer events*
Athletic Director approval	Approved by Mike Emendorfer
Principal approval	Approved by Jeff Whitaker
Superintendent/Designee approval	Approved by Scott Vance on Apr 14, 2025 13:55

Signature of School Board Representative	

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: May 13, 2025
Re: FY2025 Amazon Supply Purchases Amendment

On December 10, 2024, the Board authorized the use of Amazon.com for District-wide purchases, with an expenditure cap of $500,000. Annually, schools are allocated Title funding to support the academic needs of scholars. This year, the distribution of these funds occurred later than usual, necessitating an increase of $175,000 to accommodate purchasing needs.

Amazon.com is an approved vendor through the Omnia Partners purchasing cooperative, in which the District participates. Omnia Partners contracts are competitively solicited, evaluated, and awarded by a lead public agency. These solicitations are structured to ensure compliance with intergovernmental contracting laws and to provide nationwide access. This process guarantees that the District benefits from competitive pricing, responsive customer service, and timely delivery when purchasing through Amazon.com.

We respectfully request Board approval to increase the authorized spending threshold for Amazon.com by $175,000 to reflect the additional Title funding allocations for supplemental supplies for scholars and to support procurement needs through the end of the fiscal year.

Investment Period: July 1, 2024 – June 30, 2025
Total Investment: Not to Exceed $675,000
Funding Source: District and Federal Funds

Rock Island-Milan School District #41
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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: May 13, 2025
Re: Amazon Supply Purchases – FY2026 Approval

Amazon.com is included in the Omnia Partners purchasing cooperative that the District participates in. Omnia Partners' contracts are competitively solicited, evaluated, and awarded by a government entity acting as the lead agency. The lead agency prepares a competitive solicitation that incorporates language to ensure the agreement is accessible nationally to agencies in states that allow intergovernmental contract usage. This process ensures that the District can make purchases from Amazon.com with confidence that pricing is competitive, customer service is responsive, and delivery times are efficient.

By utilizing Amazon.com through this cooperative agreement, the District is able to streamline procurement for a wide range of instructional, operational, and administrative supplies. This supports the District's strategic goals of fiscal responsibility, operational efficiency, and equitable access to resources across all campuses. In addition, Amazon's extensive inventory enables staff to respond quickly to emerging needs, reducing delays that may impact classroom instruction or daily operations.

We are seeking approval to continue utilizing Amazon as an approved vendor for various supply purchases throughout the District for Fiscal Year 2026, not to exceed $525,000. The slight increase over the previous year reflects the addition of District-wide paper purchases for all locations. This approval will ensure timely access to essential materials while maintaining compliance with state procurement laws and the District's purchasing policies.

Amazon purchase history:

FY2025 Approval	$500,000.00
FY2024	$613,308.28
FY2023	$533,866.31

Investment Period: July 1, 2025 – June 30, 2026
Total Investment: Not to Exceed $525,000
Funding Source: District Funds

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Rock Island - Milan School District #41
Board of Education Meeting Dates
2025 - 26 School Year

BOARD MEETING DATE	LOCATION
August 12, 2025	Administration Building
August 26, 2025	Rock Island High School
September 9, 2025	Administration Building
September 23, 2025	Horace Mann Early Learning
Fall Intersession	
October 28, 2025	Administration Building
**November 10, 2025	Administration Building
November 25, 2025	Denkmann Elementary
December 9, 2025	Administration Building
Winter Intersession	
January 13, 2026	Administration Building
January 27, 2026	Earl Hanson Elementary
February 10, 2026	Administration Building
February 24, 2026	Rock Island Center Math & Science
March 10, 2026	Administration Building
Spring Intersession	
April 14, 2026	Administration Building
April 28, 2026	Administration Building
May 12, 2026	Administration Building
May 26, 2026	Ridgewood Elementary
June 9, 2026	Administration Building

***Meeting adjustment due to Veteran's Day Holiday*

DRAFT

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: May 13, 2025
Re: Cartridge Ink FY2026 Vendor Approval

The District is seeking approval to utilize Cartridge Ink as a vendor for the purchase of printer-related supplies, including toner and ink cartridges, for the 2025–2026 school year. Cartridge World is a locally owned and operated business that has consistently provided reliable service, competitive pricing, and high-quality products tailored to the needs of educational institutions.

Utilizing a local vendor like Cartridge World supports the District's strategic goal of community engagement while offering the convenience of quick turnaround times, responsive customer service, and flexible delivery options. Their product offerings contribute to maintaining the efficiency of printing operations across all school sites and departments. All applicable purchasing procedures will be followed in compliance with state procurement laws and District policies.

The District's current printer services contract is set to expire in 2026. A request for proposals (RFP) will be issued in late winter to initiate the procurement of new printer services, at which time ink and toner purchasing will also be addressed.

We are requesting approval to utilize Cartridge World for printer supply purchases during the 2025–2026 fiscal year, in an amount not to exceed $40,000. This approval will help ensure uninterrupted access to essential printing materials while promoting operational efficiency and supporting a local business.

Investment Period: July 1, 2025 – June 30, 2026
Total Investment: Not to Exceed $40,000
Funding Source: District Funds

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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: May 13, 2025
Re: Hy-Vee Supply Purchases – FY2026 Approval

The District is seeking approval to utilize Hy-Vee as a vendor for various supply purchases related to school and district events throughout the 2025–2026 school year. Hy-Vee is a convenient local grocery store with multiple locations, offering a broad selection of food, beverages, and related event supplies.

Hy-Vee provides the District with tax-exempt purchasing options and access to a store-issued credit card, which streamlines the purchasing process and supports fiscal accountability. The availability of a wide range of products, flexible shopping options, and proximity to schools makes Hy-Vee a practical and efficient choice for time-sensitive or event-specific needs.

Approval to use Hy-Vee as an authorized vendor will help ensure the District can meet the supply demands of events in a timely and cost-effective manner while remaining compliant with procurement guidelines and financial controls.

We respectfully request board approval to utilize Hy-Vee for supply purchases in support of school and district events during the 2025–2026 school year in an amount not to exceed $40,000.

Hy-Vee purchase history:

FY2025 To Date	$39,965.23
FY2024	$31,668.04
FY2023	$27,692.83

Investment Period: July 1, 2025 – June 30, 2026
Total Investment: Not to Exceed $40,000
Funding Source: District Funds

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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: May 13, 2025
Re: Staples Supply Purchases – FY2026 Approval

Staples is included in the Sourcewell Cooperative purchasing program in which the District participates. Sourcewell Cooperative's contracts are competitively solicited, evaluated, and awarded by a government entity serving as the lead agency. The lead agency issues a competitive solicitation that includes language to ensure the agreement is accessible nationally to agencies in states that permit intergovernmental contract usage. This process allows the District to make purchases from Staples with the assurance that pricing is competitive, customer service is responsive, and delivery timelines are efficient.

By utilizing Staples through this cooperative agreement, the District is able to streamline procurement for a broad range of instructional, operational, and administrative supplies. This supports the District's strategic objectives of fiscal responsibility, operational efficiency, and equitable access to resources across all campuses. Additionally, Staples' extensive inventory enables staff to respond promptly to emerging needs, minimizing delays that could affect classroom instruction or daily operations.

We are seeking approval to continue utilizing Staples as an approved vendor for various supply purchases throughout the District for Fiscal Year 2026, not to exceed $60,000. The slight increase over the previous year reflects the addition of District-wide paper purchases for all locations. This approval will ensure timely access to essential materials while maintaining compliance with state procurement laws and the District's purchasing policies.

Staples purchase history:

FY2025 To Date	~$39,000.00
FY2024	$102,934.53
FY2023	$530,322.25

Investment Period: July 1, 2025 – June 30, 2026
Total Investment: Not to Exceed $60,000
Funding Source: District Funds

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Personnel Recommendations
Board of Education Meeting
May 13, 2025

Certified Appointments
It is recommended that the Board of Education approve the following certified appointments for the 2024-25 school year.

Sierra Divarco –	Substitute Teacher at District Wide Salary –$120-$140/day
Elgin Hilliard –	Substitute Teacher at District Wide Salary – $120-$140/day
Venessa Taylor –	Substitute Teacher at District Wide Salary – $120-$140/day

Certified Appointments
It is recommended that the Board of Education approve the following certified appointments for the 2025-26 school year.

Jessica Hartman –	Elementary Teacher at Eugene Field Elementary School Salary – $62,600/annual
Ivyana Wilmington –	School Social Worker at District Wide Salary – $57,667/annual

Non-Certified Appointments
It is recommended that the Board of Education approve the following non-certified appointments for the 2024-25 school year.

Jason Jaquet –	Long Term Building Substitute at Horace Mann Salary – $110/day
Carlie Marsh –	Hall Monitor at Rock Island High School Salary – $19.56/hour
Joram Ndereyimana –	Nutrition Substitute at District Wide Salary – $15.86/hour
Rebekah Fardi-Turkmani –	Substitute Paraprofessional at District Wide Salary – $15.86/hour

Non-Certified Internal Transfers
It is recommended that the Board of Education approve the following non-certified internal transfers for the 2024-25 school year.

Tiarra Burage – Substitute Secretary to Elementary Secretary at Rock Island Academy
Salary – $30,972/annual

Non Certified Leave of Absence Request
It is recommended that the Board of Education approve the following non-certified leave of absence request for the 2024-25 school year.

Kimberly Payne – General Help at Administrative Center
Dates – 04/30/2025 to 06/05/2025

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
Richard Niyonzima	Paraprofessional at Rock Island Academy	1 Year Effective Date 06/05/2025
Deborah Shivers	HR Business Partner at Administrative Center	6.5 Years Effective Date 06/30/2025
Nathan Webb	Maintenance at Rock Island High School	1 Year Effective Date 04/29/2025

Certified Resignations

It is recommended that the Board of Education accept the following certified resignations during the 2024-25 school year.

Staff Member	Current Position	Years of Continuous Service
Tina Eygabroad	Social Worker at Rock Island High School	3 Years Effective Date 06/05/2025
Kelli Fletcher	Psychologist at District Wide	8 Years Effective Date 06/05/2025
Stacey Morrell	Social Worker at District Wide	2 Years Effective Date 06/05/2025
Kelsey Taets	Kindergarten Teacher at Frances Willard	1 Year Effective Date 06/05/2025

Administrator Resignations

It is recommended that the Board of Education accept the following administrator resignations during the 2024-25 school year.

Staff Member	Current Position	Years of Continuous Service
Jessica Israel	Assistant Principal at Frances Willard	8 Years Effective Date 06/12/2025
Dan Coyne-Logan	Assistant Principal at Rock Island High School	22 Years Effective Date 06/30/2025

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: May 13, 2025
Re: Miner Foundation Agreement Revisions

In collaboration with the Miner family, revisions have been made to the Miner Foundation Agreement, originally established in 1999, to more clearly reflect and support the founding intent of the fund: providing financial assistance for educational field trips benefiting elementary school scholars and students attending Thurgood Marshall Learning Center within the District. Over time, the restrictive language of the original agreement has made it increasingly difficult to distribute the fund's earnings, resulting in stagnant, underutilized resources that do not serve the students as intended.

The proposed revisions are designed to establish a more transparent, efficient, and equitable framework for awarding funds. Key changes include permitting the use of funds for educational field trips that prioritize local destinations and full grade-level participation, thereby maximizing student impact. A formalized and streamlined online application process with a clearly defined annual deadline will be implemented, ensuring consistency and timely planning across schools.

Oversight of the application and award process will be conducted by a review committee comprising the District's Chief Financial Officer, a designated representative of the Miner family, and the Assistant Superintendent of Teaching & Learning.

In addition, the revised agreement broadens eligibility to include all students, rather than limiting support solely to those who are financially disadvantaged. The fund will continue to operate as a true endowment, preserving the principal while disbursing only earnings, thereby ensuring its sustainability for future generations of students.

Investment Period: N/A
Total Investment: N/A
Funding Source: N/A

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Gary and Helen Miner Fund

This Agreement Regarding the Investment, Management and Distribution of Certain Gifts is entered into this _____ day of _____, 2025 by and among Gary and Helen Miner, (hereinafter, "the Miners"), as individuals and the Board of Education of Rock Island-Milan School District No. 41, Rock Island County, Illinois, (hereinafter, “the School Board" or “District 41”).

WHEREAS, the Miners have made certain gifts to the School Board, and may make further gifts to the School Board which gifts are to be invested to create a fund known as the Gary and Helen Miner Fund, (hereinafter, “the Fund");

WHEREAS, the purpose of the Fund is to provide financial assistance to elementary school students in District 41 and students attending District 41’s Thurgood Marshall Learning Center, so that those students may have access to activities and projects which the Board may not otherwise be able to provide;

WHEREAS, the Parties wish to replace the August 24, 1999 Gary and Helen Miner Fund agreement with the present agreement to better describe the actual and intended uses of the Fund;

WHEREAS, the School Board desires to have the Miners participate in the investment of the Fund and distribution of its income; provided, however, that the ultimate direction of the Fund and the distribution of its income rests with the School Board;

NOW THEREFORE, in consideration of the mutual covenants contained herein, the School Board and the Miners, (collectively, “the parties"), agree as follows:

1. **Purpose of the Fund.**

The purpose of the fund shall be to inspire and encourage District 41 elementary and Thurgood Marshall students by providing financial assistance for Field Trips, Activities, and Projects, as those terms are commonly understood,described and regulated by School Board policy.

2. **Creation of the Fund**.

The Fund has been created out of the gifts from the Miners and may be supplemented by further gifts from the Miners in the future. The Fund shall be invested as directed by the School Board, or its designee, with advice and recommendations from the Financial Advisory Committee whose organization and powers are described below.

a. The Financial Advisory Committee will request a monthly written report from the financial institution where the Fund is held.
b. The Financial Advisory Committee will notify the financial institution the name and contact information for the person that is to receive the monthly written financial report.

3. The Financial Advisory Committee shall, in writing, notify the financial institution of the individuals currently authorized by the school district to request distribution checks and to make changes to investments. **Ownership of the Fund.**

Ownership of the Fund, and any real or personal property of which the Fund is comprised, or which is, or may become, part of the Fund, shall be vested solely in the School Board and may be managed or disposed of in any manner which the School Board sees fit, consistent with applicable laws. With the execution of the Agreement by the parties, the Miners relieve themselves of all ownership and the obligations associated with such ownership as it pertains to the Fund. While the Miners shall maintain a role in the selection process as outlined in Paragraph 9 below, all administration and oversight transfers in totality to the School Board in the execution of this Agreement. The assets shall be invested with moderate risk and favor income more than growth.

4. **Continuity.**

It is intended that the Fund shall continue for so long as the need thereof exists, and money or property available in the Fund for its purposes. If the Fund is terminated for any reason, any money or property remaining therein shall be devoted in its entity and for the purposes which, at the discretion of the School Board, most nearly fulfills the original intent of the Fund.

5. **Use of Only Fund Income and Growth for the Purpose of the Fund.**

The principal of the Fund shall not be invaded. Only the annual net income of the Fund and 15% of the Fund's growth from the last calendar year shall be used to provide the financial assistance which is the purpose of the Fund; provided, however, that nothing in the Agreement shall be construed to limit similar financial assistance from other sources outside the Fund. The Fund's annual net income and 15% of the Fund's growth from the last calendar year shall be held in a separate account at a financial institution or a local bank's trust department as directed by the Financial Advisory Committee. Any withdrawal from this separate account is to be transferred to the School Board when requested by District

41's Chief Financial Officer.

6. **Determination of Eligible Field Trips, Activities, and Projects.**

The School Board shall, with the advice and recommendation of the Selection Advisory Committee, whose organization and powers are described below, determine Eligible Field Trips, Activities, and Projects. Eligible Field Trips, Activities, and Projects shall meet all of the following criteria:

a. The field trip, activity, or project must be an integral part of the school curriculum and/or contribute to the School Board's educational goals.
b. The field trip, activity, or project must have the Superintendent or his/her designee's prior approval, except that field trips, activities, ot projects beyond a 200-mile radius of the school or extending overnight must have the prior approval of the School Board.
c. Transportation costs can be included in the total cost of each field trip, activity, or project.
d. The Chief Financial Officer shall meet with school principals at the start of the school year and solicit grant applications for field trips, activities, and projects. The applications shall include a description of the project, how it benefits students, and the total cost.
e. Applications shall be returned, at a specific date identified on the application, to the Chief Financial Officer, who will review the applications and forward to the Selection Advisory Committee.

7. **Financial Advisory Committee.**

a. Organization

A Financial Advisory Committee shall consist of the Chief Financial Officer of the Rock Island-Milan School District No. 41, the Assistant Superintendent of Teaching & Learning of the Rock Island-Milan School District No. 41, Gary Miner, and Helen Miner. The School Board may appoint a School Board member to the Financial Advisory Committee. Gary Miner and Helen Miner may appoint his or her own substitute from time to time, or his or her own replacement on the Financial Advisory Committee; provided, however, that any substitution or replacement is approved by the Superintendent of Schools. At any time, if Gary Miner or Helen

Miner is incapacitated and unable to serve the Financial Advisory Committee, Alison M. Letts (daughter of Gary Miner and Helen Miner) shall serve on the Financial Advisory Committee.

b. Powers and Duties

(1) The Financial Advisory Committee shall review all investments of the Fund and shall make recommendations based on discussions and advice from the financial institution regarding such investments to the School Board, or its designee, from time to time as it sees fit, as well as on any periodic basis established by the School Board, or its designee.

(2) The Financial Advisory Committee shall make its recommendations with the goal of maintaining a reasonable balance of income and growth in the Fund, following the "Prudent Man" rule with respect to investments.

(3) The recommendations of the Financial Advisory Committee need not be unanimous but should reflect a majority decision. Where Financial Advisory Committee recommendations are not unanimous, the vote shall be reported to the School Board, or its designee, along with such recommendations.

(4) The Financial Advisory Committee shall determine the amount of financial assistance available to be distributed each year and each school eligible to receive financial assistance from the Fund each year.

(5) The Chief Financial Officer shall carry out the decisions of the committee.

8. **Selection Advisory Committee**

a. Organization

A Selection Advisory Committee shall consist of the Chief Financial Officer of the Rock Island-Milan School District No. 41, the Assistant Superintendent of Teaching & Learning of the Rock Island-Milan School District No. 41, Gary Miner, and Helen Miner. The School Board may appoint a member to the Selection Advisory Committee. Gary Miner or Helen Miner may appoint his or her own substitute from time to time, or his or her own replacement on the Selection Advisory Committee; provided, however, that any substitution or replacement is approved by the Superintendent of Schools. At any time, if Gary Miner or Helen Miner is incapacitated and unable to serve the Selection Advisory Committee, Alison M.

Letts (daughter of Gary Miner and Helen Miner) shall serve on the Financial Advisory Committee.

b. Powers and Duties

(1) The Selection Advisory Committee shallreview and select the applications requesting utilization of the Fund. The review must determine that the request meets the criteria for eligible students and eligible Field Trips, Activities, and Projects. The results of the review and determination of grants from the Fund shall be reported to the Superintendent for final approval. The recommendations of the Selection Advisory Committee need not be unanimous but should reflect a majority decision. Where Selection Advisory Committee recommendations are not unanimous, the vote shall be reported to the School Board, or its designee, along with such recommendations.

(2) The Selection Advisory Committee shall provide written applications for the use of the Fund.

(3) The Chief Financial Officer shall carry out the decisions of the committee.

9. **Control of the Fund by the School Board.**

a. The School Board shall have the sole authority to manage the Fund, taking into consideration the recommendations of the Financial Advisory Committee.

b. The Superintendent and/or his/her designee, shall have the sole authority to determine Eligible Field Trips, taking into consideration the recommendations of the Selection Advisory Committee.

c. The Superintendent and/or his/her designee, shall have the sole authority to identify Eligible Students, determine whether any particular Eligible Student shall receive assistance from the Fund, and, if so, the amount of assistance any particular Eligible Student shall receive.

d. The Superintendent and/or his/her designee may award assistance for any purpose relating to the Eligible Field Trip; provided, however, that no financial assistance from the Fund may be used to pay fees or honoraria of any kind to the sponsor or organizer of any Eligible Field Trip, or to make donations to any person, cause or organization related to any Eligible Field Trip.

e. In exercising his/her authority under this Agreement, the Superintendent and/or his/her designee may follow any recommendation from the Advisory Committees, whether a recommendation of the majority or of a minority and may disregard altogether any recommendations of the Advisory Committees.

10. **Warranties.**

The Miners represent and warrant that they, jointly or severally, have title to the property which they have donated as gifts to the School Board, which are to constitute the Fund which is the subject of this Agreement; and that they have the authority to make such gifts of the property.

11. **Other.**

This Agreement completely and entirely replaces any other prior agreements between the parties and constitutes the entire agreement between the parties. Any modification to this Agreement must be made in writing and executed by the parties. The captions of the sections and paragraphs of this Agreement are for convenience only and shall not be considered or referred to in resolving questions of interpretation or condition. The invalidity of any part of this agreement shall not invalidate any other part, or the Agreement in its entirety. This Agreement shall be governed by, construed, and enforced in accordance with the laws of the State of Illinois. Jurisdiction and venue for all disputes hereunder shall be the Circuit Court located in Rock Island County, Illinois, or the federal district court for the Central District of Illinois. In the event that any party shall institute any action or proceeding against any other party, arising from or relating to this Agreement, the unsuccessful party shall pay the costs and reasonable attorneys' fees of the successful party, including those pertaining to the appeal from any final and appealable court order. This Agreement may be executed in several counterparts each of which shall be deemed an original and all such counterparts together shall constitute one and the same instrument. District 41 shall maintain either a digital or paper file containing all of the information related to the Fund, including, but not limited to, Fund distribution statements, instructions to and from the financial institution, this Agreement, copies of the monthly written financial reports, or an ongoing list of the Field Trips, Activities, and Projects funded.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the day and year first above written.

BOARD OF EDUCATION
OF ROCK ISLAND-MILAN
SCHOOL DISTRICT NO. 41,
ROCK ISLAND COUNTY, ILLINOIS

_____
President, Board of Education

_____
Gary B. Miner

_____
Helen U. Miner

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Date: May 13, 2025
Re: Director of Communications

In November of 2024, Ms. Moo (Kler) Soe was selected from a pool of 20 candidates to become our Coordinator of Communications. During her tenure in this position she has demonstrated her ability to lead multiple projects to completion, create visually and creatively appealing digital projects and has been instrumental in the development of our new website, improved social media presence and streamlining our district brand. Her leadership impact and ability to manage multiple projects was felt immediately.

Moo (Kler) Soe is an experienced communications specialist who has earned her Bachelor's of Arts degree in Public Relations and Strategic Communication. Before joining our team, she spent a year and a half serving as a Communications Specialist with World Relief Quad Cities where she provided support with the creation of social media content, assisted in organizing marketing materials and developed strategies for growing and engaging social media audiences.

Moo (Kler) Soe's references describe her as a self-starting problem solver who demonstrates the ability to use her journalistic and communicative skills to benefit everyone around her. Experiences gained through her internship and her strong website and social media management and design skills makes Ms. Soe the ideal candidate to lead the Communications Department.

It is recommended the Board of Education approve the appointment of Moo (Kler) Soe to the position of Director of Communications beginning June 5, 2025 and for the 2025 - 2026 school year at the salary of $87,630 prorated to start date for the remainder of the 24 - 25 school year.

Investment Period: One year contract
Total Investment: $87,630
Funding Source: District

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