

# 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, MARCH 10, 2026

6:00 PM

<https://meet.google.com/fzb-nmks-pmq>

### **I. Preliminary**

A. Call to Order and Roll Call

B. Pledge of Allegiance

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

It is recommended that the Board of Education approve the February 24, 2026, regular meeting minutes as well as all February 24, 2026, executive meeting minutes to remain confidential.

### **II. Special Items**

#### **A. Winter Sports Student Athletes Recognition**

Mr. Mike Emendorfer, Athletic Director, will recognize Winter Athletics Honorees.

#### **B. Those Who Excel – Team Member Recognitions**

Dr. Sharon Williams, Superintendent, will recognize the Illinois State Board of Education Those Who Excel honorees.

#### **C. Quarterly Strategic Plan Report... Information**

The Strategic Priority Champions will present the Quarterly Strategic Plan Update.

### **III. Reports**

A. Board Members

B. Superintendent

C. RIEA President

D. RIESPA President

E. AFSCME 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... Action**

C. Nomination for Future Agenda Items

**D. Blanket Motion... Action**

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 - b) ... Action**

**a. Connect with Kids (CWK) & Empirical Education (EE) Contract... Action**

It is recommended that the Board of Education approve the one-year contract for service with CWK Network, Inc. 6849 Peachtree Donwoody Road, Building 4-150, Atlanta, GA 30328, in the amount of \$147,819; and with Empirical Education, 2120 University Avenue, Berkley, CA 94704, in the amount of \$184,279 from January 1, 2026, through December 31, 2026. Education and Innovation Research grants funds will be used for these contracts.

**b. JL Brady Contract Amendment... Action**

It is recommended that the Board of Education approve an amended contract with JL Brady Company, 4831 41st Street, Moline, Il 61265, not to exceed \$500,000 for the contract period ending November 30, 2025.

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

It is recommended that the Board of Education authorize bills for payment dated February 27, 2026, in the amount of \$5,316,195.75.

**3. 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 Macomb, Illinois to visit Western Illinois University and East Saint Louis High School for a track and field competition leaving April 10, 2026 and returning April 11, 2026.

**4. List of Donations... Action**

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

**5. Certified Appointment... Action**

It is recommended that the Board of Education approve the certified appointment of Samuel Jones for the 2026 - 27 school year.

**6. Non-Certified Appointments... Action**

It is recommended that the Board of Education approve the following non-certified appointments for the 2025 - 26 school year of Nitra Kelley, Kaitlyn Mays, Jamie Richardson, Justin Rodgers and Amanda Schiller.

**7. Non-Certified Internal Transfers... Action**

It is recommended that the Board of Education approve the non-certified internal transfers of Meghan Jarvis and Selena Wellington for the 2025 - 26 school year.

**8. Non-Certified Coach Appointments... Action**

It is recommended that the Board of Education approve the non-certified coach appointments of Zack DeMarlie and Olivia Samuelson, during the 2025 - 26 school year.

**9. Non-Certified Resignation... Action**

It is recommended that the Board of Education accept the non-certified resignation of Josephine Schulte, school nurse at Earl Hanson Elementary with two years of service, during the 2025 - 26 school year.

**10. Certified Retirements... Action**

It is recommended that the Board of Education accept the certified retirement of Arlene G. Axup, Third Grade Teacher at Denkmann Elementary, with thirty-nine (39) years of service, effective June 4, 2026; Sheena Carter, Third Grade Teacher at Denkmann Elementary, with twenty-seven (27) years of service, effective June 4, 2026; and Jennifer Purvis, Early Childhood Special Education Teacher at Horace Mann Early Learning Center, with thirty-four (34) years of service effective June 4, 2026.

**11. Non-Certified Coach Resignations... Action**

It is recommended that the Board of Education accept the non-certified coach resignations during the 2025 - 26 school year of Breann Ahlers and Sara Weisrock.

**12. AVID Summer Professional Learning... Action**

It is recommended that the Board of Education approve the increase in spending limit with AVID Center, 9797 Aero Drive, Suite 100, San Diego, CA 92123 by \$27,475, to purchase registration for up to 25 participants for the Summer Institute.

**13. Title 1 Chromebook Acquisition... Action**

It is recommended that the Board of Education approve an increase in spending limit with SHI, 290 Davidson Ave., Somerset, NJ 08873 to purchase Chromebooks and Chrome OS management control licenses, for the remainder of the 2025 - 26 school year, in an amount not to exceed \$675,000.

**14. Dell Computer Corporation Amendment... Action**

It is recommended that the Board of Education approve an increase in the spending limit with Dell Computer Corporation, 1 Dell Way-RR88, Round Rocks, TX 78682, from \$195,000 to an amount not to exceed \$210,000, for the 2025 - 26 school year due to technology industry-wide pricing increases and current lease obligations.

**15. Fresh Milk Bid Recommendation... Action**

It is recommended that the Board of Education approve the bid from Prairie Farms to provide fresh milk for the 2026 - 27 school year, not to exceed \$288,164.40, with an option to extend up to three years.

**16. Head Start Annual Program Grant Application... Action**

It is recommended that the Board of Education approve the attached Head Start

Preschool Program 2026 - 27 Baseline Grant Application for a total amount of \$3,277,131, along with the following required supporting documents: SF 424, SF 242A, Head Start Training and Technical Assistance Assessment Plan, and Head Start 2026 - 27 Salary Schedules.

**17. IHSA Membership Renewal... Action**

It is recommended that the Board of Education approve the membership renewal with the Illinois High School Association, 2715 McGraw Drive, Bloomington, IL, for the 2026 - 27 school year.

**18. Rock Island - Milan School District #41 High School Course Catalog... Action**

It is recommended that the Board of Education approve the 2026 - 27 Rock Island High School Course Catalog as presented.

**VI. Operations**

**A. Student Handbook... Action**

It is recommended that the Board of Education approve the student handbook as presented.

**B. Freedom of Information Act (FOIA) Requests... Information**

The district received a FOIA request and responded within the required timeframe to Jeffrey Johnson, who requested oral and written communication regarding the investigation that led to Deputy Superintendent Jeff Dase being placed on administrative leave in January 2026.

The district received a FOIA request and responded within the required timeframe to Jeffrey Johnson, who requested emails and documents related to the May 2025 incidents involving Jeff Dase that resulted in his placement on paid administrative leave as well as documents related to the late 2024 complaint about Mr. Dase's conduct during a meeting.

The district received an FOIA request and responded within the required timeframe to Cesar Toscano, who requested a copy of any and all documents that list Rock Island-Milan School District 41 employees on administrative leave within the past two months.

The district received a FOIA request and responded within the required timeframe to Cesar Toscano, who requested a copy of any logs listing disciplinary actions since the start of the school year.

The district received a FOIA request and responded within the required timeframe to S. Edward Yancy, Jr., who requested any communication of School Board member Andrea Gilman with anyone concerning issues related to the Rock Island/ Milan School District

from April 2025 to present.

The district received a FOIA request and responded within the required timeframe to Cesar Toscano, who requested copies of any reports and formal documents that led to a workers' compensation claim from the start of August 1, 2025, to February 13, 2026.

The district received a FOIA request and responded within the required timeframe to Bonnie Ballard, who requested information around an incident at Rock Island High School on February 11, 2026, including: security camera video, statements taken by administration, school incident reports, and copies of emails between District-level Administrators and Rock Island High School Administrators.

The district received a FOIA request and responded within the required timeframe to Jacob Pearlman, who requested a copy of the statement Board Member Andrea Gilman read during the February 24, 2026 Board of Education meeting.

The district received a FOIA request and responded within the required timeframe to Jacob Pearlman, who requested copies of emails, correspondence, communications and/or letters from January 1, 2026, to February 24, 2026, between Andrea Gilman and any Thurgood Marshall school teacher or paraprofessional.

The district received a FOIA request and responded within the required timeframe to Jacob Pearlman, who requested information related to closed and/or executive session meetings, including agendas listing closed/executive session and votes taken to enter closed executive session, held by the Rock Island - Milan Board of Education from April 1, 2025, through May 31, 2025.

## VII. Personnel

### A. **Director of Building Operations... Action**

It is recommended that the Board of Education approve the appointment of Mr. Frank Mendoza to the position of Director of Building Operations for the remainder of the 2025 - 26 school year, at a salary of \$107,505, prorated to the start date.

## VIII. Executive Session

It is recommended that the Board of Education move to executive session to discuss pending litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probably or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. 5

ILCS120/2(c)(11). In addition to discuss the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body, including

hearing testimony on a complaint lodged against an employee of the public body or against legal counsel for the public body to determine its validity. 5 ILCS 120/2(c)(1).

IX. **Adjournment**

# **ROCK ISLAND-MILAN SCHOOL DISTRICT #41**

## **Quarterly Strategic Plan Update**

**March 10, 2026**

**Sharon Williams, Ed. D.**

**Superintendent**





# Agenda

**Strategic Planning Design and Framework**

**GroweLab**

**Priority Updates**

**Next Actions**



# Our Call to Action

We call on all school community members to join us in empowering scholars with the knowledge and innovative skills to thrive, reach their full potential, and shape a better future in a rapidly changing world.



# Our Beliefs

We believe:

- all scholars have the ability to learn and grow.
- in high expectations for all.
- a positive climate and culture is essential to learning.
- connections make an impact on scholar learning.
- the community benefits from the shared responsibility for the success of our scholars.
- in cultivating the whole-child for life-long success.
- in equitable opportunities for all.
- our greatness comes from the diversity of our community.



# Priority Champions

Priority 1



**Scott Vance**  
Assistant Superintendent  
of Teaching & Learning

Priority 2



**Dr. Dorian Maag**  
Elementary Teaching &  
Learning Coordinator

Priority 2



**Kristin Allen**  
Secondary Teaching &  
Learning Coordinator

Priority 3



**Annaka Whiting**  
Chief Financial Officer

Priority 4



**Ramona Dixon**  
Director of Grants,  
Assessments & Accountability

Priority 5



**Jeff Dase**  
Deputy Superintendent



# GroweLab



Strategy	Status	Progress
Priority 1	On Track	
Priority 2	On Track	
Priority 3	On Track	
Priority 4	On Track	
Priority 5	On Track	

GroweLab transforms our plan from a static document into a **living dashboard**, giving district leaders full visibility and control over implementation—all 5 years!


- **Track progress on each strategy and tactic.**
- **Assign team leads and task ownership.**
- **Visualize goals with percent-complete reporting.**
- **Spot at-risk areas early and adjust in real time.**
- **Generate reports for board and community updates.**



▼ **Priority 1**

On Track

We will provide all district team members with consistent, role-specific, ongoing professional learning and resources.


Assignee(s):  Scott Vance


Completed: 0%

▼ **Priority 2**

On Track

We will provide high-quality instruction, resources, and targeted support.

Assignee(s):  Kristin Allen

 Dorian Maag


Completed: 7.1%

▼ **Priority 3**

On Track

We will foster clear and consistent communication with all school community members.

Assignee(s):  Annaka Whiting

 Kler Soe

Completed: 0%



▼ **Priority 4**

On Track

We will build and maintain a community that supports all school community members.

Assignee(s):



Ramona Dixon



Dominique Moore

Completed:

0%

▼ **Priority 5**

On Track

We will nurture relationships and connections with all school community members.

Assignee(s):



Jeffrey Dase



Beth Mackenna

Completed:

7.1%





1

We will provide all district team members with consistent, role-specific, ongoing professional learning and resources.



# Action Items and Timelines

Specific Result	Description	Target Completion
1.1	The district will ensure professional learning is (provided and implemented with fidelity).	June 30, 2026
1.2	The district will provide growth mindset focused professional learning to ensure that all school community members have an understanding of growth mindset.	June 30, 2026
1.3	The district will prioritize the equitable allocation of district, state, and federal funding and resources to support school community members' growth and instructional excellence.	June 30, 2030
1.4	The district will implement a cohesive, year-round professional learning system aligned to district priorities and inclusive of all school community members.	June 30, 2026



**Specific Result**

**Description**

**Target Completion**

- 1.5 The district will provide diverse, role-specific professional learning experiences that foster collaboration across roles and experience levels.
- 1.6 The district will leverage internal and external expertise to deliver professional learning and support for all.
- 1.7 The district will continuously improve research-based professional learning practices, using data-driven PLCs and incorporating school community members' feedback.

June 30, 2026

June 30, 2030

June 30, 2030

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# Team Information & Work Completed to Date

Meeting Cadence: 1st Tuesday of every month

Location: Online

Time: Between 4:00 & 6:00pm

8 Group Members

## Work Completed to Date:

- **Result Result 1.1**

- The committee is ensuring that all staffing groups are being provided with job specific professional learning at district in-services.
- The committee is finalizing standardized protocols for the delivery of professional learning.
- The committee has developed a standardized professional learning matrix to ensure that professional learning is offered with fidelity. That will be implemented beginning with the March 30 all staff inservice.



## Work Completed to Date:

- **Result Result 1.2**

- The committee has developed a matrix for determining a baseline for understanding growth mindset across the district and will be administering that by the end of the month.





2

We will provide high-quality instruction, resources, and targeted support.



# Action Items and Timelines

Specific Result	Description	Target Completion
2.1	The district will refine the standards aligned curricula across all grade levels/content areas to improve scholar grade level/content mastery.	June 30, 2026
2.2	The district will seek scholar voice and choice to drive participation and engagement.	June 30, 2026 <sup>21</sup>
2.3	The district will implement evidence- based instructional strategies to enhance engagement and achievement for all learners.	June 30, 2027
2.4	The district will create common grade level/content level assessments and utilize assessment data to inform instructional decisions.	June 30, 2027



**Specific Result**

**Description**

**Target Completion**

- 2.5 The district will provide ongoing, job-embedded professional learning aligned to district priorities and scholar achievement goals.
- 2.6 The district will make supports and pathways accessible to address the unique needs of all learners.
- 2.7 The district will align the work of school-based professional learning communities with multi-tiered systems of support to address the academic, social/emotional learning, cultural, and attendance needs of all scholars.

June 30, 2027

June 30, 2027

June 30, 2028<sup>22</sup>



# Team Information & Work Completed to Date

Meeting Cadence: Monthly, varies by sub-committee

Location: Varies

Time: 4:00-5:30pm

16 Group Members

3 Sub-Committees

- PLCs and Standards
- High School Pacing
- Scholar Voice & Choice



## Work Completed to Date:

### PLC's and Standards

- Collected and examined current PLC schedules and agendas.
- Began collaboration with school leaders on common PLC schedules and agendas to design a schedule for all buildings allowing for weekly grade/content level PLC's.
- Supported teacher leaders in guiding teams through analysis of state assessment data.
- Facilitated professional learning through lead teachers to support a deepened understanding of grade/content level learning standards.

### High School Pacing

- Began partnership with RIHS instructional leaders to refine curriculum guides for grades 9-12 ELA and Math.

### Scholar Voice and Choice

- Met with JH and HS Superintendent Student Advisory Councils to gather input on ways to gather student voice and ways to regularly report out student advisory committee details.





**3**

We will foster clear and consistent communication with all school community members.



# Action Items and Timelines

Specific Result	Description	Target Completion
3.1	Provide equitable communication tools to align effective communication to all school community members.	June 30, 2026
3.2	Ensure all school community members know when and how to use district-approved communication tools to send and receive information.	June 30, 2027 <sup>26</sup>
3.3	Provide timely and accurate access to language supports that allow all school community members to communicate effectively.	June 30, 2027
3.4	Develop uniform processes and procedures to communicate so all school community members understand and effectively use communication mediums.	June 30, 2027



# Team Information & Work Completed to Date

Meeting Cadence: 2nd Wednesday of every month

Location: Administration Center, Board Room

Time: 4:30 - 5:30pm

13 Group Members

## Work Completed to Date:

- Review of current communication tools
  - Staff Inventory Survey
  - Parent/Guardian Survey
- Wonderings
  - Message Overload
  - Accessibility & Responsiveness

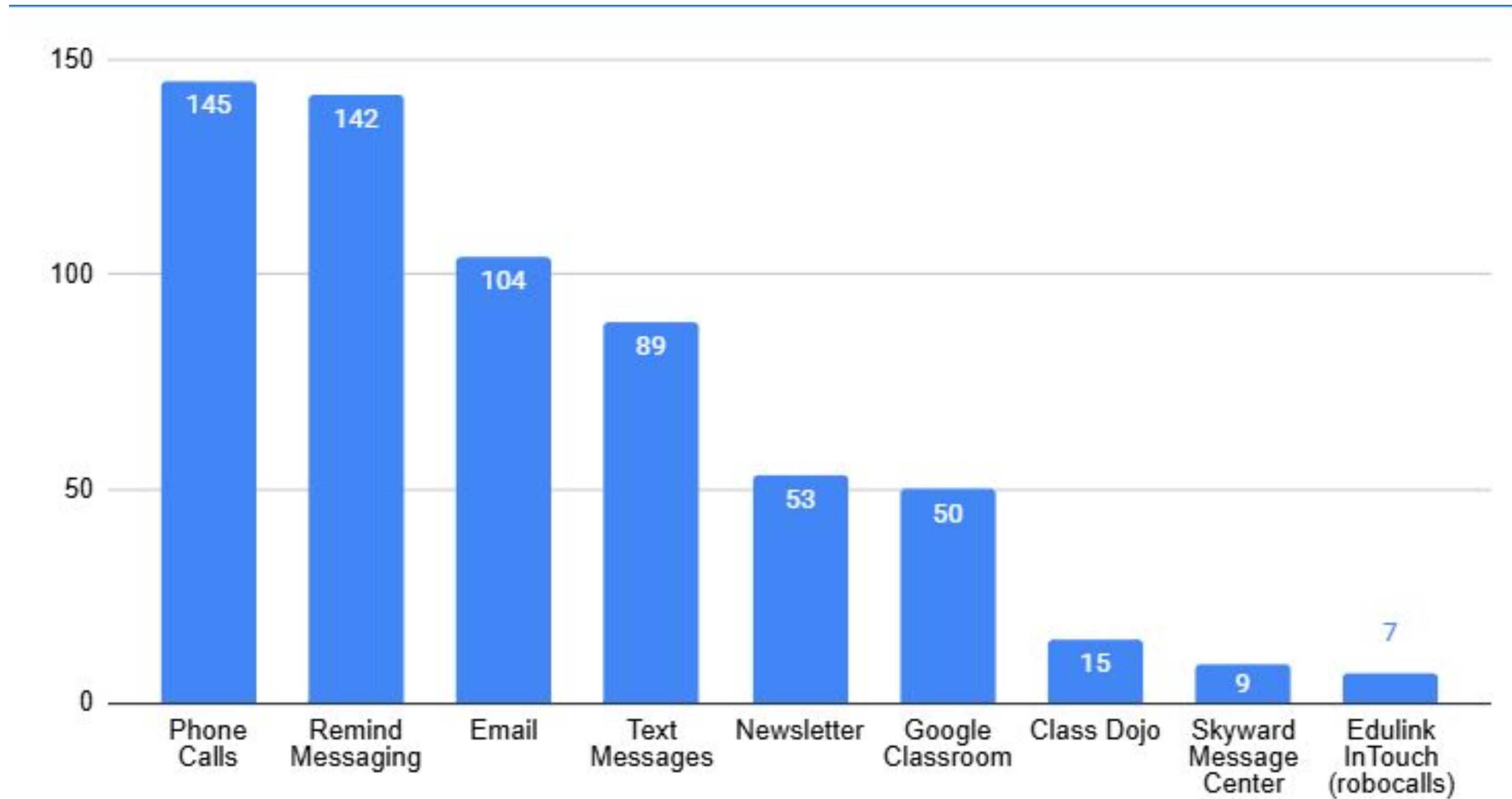


# Staff survey results:

- **Primary respondents:** Teachers (73%)
- **Highest representation:** Horace Mann and Washington schools  
**Preferred communication tools:** Remind Messaging and Phone Calls (immediacy & personal touch)
- **Email:** Valued for documentation; concerns over accessibility and response rate
- **Underutilized tools:** Skyward Message Center – opportunity for improvement
- **Challenges:** Technological barriers, message overload, ensuring all parents receive/read messages
- **Opportunity:** Multi-channel approach and training to enhance parent/guardian communication and engagement



# Communication Tools Ranked:



# Areas to investigate:

- **Technological Barriers:** Explore the specific technological challenges faced by parents and guardians, such as lack of internet access or device availability, and develop strategies to address these issues.
- **Message Overload:** Investigate the impact of message overload on communication effectiveness and explore ways to streamline communication to ensure important messages are not overlooked.



# Areas to investigate:

- **Tool Effectiveness:** Assess the effectiveness of underutilized tools like Skyward Message Center and Edulink InTouch to determine if they can be improved or if additional training is needed for staff and parents.
- **Personalization and Privacy:** Examine how communication tools can be made more personal while ensuring privacy and data protection, especially for sensitive information.
- **Response Rates:** Analyze factors affecting response rates for different communication tools and identify strategies to improve engagement and feedback from parents and guardians.



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# Parent/Guardian Survey Results

- **Focus:** Understanding parent communication preferences and challenges
- **Preferred tools:** Digital methods – Remind Messaging, Email, Text Messages
- **Challenges:** Variety and complexity of communication platforms; difficulty navigating multiple tools
- **Opportunities:** Improve consistency across schools; create a more accessible district-wide calendar
- **Overall sentiment:** Generally positive, with areas for improved effectiveness and accessibility



# Areas to investigate:

- **Complexity of Communication Tools:** Some parents (8%) feel overwhelmed by the number of communication platforms used. Streamlining and standardization tools could improve clarity and accessibility.
- **Consistency Across Schools:** A small number of respondents (2%) noted inconsistent communication practices between schools. A more unified approach could strengthen overall communication.
- **District Calendar:** Two percent of parents cited the lack of a universal district calendar as a concern. Developing a comprehensive, accessible calendar may help address this issue.





**4**

We will build and maintain a community that supports all school community members.



# Action Items and Timelines

Specific Result	Description	Target Completion
4.1	The district will enhance community partnerships by removing barriers and utilizing a variety of community engagement strategies.	June 30, 2026
4.2	The district will ensure that all school community members have access to updated and relevant resources.	June 30, 2030 <sup>B5</sup>
4.3	The district will systematize the celebration of various types of district/community partnerships.	June 30, 2030



# Team Information & Work Completed to Date

Meeting Cadence: 3rd Thursday of every month

Location: Online

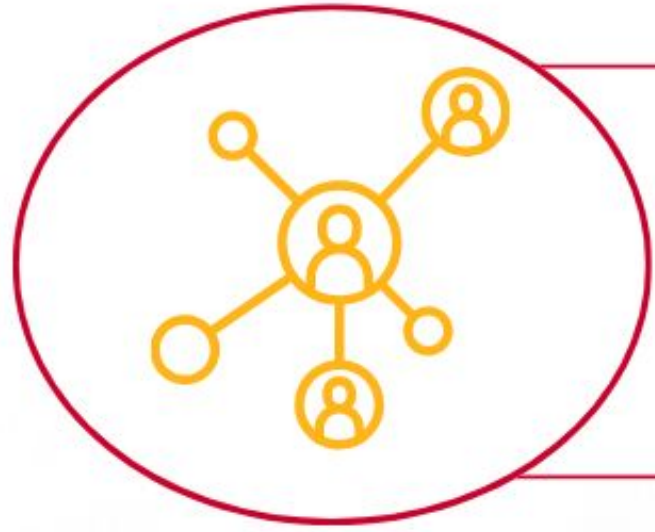
Time: 4:30 - 5:30pm

21 Group Members

## Work Completed to Date:

- Committee Assessment of various types of partnerships within the school community.
- Establishment of “Operational Definition of Community Partnership”
- Surveying Schools for existing “Community Partnerships,” data to be used at next meeting.





5

We will nurture relationships and connections with all school community members.



# Action Items and Timelines

Specific Result	Description	Target Completion
5.1	The district will prioritize developing opportunities to nurture team member to team member relationships in order to create a more collaborative and caring environment.	June 30, 2026
5.2	The district will provide the resources to develop nurturing relationships between scholars and district team members to empower scholars to obtain their highest potential.	June 30, 2030 <sub>38</sub>
5.3	The district will generate and strengthen trusting relationships between families and district team members in order to increase scholar achievement.	June 30, 2030
5.4	The district will develop meaningful scholar to scholar relationships by building their capacity to care about each other.	June 30, 2030



**Specific Result**

**Description**

**Target Completion**

- 5.5 The district will broaden opportunities for the district and community to create trusting connections in order to provide access to valuable resources within the community.
- 5.6 The district will follow through on school initiatives to reinforce the importance of positive relationships and connections with all school community members.

June 30, 2030

June 30, 2030



# Team Information & Work Completed to Date

Meeting Cadence: 2nd Thursday of every month

Location: Administration Center Boardroom

Time: 4:00pm

19 Group Members

### Work Completed to Date:

- Shout Out Presentation Before Board of Education Meeting (Recognition)
- Affinity Group Survey (PLC, Team Building, Professional Growth)
- Collaboration with Other Priority Areas (PLC, Team Building, Recognition, Professional Growth)

Month	2024-2025	2025-2026
July	2	0
August	0	29
September	6	52
October	4	27
November	11	29
December	7	34
January	53	36
February	45	53
March	40	7
April	27	0
May	28	0
June	0	0
<b>Total</b>	<b>223</b>	<b>267</b>



# Next Actions: Priority Alignment

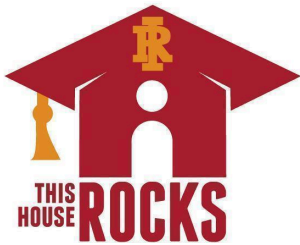
Champions and Co-Champions will meet on the **last Wednesday of each month** to ensure visibility across initiatives and priorities.

These meetings will focus on:

- Understanding the work happening across teams.
- Identifying connections and opportunities for alignment.
- Using shared insights and data to accelerate progress on our priorities.
- Setting measurable goals linked to scholar outcomes.

The goal is collective clarity, coordinated action, and forward momentum.





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: March 10, 2026  
Re: Contract for Service: Connect with Kids (CWK) & Empirical Education(EE)

The Rock Island - Milan School District was awarded a 5-year grant in the amount of \$3,835,171.68 to partner with two (2) organizations, Connect with Kids (CWK) and Empirical Education, Inc. (EE), around social emotional learning (SEL) and mental health at the high school level. This grant is awarded by the U.S. Department of Education and is called Education Innovation and Research Grant (EIR). The grant began January 1, 2023 and will end on December 31, 2027.

RIMSD 41 (specifically Rock Island High School) was chosen to be the lead research school district in part due to our work on cultural competence and the diversity of the district. The district was contacted by representatives from the two partnering organizations in the hope of researching the effectiveness of a SEL curriculum designed for high school students. Rock Island High School will be the research school for this grant. The curriculum is a project-based learning program designed to increase student attendance and engagement, decrease discipline concerns, and improve academic outcomes. RIMSD 41 will serve as the fiscal agent for this grant.

The title for the grant project is called: How Are The Children: Increasing Social Emotional/Mental Health in the High School Environment (HATC). The grant was named from a historic tribal traditional greeting, acknowledging the high value the tribe always placed on their children's well being. If the children are doing well, the whole community will be successful.

It is recommended that the Board of Education approve the one-year contract for service with CWK Network, Inc (6849 Peachtree Dunwoody Road, Building 4-150 Atlanta, Georgia 30328) in the amount of \$147,819.00; and with Empirical Education (2120 University Avenue Berkeley, California 94704) in the amount of \$184,279.00 for the time period of January 1, 2026 - December 31, 2026. EIR (Education and Innovation Research) grant funds will be used for these contracts.

**Investment Period: January 1, 2026 - December 31, 2026**

**Total Investment: \$332,098.00**

**Funding Source: Education and Innovation Research Grant Funds**

**Rock Island-Milan School District #41**

2000 7<sup>th</sup> Avenue, Rock Island, IL 61201  
309-793-5900 x10210 | 309-793-5905 fax  
Sharon.williams@rimsd41.org  
www.rimsd41.org

# Contract for Service Form

## Rock Island-Milan School District 41

VENDOR NAME: CWK Network, Inc EMAIL: sdewitt@cwknetwork.com

ADDRESS: 6849 Peachtree Dunwoody Rd., Bldg 4-150  
Atlanta, GA 30328

DATES OF SERVICE TO BE COMPLETED: January 1, 2026 - December 31, 2026

SCHOOL DISTRICT CONTACT: Stacey Golz

COMPENSATION: \$ 147,819

### DESCRIPTION OF DUTIES:

Year 4 of EIR  
Phase 1: Foundation & Development January – April 2026 Implement curriculum; create digital training guides; design and launch online platform; begin virtual filmmaking training; initiate documentary pre-production  
Phase 2: Implementation & Collaboration May – September 2026 Co-teaching and mentorship sessions; deploy professional development modules; begin documentary filming; pilot digital modules in classrooms; conduct teacher-leader training  
Phase 3: Expansion & Sustainability October – December 2026 Complete documentary post-production; finalize all media editing; evaluate program outcomes with Empirical Education; prepare sustainability framework for 2027 and beyond

**Faith's Law.** Contractor additionally certifies that prior to sending any employee or contractor/subcontractor to the premises, Contractor has complied with all employment history review and other obligations of 105 ILCS 5/22-94. Upon request of the School District, Contractor agrees to promptly disclose all records, information and determinations related to Section 22-94 employment history review for each of its employees or independent contractors.

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Is this a Subscription/Software: Yes  or No

*If yes, this is an internal form that does not need to be sent to the vendor.*

Subscription/Software Name: \_\_\_\_\_ Website: \_\_\_\_\_

Subscription/Software Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

SOPPA Approved: Yes  or No

\_\_\_\_\_  
School Board President or Superintendent Date

Requesting School: RIMSD#41/RIHS & TMLC

Budget Code: 1-5-100-092-3000-3140

Signature of Vendor: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Requestor: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Budget Administrator:  \_\_\_\_\_ Date: 2/3/26



# HOW ARE THE CHILDREN

A National Collaborative Project

Rock Island–Milan School District & New York State Public Schools

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## COMPREHENSIVE SERVICES PROPOSAL

Contract Term: January 1, 2026 – December 31, 2026

Prepared by:

**CWK Network, Inc. (Connect with Kids)**

Prepared for:

**Rock Island–Milan School District Board of Education**

## EXECUTIVE SUMMARY

CWK Network, Inc. proposes a twelve-month Comprehensive Services engagement with Rock Island–Milan School District (RIMSD) to advance the How Are the Children initiative into its next phase of national impact. This agreement covers the full calendar year of January 1, 2026 through December 31, 2026.

The Comprehensive Plan builds a sustainable digital bridge between RIMSD and New York State Public Schools as well as other school systems through a virtual ecosystem of collaboration including curriculum development, digital training guides, on-demand professional learning modules, a co-teaching platform, documentary production, and media editing services. This plan represents the full scope of services to maximize program reach and district visibility.

### COMPREHENSIVE PLAN — TOTAL ANNUAL INVESTMENT

# \$147,819

January 1, 2026 – December 31, 2026

## PROGRAM FRAMEWORK

The Comprehensive Plan encompasses four integrated service areas designed to create a scalable, sustainable model for national educational collaboration.

### 1. Curriculum Development

CWK will refine and expand How Are the Children into 8–10 multimedia, project-based lessons integrating storytelling, civics, character education, and media literacy. These lessons serve as the foundation for virtual professional development and classroom implementation across participating districts.

### 2. Virtual Training & Professional Development

CWK will produce a comprehensive digital training series featuring implementation guides, facilitator scripts, recorded model lessons, and classroom exemplars. These materials enable teachers in both Rock Island and New York State to lead the program independently while collaborating through structured virtual sessions.

### 3. Digital Co-Teaching & Mentorship Platform

A redesigned online platform will serve as the central hub for training, classroom collaboration, and student project sharing. The platform includes virtual co-teaching tools, secure file sharing, discussion forums, video tutorials, storytelling templates, and evaluation rubrics.

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#### 4. Documentary Storytelling & Media Production

CWK will produce a short documentary highlighting Rock Island's leadership in this work and its expansion to other school districts. The film amplifies student voices, showcases teaching innovations, and demonstrates how schools bridge distance through storytelling and technology. Full editing services are included to support all media produced throughout the engagement.

### SCOPE OF WORK & DELIVERABLES

Service Area	Deliverables
<b>Curriculum Development</b>	8–10 multimedia, project-based lesson plans integrating storytelling, civics, SEL, and media literacy; aligned to state standards for IL and NY
<b>Digital Training Guides</b>	Virtual PD toolkits, co-teaching scripts, facilitator guides, recorded model lessons, and classroom exemplars for independent teacher implementation
<b>Online Platform</b>	Redesigned learning hub with modules for teachers, students, and administrators; includes co-teaching tools, file sharing, forums, video tutorials, and evaluation rubrics
<b>Virtual Filmmaking Training</b>	Weekly remote training sessions preparing educators to use video storytelling as a teaching tool
<b>Coaching &amp; Co-Teaching</b>	Bi-weekly consultation meetings with RIMSD educators; weekly co-teaching of classroom modules (minimum 22 weeks of direct instruction support)
<b>Documentary Production</b>	Short documentary film showcasing RIMSD leadership, student voices, and the national expansion of the initiative; for promotional and grant development use
<b>Media Editing Services</b>	Post-Production services for media content produced during the engagement, including classroom footage, training videos, and promotional materials
<b>Program Evaluation Support</b>	Pilot digital modules with exemplar classroom footage; participate in regular feedback sessions with Empirical Education to refine and validate the program framework

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### IMPLEMENTATION TIMELINE

The twelve-month engagement is organized into three phases, ensuring a structured rollout with measurable milestones throughout the 2026 calendar year.

Phase	Timeline	Key Activities
<b>Phase 1: Foundation &amp; Development</b>	January – April 2026	Implement curriculum; create digital training guides; design and launch online platform; begin virtual

**Phase 2:  
Implementation &  
Collaboration**

May – September 2026

filmmaking training; initiate documentary pre-production

Co-teaching and mentorship sessions; deploy professional development modules; begin documentary filming; pilot digital modules in classrooms; conduct teacher-leader training

**Phase 3: Expansion  
& Sustainability**

October – December 2026

Complete documentary post-production; finalize all media editing; evaluate program outcomes with Empirical Education; prepare sustainability framework for 2027 and beyond

## EXPECTED OUTCOMES

By the conclusion of this twelve-month engagement, the following outcomes will be achieved:

- A fully developed, standards-aligned curriculum of 8–10 multimedia lessons ready for replication across districts
- A comprehensive digital training library enabling independent teacher implementation in any participating district
- An operational online collaboration platform connecting educators across Rock Island and New York State
- A completed documentary film for use in grant development, community engagement, and national visibility
- A trained cohort of teacher-leaders positioned to sustain and scale the program into 2027 and beyond
- A validated program framework developed in partnership with Empirical Education

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## ABOUT CWK NETWORK

CWK Network, Inc. (Connect with Kids) is an Emmy Award–winning documentary production company with 25 years of experience creating educational content that amplifies student voices and strengthens school communities. CWK’s work has been recognized by the U.S. Department of Education and has reached millions of students and educators nationwide.

The How Are the Children initiative represents CWK’s commitment to building a sustainable, national framework where schools in any community, urban or rural, connect through storytelling, technology, and the shared mission of taking care of the nation’s children.



# HOW ARE THE CHILDREN

## A National Collaborative Project

Rock Island–Milan School District & New York State Public Schools

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### **COMPREHENSIVE SERVICES PROPOSAL**

Contract Term: January 1, 2026 – December 31, 2026

Prepared by:

**CWK Network, Inc. (Connect with Kids)**

Prepared for:

**Rock Island–Milan School District Board of Education**

## EXECUTIVE SUMMARY

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CWK Network, Inc. proposes a twelve-month Comprehensive Services engagement with Rock Island–Milan School District (RIMSD) to advance the How Are the Children initiative into its next phase of national impact. This agreement covers the full calendar year of January 1, 2026 through December 31, 2026.

The Comprehensive Plan builds a sustainable digital bridge between RIMSD and New York State Public Schools as well as other school systems through a virtual ecosystem of collaboration including curriculum development, digital training guides, on-demand professional learning modules, a co-teaching platform, documentary production, and media editing services. This plan represents the full scope of services to maximize program reach and district visibility.

### COMPREHENSIVE PLAN — TOTAL ANNUAL INVESTMENT

# \$147,819

January 1, 2026 – December 31, 2026

## PROGRAM FRAMEWORK

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The Comprehensive Plan encompasses four integrated service areas designed to create a scalable, sustainable model for national educational collaboration.

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### 1. Curriculum Development

CWK will refine and expand How Are the Children into 8–10 multimedia, project-based lessons integrating storytelling, civics, character education, and media literacy. These lessons serve as the foundation for virtual professional development and classroom implementation across participating districts.

### 2. Virtual Training & Professional Development

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CWK will produce a short documentary highlighting Rock Island’s leadership in this work and its expansion to other school districts. The film amplifies student voices, showcases teaching innovations, and demonstrates how schools bridge distance through storytelling and technology. Full editing services are included to support all media produced throughout the engagement.

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Service Area	Deliverables
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<b>Documentary Production</b>	Short documentary film showcasing RIMSD leadership, student voices, and the national expansion of the initiative; for promotional and grant development use
<b>Media Editing Services</b>	Post-Production services for media content produced during the engagement, including classroom footage, training videos, and promotional materials
<b>Program Evaluation Support</b>	Pilot digital modules with exemplar classroom footage; participate in regular feedback sessions with Empirical Education to refine and validate the program framework

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### IMPLEMENTATION TIMELINE

The twelve-month engagement is organized into three phases, ensuring a structured rollout with measurable milestones throughout the 2026 calendar year.

Phase	Timeline	Key Activities
<b>Phase 1: Foundation &amp; Development</b>	January – April 2026	Implement curriculum; create digital training guides; design and launch online platform; begin virtual

		filmmaking training; initiate documentary pre-production
<b>Phase 2: Implementation &amp; Collaboration</b>	May – September 2026	Co-teaching and mentorship sessions; deploy professional development modules; begin documentary filming; pilot digital modules in classrooms; conduct teacher-leader training
<b>Phase 3: Expansion &amp; Sustainability</b>	October – December 2026	Complete documentary post-production; finalize all media editing; evaluate program outcomes with Empirical Education; prepare sustainability framework for 2027 and beyond

## EXPECTED OUTCOMES

By the conclusion of this twelve-month engagement, the following outcomes will be achieved:

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The How Are the Children initiative represents CWK’s commitment to building a sustainable, national framework where schools in any community, urban or rural, connect through storytelling, technology, and the shared mission of taking care of the nation’s children.

# Contract for Service Form

## Rock Island-Milan School District 41

**VENDOR NAME:** Empirical Education, Inc. **EMAIL:** swade@empiricaleducation.com

**ADDRESS:** 2120 University Ave.  
Berkeley, CA 94704

**DATES OF SERVICE TO BE COMPLETED:** January 1, 2026 – December 31, 2026

**SCHOOL DISTRICT CONTACT:** Stacey Golz

**COMPENSATION:** \$ 184,279

### DESCRIPTION OF DUTIES:

Conduct the Year 4 research components of the U.S. Dept. of Education EIR Grant award, as stated in the 12/10/24 board memo. (attached)  
Participate in various planning meetings (January - December 2025)  
Conduct RCT and implementation studies in RIHS and TMLC advisory/homeroom classrooms (January - December 2025)  
See detailed Scope of Work document from Empirical education (attached)  
Empirical Education will be reimbursed on a quarterly basis for general expenses. In addition to the quarterly invoices, Empirical Education will invoice for stipends (participant costs/honorariums/gift cards/etc.) as the expenses are incurred. These additional invoices will be reimbursed on the district check run schedule.

**Faith's Law.** Contractor additionally certifies that prior to sending any employee or contractor/subcontractor to the premises, Contractor has complied with all employment history review and other obligations of 105 ILCS 5/22-94. Upon request of the School District, Contractor agrees to promptly disclose all records, information and determinations related to Section 22-94 employment history review for each of its employees or independent contractors.

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**Is this a Subscription/Software:** Yes  or No

*If yes, this is an internal form that does not need to be sent to the vendor.*

**Subscription/Software Name:** \_\_\_\_\_ **Website:** \_\_\_\_\_

**Subscription/Software Start Date:** \_\_\_\_\_ **End Date:** \_\_\_\_\_

**SOPPA Approved:** Yes  or No

\_\_\_\_\_  
**School Board President or Superintendent** **Date**

**Requesting School:** RIMSD #41/RIHS

**Budget Code:** 1-5-100-092-3000-3141-0

**Signature of Vendor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Requestor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Budget Administrator:**  \_\_\_\_\_ **Date:** 2/3/26





EMPOWERING EDUCATORS THROUGH EVIDENCE AND INSIGHT

July 12, 2022

Dr. Kathy Rugeberg  
Assistant Superintendent  
Rock Island - Milan School District #41  
2101 6th Avenue  
Rock Island, IL 61201

RE: *How Are the Children: Increasing Social Emotional/Mental Health in the High School Environment (HATC)*

Dear Dr. Rugeberg,

Empirical Education Inc. will be pleased to work with Rock Island - Milan School District #41 (RIMSD) as an independent evaluator of the *How Are the Children: Increasing Social Emotional/Mental Health in the High School Environment (HATC)* project with funding from the U.S. Department of Education's Education Innovation and Research (EIR) early-phase grant (CFDA # 84.411C). We believe the project offers an important opportunity to improve and expand SEL learning and engagement in order to increase student achievement and attendance for high-needs students.

In our 19 years as an educational research organization, Empirical Education has conducted over 25 high-quality randomized control trials and over 20 quasi-experimental studies to help decision-makers identify effective programs and resources for improving student outcomes. Andrew Jaciw (PI on this proposed independent evaluation) has led many Investing in Innovation (i3) and EIR funded projects. Additionally, Jaciw has experience directing the design and analysis and co-authoring the report of a state-wide, cluster-randomized trial involving 82 schools and around 700 teachers. He has been a PI on 12 evaluations for the U.S. Department of Education in his 15 years with Empirical Education.

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Empirical Education will participate in this project by conducting a randomized control trial on the impact of *Connect with Kids* on student achievement, attendance, and disciplinary referrals. We look forward to working with RIMSD from 2023-2027 when the project is funded.

Sincerely,

*Robin Means*

Robin Means  
President  
Empirical Education Inc.  
[rmeans@empiricaleducation.com](mailto:rmeans@empiricaleducation.com)  
669-241-1490



## Budget Narrative for Education Innovation and Research (EIR) Early-Phase Program

*Empirical Education Inc. as Subaward for Rock Island-Milan School  
District #41 (RIMSD)*

### *How Are the Children: Increasing Social Emotional/Mental Health in the High School Environment*

The following information includes the budget table, the %FTE table, personnel, fringe, travel, other direct costs, and our indirect rate. Empirical Education will oversee all aspects of the project evaluation, including: study compliance; data collection and warehousing; design and analysis; report writing; and dissemination activities.

#### Budget for January 1, 2023 – December 31, 2027

Budget Categories	2023	2024	2025	2026	2027	Total
1. Personnel	71,872	105,449	71,754	74,856	99,657	423,588
2. Fringe Benefits	21,389	31,382	21,354	22,277	29,658	126,060
3. Travel	3,765	1,638	6,012	4,834	7,650	23,899
4. Equipment	0	0	0	0	0	0
5. Supplies	0	287	125	127	130	670
6. Contractual	0	0	0	0	0	0
7. Construction	0	0	0	0	0	0
8. Other	7,000	4,902	5,925	4,907	6,590	29,325
9. Total Direct Costs (lines 1-8)	104,026	143,658	105,170	107,002	143,686	603,542
10. Indirect Costs	43,046	59,446	43,519	44,277	59,457	249,746
11. Stipends	0	33,000	33,000	33,000	33,000	132,000
12. Total Costs (lines 9-11)	147,073	236,104	181,690	184,279	236,143	985,288

## Personnel

Name	Job Title	2023	2024	2025	2026	2027
Andrew Jaciw	Chief Scientist	17%	20%	12%	12%	20%
Jenna Zacamy	VP of Research Operations	6%	10%	8%	8%	10%
Adam Schellinger	Senior Research Analyst	25%	25%	20%	20%	20%
Zahava Heydel	Research Assistant	15%	20%	20%	20%	15%
Li Lin	Statistician	4%	15%	6%	8%	12%
Garrett Lai	Data Warehouse Engineer	3%	8%	6%	5%	4%
Skott Wade	Office Manager	0%	2%	2%	2%	2%
Robin Means	President	2%	4%	1%	1%	4%

Andrew Jaciw, principal investigator of the independent impact evaluation, will work closely with Zacamy and Schellinger to direct the experimental design and analysis and supervise all reporting. Jaciw will also contribute to the writing of the report. 57

Jenna Zacamy, VP of research operations, will provide management and oversight in the compliance issues, including IRB and district research requirements; communication with RIMSD and the participating schools; data aggregation processes; reporting; and dissemination activities.

Adam Schellinger, senior research analyst, under the guidance and supervision of the VP of research operations, will be a key liaison with local NC school contacts. He will maintain communication and agreements with districts and schools; submit materials and updates to the IRB; manage all data collection activities; work across the research team to coordinate activities; conduct descriptive analysis; draft all reports (quarterly, annual, and summative); and disseminate results.

Zahava Heydel, research assistant, will collaborate with Schellinger to assist with all project tasks. These tasks include data entry, cleaning, aggregation; data collection; communication with study participants and the project team; analysis and reporting; and dissemination.

Li Lin, analyst managed by Jaciw will be responsible for data analysis for student and teacher outcomes.

Garrett Lai, data warehouse engineer, under the guidance and supervision of the VP of research operations, will perform the cleaning of data, warehousing all data, preparing data for analysis, and documenting the data through a codebook.

Skott Wade, operations manager, under the management of Robin Means, will assist in the daily management of project tasks relating to the following: issuing and tracking payments to teachers; invoicing and project budget tracking; and processing project related expenses.

Robin Means, asset manager, will be responsible for production and revision of reports, presentations, and other dissemination materials and deliverables related to the project. She will also be responsible for reviewing contractual documents with RIMSD and the Department of Education.

## Fringe Benefits

All of the employees listed in the Personnel section are regular employees. Their benefits rate is 29.76% of regular employees' salaries. Benefits include worker's compensation, unemployment tax, and FICA for both employee classifications. Regular employees also receive medical/dental, life insurance, disability insurance, and other staff benefits.

## Travel

All travel expense reimbursements are based on airfare estimates of the current average round-trip coach fares. Lodging, ground transport, and per diem are based on GSA's approved rates, adding in taxes.

Adam Schellinger will travel to RIMSD once in year 1 of the project to observe the CWK training. We estimate this trip at \$2,127 in year 1 only.

\$700 roundtrip airfare + \$250/night for lodging x 3 nights (\$750) + \$79 for ME&I x 3 days (\$237) + \$100 for ground transport x 3 days (\$300) + transport to/from home to airport before and after trip (\$140) = \$2,127

Andrew Jaciw and Adam Schellinger will travel to RMISD in year 4 of the project to discuss scaling and replication of the program implementation to other school districts. We estimate this trip at \$3,196 in year 4 only.

2 staff x \$700 roundtrip airfare = \$1,400

2 staff x \$250/night for lodging x 2 nights = \$1,000

2 staff x \$79 for ME&I x 2 days = \$158

\$100 for ground transport x 2 days = \$200

2 staff x \$70 ground transport to/from home to airport before and after trip = \$280

Total = \$3,196

Andrew Jaciw will travel to Washington, DC for the annual 2-day project directors meeting in all 5 years of the project. We estimate this trip at \$1,638/year in years 1-5.

\$600 roundtrip airfare + \$300/night for lodging x 2 nights (\$600) + \$79 for ME&I x 2 days (\$158) + \$70 ground transport x 2 days (\$140) + transport to/from home to airport before and after trip (\$140) = \$1,638

Andrew Jaciw and Adam Schellinger will travel to the American Education Research Association (AERA) annual meeting in years 3 and 5 of the project to disseminate study findings. We estimate this trip at \$4,374 in each of the 2 years.

2 staff x \$700 roundtrip airfare (estimating high since we don't yet know the city) = \$1,400

2 staff x \$300/night for lodging x 3 nights = \$1,800

2 staff x \$79 for ME&I x 3 days = \$474

2 staff x \$70 ground transport x 3 days = \$420

2 staff x \$70 ground transport to/from home to airport before and after trip = \$280

Total = \$4,374

Andrew Jaciw will travel to Washington, DC for the annual Society of Research on Educational Effectiveness (SREE) conference in year 5 of the project to disseminate study findings. We estimate this trip at \$1,638 in year 5. 59

\$600 roundtrip airfare + \$300/night for lodging x 2 nights (\$600) + \$79 for ME&I x 2 days (\$158) + \$70 ground transport x 2 days (\$140) + transport to/from home to airport before and after trip (\$140) = \$1,638

## Equipment – N/A

## Supplies

Supplies include envelopes, checks, toner, and labels to mail stipends in years 2-5. They are estimated at \$287 in year 2, \$125 in year 3, \$127 in year 4, and \$130 in year 5.

## Contractual – N/A

## Construction – N/A

## Other

### IRB

IRB costs include an initial submission in year 1 (\$1,500) and annual reviews in each project year thereafter (\$300/year) for a total across all 5 years of the project of \$2,700.

$$\text{\$1,500 (Y1) + \$300} \times 4 \text{ years (Y2, 3, 4, and 5) = \$2,700}$$

### LEGAL

Legal costs include having our lawyer review contracts and other executive documents. We estimate \$1,000 only occurring in year 1 to accommodate contract review.

### CONFERENCES

Conference expenses include registration fees for 2 staff to attend AERA in years 3 and 5 and for 1 staff to attend SREE in year 5 for dissemination of results.

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$$\text{Year 3: \$510 (AERA annual meeting registration) } \times 2 \text{ staff = \$1,020}$$

$$\text{Year 5: \$510} \times 2 \text{ staff (\$1,020 for AERA) + \$660} \times 1 \text{ staff (SREE conference registration) = \$1,680.}$$

### SOFTWARE

Software expenses include tools needed for conducting the following portions of the evaluation: administering surveys, securely collecting data, and analyzing the data. Those tools include SAS, SurveyCenter, and SecureServer. We estimate these costs based on our annual payments divided by the number of projects we typically use the tools for.

$$\text{\$6,000 (SAS) + \$1,800 (SurveyCenter) + \$1,200 (SecureServer) / 2 (projects that share these annual expenses) = \$4,500/year for years 1-5.}$$

### PRINTING

Printing expenses include letters to include when mailing stipends. They are estimated at \$40 per year for years 2-5.

## POSTAGE

Postage expenses include stamps to mail stipends in years 2-5. They are estimated at \$62.40 in year 2, \$64.90 in year 3, \$67.49 in year 4, and \$70.19 in year 5.

## Indirect Costs

Rate of 41.38% is based on financial information for the year 2020. The rate was calculated using the methodology required by the U.S. Department of Education (ED), but ED informed Empirical that unless Empirical had Prime Federal contracts, it would not negotiate an indirect rate. Empirical has not had any Prime contracts for over ten years.

## Participant Costs (Stipends)

Participant costs for years 2-5 are estimated at \$33,000/year (100 teachers x \$75/survey x quarterly surveys + 20 teachers x \$150) for completion of quarterly teacher surveys, a small sample of teacher interviews, and assistance with data collection.

## Total

We estimate the following annual totals for conducting this project evaluation.

Y1: \$147,073

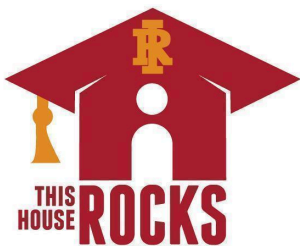
Y2: \$236,104

Y3: \$181,690

Y4: \$184,279

Y5: \$236,143

Years 1-5: \$985,288



Sharon Williams, Ed.D.  
*Superintendent of Schools*

To: RIMSD 41 Board of Education  
From: Dr. Sharon Williams  
Cabinet Champion: Robert DeMeyer, Interim Director of Building Operations  
Date: March 10, 2026  
Re: JL Brady Company Contract for Service

On October 22, 2024, the Board of Education approved a contract with JL Brady Company for services through November 30, 2025, in the amount of \$275,000. On October 28, 2025, the Board approved an amended contract increasing the total amount not to exceed \$425,000.

Subsequently, JL Brady Company submitted additional invoices for work completed prior to November 30, 2025 and prior to the approval of the new fiscal year-aligned contract on November 25, 2025. These late-submitted invoices total \$64,534. As a result, the previously approved contract amount of \$425,000 has been exceeded, bringing the total expenditures for the contract period ending November 30, 2025 to \$489,534. To ensure that additional approval is not required, the amount recommended is not to exceed \$500,000.

The charges reflect continued emergency plumbing and HVAC response services, including drain cleaning, pipe repair, fixture replacement, system diagnostics, and urgent heating and cooling repairs necessary to maintain safe and sanitary conditions and consistent indoor temperatures across District facilities.

The revised total expenditure remains comparable to prior-year costs and supports the continuation of reliable emergency response services, including the addition of a dedicated, year-round onsite team member to enhance responsiveness and ensure continuous maintenance coverage across District facilities.

**It is recommended that the Board of Education approve an amended contract with JL Brady Company, 4831 41st Street, Moline, Illinois 61265, in an amount not to exceed \$500,000 for the contract period ending November 30, 2025.**

**Investment Period: July 1, 2025 - November 30, 2025**  
**Total Investment: Not to exceed \$500,000**  
**Funding Source: District Funds/Maintenance and Operations Department**

# Contract for Service Form

## Rock Island-Milan School District 41

VENDOR NAME: J.L.Brady Company EMAIL: katieh@jlbradyco.com

ADDRESS: 4831 41st St., Moline, IL 61265

DATES OF SERVICE TO BE COMPLETED: December 2024-November 2025

SCHOOL DISTRICT CONTACT: Josh Becker

COMPENSATION: Not to exceed \$500,000 *J 2/16/26*

### DESCRIPTION OF DUTIES:

For contract hour for services through November 2025 and any necessary repairs or emergent service calls that may be needed for all district schools through November 30, 2025 .

\*amendment, this was originally for \$350,873-\$275,000 + \$75,873 for chiller rental.

\*Feb 2026 amended to increase amount to cover invoices dated prior to 12/1/25. *J 2/16/26*

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

Requester Name/Building: District

Budget Code: O & M Budget codes

Signature of Vendor: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Budget Administrator: *[Signature]* Date: 10/22/25

*[Signature]* Superintendent or School Board President Date: 10/29/25

# ROCK ISLAND SCHOOLS

Page 1 of 7  
02/27/2026  
10:46:25 AM

## CHECK REGISTER FOR BH EDUCATION - VENDOR CHECKS - ACH

Report Code: AP\_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
4216	03/05/2026	ACH	P - 97347	ANDERSON FEW, TUESDAY	339.82
4217	03/05/2026	ACH	P - 06395	BRADDY, CRISTINA MARIA	783.68
4218	03/05/2026	ACH	P - 06321	BROOKS, PATTI ANN	16.39
4219	03/05/2026	ACH	P - 04268	CARLIN, PETER A	885.08
4220	03/05/2026	ACH	P - 06859	COX, GINA MARIE GILLILAND	465.61
4221	03/05/2026	ACH	P - 03992	EDMONDS, MIKKI M	18.00
4222	03/05/2026	ACH	P - 96789	FRANTZ, DEBRA LYNN	318.63
4223	03/05/2026	ACH	P - 95735	GREEN, TABITHA G	10.68
4224	03/05/2026	ACH	P - 97435	KING, SINA R	375.45
4225	03/05/2026	ACH	P - 95225	LOHMANN, DIONNE L	41.11
4226	03/05/2026	ACH	P - 96543	MAAG, DORIAN DAWN	266.80
4227	03/05/2026	ACH	P - 07846	MACKENNA, ELIZABETH A	41.92
4228	03/05/2026	ACH	P - 04756	MCWILLIAMS, BETTINA JO CULBERSON	111.14
4229	03/05/2026	ACH	P - 97272	MEYERS, LAURA L	14.79
4230	03/05/2026	ACH	P - 97364	MILNE, ALYSSA COZZENS	12.91
4231	03/05/2026	ACH	P - 96216	MINER, JAMIE L	6.99
4232	03/05/2026	ACH	P - 97268	MOORE, DOMINIQUE P	294.46
4233	03/05/2026	ACH	P - 97292	PHILLIPS, FELICIA JANE	900.06
4234	03/05/2026	ACH	P - 97415	POREMBSKI, LAYNE PAIGE	274.78
4235	03/05/2026	ACH	P - 96200	RANDLE, LAKISHA N	340.01
4236	03/05/2026	ACH	P - 97011	ROCKSTROH, MICHAEL W	33.20
4237	03/05/2026	ACH	P - 97191	THOMPSON, PAULA JO	20.59
4238	03/05/2026	ACH	P - 02904	TOLLENAER, MICHAEL S	773.28
4239	03/05/2026	ACH	P - 07870	VOIGT, SCOTT STUART	802.10
4240	03/05/2026	ACH	P - 17975	WEBER, WADE T	113.54
4241	03/05/2026	ACH	P - 97266	WHITING, ANNAKA M	313.97
4242	03/05/2026	ACH	P - 97160	WILLIAMS, SHARON DENISE	377.21

Total No. of Checks : 27

Total Amount : 7,952.20

# ROCK ISLAND SCHOOLS

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## CHECK REGISTER FOR BH EDUCATION - VENDOR CHECKS - CHECK

Report Code: AP\_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
208248	02/27/2026	Check	V - 26036	1CORP	155.20
208249	02/27/2026	Check	V - 10001	A & A AIR CONDITIONING	1,291.56
208250	02/27/2026	Check	V - 19447	AAA RENTS	840.00
208251	02/27/2026	Check	V - 21622	ABDO-SPOTLIGHT-MAGIC WAGON	369.50
208252	02/27/2026	Check	V - 10245	ACT II TRANSPORTATION, INC.	15,530.00
208253	02/27/2026	Check	V - 11013	AFSCME COUNCIL 31	2,173.23
208254	02/27/2026	Check	V - 14251	APPLE COMPUTER, INC.	2,168.00
208255	02/27/2026	Check	V - 19097	ARMSTRONG SYSTEMS & CONSULTING	1,400.00
208256	02/27/2026	Check	V - 16401	ASCD	299.00
208257	02/27/2026	Check	V - 24309	AVID CENTER	9,897.00
208258	02/27/2026	Check	V - 22296	BLITT AND GAINES, P.C.	321.81
208259	02/27/2026	Check	V - 26608	BLOOKET LLC	1,000.00
208260	02/27/2026	Check	V - 21140	BOOKSAMILLION.COM	15.99
208261	02/27/2026	Check	V - 11126	BOS ELECTRONICS	380.00
208262	02/27/2026	Check	V - 25948	CAMELOT THERAPEUTIC SCHOOLS, LLC	9,084.60
208263	02/27/2026	Check	V - 24698	CARTRIDGE INK QUAD CITIES	4,163.76
208264	02/27/2026	Check	V - 26317	COLUMN SOFTWARE PBC	52.00
208265	02/27/2026	Check	V - 21794	CORRECT DIGITAL DISPLAYS, INC	10,184.60
208266	02/27/2026	Check	V - 12637	COUNCIL FOR EXCEPT. CHILDREN	85.00
208267	02/27/2026	Check	V - 25387	CUSTOMINK, LLC	332.50
208268	02/27/2026	Check	V - 10229	DIDAX EDUCATIONAL SERVICES, INC	168.56
208269	02/27/2026	Check	V - 26614	EAST MOLINE COFFEE COMPANY	1,450.00
208270	02/27/2026	Check	V - 25837	ERNEST BEA JR.	30.00
208271	02/27/2026	Check	V - 24426	QUALITY GROUP	340.00
208272	02/27/2026	Check	V - 15426	EVERYCHILD	1,000.00
208273	02/27/2026	Check	V - 26571	EXTRA DUTY SOLUTIONS	459.90
208274	02/27/2026	Check	V - 23428	FIRM SYSTEMS	570.00
208275	02/27/2026	Check	V - 22568	SPORTWIDE	120.00
208276	02/27/2026	Check	V - 22225	FITNESS FINDERS, INC.	173.13
208277	02/27/2026	Check	V - 24904	FLORIDA STATE DISBURSEMENT UNIT	29.87
208278	02/27/2026	Check	V - 22315	GRAVES ENVIRONMENTAL, INC.	2,350.00
208279	02/27/2026	Check	V - 24674	GREGORY D. ARNEY	72.00
208280	02/27/2026	Check	V - 11475	HY-VEE FOOD STORE	1,846.33
208281	02/27/2026	Check	V - 24570	IL DEPT. OF CENTRAL MANAGEMENT SVCS	650.00
208282	02/27/2026	Check	V - 11675	ILLINOIS ASCD	1,050.00
208283	02/27/2026	Check	V - 14937	ILLINOIS SCHOOL FOR THE DEAF	198.00
208284	02/27/2026	Check	V - 17211	ILLINOIS SCHOOL FOR THE	1,475.00
208285	02/27/2026	Check	V - 25589	JAEGER SPORTS INC.	726.68
208286	02/27/2026	Check	V - 10441	JOHANNES BUS SERVICE INC.	205,608.58

# ROCK ISLAND SCHOOLS

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## CHECK REGISTER FOR BH EDUCATION - VENDOR CHECKS - CHECK

Report Code: AP\_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
208287	02/27/2026	Check	V - 10246	JOHNSON DISTRIBUTING INC.	41.00
208288	02/27/2026	Check	V - 11929	KAPLAN COMPANIES INC.	1,060.52
208289	02/27/2026	Check	V - 10560	THE LAMAR COMPANIES	200.00
208290	02/27/2026	Check	V - 23457	LINCOLN PRAIRIE BEHAVIORAL HEALTH CENTER	525.00
208291	02/27/2026	Check	V - 20947	LOFFREDO FRESH PRODUCE CO., INC.	18,672.83
208292	02/27/2026	Check	V - 26438	LOGAN RIVER ACADEMY	18,978.11
208293	02/27/2026	Check	V - 26431	LOVING GUIDANCE LLC	1,099.00
208294	02/27/2026	Check	V - 25452	MANDARICH LAW GROUP	407.25
208295	02/27/2026	Check	V - 24455	MIKE BOTTS	900.00
208296	02/27/2026	Check	V - 10980	MODERN WOODMEN OF AMERICA	367.84
208297	02/27/2026	Check	V - 26152	MOMENTS BRANDING	3,172.45
208298	02/27/2026	Check	V - 20198	PLANK ROAD PUBLISHING, INC.	65.35
208299	02/27/2026	Check	V - 23487	NATIONAL HONOR SOCIETY	674.99
208300	02/27/2026	Check	V - 10613	OFFICE MACHINE CONSULTANT	2,600.56
208301	02/27/2026	Check	V - 24456	ONE STEP INC	494.83
208302	02/27/2026	Check	V - 19416	PAPA JOHN'S OF IOWA	4,165.00
208303	02/27/2026	Check	V - 25389	PEPSI-COLA OF ROCK ISLAND	971.61
208304	02/27/2026	Check	V - 10081	PIZZA & SUBS	362.05
208305	02/27/2026	Check	V - 24361	QC CUSTOM TEES & MORE	407.53
208306	02/27/2026	Check	V - 19004	QUAD CITY BOTANICAL CENTER	216.00
208307	02/27/2026	Check	V - 26425	QUAD CORPORATION INC	184.48
208308	02/27/2026	Check	V - 25748	QUALITY AWARDS & LAMINATING	39.50
208309	02/27/2026	Check	V - 17204	REGALIA MANUFACTURING COMPANY	330.84
208310	02/27/2026	Check	V - 11658	ROCK ISLAND FITNESS AND	860.00
208311	02/27/2026	Check	V - 17600	ROCK ISLAND SCHOOL DISTRICT 41	22.23
208312	02/27/2026	Check	V - 10721	ROCK ISLAND BOARD OF EDUCATION	58.00
208313	02/27/2026	Check	V - 18465	ROCK ISLAND SCHOOL DISTRICT 41	871,210.42
208314	02/27/2026	Check	V - 10706	REGIONAL OFFICE OF EDUCATION-MOLINE	75.00
208315	02/27/2026	Check	V - 16561	SCHOLASTIC INC. - MAGAZINES	255.64
208316	02/27/2026	Check	V - 22651	SCHOOL NUTRITION ASSOCIATION	35.00
208317	02/27/2026	Check	V - 10476	SCHOOL SPECIALTY, INC.	2,217.21
208318	02/27/2026	Check	V - 18728	SCOTT COMMUNITY COLLEGE	3,289.00
208319	02/27/2026	Check	V - 26526	ST. GEORGE GREEK ORTHODOX CHURCH, INC	450.00
208320	02/27/2026	Check	V - 24811	STEVE WEISS MUSIC INC.	3,057.55
208321	02/27/2026	Check	V - 20558	SUN LIFE FINANCIAL	1,498.82
208322	02/27/2026	Check	V - 26021	TEACHER CREATED MATERIALS INC.	549.98
208323	02/27/2026	Check	V - 26504	TEACHING STRATEGIES, LLC	9,042.00

# ROCK ISLAND SCHOOLS

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## CHECK REGISTER FOR BH EDUCATION - VENDOR CHECKS - CHECK

Report Code: AP\_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
208324	02/27/2026	Check	V - 25298	ARC OF THE QUAD CITIES AREA	60.00
208325	02/27/2026	Check	V - 18792	THE CENTER: RESOURCES FOR TEACHING AND LEARNING	390.00
208326	02/27/2026	Check	V - 20539	TRANSITIONS	1,693.00
208327	02/27/2026	Check	V - 15380	TRI-STATE TRAVEL	4,680.00
208328	02/27/2026	Check	V - 15158	TRI CITY EQUIPMENT CO	620.97
208329	02/27/2026	Check	V - 26369	UNDERWOOD DISTRIBUTING CO	434.84
208330	02/27/2026	Check	V - 26291	WAYNE CORLETT	105.00
208331	02/27/2026	Check	V - 26595	WESTERN GOVENORS UNIVERSITY	4,025.00
208332	02/27/2026	Check	V - 22260	WESTERN ILLINOIS UNIVERSITY	788.71
208333	02/27/2026	Check	V - 24843	WI SCTF	100.00

Total No. of Checks : 86

Total Amount : 1,239,516.91

# ROCK ISLAND SCHOOLS

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## CHECK REGISTER FOR BH OBM - OBM CHECKS - ACH

Report Code: AP\_CHECKREG

<u>CHECK NO.</u>	<u>CHECK DATE</u>	<u>TYPE</u>	<u>VENDOR TYPE - ID</u>	<u>VENDOR NAME</u>	<u>AMOUNT</u>
633	03/05/2026	ACH	P - 96790	LOHMANN, RALPH AUGUST	33.34
634	03/05/2026	ACH	P - 97290	NIMMERS, TROY L	21.24
<b>Total No. of Checks : 2</b>				<b>Total Amount :</b>	<b>54.58</b>

# ROCK ISLAND SCHOOLS

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## CHECK REGISTER FOR BH OBM - OBM CHECKS - CHECK

Report Code: AP\_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
38910	02/27/2026	Check	V - 10018	ADEL WHOLESALERS, INC.	567.12
38911	02/27/2026	Check	V - 10409	AT&T	275.76
38912	02/27/2026	Check	V - 12747	B & B HARDWARE	301.80
38913	02/27/2026	Check	V - 11176	BUILDERS SALES & SERVICE CO.	4,650.00
38914	02/27/2026	Check	V - 26556	CONNOR CO	108.48
38915	02/27/2026	Check	V - 26490	CONSOLIDATED ELECTRICAL DISTRIBUTORS, INC.	47.17
38916	02/27/2026	Check	V - 15518	CRAWFORD COMPANY	6,450.00
38917	02/27/2026	Check	V - 26511	H-H INCORPORATED OF IOWA	547.85
38918	02/27/2026	Check	V - 23196	ILLINOIS OFFICE OF THE STATE FIRE MARSHAL	150.00
38919	02/27/2026	Check	V - 23698	J.L. BRADY COMPANY, LLC	47,459.00
38920	02/27/2026	Check	V - 18292	LOWE'S	167.06
38921	02/27/2026	Check	V - 14673	MENARDS, INC.	199.31
38922	02/27/2026	Check	V - 10428	MIDAMERICAN ENERGY COMPANY	3,019.44
38923	02/27/2026	Check	V - 24758	PILLAR EQUIPMENT, INC	554.61
38924	02/27/2026	Check	V - 17204	REGALIA MANUFACTURING COMPANY	60.00
38925	02/27/2026	Check	V - 10722	CITY OF ROCK ISLAND	5,564.70
38926	02/27/2026	Check	V - 18465	ROCK ISLAND SCHOOL DISTRICT 41	54,167.43
<b>Total No. of Checks : 17</b>				<b>Total Amount :</b>	<b>124,289.73</b>

# ROCK ISLAND SCHOOLS

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**Report Code:** AP\_CHECKREG

**Search Criteria:**

<b>Fiscal Year</b>	<b>: 2026</b>
<b>FY Period - Task</b>	<b>: 8 - A4</b>
<b>Start Due Date</b>	<b>: None</b>
<b>End Due Date</b>	<b>: None</b>
<b>Check Date</b>	<b>: 02/27/2026</b>
<b>Reprint Check Date</b>	<b>: None</b>
<b>Separate Check for Each Fund</b>	<b>: No</b>
<b>Group By</b>	<b>: FIN_INST_ACCT_ID, FIN_INST_TRAN_SOURCE</b>
<b>Sort By</b>	<b>: VENDOR_SHORT_NAME</b>
<b>Sort Employee Checks By Pay Location</b>	<b>: No</b>

# ROCK ISLAND SCHOOLS

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## CHECK REGISTER FOR BH EDUCATION - VENDOR CHECKS - ACH

Report Code: AP\_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
4243	03/05/2026	ACH	V - 25525	AMAZON.COM SERVICES, INC.	44,256.91
4244	03/05/2026	ACH	V - 26513	BSN SPORTS LLC	2,916.81
4245	03/05/2026	ACH	V - 14613	BURKE CLEANERS, INC.	1,028.28
4246	03/05/2026	ACH	V - 10131	CAROLINA BIOLOGICAL SUPPLY	1,150.65
4247	03/05/2026	ACH	V - 10174	CONES REPAIR SERVICE, INC.	155.50
4248	03/05/2026	ACH	V - 25711	CULLIGAN OF DAVENPORT	28.50
4249	03/05/2026	ACH	V - 18471	DELL INC.	18,769.50
4250	03/05/2026	ACH	V - 10221	DEMCO EDUCATIONAL CORP.	351.73
4251	03/05/2026	ACH	V - 25757	IMAGINE LEARNING LLC	10,000.00
4252	03/05/2026	ACH	V - 22119	EVERWAY LLC	280.99
4253	03/05/2026	ACH	V - 12439	ILLINOIS PRINCIPALS ASSOCIATION	449.00
4254	03/05/2026	ACH	V - 18269	J.W. PEPPER & SON	136.75
4255	03/05/2026	ACH	V - 24908	KOHL WHOLESALE	151,892.29
4256	03/05/2026	ACH	V - 25922	LAKESHORE LEARNING MATERIALS, LLC	332.35
4257	03/05/2026	ACH	V - 12057	MACGILL & CO.	587.40
4258	03/05/2026	ACH	V - 15989	MAINSTREAMUSA INC.	7,142.31
4259	03/05/2026	ACH	V - 23695	MIDWEST ALARM SERVICES	399.96
4260	03/05/2026	ACH	V - 25770	HALO BRANDED SOLUTIONS, INC.	649.75
4261	03/05/2026	ACH	V - 26008	PAN-O-GOLD BAKING CO.	1,656.60
4262	03/05/2026	ACH	V - 18944	POSITIVE PROMOTIONS	1,059.25
4263	03/05/2026	ACH	V - 25751	QUALITY CONTROLLED STAFFING, INC.	5,679.33
4264	03/05/2026	ACH	V - 23443	READING HORIZONS	439.20
4265	03/05/2026	ACH	V - 12585	S.J. SMITH CO., INC.	1,562.52
4266	03/05/2026	ACH	V - 18768	TRI-CITY ELECTRIC CO. OF IOWA	13,238.45
4267	03/05/2026	ACH	V - 25378	UMB BANK, N.A.	318.00
4268	03/05/2026	ACH	V - 20134	WEST MUSIC	127.00
4269	03/05/2026	ACH	V - 23030	WESTERN PSYCHOLOGICAL SERVICE (WPS)	150.00

Total No. of Checks : 27

Total Amount :

264,759.03

# ROCK ISLAND SCHOOLS

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## CHECK REGISTER FOR BH OBM - OBM CHECKS - ACH

Report Code: AP\_CHECKREG

<u>CHECK NO.</u>	<u>CHECK DATE</u>	<u>TYPE</u>	<u>VENDOR TYPE - ID</u>	<u>VENDOR NAME</u>	<u>AMOUNT</u>
635	03/05/2026	ACH	V - 25525	AMAZON.COM SERVICES, INC.	559.67
636	03/05/2026	ACH	V - 26489	DOORS, INC	950.00
637	03/05/2026	ACH	V - 26262	FILTERBUY INC.	442.26
638	03/05/2026	ACH	V - 26598	J & M HARDWARE INC	556.33
639	03/05/2026	ACH	V - 24527	JOHNSON CONTROLS FIRE PROTECTION HOLDINGS LLC	2,264.79
<b>Total No. of Checks : 5</b>					<b>Total Amount : 4,773.05</b>

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**Report Code:** AP\_CHECKREG

**Search Criteria:**

<b>Fiscal Year</b>	<b>: 2026</b>
<b>FY Period - Task</b>	<b>: 8 - A5</b>
<b>Start Due Date</b>	<b>: None</b>
<b>End Due Date</b>	<b>: None</b>
<b>Check Date</b>	<b>: 02/27/2026</b>
<b>Reprint Check Date</b>	<b>: None</b>
<b>Separate Check for Each Fund</b>	<b>: No</b>
<b>Group By</b>	<b>: FIN_INST_ACCT_ID, FIN_INST_TRAN_SOURCE</b>
<b>Sort By</b>	<b>: VENDOR_SHORT_NAME</b>
<b>Sort Employee Checks By Pay Location</b>	<b>: No</b>

# ROCK ISLAND SCHOOLS

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## CHECK REGISTER FOR BH EDUCATION - VENDOR CHECKS - ACH

Report Code: AP\_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
4270	03/02/2026	ACH	V - 26444	AMERITAS LIFE INSURANCE CORP	20,000.40
4271	03/02/2026	ACH	V - 26020	ANNA THIRTYACRE	300.00
4272	03/02/2026	ACH	V - 26278	COMBINED INSURANCE COMPANY OF AMERICA	1,163.81
4273	03/02/2026	ACH	V - 11015	IMRF ACCOUNT	12,122.26
4274	03/02/2026	ACH	V - 24216	PROJECT LEAD THE WAY, INC	950.00
4275	03/02/2026	ACH	V - 26286	RELIANCE STANDARD LIFE INSURANCE COMPANY	10,643.38

Total No. of Checks : 6

Total Amount :

45,179.85

# ROCK ISLAND SCHOOLS

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## CHECK REGISTER FOR BH HEALTH INS - HEALTH INSURANCE - ACH

Report Code: AP\_CHECKREG

<u>CHECK NO.</u>	<u>CHECK DATE</u>	<u>TYPE</u>	<u>VENDOR TYPE - ID</u>	<u>VENDOR NAME</u>	<u>AMOUNT</u>
79	03/02/2026	ACH	V - 22013	HEALTH CARE SERVICE CORP- BLUE	659,484.37
80	03/02/2026	ACH	V - 18449	WORTHINTON-OLSON, INC.	356.50
<b>Total No. of Checks : 2</b>				<b>Total Amount :</b>	<b>659,840.87</b>

# ROCK ISLAND SCHOOLS

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**Report Code:** AP\_CHECKREG

**Search Criteria:**

<b>Fiscal Year</b>	<b>: 2026</b>
<b>FY Period - Task</b>	<b>: 8 - A6</b>
<b>Start Due Date</b>	<b>: None</b>
<b>End Due Date</b>	<b>: None</b>
<b>Check Date</b>	<b>: 02/27/2026</b>
<b>Reprint Check Date</b>	<b>: None</b>
<b>Separate Check for Each Fund</b>	<b>: No</b>
<b>Group By</b>	<b>: FIN_INST_ACCT_ID, FIN_INST_TRAN_SOURCE</b>
<b>Sort By</b>	<b>: VENDOR_SHORT_NAME</b>
<b>Sort Employee Checks By Pay Location</b>	<b>: No</b>

## SUMMARY OF CHECKS AND WIRES

February 27, 2026

### COMPUTERIZED CHECK RUN

#### EDUCATION

##### Ed Fund CHECKS

V208248-V208333

Education	\$ 1,042,875.32
Transportation	\$ 194,291.59
Debt Service Fund	
Capital Projects	
Life Safety	
Tort Immunity	\$ 2,350.00
	<u>\$ 1,239,516.91</u>

##### Ed Fund ACH

VA4216-VA4275

Education	\$ 311,893.75
Transportation	\$ 5,679.33
Debt Service Fund	\$ 318.00
Capital Projects	
Life Safety	
Tort Immunity	
	<u>\$ 317,891.08</u>

**TOTAL EDUCATION \$ 1,557,407.99**

#### O&M

##### O&M CHECKS

B38910-B38926 \$ 124,289.73

##### O&M Fund ACH

BA633-BA639 \$ 4,827.63

**TOTAL O&M \$ 129,117.36**

#### HEALTH

##### Health Fund CHECKS

##### Health Fund ACH

HA79-HA80 \$ 659,840.87

**TOTAL HEALTH \$ 659,840.87**

**TOTAL COMPUTERIZED CHECK RUN \$ 2,346,366.22**

### WIRES

Ed, Bldg, Tort Salary Checks	\$ 2,035,583.94
Federal Income Tax	\$ 272,792.00
OASDI/Medicare	\$ 168,694.58
State Withholdings	\$ 122,180.00
Teacher's Retirement Systems/IMRF	\$ 262,568.60
Employee Deductions	<u>\$ 108,010.41</u>

Benefits Payments

**TOTAL WIRES \$ 2,969,829.53**

**GRAND TOTAL \$ 5,316,195.75**



## Proposal for Overnight/Extended Student Trips (Athletic)

<b>Email Address</b>	<i>eddie.williams@rimsd41.org</i>
<b>Type of Trip</b>	<i>Girls Track and Field</i>
<b>Proposed Departure Date</b>	<i>Apr 10, 2026</i>
<b>Return Date</b>	<i>Apr 11, 2026</i>
<b>Proposer</b>	<i>Eddie Williams</i>
<b>School</b>	<i>RIHS</i>
<b>Position</b>	<i>Head Girls Track and Field</i>
<b>Date By Which Response Is Needed</b>	<i>Mar 10, 2026</i>
<b>What is the major place to be visited or event to be attended?</b>	<i>WIU University &amp; Jackie Joyner-Kersey Foundation</i>
<b>How is the trip related to the educational program of the District?</b>	<i>Girls are exposed to a University setting and get to compete at former Olympic medalist alma mater.</i>
<b>In what ways will the students benefit?</b>	<i>Visit a university as well as connections with a former Olympic medalist.</i>
<b>In what ways will the District benefit?</b>	<i>Having students compete in a two-day track meet and competing against some of the best competition in the state is beneficial. Girls seeing tougher competition will lead to a greater finish at the state track meet which give greater benefit to the school district.</i>
<b>How will the trip be evaluated to determine the extent to which these benefits were realized?</b>	<i>Based on lifetime and seasonal best and top 10 finish at the state track meet.</i>
<b>Which students (grade, class, or organization) will be going?</b>	<i>Girls Track and Field athletes.</i>
<b>How many students in total?</b>	<i>20</i>
<b>How many students are currently experiencing academic problems?</b>	<i>2</i>
<b>Which staff members will be in charge?</b>	<i>Girls track and field staff</i>
<b>What previous experience has the staff member had in conducting overnight or extended field trips?</b>	<i>The whole staff participates in overnight trips annually.</i>
<b>What other staff members will be going?</b>	<i>Ellery Stewart, Anthony Pena., Joe Woods, Tammy</i>

<b>Email Address</b>	<i>eddie.williams@rimsd41.org</i>
<b>Type of Trip</b>	<i>Girls Track and Field</i>
<b>Proposed Departure Date</b>	<i>Apr 10, 2026</i>
<b>Return Date</b>	<i>Apr 11, 2026</i>
	<i>Rice</i>
<b>How many chaperones, in addition to staff members, will be going?</b>	<i>Just the staff</i>
<b>What are their names and affiliations with the students?</b>	<i>N/A</i>
<b>How many days of school will be missed?</b>	<i>0.5</i>
<b>How will teachers be advised in advance that the students will be out of school?</b>	<i>Yes</i>
<b>How will missed work be made up?</b>	<i>Students are told prior to leaving to contact teachers and get information and work that they will miss.</i>
<b>What special assistance will be provided to students with academic problems?</b>	<i>Students have opportunities to get assistance with 9th hour and catch up Academy.</i>
<b>What is the destination?</b>	<i>WIU and East St. Louis High School</i>
<b>What will be the mode of transportation? What liability insurance does the carrier have?</b>	<i>ACT II Transportation</i>
<b>Where will the group be housed and fed?</b>	<i>Friday Nigh Students will have catered meals after the first meet. Housing will be picked by the school district.</i>
<b>What enroute or supplementary activities are planned?</b>	<i>None at the moment.</i>
<b>What arrangements have been made for dealing with emergency situations?</b>	<i>I have contact information and emergency contacts for all students.</i>
<b>If tour guides are involved, what liability insurance do they carry?</b>	<i>NA</i>
<b>What is the estimated total cost and cost per student?</b>	<i>TBD</i>
<b>What is the source of funds?</b>	<i>Track and Field Account</i>
<b>How will the funds be collected and safeguarded?</b>	<i>Students will be using and safeguard their own funds.</i>
<b>How will any shortfall be made up or excess</b>	<i>Track Account</i>

<b>Email Address</b>	<i>eddie.williams@rimsd41.org</i>
<b>Type of Trip</b>	<i>Girls Track and Field</i>
<b>Proposed Departure Date</b>	<i>Apr 10, 2026</i>
<b>Return Date</b>	<i>Apr 11, 2026</i>
<b>funds used?</b>	
<b>What provision has been made for students who are financially unable to pay any necessary costs?</b>	<i>The program will intervene.</i>
<b>How will you communicate to parents prior to, during, and after the trip?</b>	<i>Parent are notified via email and parent group chat and lastly our students are good communicators.</i>
<b>List telephone numbers at destination where group will be housed.</b>	<i>TBD</i>
<b>What information will be provided to the media and the community?</b>	<i>Track Facebook page will have updates on athletic events.</i>
<b>Athletic Director Approval (Athletic trips only)</b>	Approved by <i>Mike Emendorfer</i>
<b>Principal approval</b>	Approved by <i>Patricia Ulrich</i>
<b>Superintendent/Designee approval</b>	Approved by <i>Scott Vance</i> on Mar 05, 2026 9:12
<b>Signature of School Board Representative</b>	





Personnel Recommendations  
Board of Education Meeting  
March 10, 2026

**Certified Appointment**

It is recommended that the Board of Education approve the following certified appointment for the 2026-27 school year.

Samuel Jones - Fourth Grade Teacher at Eugene Field Elementary School  
Salary - \$63,590/annually

**Non-Certified Appointments**

It is recommended that the Board of Education approve the following non-certified appointments for the 2025-26 school year.

Nitra Kelley - Cafeteria Supervisor at Frances Willard Elementary School  
Salary - \$15.86/hourly

Kaitlyn Mays - Instructional Paraprofessional (Classroom) at Rock Island Academy  
Salary - \$19.62/hourly

Jamie Richardson - Security Personnel (Hall Monitor) at Rock Island High School  
Salary - \$21.68/hourly

Justin Rodgers - Cashier at Rock Island High School  
Salary - \$15.86/hourly

Amanda Schiller - Server at Eugene Field Elementary School  
Salary - \$15.86/hourly

**Non-Certified Internal Transfers**

It is recommended that the Board of Education approve the following non-certified internal transfers for the 2025-26 school year.

Meghan Jarvis - Secretary (Rover) at Administration Center to Secretary at Thurgood Marshall Learning Center  
Salary - \$42,690/annually



Personnel Recommendations  
Board of Education Meeting  
March 10, 2026

Selena Wellington - Instructional Paraprofessional (Classroom) at Thurgood Marshall Learning Center to Instructional Paraprofessional (Classroom) at Rock Island Academy  
Salary - \$25.78/hourly

**Non-Certified Coach Appointments**

It is recommended that the Board of Education approve the following non-certified coach appointments for the 2025-26 school year.

- Zack DeMarlie - Volunteer Baseball Coach at Rock Island High School
- Olivia Samuelson - Volunteer Girls Soccer Coach at Rock Island High School

**Non-Certified Resignation**

It is recommended that the Board of Education accept the following non-certified resignation during the 2025-26 school year.

<b><u>Staff Member</u></b>	<b><u>Current Position</u></b>	<b><u>Years of Continuous Service</u></b>
Josephine Schulte	School Nurse at Earl Hanson Elementary School	2 Years Effective 02/27/2026

**Certified Retirements**

It is recommended that the Board of Education accept the following certified retirements during the 2025-26 school year.

<b><u>Staff Member</u></b>	<b><u>Current Position</u></b>	<b><u>Years of Continuous Service</u></b>
Arlene G. Axup	Third Grade Teacher at Denkmann Elementary School	39 Years Effective 06/04/2026
Sheena Carter	Third Grade Teacher at Denkmann Elementary School	27 Years Effective 06/04/2026
Jennifer Purvis	Early Childhood Special Education Teacher at Horace Mann Early Learning Center	34 Years Effective 06/04/2026

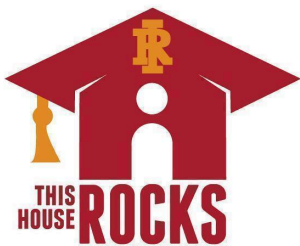


Personnel Recommendations  
Board of Education Meeting  
March 10, 2026

**Non-Certified Coach Resignations**

It is recommended that the Board of Education accept the following non-certified coach resignations during the 2025-26 school year.

<b><u>Staff Member</u></b>	<b><u>Current Position</u></b>	<b><u>Years of Continuous Service</u></b>
Breann Ahlers	Volleyball Assistant Coach at Rock Island High School	3 Years Effective 06/04/2026
Sara Weisrock	Volleyball Assistant Coach at Rock Island High School	2 Years Effective 06/04/2026



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: March 10th, 2026  
Re: **AVID Summer Institute Professional Learning "Summer 2026"**

Advancement Via Individual Determination (AVID) is a schoolwide instructional system designed to increase the number of students who are career/college ready upon graduation. AVID'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 AVID, and they are as follows: Rock Island High, Edison, Washington, Frances Willard, and Earl Hanson. Beginning the 2026-2027 school year, Rock Island Academy will pilot the full implementation of AVID.

In addition to our membership with AVID, we leverage AVID in as a state-approved learning partner. The board approved two contracts for our work with AVID this year in the 25-26 school year. The first contract for our membership was approved on 05/13/2025 in the amount of \$23,177. The second contract for our state-mandated learning partner work was approved on 10/28/2025 in the amount of \$28,350.

Each summer, selected individuals from AVID schools attend the Summer Institute to continue professional learning on high impact research-based strategies. This year, there will be 25 people attending the three-day summer institute in Kansas City, MO from July 22-24, 2026, and due to the timing of the training we are able to leverage FY26 funding because this funding source operates on an extended year grant end date. The cost is \$1,099 per person for a total of \$27,475. This is not a request for an additional contractual service.

**Therefore, it is recommended that the Board of Education approve the increase of the spending limit with the vendor AVID Center 9797 Aero Drive, Suite 100 San Diego, CA 92123 by \$27,475 to account for a purchase order for Summer Institute registration for 25 participants at \$1,099 each.**

**Investment Period: July 2025 - August 2026**  
**Total Investment: \$79,002**  
**Funding Source: FY '26 Title I, Title II, & School Improvement Grant Funds**



**Earl Hanson Elementary AVID Summer 2026 Attendee List**  
**Kansas City, MO July 22-24th (July 21st is an authorized travel day)**

Instructions: Please list the team member's name, job title, the strand they would like to attend (and a secondary strand in case the 1st choice is not offered).

Team Member	Job Title	1st Strand Choice <u>AVID Elementary Strands</u>	2nd Strand Choice <u>AVID Elementary Strands</u>
Kevin Turner	Principal	Site Administrators Level 1: Elementary	
Jennifer Schrempf	Teacher		
Molly McGreevey	Counselor		
Alleena Blackwell	Teacher		



**Frances Willard Elementary AVID Summer 2026 Attendee List**  
**Kansas City, MO July 22-24th (July 21st is an authorized travel day)**

**Instructions:** Please list the team member’s name, job title, the strand they would like to attend, and a secondary strand in case their 1st choice is full.

Team Member	Job Title	1st Option Strand <u>AVID Elementary Strands</u>	2nd Option Strand <u>AVID Elementary Strands</u>
Nikki Melody	Principal	CoP Title: Academic Language and Literacy: Asset-Based Instruction for All Classrooms	Transforming Literacy Through Content-Area Reading: Elementary (PreK–6)
Brynn Pauwels	Instructional Coach	CoP Title: Academic Language and Literacy: Asset-Based Instruction for All Classrooms	Transforming Literacy Through Content-Area Reading: Elementary (PreK–6)



**Rock Island Academy AVID Summer 2026 Attendee List**  
**Kansas City, MO July 22-24th (July 21st is an authorized travel day)**

Instructions: Please list the team member's name, job title, the strand they would like to attend (and a secondary strand in case the 1st choice is not offered).

Team Member	Job Title	1st Strand Choice <u>AVID Elementary Strands</u>	2nd Strand Choice <u>AVID Elementary Strands</u>
Thomas Ryan	Principal		
Leslie Adamson			
Emma Forest (formerly Bingham)			
Laura Irish			
TBD	Sped		
Amy Zero	Counselor		
Sydney Erichson	MTSS		
Becky Lapp	MTSS		
Ramona Dixon	AVID District Director		



**EJHS Elementary AVID Summer 2026 Attendee List**  
**Kansas City, MO July 22-24th (July 21st is an authorized travel date)**

**Instructions:** Please list the team member’s name, job title, the strand they would like them to attend, and a secondary strand in case that 1st is not offered.

<b>Team Member</b>	<b>Job Title</b>	<b>1st Option Strand <u>AVID Secondary Strands</u></b>	<b>2nd Option Strand <u>AVID Secondary Strands</u></b>
Joey Dilulio	Principal	Site Administrators Level 1: Secondary	
Amanda Weber	AVID Teacher	Site Coordinators Level 1	avid emerge secondary elevating ML learner instruction 6-12
Chris Versluis	Teacher	AVID Elective Level 1: Implementing the Fundamentals of Instruction	Foundations of Secondary Student Success
Julie Zarlatanes	Teacher	Transforming Literacy Through Content-Area Reading: Secondary (6–12)	Cultivating Writing Schoolwide: Secondary



**WJHS Elementary AVID Summer 2026 Attendee List**  
**Kansas City, MO July 22-24th (July 21st is an authorized travel date)**

**Instructions:** Please list the team member’s name, job title, the strand they would like to attend, and a secondary strand in case their 1st choice is full. We have included the strand selections from last year for your reference as well.

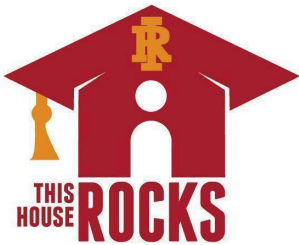
Team Member	Job Title	1st Option Strand <u>AVID Secondary Strands</u>	2nd Option Strand <u>AVID Secondary Strands</u>
Alyson Baldwin	Dean	Site Administrators Level 1: Secondary	Foundations of Secondary Student Success
Beth McKinley	AVID Teacher	AVID Elective Level 3: Advancing Agency for Teachers and Students (Level 3 in series)	
Sarah Nunn	ELA Teacher	English Language Arts	
Kelli Brannen	AVID Teacher	AVID Elective Level 3: Advancing Agency for Teachers and Students (Level 3 in series)	



**RIHS Elementary AVID Summer 2026 Attendee List**  
**Kansas City, MO July 22-24th (July 21st is an authorized travel date)**

**Instructions:** Please list the team member's name, job title, the strand they would like them to attend, and a secondary strand in case that 1st is not offered.

Team Member	Job Title	1st Option Strand <u>AVID Secondary Strands</u>	2nd Option Strand <u>AVID Secondary Strands</u>
Patty Ulrich	Administrator	Site Administrators Level 1: Secondary	
Jen Johnson	AVID Elective Teacher	AVID Elective Level 3: Advancing Agency for Teachers and Students	
John Campbell	Administrator	Career and Technical Education: Developing Employability Skills	



Sharon Williams, Ed.D.  
*Superintendent of Schools*

To: RIMSD 41 Board of Education  
From: Dr. Sharon Williams  
Cabinet Champion: Troy Bevans, IT Director  
Date: March 10th, 2026  
Re: SHI Vendor Authorization Adjustment and Title I Chromebook Purchase

At the September 9, 2025 Board meeting, the Board approved an annual vendor authorization for SHI in an amount not to exceed \$425,000.00 for the 2025–2026 fiscal year. This authorization was based on projected technology needs and anticipated pricing at the start of the fiscal year.

Since that time, Chromebook pricing has increased due to industry-wide supply constraints affecting memory (RAM) and storage components, as well as broader market pressures impacting device manufacturing. As a result, current unit pricing reflects significant cost increases beyond initial projections. In addition, cumulative purchases to date have reduced the remaining balance under the current authorization.

To support the District’s 1:1 student device initiative for the upcoming school year, the Technology Department recommends the purchase of 1,500 Lenovo 100e Gen 5 Chromebooks (Lenovo Part #: 83T7S0A700) at \$336.51 each and Chrome OS Management Console Licenses (Google Part #: CROSSWDISEDUNEW) at \$32.00 each, for a total acquisition cost of \$552,765.00. Devices will be purchased from SHI, located at 290 Davidson Avenue, Somerset, NJ 08873, and funded through Title I.

To ensure compliance with Board purchasing limits and to accommodate total projected expenditures for the remainder of the fiscal year, it is recommended that the Board adjust the annual vendor authorization for SHI from \$425,000.00 to an amount not to exceed \$675,000.00 for the July 1, 2025 – June 30, 2026 investment period. Purchases may be funded through district, grant, or federal sources as appropriate.

**Investment Period:** July 1, 2025 - June 30th, 2026  
**Total Investment:** \$675,000.00  
**Funding Source:** District, grant, or federal sources as appropriate



Pricing Proposal  
 Quotation #: 27192015  
 Created On: 2/19/2026  
 Valid Until: 2/27/2026

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## IL-County of Rock Island School District 41

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### Sam Reyes

2000 7th Avenue  
 ROCK ISLAND, IL 612018116  
 United States  
 Phone: (309) 793-5900  
 Fax:  
 Email: sam.reyes@rimisd41.org

### Kate Niemiera

Phone:  
 Fax:  
 Email: Kate\_Niemiera@shi.com

All Prices are in US Dollar (USD)

Product	Qty	Your Price	Total
1 Notebook Lenovo 100e Chromebook Gen5 MTK Lenovo - Part#: 83T7S0A700 Contract Name: AEPA - Technology Catalogs Contract #: 026-D Subcontract #: 026-D-IL	1500	\$336.51	\$504,765.00
2 Chrome OS Management Console - License - academic Google - Part#: CROSSWDISEDUNEW Contract Name: AEPA - Technology Catalogs Contract #: 026-D Subcontract #: 026-D-IL	1500	\$32.00	\$48,000.00
3 Zero Touch Chrome Enrollement Google - Part#: ZTCHROME-0 Contract Name: AEPA - Technology Catalogs Contract #: 026-D Subcontract #: 026-D-IL	1500	\$0.00	\$0.00
		Shipping	\$0.00
		Total	\$552,765.00

### Additional Comments

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**Due to ongoing global component shortages affecting memory, storage, and other critical hardware, OEMs have implemented updated policies allowing for price adjustments up until the time of shipment. Accordingly, quoted prices and lead times are subject to change prior to shipment. We remain committed to keeping you informed of any changes and will communicate promptly as updates occur.**

Due to ongoing global component shortages affecting memory, storage, and other critical hardware, OEMs have implemented updated policies allowing for price adjustments up until the time of shipment. Accordingly, quoted prices and lead times are subject to change prior to shipment. We remain committed to keeping you informed of any changes and will communicate promptly as updates occur.

Due to ongoing global component shortages affecting memory, storage, and other critical hardware, OEMs have implemented updated policies allowing for price adjustments up until the time of shipment. Accordingly, quoted prices and lead times are subject to change prior to shipment. We remain committed to keeping you informed of any changes and will communicate promptly as updates occur.

updates occur. Due to ongoing global component shortages affecting memory, storage, and other critical hardware, quoted prices and lead times may fluctuate. We are committed to keeping you informed of any changes as supply conditions evolve.

Please Note: Lenovo has a zero returns policy on any custom build machines. Lenovo also does not allow returns on open box/phased out products. For these products, orders are non-cancellable and non-returnable from point of order.

Please note: Google has a zero returns policy.

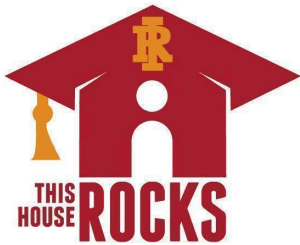
Thank you for choosing SHI International Corp! The pricing offered on this quote proposal is valid through the expiration date listed above. To ensure the best level of service, please provide End User Name, Phone Number, Email Address and applicable Contract Number when submitting a Purchase Order. For any additional information including Hardware, Software and Services Contracts, please contact an SHI Inside Sales Representative at (888) 744-4084. SHI International Corp. is 100% Minority Owned, Woman Owned Business. TAX ID# 22-3009648; DUNS# 61-1429481; CCR# 61-243957G; CAGE 1HTF0

Due to ongoing global component shortages affecting memory, storage, and other critical PC hardware, quoted prices and lead times may fluctuate. We are committed to keeping you informed of any changes as supply conditions evolve.

Maximize your technology's lifecycle with SHI's services to recover, redeploy, remarket, and recycle your devices. For more information, contact [AssetRecoveryServices@SHI.com](mailto:AssetRecoveryServices@SHI.com)

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*The products offered under this proposal are resold in accordance with the terms and conditions of the Contract referenced under that applicable line item.*



Sharon Williams, Ed.D.  
*Superintendent of Schools*

To: RIMSD 41 Board of Education  
From: Dr. Sharon Williams  
Cabinet Champion: Troy Bevans, IT Director  
Date: March 10th, 2026  
Re: Dell Computer Corporation Vendor Authorization Adjustment and Staff Device Lease

At the September 9, 2025 Board meeting, the Board approved an annual vendor authorization for Dell Computer Corporation in an amount not to exceed \$195,000.00 for the 2025–2026 fiscal year. This authorization was based on projected device purchases and lease pricing at the start of the fiscal year.

Due to technology industry-wide cost increases affecting device pricing and lease structures, total projected expenditures with Dell for the current fiscal year will exceed the approved amount. The District’s current Tax-Exempt Lease Purchase (TELP) agreement for staff devices reflects these pricing adjustments.

As outlined in the Dell Payment Solutions proposal dated February 26, 2026, Proposal No. 0000199034.2, the District will enter into a 48-month Tax-Exempt Lease Purchase agreement for Dell Pro 14 devices with a financed amount of \$248,000 and annual payments of \$66,674.09.

To ensure compliance with Board purchasing limits and accommodate projected expenditures for the remainder of the fiscal year, it is recommended that the Board adjust the annual vendor authorization for Dell Computer Corporation, 1 Dell Way-RR8, Round Rock, TX 78682, from \$195,000.00 to an amount not to exceed \$210,000.00 for the July 1, 2025 – June 30, 2026 investment period. Purchases may be funded through district, grant, or federal sources as appropriate.

**Investment Period:** July 1st, 2025 through June 30th 2026

**Total Investment:** Not to Exceed \$210,000.00

**Funding Source:** District, Grants, and Federal Funds

**Rock Island-Milan School District #41**

2000 7<sup>th</sup> Avenue, Rock Island, IL 61201  
309-793-5900 x10210 | 309-793-5905 fax  
Sharon.williams@rimsd41.org  
www.rimsd41.org

Proposal No. 0000199034.2

Expiration Date: 03/28/2026

48 Month TELP	
Payments	Annual
Due	Advance
Interim Rent	None

Quote	Description	Product Subtotal	Rate Factor	Payment
3000199657267.1	Dell Pro 14 PC14250	\$248,000.00	0.26885	\$66,674.09
	Dell Pro 14 PC14250	\$248,000.00	0.26885	\$66,674.09
*Personal Property Management Fee may apply				
<b>Total Amount:</b>		Rate Factor & Payment Financed Amount	0.26885	\$66,674.09 \$248,000.00
Structure Notes			Payment Total: \$266,696.36	

**April Bell**  
 Account Manager  
 Dell Technologies | Dell Financial Services  
 ✉ A.Bell@dell.com

Proposal Notes

End of Term Option(s):

Tax Exempt Lease Purchase (TELP) options:

1. Exercise the option to purchase the products for one dollar; or,
2. For an agreed upon fee, return all products to DFS at lessee's expense.

Payment solutions provided and serviced by Dell Financial Services L.L.C. or its affiliate or designee ("DFS") to qualified customers. Offers may not be available or may vary in certain countries. Where available, offers may be changed without notice and are subject to product availability, credit approval, execution of documentation provided by and acceptable to DFS, and may be subject to minimum transaction size. Offers not available for personal, family or household use. Restrictions and additional requirements may apply to transactions with governmental or public entities. Proposal is property of DFS, contains confidential information and shall not be duplicated or disclosed in whole or part. Proposal is not a firm offer of a payment solution. Pricing and rates based upon the final amount, configuration and specification of the supplied equipment, software, services or fees. Prorata payment may be due in the first payment cycle. Proposal excludes additional costs to customer such as shipping, maintenance, filing fees, applicable taxes, insurance and similar items. Proposal valid through the expiration date shown above, or if none is specified, for 30 calendar days from date of presentation. Upon expiration, lease rates may be changed in the event that market rates change. CALIFORNIA: Loans made or arranged pursuant to California Finance Lenders Law license #6037884.

Additional Information:

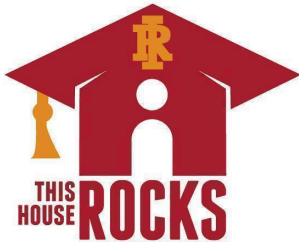
**LEASE QUOTE:** The Lease Quote is exclusive of shipping costs, maintenance fees, filing fees, licensing fees, property or use taxes, insurance premiums and similar items which shall be for Lessee's account. Lessee will pay payments and all other amounts without set-off, abatement or reduction for any reason whatsoever. Additionally, Lessee shall declare and pay all sales, use and personal property taxes to the appropriate taxing authorities. If you are sales tax exempt, please provide a copy of your Exemption Certificate with the Lease Contract. If Lessee provides the appropriate tax exemption certificates to DFS, sales and use taxes will not be collected by DFS. However, if your taxing authority assesses a personal property tax on leased equipment, and if DFS pays that tax under your lease structure, Lessee must reimburse DFS for that tax expense in connection with the Lessee's lease.

**PURCHASE ORDER:** The Purchase Order must be made out to Dell Financial Services L.L.C., One Dell Way, RR8-23, Round Rock, TX 78682. The Purchase Order will need to include the quote number, quantity and description of the equipment. Please indicate that the PO is for a lease order and shows the type of lease, the term length, and payment frequency. The date of the lease quote referenced should be included. Please be sure to include any applicable shipping costs as a line item and include your address as the SHIP TO destination.

**DOCUMENTATION:** The Agreement executed between DFS and Lessee shall include all required leasing terms and conditions, including, but not limited to, payment terms, non-appropriation, essential use, authority, taxes, and insurance. In addition to a duly executed Agreement, other documents as reasonably requested by DFS may be required, such as but not limited to opinions of counsel, IRS tax exemption forms (if applicable), and audited financials.

**PROPOSAL VALIDITY / APPROVALS:** This is a proposal based upon market conditions and is valid for 30 days, is subject to final credit approval, review of the economics of the transaction, and execution of mutually acceptable documentation.

To explore how Dell Payment Solutions can help take your business to the next level, please visit [Payment Solutions | Dell USA](#)



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: March 10, 2026  
Re: Milk Vendor Recommendation

The district solicited bids for milk products for the 2026–2027 school year. Bids were requested from multiple vendors to provide 1% white milk, skim chocolate milk, and Lactaid milk for our schools.

**Bid Responses:**

Dan and Debbie’s Creamery, Ely, IA: Declined to submit a bid.

Jerry’s Milk Service, Rock Island, IL: Declined to submit a bid.

AE Dairy, Des Moines, IA:

- 1% White Milk – Escalator Price: \$0.3599; Firm Price: \$0.4099
- Skim Chocolate Milk – Escalator Price: \$0.4076; Firm Price: \$0.4576

Prairie Farms Dairy, Dubuque, IA:

- 1% White Milk – Escalator Price: \$0.3372; Firm Price: \$0.3872
- Skim Chocolate Milk – Escalator Price: \$0.3545; Firm Price: \$0.4045
- Lactaid Milk – Escalator Price: \$0.9167; Firm Price: \$0.9667

After reviewing the bids for pricing and product availability, Prairie Farms Dairy, Dubuque, IA, is recommended as the primary milk vendor for the 2026–2027 school year. Their bid provides the most competitive pricing on both 1% white and skim chocolate milk and includes Lactaid milk, which is essential for students with dietary restrictions.

The district may, at its discretion, extend the contract annually for up to three additional years. The maximum contract term will be July 1, 2026, through June 30, 2029.

**Investment Period: July 1, 2026 – July 1, 2027** with the option to extend up to three additional years ending June 30, 2029

**Total Investment: \$288,164.40**

**Funding Source: Nutrition Services Department**

**Rock Island-Milan School District #41**

2000 7<sup>th</sup> Avenue, Rock Island, IL 61201  
309-793-5900 x10210 | 309-793-5905 fax  
Sharon.williams@rimsd41.org  
www.rimsd41.org

**BID FORM – DAIRY PRODUCTS**

Item	Description	Projected Usage	Escalator Price	Firm Year Price
1	1% White Milk, ½ pint	250,000	<u>\$.3372</u>	<u>\$.3872</u>
2	Skim Chocolate Milk, ½ pint	515,000	<u>\$.3545</u>	<u>\$.4045</u>
3	Lactaid Milk, 8 oz	4,200	<u>\$.9167</u>	<u>\$.9667</u>

**DELIVERY LOCATIONS**

Horace Mann Early Learning Center  
3530 – 38th Avenue, Rock Island

Rock Island Academy  
930 – 14th Street, Rock Island

Denkmann Elementary School  
4101 – 22nd Avenue, Rock Island

Rock Island Center for Math and Science  
2101 – 16th Avenue, Rock Island

Earl Hanson Elementary School  
4000 Ninth Street, Rock Island

Thomas Jefferson Elementary School  
1307 W. Fourth Street, Milan

Eugene Field Elementary School  
2900 – 31st Avenue, Rock Island

Edison Jr. High School  
4141 Ninth Street, Rock Island

Frances Willard Elementary School  
2503 Ninth Street, Rock Island

Washington Jr. High School  
3300 – 18th Avenue, Rock Island

Longfellow Liberal Arts School  
4198 Seventh Avenue, Rock Island

Thurgood Marshall Learning Center  
600 – 11th Avenue, Rock Island

Ridgewood Elementary School  
9607 – 14th Street W., Rock Island

Rock Island High School  
1400 – 25th Avenue, Rock Island

**ACKNOWLEDGEMENT & CERTIFICATIONS**

By signing below, bidder certifies compliance with all requirements, including:

- Nutritional standards
- HACCP and Food Defense Plans
- Background checks
- Debarment and federal compliance

Authorized Signature: 

Date: 2/25/24

Printed Name / Title: STACY R WANDS

Company: \_\_\_\_\_

Prairie Farms Dairy  
3510 Central Ave.  
Dubuque, IA 52001



Ridiculously High  
Standards

## ESCALATOR CLAUSE

### FLUID MILK PRODUCTS:

The prices in this bid are based on the Class I price (at 3.5% butterfat) plus premiums. The Class I price is established under the terms of the Central Federal Milk Market Order #32. The price established for the month of March 2026 is \$20.89 per 100 lbs. The components of this price include: Class I Skim Price - \$9.91/cwt.; Class I Butterfat Price - \$1.6887/lb; Location Adjustment - \$2.70/cwt.; Premiums - \$2.72/cwt.

The formula for price adjustments of fluid milk delivered in half-pint and all other size containers is as follows:

- a. Compute the difference per hundredweight for Class I milk between the price for the month in question and the price for the base month indicated above (or the most recent month in which prices were adjusted) based on the factors relating to the actual cost of each product. Actual cost for each product is determined as follows:  
(Skim factor) \* (Skim price) + (Butterfat factor) \* (Butterfat price) + Location adjustment + Premiums. Skim factors/Butterfat factors are as follows: Whole milk - .9665/3.35; 2% milk - .9800/2.00; 1% milk - .9900/1.00; Skim milk - .9995/.05.
- b. Multiply this difference per hundredweight by .086 (8.6 / 100 – 8.6 lbs. to each gallon of milk) to calculate the difference in price per gallon.
- c. One-sixteenth of this difference is the amount of change in price for each one-half pint container of milk. All other size containers will be proportional.
- d. If the price for Class I milk is higher during the month in question than in the base month, the sum will be added to the previous price charged by the vendor. If the price for Class I milk is lower during the month in question than in the base month, the sum will be deducted from the previous price charged by the vendor.

### ALL PRODUCTS:

Prices bid on all products are subject to change based on price changes from our suppliers including but not limited to fuel, packaging, tariffs and ingredients. Supporting documentation is available upon request.

\*Prices quoted in Escalator are subject to the attached escalator clause.

We furnish and maintain all necessary milk coolers. Please note that when a school system owns their own coolers .01 / 1/2 pint can be deducted.

Delivery schedule will be as mutually agreed upon.

**BID FORM – DAIRY PRODUCTS**

Item	Description	Projected Usage	ANDERSON ERICKSON DAIRY	
			* Escalator Price	Firm Year Price
1	1% White Milk, ½ pint	250,000	<u>\$.3599</u>	<u>\$.4099</u>
2	Skim Chocolate Milk, ½ pint	515,000	<u>\$.4076</u>	<u>\$.4576</u>
3	Lactaid Milk, 8 oz	4,200	<u>\$ N/A</u>	<u>\$ N/A</u>
4	Whole White Milk, 1/2 pint		\$ .3930	.4430
5	2% White Milk, 1/2 pint		\$ .3742	.4242

**DELIVERY LOCATIONS**

Horace Mann Early Learning Center  
3530 – 38th Avenue, Rock Island

Rock Island Academy  
930 – 14th Street, Rock Island

Denkmann Elementary School  
4101 – 22nd Avenue, Rock Island

Rock Island Center for Math and Science  
2101 – 16th Avenue, Rock Island

Earl Hanson Elementary School  
4000 Ninth Street, Rock Island

Thomas Jefferson Elementary School  
1307 W. Fourth Street, Milan

Eugene Field Elementary School  
2900 – 31st Avenue, Rock Island

Edison Jr. High School  
4141 Ninth Street, Rock Island

Frances Willard Elementary School  
2503 Ninth Street, Rock Island

Washington Jr. High School  
3300 – 18th Avenue, Rock Island

Longfellow Liberal Arts School  
4198 Seventh Avenue, Rock Island

Thurgood Marshall Learning Center  
600 – 11th Avenue, Rock Island

Ridgewood Elementary School  
9607 – 14th Street W., Rock Island

Rock Island High School  
1400 – 25th Avenue, Rock Island

**ACKNOWLEDGEMENT & CERTIFICATIONS**

By signing below, bidder certifies compliance with all requirements, including:

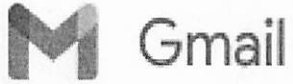
- Nutritional standards
- HACCP and Food Defense Plans
- Background checks
- Debarment and federal compliance

Authorized Signature: *Julieta Hansen*

Date: 03/03/2026

Printed Name / Title: Julieta Hansen, Controller

Company: Anderson Erickson Dairy



Beth MacKenna <beth.mackenna@rimsd41.org>

**Request for Milk Bid -2026–2027 School Year -Rock Island-Milan School District #41**

Elizabeth Jasa <shop.dananddebbies@gmail.com>  
To: Beth MacKenna <beth.mackenna@rimsd41.org>

Mon, Feb 23, 2026 at 9:36 AM

Good morning Beth,

Thank you very much for reaching out and for the opportunity to submit a proposal for the 2026–2027 school year.

Unfortunately, we are not currently licensed to sell outside the state of Iowa, which would prevent us from servicing Rock Island–Milan School District #41 at this time.

We truly appreciate your consideration.

Thank you again, and best wishes with your upcoming bid process.

Sincerely,

[Quoted text hidden]

[Quoted text hidden]

**RIMnet Dept Links: T&L | HR | TECH | PPS | MAINT**

--

Elizabeth

101



Elizabeth Jasa | Dan and Debbie's Creamery  
Events + Retail Manager  
1600 Main Street | Ely, Iowa 52227  
shop.dananddebbies@gmail.com | C: 319.383.8992 O: 319.848.6455  
www.dananddebbies.com

Spilled milk you'd cry over.



Beth MacKenna <beth.mackenna@rimsd41.org>

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## Request for Milk Bid -2026–2027 School Year -Rock Island-Milan School District #41

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Jd Nyurt <nyurt92@gmail.com>

Mon, Feb 23, 2026 at 8:26 AM

To: Beth MacKenna <beth.mackenna@rimsd41.org>

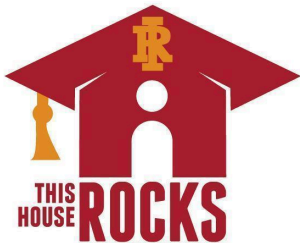
Thank you for the notification, However at this time we do not have the capability to service your district.  
No bid will be sent.

Thank You, Jerry Enyeart

[Quoted text hidden]

[Quoted text hidden]

**RIMnet Dept Links:** T&L | HR | TECH | PPS | MAINT <26.27 milk bid.docx>



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: March 10, 2026  
Re: Head Start Preschool Program 2026-2027 Grant Application and Supporting Documents

The Head Start Preschool Program will provide a comprehensive center-based program that supports children and families in their growth and development to school readiness. The program will serve 255 children from low-income families in the Rock Island and Milan School District #41 boundaries. 10% of the children served will have disabilities.

It is recommended that the Board of Education approve the attached Head Start Preschool Program 2026-2027 Baseline Grant Application for a total amount of \$3,277,131, along with the following required supporting documents: SF 424, SF424A, Head Start Training and Technical Assistance Assessment and Plan, and Head Start 2026-2027 Salary Schedules.

**Investment Period: July 1, 2026 – June 30, 2027**  
**Total Investment: \$3,277,131**  
**Funding Source: Head Start Preschool Program**

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input type="checkbox"/> New <input checked="" type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text"/>	4. Applicant Identifier: 05CH013263-000
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5a. Federal Entity Identifier: N/A	5b. Federal Award Identifier: 05CH013263
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**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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**8. APPLICANT INFORMATION:**

* a. Legal Name: Rock Island-Milan School District, Inc.	
* b. Employer/Taxpayer Identification Number (EIN/TIN): 366005357	* c. UEI: NKWYJK7ELAB7

**d. Address:**

* Street1:	3530 38th Ave
Street2:	
* City:	Rock Island
County/Parish:	Rock Island County
* State:	IL: Illinois
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	61201-6563

**e. Organizational Unit:**

Department Name: Rock Island Milan School Distr	Division Name: <input type="text"/>
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**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text"/>	* First Name: Nicole
Middle Name: <input type="text"/>	
* Last Name: Berry	
Suffix: <input type="text"/>	
Title: <input type="text"/>	

Organizational Affiliation:  
Rock Island Milan School District #41 ECE Programs

* Telephone Number: (309) 793-5928	Fax Number: <input type="text"/>
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* Email: nicole.berry@rimsd41.org	104
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**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

ACF-Head Start

**11. Catalog of Federal Domestic Assistance Number:**

93.600

CFDA Title:

Head Start

**\* 12. Funding Opportunity Number:**

eGrants-N/A

\* Title:

N/A

**13. Competition Identification Number:**

Not Applicable

Title:

Not Applicable

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Rock Island, Illinois and Milan, Illinois w

**\* 15. Descriptive Title of Applicant's Project:**

Head Start

Attach supporting documents as specified in agency instructions.

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="3,277,131"/>
* b. Applicant	<input type="text" value="820,121"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text" value="0"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text" value="4,097,252"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:   
Middle Name:   
\* Last Name:   
Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

**BUDGET INFORMATION - Non-Construction Programs**

OMB Number: 4040-0006  
Expiration Date: 02/28/2025

**SECTION A - BUDGET SUMMARY**

Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1. Head Start: Program Operations	93.600	\$	\$	\$ 3,246,774	\$ 820,121	\$ 4,066,895
2. Head Start: TTA	93.600			30,357	0	30,357
3.						107
4.						
<b>5. Totals</b>		\$ 0	\$ 0	\$ 3,277,131	\$ 820,121	\$ 4,097,252

**SECTION B - BUDGET CATEGORIES**

6. Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY				Total (5)
	(1) Head Start: Program Operations	(2) Head Start: TTA	(3)	(4)	
<b>a. Personnel</b>	\$ 2,267,423	\$ 0	\$	\$	\$ 2,267,423
<b>b. Fringe Benefits</b>	572,305	0			572,305
<b>c. Travel</b>	0	3,200			3,200
<b>d. Equipment</b>	0	0			0
<b>e. Supplies</b>	71,001	0			71,001
<b>f. Contractual</b>	241,895	0			241,895
<b>g. Construction</b>	0	0			0
<b>h. Other</b>	94,150	27,157			121,307
<b>i. Total Direct Charges (sum of 6a-6h)</b>	3,246,774	30,357			\$ 3,277,131
<b>j. Indirect Charges</b>	0	0			\$ 0
<b>k. TOTALS (sum of 6i and 6j)</b>	\$ 3,246,774	\$ 30,357	\$	\$	\$ 3,277,131
<b>7. Program Income</b>	\$	\$	\$	\$	\$

**SECTION C - NON-FEDERAL RESOURCES**

(a) Grant Program	(b) Applicant	(c) State	(d) Other Sources	(e)TOTALS
8. Head Start: Program Operations	\$ 820,121	\$	\$	\$ 820,121
9. Head Start: TTA				0
10.				
11.				
<b>12. TOTAL (sum of lines 8-11)</b>	\$ 820,121	\$ 0	\$ 0	\$ 820,121

**SECTION D - FORECASTED CASH NEEDS**

	Total for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal	\$ 3,277,131	\$ 819,283	\$ 819,283	\$ 819,283	\$ 819,282
14. Non-Federal	\$ 820,121	205,030	205,030	205,030	205,031
<b>15. TOTAL (sum of lines 13 and 14)</b>	\$ 4,097,252	\$ 1,024,313	\$ 1,024,313	\$ 1,024,313	\$ 1,024,313

**SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT**

(a) Grant Program	FUTURE FUNDING PERIODS (YEARS)			
	(b)First	(c) Second	(d) Third	(e) Fourth
16.	\$	\$	\$	\$
17.				109
18.				
19.				
<b>20. TOTAL (sum of lines 16 - 19)</b>	\$	\$	\$	\$

**SECTION F - OTHER BUDGET INFORMATION**

21. Direct Charges:		22. Indirect Charges:	
23. Remarks:			

**STGi**

**Region V Technical Assistance Center  
T/TA Assessment**

GRANTEE NAME: Rock Island/Milan School District #41  
 GRANT #: **05CH013263**  
 DIRECTOR: Nicole Berry HS: X EHS:   
 FY: 2026-2027 FUNDING CYCLE: 2026-2027  
 PO: Yaidettee Noriega  
 TAS/STATE: Verlinda Sims  
 DATE COMPLETED: February 2026  
 DATE UPDATED:

PREVENTION AND EARLY INTERVENTION	STRENGTH	ACCEPTABLE	IMPROVEMENT AREA	NON COMPLIANCE	TRAINING TECHNICAL ASSISTANCE	RELEVANT DATA SOURCES = Check all that apply to this section; explain the relevance of any checked data source in the section below.  X PIR X SA <input type="checkbox"/> CA <input type="checkbox"/> Outcomes X Other
PARENTS INVOLVED AS FULL PARTNERS		X				Opportunities are available for parents to be actively involved in their child's preschool experience. I.e. classroom volunteer, Policy Council, parent meetings/trainings, parent/child activities.
DETERMINATION OF ONGOING SOURCE OF CONTINUOUS CARE (MEDICAL AND DENTAL)	X					All mandatory screenings have been completed within the required timeframe. Follow-up screenings are administered by a school district speech pathologist or school psychologist. A mental health practitioner conducts classroom observations and participates in regular Teacher Assistance Team meetings.
DETERMINATION OF UP TO DATE SCHEDULE OF WELL CHILD CARE ( MEDICAL AND DENTAL)	X					The Health Manager is a registered dietitian and assists the program with nutrition needs. BMI results are assessed throughout the year.
SCREENING FOR DEVELOPMENTAL, SENSORY, AND BEHAVIORAL CONCERNS	X					Linkage Agreements with Community Health Care (CHC) and School Health Link to support families.
CHILD HEALTH & SAFETY	X					Continue to promote a culture of safety, i.e., active supervision, head count boards, and safety checklists.
NUTRITION		X				Screening results are shared with parents.
OTHER: _____						
REQUIRED TRAININGS: Annual Virtual Lab and GCN Trainings that meet HSPPS and local requirements.						

HEALTH CARE TRACKING AND FOLLOW-UP	STRENGTH	ACCEPTABLE	IMPROVEMENT AREA	NON COMPLIANCE	TRAINING TECHNICAL ASSISTANCE	RELEVANT DATA SOURCES – Check all that apply to this section; explain relevance of any checked data source in the comment section below.  <input checked="" type="checkbox"/> PIR <input checked="" type="checkbox"/> SA <input type="checkbox"/> CA <input type="checkbox"/> Outcomes <input type="checkbox"/> Other
TRACKING CHILD HEALTH SERVICES	X					ChildPlus is an effective method of tracking children’s health records. This includes: medical, dental, immunizations, BMI, lead screening, and hemoglobin.
TREATMENT AND FOLLOW-UP – MEDICAL AND DENTAL	X					
SYSTEM OF ONGOING COMMUNICATION AMONG PARENTS, STAFF, AND PROVIDERS TO ENSURE FOLLOW-UP	X					
OTHER: _____						
REQUIRED TRAININGS:  The Health Manager attends conferences and webinars to gather and share health updates with staff.						

DISABILITIES	STRENGTH	ACCEPTABLE	IMPROVEMENT AREA	NON COMPLIANCE	TRAINING TECHNICAL ASSISTANCE	RELEVANT DATA SOURCES – Check all that apply to this section; explain the relevance of any checked data source in the comment section below.  X PIR X SA X CA X Outcomes <input type="checkbox"/> Other
PROCEDURES FOR TIMELY SCREENING	X					ChildPlus is an effective method of tracking children’s screening information.  All staff are provided with updates concerning disabilities and the referral process. Teacher Assistance Team meetings facilitate ongoing communication and support.  The Director meets weekly with the evaluation team to discuss students, screenings, and any students who need to be, or are, in the referral process.  The Director works closely with the LEA to support inclusion services.
INTERAGENCY AGREEMENTS WITH LEA	X					
PROCEDURES FOR MAKING REFERRALS TO THE LEA AND A SYSTEM TO TRACK SERVICES	X					
PROVIDE PARENTS WITH INFORMATION TO ENSURE UNDERSTANDING AND ADVOCACY	X					
PROVIDE STAFF WITH INFORMATION, GUIDANCE, AND RESOURCES TO ENSURE CHILDREN’S NEEDS ARE MET	X					
ALL SYSTEMS AND SERVICES SUPPORT FULL INCLUSION	X					
OTHER: _____						
REQUIRED TRAININGS:  Annual Training related to inclusion and MTSS. New Family Service Workers are trained on speech and developmental screenings.						

MENTAL HEALTH	STRENGTH	ACCEPTABLE	IMPROVEMENT AREA	NON COMPLIANCE	TRAINING TECHNICAL ASSISTANCE	RELEVANT DATA SOURCES – Check all that apply to this section; explain the relevance of any checked data source in the comment section below.  <input type="checkbox"/> PIR <input checked="" type="checkbox"/> SA <input checked="" type="checkbox"/> CA <input checked="" type="checkbox"/> Outcomes <input type="checkbox"/> Other
CERTIFIED/LICENSED MH PROFESSIONAL	X					Contract with Every Child to provide mental health services by a licensed provider.
PARENT INPUT RE: CHILD'S MH		X				Classroom observations and Teacher Assistance Team meetings are scheduled throughout the year.
REGULAR SCHEDULE OF ON-SITE MH CONSULTATION – SUFFICIENT FREQUENCY		X				Family Service Workers discuss mental health and resources with families during home visits.
MH ASSESSMENT					X	A parent meeting is offered annually that addresses mental health.
SYSTEM FOR MH REFERRALS		X				
MH INTERVENTIONS – CHILD, PARENTS, CLASSROOM	X					
STAFF AND PARENT EDUCATION		X				
OTHER ____						
REQUIRED TRAININGS: Conscious Discipline training is ongoing and recurring.						

CURRICULUM, ASSESSMENT, AND CHILD OUTCOMES	STRENGTH	ACCEPTABLE	IMPROVEMENT AREA	NON COMPLIANCE	TRAINING TECHNICAL ASSISTANCE	RELEVANT DATA SOURCES – Check all that apply to this section; explain the relevance of any checked data source in the comment section below.  <input type="checkbox"/> PIR <input checked="" type="checkbox"/> SA <input type="checkbox"/> CA <input checked="" type="checkbox"/> Outcomes <input type="checkbox"/> Other
WRITTEN CURRICULUM, LEARNING ENVIRONMENT, ADULT/CHILD INTERACTION, DAILY ROUTINE SUPPORT CHILDREN'S LEARNING AND DEVELOPMENT	X					Staff are trained in the Creative Curriculum, Teaching Strategies GOLD, the CLASS observation tool, I Am Moving, I Am Learning, Conscious Discipline, and other components of the curriculum.
ONGOING ASSESSMENT	X					The CLASS Observation tool is used to assess adult/child interactions and provide data to drive professional development.
PARENTS INVOLVED IN CURRICULUM PLANNING AND IMPLEMENTATION		X				
ANALYSIS AND USE OF CHILD OUTCOME DATA IN PROGRAM PLANNING INDIVIDUALIZATION SCHOOL READINESS GOALS: OTHER: _____ REQUIRED TRAININGS:  The Head Start Education Manager attends conferences and webinars to gather and share information with staff.  Annual training is provided related to curriculum, assessments, child outcomes, and CLASS.	X					The Teaching Strategies GOLD Assessment tool provides child outcome data and supports individualized planning. Analysis of child outcome data informs program planning and individualization at the classroom level.  Parents receive curriculum objectives for learning and development at the initial home visit. Developmental progression conversations and goal setting occur with parents during home visits and conferences.  Analysis of school-readiness goals provides program and classroom information to ensure children are making progress toward them.  Teachers are invited to participate in curriculum decisions and planning.  Fidelity checklists are used annually to support curriculum implementation.  The Head Start Education Manager is part of the LEA Literacy Committee.  The Director works with LEA to coordinate alignment of curriculum and screening components.

FAMILY PARTNERSHIP BUILDING	STRENGTH	ACCESSIBLE	IMPROVEMENT AREA	NON COMPLIANCE	TRAINING TECHNICAL ASSISTANCE	RELEVANT DATA SOURCES – Check all that apply to this section; explain the relevance of any checked data source in the comment section below.  <input type="checkbox"/> PIR <input checked="" type="checkbox"/> SA <input checked="" type="checkbox"/> CA <input checked="" type="checkbox"/> Outcomes <input type="checkbox"/> Other
SERVICES SUPPORT FAMILY DIVERSITY		X				<p>We partner with World Relief for assistance with enrolling refugee families.</p> <p>We partner with the RIMSD #41 translation coordinator to better meet the needs of multilingual families.</p> <p>Use the PFCE Framework to assess family strengths and needs and support families in setting and meeting goals.</p> <p>Referrals to community partners as needed.</p>
FAMILY PARTNERSHIP AGREEMENT	X					
REFERRALS AND FOLLOW-UP		X				
ACCESS TO PRENATAL/POST-PARTUM CARE					X	
OTHER: _____						
<p>REQUIRED TRAININGS:</p> <p>The Social Services Manager attends conferences and webinars to gather and share information with staff.</p>						

PARENT INVOLVEMENT	STRENGTH	ACCEPTABLE	IMPROVEMENT AREA	NON COMPLIANCE	TRAINING TECHNICAL ASSISTANCE	RELEVANT DATA SOURCES – Check all that apply to this section; explain the relevance of any checked data source in the comment section below.  <input checked="" type="checkbox"/> PIR <input checked="" type="checkbox"/> SA <input checked="" type="checkbox"/> CA <input checked="" type="checkbox"/> Outcomes <input type="checkbox"/> Other
IN PLANNING					X	Parents are interviewed in person during the intake process and provided information about opportunities to become involved in their child’s education.  Family engagement activities are held throughout the year and are well attended.  Parents receive pertinent community information at Policy Council meetings, which they then share at parent meetings.  Parents participate in transition meetings and receive transition packets for their kindergarten-bound child.  The program will continue to use the PFCE Framework to measure family progress.
PARENT VOLUNTEERS		X				
PARENT EDUCATION	X					
IN COMMUNITY ADVOCACY		X				
TRANSITION SERVICES	X					
OTHER: _____						
REQUIRED TRAININGS:						
COMMUNITY PARTNERSHIPS	STRENGTH	ACCEPTABLE	IMPROVEMENT AREA	NON COMPLIANCE	TRAINING TECHNICAL ASSISTANCE	RELEVANT DATA SOURCES – Check all that apply to this section; explain the relevance of any checked data source in the comment section below.  <input type="checkbox"/> PIR <input type="checkbox"/> SA <input checked="" type="checkbox"/> CA <input type="checkbox"/> Outcomes <input type="checkbox"/> Other
COLLABORATION/INTERAGENCY AGREEMENTS	X					We have community collaborations and linkage agreements with many agencies.
ACCESS TO COMMUNITY SERVICES	X					Community partners are invited to promote their services at family engagement events. 116
COMMUNITY VOLUNTEERS	X					Community partners visit the classrooms throughout the year to support curriculum and health initiatives.
HEALTH SERVICES ADVISORY COMMITTEE	X					
SERVICE AREA ADVISORY COMMITTEES					X	The Health and Mental Health Advisory Committee meets at least twice per year and includes community partners.
OTHER: _____						
REQUIRED TRAININGS:						

ERSEA	STRENGTH	ACCEPTABLE	IMPROVEMENT AREA	NON COMPLIANCE	TRAINING TECHNICAL ASSISTANCE	RELEVANT DATA SOURCES – Check all that apply to this section; explain relevance of any checked data source in the comment section below.  <input checked="" type="checkbox"/> PIR <input checked="" type="checkbox"/> SA <input checked="" type="checkbox"/> CA <input type="checkbox"/> Outcomes <input type="checkbox"/> Other
COMMUNITY ASSESSMENT	X					
ELIGIBILITY	X					In-person interviews are conducted to verify eligibility.
RECRUITMENT	X					Recruitment is ongoing to maintain an active waiting list, which is used to make placements as openings occur.
SELECTION	X					Parents are contacted within the first hour regarding unknown absences
ENROLLMENT	X					ChildPlus is an effective method of tracking children’s attendance.
ATTENDANCE		X				Attendance percentage is reviewed for all children during FSW home visits; the importance of regular attendance and strategies for improvement are discussed.
OTHER: _____						
REQUIRED TRAININGS: The Social Services Manager attends conferences and webinars to gather and share information.						

FACILITIES, MATERIALS, EQUIPMENT, and TRANSPORTATION	ST RE NG TH	AC CE PT AB LE	IM PR OV E M EN T AR EA	NON COM PLIAN CE	TRAINING TECHNICA L ASSISTAN CE	RELEVANT DATA SOURCES – Check all that apply to this section; explain the relevance of any checked data source in the comment section below.  <input type="checkbox"/> PIR <input checked="" type="checkbox"/> SA <input type="checkbox"/> CA <input type="checkbox"/> Outcomes <input checked="" type="checkbox"/> Other
FACILITY INSPECTIONS, MAINTENANCE, AND REPAIR		X				
SPACE ARRANGEMENTS		X				Bus and pedestrian safety training is provided at orientation. Bus and pedestrian safety is also included in the classroom curriculum. Bus evacuation drills are held three times per year.
USE OF MATERIALS AND EQUIPMENT	X					
PEDESTRIAN TRAINING, TRAIN DRIVERS AND RIDERS		X				We have a contract with Johannes Bus Service to provide transportation to a limited number of classrooms, taking into account family needs.
VEHICLE INSPECTIONS, MAINTENANCE, AND REPAIR		X				
OTHER: ____ FACILITIES PURCHASE, RENOVATION, AND CONSTRUCTION						Classroom and facility maintenance locations are controlled by the LEA.
REQUIRED TRAININGS:						Equipment, materials, and spaces are updated as funds allow.  Teachers complete safety checklists regularly to document maintenance and repair needs.

MANAGEMENT SYSTEMS	ST RE NG TH	AC CE PT AB LE	IM PR OV E M EN T AR EA	NON COM PLIAN CE	TRAINING TECHNICA L ASSISTAN CE	RELEVANT DATA SOURCES – Check all that apply to this section; explain relevance of any checked data source in the comment section below.  <input checked="" type="checkbox"/> PIR <input checked="" type="checkbox"/> SA <input checked="" type="checkbox"/> CA <input checked="" type="checkbox"/> Outcomes <input checked="" type="checkbox"/> Other
PROGRAM PLANNING	X					The program uses ChildPlus and Google Suite. <span style="float: right;">118</span>
COMMUNICATION	X					Maintaining current technology equipment in the classrooms can present financial challenges, but is supported by the LEA technology department.
RECORD KEEPING AND REPORTING		X				
ONGOING MONITORING	X					Program planning is guided by multiple data sources.
SELF ASSESSMENT		X				
TECHNOLOGY	X					
OTHER: ____						

REQUIRED TRAININGS: ____	
The management team attends QECs, webinars, and regional training offered by Head Start and its affiliates.	

PROGRAM GOVERNANCE	STRENGTH	ACCEPTABLE	IMPROVEMENT AREA	NON COMPLIANCE	TRAINING TECHNICAL ASSISTANCE	RELEVANT DATA SOURCES – Check all that apply to this section; explain relevance of any checked data source in the comment section below.
POLICY COUNCIL STRUCTURE, COMPOSITION, AND FORMATION	X					Parents, community representatives, and a governing board member are active members of the Policy Council.  Policy Council meetings are held monthly, with transportation and childcare provided. Additional committee meetings are held as needed.
POLICY COUNCIL RESPONSIBILITIES (INCL. WRITTEN PLAN FOR SHARED GOVERNANCE)	X					
PARENT COMMITTEES		X				
BOARD RESPONSIBILITIES	X					
INTERNAL DISPUTE RESOLUTION	X					
OTHER: ____						
REQUIRED TRAININGS: ____						

PIR  SA  CA  Outcomes  Other

HUMAN RESOURCES MANAGEMENT	STRENGTH	ACCEPTABLE	IMPROVEMENT AREA	NON COMPLIANCE	TRAINING TECHNICAL ASSISTANCE	RELEVANT DATA SOURCES – Check all that apply to this section; explain relevance of any checked data source in the comment section below.
						<input checked="" type="checkbox"/> PIR <input checked="" type="checkbox"/> SA <input checked="" type="checkbox"/> CA <input type="checkbox"/> Outcomes <input checked="" type="checkbox"/> Other

SUPERVISION AND MANAGEMENT	X					<p>Human Resource systems are being integrated with the LEA Human Resources Department.</p> <p>Professional development opportunities are available through the local STAR Net, the Regional Office of Education, the OHS, ECKLC, LEA, and internal training.</p> <p>Teaching staff use tuition assistance for continuing education degrees and CDA programs.</p> <p>Each staff member has a professional development plan that is updated annually. Action plans and remediation plans are utilized as needed.</p> <p>Based on recent wage studies, our program offers competitive salaries and benefits, but will need to increase in line with the revised HSPPS by 2031.</p>
STAFF QUALIFICATIONS		X				
PROFESSIONAL DEVELOPMENT SYSTEM	X					
PERFORMANCE APPRAISAL SYSTEM		X				
ORGANIZATIONAL STRUCTURE	X					
WAGE COMPARABILITY	X					
CODE OF CONDUCT/PERSONNEL POLICIES	X					
OTHER: _____						
REQUIRED TRAININGS: _____						

FISCAL MANAGEMENT	STRENGTH	ACCEPTABLE	IMPROVEMENT AREA	NON COMPLIANCE	TRAINING TECHNICAL ASSISTANCE	RELEVANT DATA SOURCES – Check all that apply to this section; explain the relevance of any checked data source in the comments section.
						<input type="checkbox"/> PIR <input checked="" type="checkbox"/> SA <input type="checkbox"/> CA <input type="checkbox"/> Outcomes <input checked="" type="checkbox"/> Other
ACCOUNTING AND BUDGETING PRACTICES	X					<p>We continue to maintain a strong working relationship with the school district's fiscal department to ensure sound, efficient budget management.</p> <p>The director meets quarterly with the finance department to ensure budget efficacy.</p>
ADMINISTRATIVE COSTS	X					
NON-FEDERAL SHARE – allowable, documentation of	X					
PROPERTY MANAGEMENT – use allowance, appraisals	X					
PROCUREMENT	X					
USDA AND FOOD COSTS	X					
AUDIT AND MANAGEMENT LETTER	X					
COST ALLOCATION PLAN	X					
DRAW DOWNS	X					
FISCAL SUPPORT OF PROGRAM SERVICES	X					
OTHER: _____						
REQUIRED TRAININGS: _____						

NATIONAL INITIATIVES	ST RE NG TH	AC CE PT AB LE	IM PR OV E M EN T AR EA	TRAINING TECHNICAL ASSISTANCE	RELEVANT DATA SOURCES – Check all that apply to this section; explain the relevance of any checked data source in the comments section.  <input type="checkbox"/> PIR <input type="checkbox"/> SA <input type="checkbox"/> CA <input type="checkbox"/> Outcomes <input type="checkbox"/> Other
HEALTHY MARRIAGE				X	Child outcome data is analyzed in the fall, winter, and spring to support Kindergarten readiness.  The program will continue to encourage male role models to participate in developmental experiences and to engage in the program.  Internal CLASS assessments help drive professional development and individualized support for teaching teams.  A curriculum committee composed of teaching staff analyzes child outcomes data and sets annual program goals.
FATHERHOOD		X			
STEPS TO SUCCESS				X	
THE MANAGEMENT INITIATIVE				X	
I Am Moving, I Am Learning (IMIL)	X				
PFCE Framework Kindergarten Readiness CLASS	X X X				

GRANTEE NAME: Rock Island/Milan School District #41 GRANT #: 05CH013263  
DIRECTOR: Nicole Berry HS: X EHS:  Both:   
PY: 2026/2027 FUNDING CYCLE: \_\_\_\_\_  
PO: Yaidettee Noriega TAS/STATE: Verlinda Sims  
DATE COMPLETED: 2/2026  
DATE UPDATED: 02/2026

STG \_\_\_\_\_  
Region V Technical Assistance Network  
Grantee T/TA Plan

**Grantee T/TA Plan**

**Grantee Profile**

**T/TA AREAS COVERED IN THE TA PLAN:**  
X PREVENTION AND EARLY INTERVENTION  
X HEALTH CARE TRACKING AND FOLLOW-UP  
X DISABILITIES  
X MENTAL HEALTH  
X CURRICULUM, ASSESSMENT, AND CHILD OUTCOMES  
X FAMILY PARTNERSHIP BUILDING  
X PARENT INVOLVEMENT  
X COMMUNITY PARTNERSHIPS  
X FACILITIES, MATERIALS, EQUIPMENT, AND TRANSPORTATION  
X MANAGEMENT SYSTEMS  
X HUMAN RESOURCES MANAGEMENT  
X FISCAL MANAGEMENT  
X NATIONAL INITIATIVES

**Comments:**  
Based on Self-Assessment

**PREVENTION AND EARLY INTERVENTION**

**Goal: Promote the health and safety of all children**

**Objective: Provide training and resources to staff to ensure health and safety in the classroom**

<b>T/TA Activities</b>	<b>Person(s) Responsible</b>	<b>Timeframe</b>	<b>Outcomes</b>	<b>Performance Measures</b>	<b>Resources</b>		
Provide First Aid and CPR training for staff	Health Manager	July 2026 – June 2027	Staff members will receive appropriate certification and demonstrate skills in First Aid and CPR	Certification for First Aid and CPR	First Aid and CPR		1,200
Additional health, safety, and nutrition training	Health Manager, Program Assistant	July 2026 – June 2027	Growth in professional development in health, safety, and nutrition	Evaluation forms, certificates	IHSA, NHSA, IMIL, Local Training		1,000
Travel and expenses to attend training in the early childhood field	Director, Health Manager	July 2026 – June 2027	Knowledge of current trends and issues in the early childhood field	Evaluation of Sessions	NHSA, IHSA, NAEYC, Local Agencies		700

**Goal: Promote health and nutrition with families**

**Objective: Provide families with opportunities related to health and nutrition**

<b>T/TA Activities</b>	<b>Person(s) Responsible</b>	<b>Timeframe</b>	<b>Outcomes</b>	<b>Performance Measures</b>	<b>Resources</b>		
I Am Moving I Am Learning (IMIL) annual family event	Health Manager, Education Manager	July 2026 – June 2027	Parents will engage in activities and games with their children to promote healthy lifestyle choices	Evaluation Forms	IMIL Materials, Community Partners		1,000
Provide families with training and opportunities that align with their health and nutrition, PFCE Goal	Managers	July 2026 – June 2027	Increase family awareness of community partners that can assist in meeting family goals	Outcome measures	Community Partners, headstart.gov		
<b>Area Budget Total</b>						\$	\$3,900

**HEALTH CARE TRACKING AND FOLLOW-UP**

<b>Goal: Effectively use technology for referrals, health care tracking, and follow-up</b>							
<b>Objective: Implement Child Plus and other technology</b>							
<b>T/TA Activities</b>	<b>Person(s) Responsible</b>	<b>Timeframe</b>	<b>Outcomes</b>	<b>Performance Measures</b>	<b>Resources</b>		
Provide technology training as needed. I.e. Child Plus and Google Suite	Managers	July 2026 – June 2027	Staff will utilize digital platforms for health tracking, community referrals, and other required reporting procedures	PIR, Attendance, Child Plus reports	Child Plus, Community Resources, Google Suite		
<b>Area Budget Total</b>						\$	\$0

**DISABILITIES SERVICES**

<b>Goal: Head Start teachers and Family Service Workers will recognize developmental and social-emotional concerns</b>							
<b>Objective: Family Service Workers and teachers will collaborate to provide interventions, resources, and referrals to meet individual child needs</b>							
<b>T/TA Activities</b>	<b>Person(s) Responsible</b>	<b>Timeframe</b>	<b>Outcomes</b>	<b>Performance Measures</b>	<b>Resources</b>		
Social-Emotional, Developmental, and Speech Screening	Director, ERSEA Manager, Family Service Workers, Teachers	Ongoing	Ages & Stages SE and 3, ESI, Speech and Language screenings will be completed at intake and within 45 days of enrollment	Screening Results	Ages & Stages SE and 3, ESI, Speech and Language screenings		400
<b>Area Budget Total</b>							\$400

**MENTAL HEALTH SERVICES**

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<b>Goal: Support the mental health of teachers and children in the classroom</b>							
<b>Objective: Provide staff with strategies for promoting positive classroom behavior and managing challenging behaviors</b>							
<b>T/TA Activities</b>	<b>Person(s) Responsible</b>	<b>Timeframe</b>	<b>Outcomes</b>	<b>Performance Measures</b>	<b>Resources</b>		
Teacher Assistance Team (TAT) meetings throughout the year to support teaching staff and provide interventions. Additional mental health observations to support individualization and potential play therapy needs.	Health Manager	Ongoing	Assist teachers in handling challenging behaviors and developmental delays. Discuss potential referrals and the applicable support tiers.	Classroom Observation, Teacher Documentation	Health Manager, Education Manager, Mental Health Consultant, Family Service Worker, Teaching Team,		

					Conscious Discipline		
Provide a variety of activities and resources that promote all aspects of staff wellness	Director, Managers	July 2026 – June 2027	Promote healthy well-being	Survey	Various community mental health and health providers, a monthly staff newsletter		3,450
Continue training related to trauma and social-emotional support, including Conscious Discipline and CLASS training	Education Manager	Ongoing	Support and strengthen teachers' application of Conscious Discipline, support of self-regulation skills, social-emotional development, and positive classroom interactions.	Training Certificates & Evaluations	Conscious Discipline, CLASS Trainings, Local and National Training		

**Goal: Support the mental health of families**

**Objective: Assist staff in recognition of mental health issues and ways to support families**

T/TA Activities	Person(s) Responsible	Timeframe	Outcomes	Performance Measures	Resources		
Training on various mental health topics	Director	July 2026 – June 2027	Inform staff and assist families in forming more appropriate classroom and home behavior	Evaluations, Training Certificates	Child Plus, Contracted Mental Health Consultant, TAT & Applicable Conferences		500
<b>Area Budget Total</b>							\$3,950

**CURRICULUM, ASSESSMENT, AND CHILD OUTCOMES**

**Goal: Staff will use the Creative Curriculum with fidelity**

**Objective: Use a variety of training techniques to keep the Creative Curriculum fresh and intentional**

T/TA Activities	Person(s) Responsible	Timeframe	Outcomes	Performance Measures	Resources		
Monitor Creative Curriculum Fidelity	Director, Education Manager	Ongoing	Ongoing support and training using the Creative Curriculum Fidelity Tool	Classroom Observations, District Walk Throughs & Review of Lesson Plans	Creative Curriculum Resources		125
Continue training and support related to Creative Curriculum Studies	Director, Education Manager	July 2021 – June 2027	Teachers will utilize Creative Curriculum Digital Resources and Studies	Classroom Observations, District Walk Throughs & Review of Lesson Plans	Creative Curriculum Teaching Guides, Teaching Strategies Smarteach & Digital Resources		

**Goal: New staff will successfully implement primary curriculum components**

**Objective: New teaching staff will complete training in Creative Curriculum, Conscious Discipline, and CLASS**

T/TA Activities	Person(s) Responsible	Timeframe	Outcomes	Performance Measures	Resources		
Provide specific training for new hires on the implementation of primary curriculum components	Education Manager	As Needed	Staff will successfully implement the curriculum with fidelity	Child Outcomes, Classroom Observations, Training Certificates	Teaching Strategies Creative Curriculum Smarteach and GOLD, Conscious Discipline, CLASS Primer		300
Twelve-month onboarding process	Director Education Manager	Ongoing	New staff will work with a mentor and meet with the supervisor quarterly for evaluation and professional development planning	Onboarding Performance Appraisal	Teaching Strategies: Creative Curriculum and GOLD, Conscious Discipline, CLASS, HSPPS, ELOF, RIMSD Policies		

**Goal: Continue to support social-emotional development and positive interactions in the classroom**

**Objective: Provide ongoing training to support Conscious Discipline and CLASS growth**

T/TA Activities	Person(s) Responsible	Timeframe	Outcomes	Performance Measures	Resources		
Continue training and support using the CLASS Assessment tool and CLASS Primer	Education Manager	Ongoing	CLASS scores will continue to improve	CLASS Assessment Tool, Training Certificates	Teachstone, CLASS Primer, NCQTL, CLASS-Reliable Observers		500
Continue Conscious Discipline training and support, including the Feeling Buddies curriculum.	Director, Education Manager	Ongoing	Support and strengthen teachers' skills in Conscious Discipline and support of self-regulation skills	Classroom Observations, Lesson Plans, Training Certificates	Conscious Discipline, ROE		3500
Use the CLASS tool to observe classroom interactions with the Education Manager and CLASS-Reliable Observers	Director, Education Manager	Biannually	Classroom teachers will provide quality interactions with children in their classroom	CLASS Assessment Tool	Teachstone, CLASS Primer, Observations		

**Goal: Utilize Practice-Based Coaching methods to support positive changes in teaching practices**

**Objective: Support teaching staff through Practice-Based Coaching**

T/TA Activities	Person(s) Responsible	Timeframe	Outcomes	Performance Measures	Resources			126
Use a systematic approach to professional development that includes Practice-Based Coaching	Director, Education Manager	July 2026 – June 2027	Teaching staff complete an annual needs assessment to guide the coaching plan, including intensive and group coaching options.	PBC Plans, CLASS Observations, General Observations, Professional Development Plan Goal, NCPMI Meeting Forms	NCQTL Practice-Based Coaching Resources, Teaching Practices, CLASS Resources, NCPMI			

**Goal: Teachers will maintain Interrater Reliability using the Teaching Strategies GOLD Assessment Tool**

**Objective: Staff will continue to use the online assessment tool to guide individualized instruction**

T/TA Activities	Person(s) Responsible	Timeframe	Outcomes	Performance Measures	Resources		
Teachers will maintain Interrater Reliability certification with supplemental training as needed	Director, Education Manager	July 2026 – June 2027	Ongoing training and updates regarding the Teaching Strategies GOLD Assessment Tool	Teaching Strategies GOLD Interrater Reliability Certification	Teaching Strategies Smarteach and GOLD		
<b>Goal: Attend training for professional development</b>							
<b>Objective: Staff will attend training according to needs identified in Professional Development Plans</b>							
T/TA Activities	Person(s) Responsible	Timeframe	Outcomes	Performance Measures	Resources		
Travel and expenses to attend training in the early childhood field	Director, Education Manager, Teachers & Asst. Teachers	July 2026 – June 2027	Knowledge of current trends and issues in the early childhood field that will contribute to child outcomes	Evaluation of Sessions, Training Certificates	NHSA, IHSA, NAEYC, Conscious Discipline, Local Agencies		1,200
<b>Goal: Assess progress toward School Readiness Goal (SRG) annually</b>							
<b>Objective: Assess progress toward SRG annually as part of the self-assessment process</b>							
T/TA Activities	Person(s) Responsible	Timeframe	Outcomes	Performance Measures	Resources		
SRG will be assessed and revised if necessary as part of a data-informed continuous improvement cycle	Director, Education Manager, Curriculum Committee	July 2026	Monitor child outcomes each period to measure growth and opportunities for growth	Analysis of child outcomes using the GOLD assessment data	Creative Curriculum, IMIL, Conscious Discipline, Second Step		
<b>Area Budget Total</b>							\$5,500

#### FAMILY PARTNERSHIP BUILDING

<b>Goal: Staff will attend training to learn skills to more effectively help families deal with challenging issues</b>							
<b>Objective: Staff will help families learn strategies to deal with challenges impacting their family</b>							127
T/TA Activities	Person(s) Responsible	Timeframe	Outcomes	Performance Measures	Resources		
FSW will have the opportunity to attend local training, such as the Annual Every Child Conference.	Social Services Manager, Director	March 2026	Staff will be better equipped to assist families dealing with violence and trauma issues	Professional Development Plan, Attendance Certificates	Local Training		1,300
Continue to expand translation services and community programs with staff	Social Services Manager, Director	July 2026 – June 2027	Improved family involvement and services to refugee and immigrant families	Family Partnership Agreements, Teacher Home Visits	RIMSD #41 Translation Coordinator, local churches, World Relief	140	
<b>Goal: Provide staff with training opportunities to better assist families' unique situations</b>							
<b>Objective: Seek out training opportunities for staff to assist families dealing with various kinds of trauma</b>							

T/TA Activities	Person(s) Responsible	Timeframe	Outcomes	Performance Measures	Resources		
Enhance family partnerships by continuing to seek out training for social service staff related to topics relevant to our families, such as homelessness, refugee acclimation, violence, human trafficking, opioid addictions, and community violence	Director, Social Services Manager	July 2026 – June 2027	Provide staff training to support families	Training Certificates, PIR	NHSA, IHSA, ROE, Local Meetings and Training		1,200
<b>Goal: Increase family and child access to developmentally appropriate books in home languages</b>							
<b>Objective: Parents and teachers will have access to books in different languages</b>							
T/TA Activities	Person(s) Responsible	Timeframe	Outcomes	Performance Measures	Resources		
Expand resources to enhance ML student's development of literacy skills in the home language of ML students	Education Manager	July 2026 – June 2027	Parents will read with their children at home	ML Books and Resources	Resource Lending Library, Classroom Resources, Program Activities		600
<b>Area Budget Total</b>						\$140	\$3,100

#### COMMUNITY PARTNERSHIPS

<b>Goal: Continue to increase the family's connections to community resources</b>							
<b>Objective: Increase staff awareness of new community resources to inform families of new options</b>							
T/TA Activities	Person(s) Responsible	Timeframe	Outcomes	Performance Measures	Resources		
Attend collaborative meetings locally and regionally	Social Services Manager	Ongoing	Keep staff informed about community resources and guide program decisions based on community trends and needs.	PIR, ChildPlus	Local and Regional Agencies	300	
Travel and expenses to attend training in the early childhood field	Director, Social Services Manager, Family Service Workers	July 2026 – June 2027	Knowledge of current trends and issues in the early childhood field	Evaluation of Sessions, Training Certificates	NHSA, IHSA, NAEYC, Local Agencies		1,000
Provide parents with information on services available in the community	Social Services Manager	Ongoing	Parents will receive information about how to access services in the community	Resource Directory	Resource Directory, Flyers	500	
<b>Area Budget Total</b>						\$800	\$1,000

#### PARENT INVOLVEMENT

<b>Goal: Continue to offer comprehensive services and training opportunities for parents</b>							
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Objective: Parents will utilize comprehensive service offerings							
T/TA Activities	Person(s) Responsible	Timeframe	Outcomes	Performance Measures	Resources		
Utilize home visits in addition to parent orientation to emphasize the comprehensive services that we offer	Social Services Manager, Teachers, and Family Service Workers	July 2026 – June 2027	Parents will take advantage of the comprehensive services offered	PFCE Measures, Evaluations, ChildPlus	Community Partners, Community Resource Directory, ChildPlus		
Continue to offer parent training opportunities monthly	All Managers	July 2026 – June 2027	Strengthened parenting skills and family goals addressed	Evaluations, Attendance	Born Learning, Parenting Classes, Center Meetings, Community Partners		1,587
Analyze evaluations after each parent training or event	Director, Managers	Ongoing	Analyze evaluations after each parent training or event to measure impact on PFCE goals	Evaluations	PFCE Measures, ChildPlus		

**Goal: Increase inclusion and sensitivity of diverse family units and parent role models**

Objective: Encourage guardian participation in training events							
T/TA Activities	Person(s) Responsible	Timeframe	Outcomes	Performance Measures	Resources		
Family engagement and training events, including the Fatherhood Initiative	Social Services Manager/Parent Involvement, Director	July 2026 – June 2027	Recognize parent participation, including male role models, train parents on low-cost activities they can do with their child, and network with community partners.	Sign-in sheets, Evaluations	Classroom Volunteer Sheets, Activity Sign-in Sheets, Community Partners		4,375
Expand resources and visuals to reflect family units of classrooms	Education Manager, Teachers	July 2026 – June 2027	Children will identify with families like their own and other types of family units	Classroom Explorations, RIMSD District Walkthrough Form	Posters, Block Accessories, Books		1,000
<b>Area Budget Total</b>						\$	\$6,962

**ERSEA**

Goal: Maintain funded enrollment, improve classroom attendance, and improve recruitment techniques							
Objective: Staff will stay current on ERSEA information							129
T/TA Activities	Person(s) Responsible	Timeframe	Outcomes	Performance Measures	Resources		
Provide staff training on ERSEA and safety issues	Social Services Manager, Family Service Workers	July 2026 – June 2027	Staff will stay informed of current ERSEA updates, maintain safety practices while recruiting, and emphasize the importance of attendance with families	Enrollment, recruitment, and Monthly Attendance Reports	NHSA, IHSA, Local Agencies, ChildPlus		500
<b>Area Budget Total</b>						\$	\$500

**SYSTEMS**

Goal: Engage Governing Board
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Objective: Provide training and opportunities for the Governing Board to engage with the program							
T/TA Activities	Person(s) Responsible	Timeframe	Outcomes	Performance Measures	Resources		
Provide governance training to each new Board of Education member and Policy Council member	Director	October 2026	Each board member & Policy Council member will be knowledgeable about Head Start Performance Standards and their role and responsibilities	Members will be able to identify their roles & responsibilities	Policy Council Training Packet, headstart.gov		100
Upon availability, send Governing Board Members or Policy Council members to state or national training	Director	July 2026 – June 2027	Board or Policy Council members will attend training	Members will be able to identify their roles & responsibilities	NHSA, IHSA, Local Agencies		1,225

**Goal: Continue to provide training assistance in Child Plus**

**Objective: Ongoing training in Child Plus to improve efficiency, data analysis, and PIR collection**

T/TA Activities	Person(s) Responsible	Timeframe	Outcomes	Performance Measures	Resources		
Continue to provide Child Plus training as needed	Director	July 2026 – June 2027	Staff will continue to increase knowledge and skills related to Child Plus	PIR, Training Certificates, Database	Child Plus		1,000
Continue to look for ways to improve forms and systems to maximize efficiency	Director	July 2026 – June 2027	Streamline forms and digital practices to align with Child Plus	Child Plus	Child Plus		
<b>Area Budget Total</b>						\$	\$2,325

**HUMAN RESOURCES MANAGEMENT**

**Goal: Attend training to stay abreast of policies and regulations relating to Human Resources**

**Objective: Staff will attend training according to needs identified.**

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T/TA Activities	Person(s) Responsible	Timeframe	Outcomes	Performance Measures	Resources		
Travel and expenses to attend training related to Human Resources	Administrative staff	Ongoing	Knowledge of current policies related to Human Resources	Evaluation of training	RIMSD Policies, IHSA, NHSA, Local Training		150

**Goal: Staff will continue to meet education and training requirements according to HSPPS**

**Objective: Provide financial support for training or coursework related to qualifications**

T/TA Activities	Person(s) Responsible	Timeframe	Outcomes	Performance Measures	Resources		
Accredited college coursework for staff working on completion of AA in Child Development	Education Manager	Ongoing	To provide means for staff to obtain the required degrees for employment	Professional Development Plans	Black Hawk College, Scott Community College	3,100	
Accredited college coursework for staff working on a Bachelor's Degree in ECE or Teaching Certification	Education Manager	Ongoing	To provide means for staff to obtain the required degrees for employment	Professional Development Plans	Universities/Colleges with ECE Programs	10,000	
CDA certifications and renewal	Education Manager	Ongoing	To provide a means for staff to obtain the required certifications for employment	Professional Development Plans	CDA-approved training and coursework, CDA Application		2,420
<b>Area Budget Total</b>						\$13,100	\$2,570

**FISCAL MANAGEMENT**

Goal: Attend training to stay abreast of policies and regulations relating to Fiscal Management							
Objective: Staff will attend training based on identified needs.							
T/TA Activities	Person(s) Responsible	Timeframe	Outcomes	Performance Measures	Resources		
Travel and expenses to attend training related to Fiscal Management	Administrative Staff	Ongoing	Knowledge of current policies related to fiscal management	Evaluation of training	IHSA, NHSA, Local Training		150
Professional Memberships	Director	Yearly	Memberships will keep staff up-to-date on trends in Head Start and will allow staff to attend state and local training at a discounted rate	IHSA, NHSA	IHSA, NHSA	2,260	
<b>Area Budget Total</b>						\$2,260	\$150

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<b>Grand Total Budget</b>	<b>PA 22</b>	<b>PA 20</b>
	\$16,300	\$30,357

2026-2027 Salary Schedule

1.5% INCREASE									
<b>Managers - Education, Health/Nutrition, &amp; Social Services</b>									
# Years	BA or BS	MA							
1	\$53,427	\$56,632							
2	\$54,495	\$57,765							
3	\$55,585	\$58,920							
4	\$56,697	\$60,098							
5	\$57,831	\$61,300							
6	\$58,987	\$62,526							
7	\$60,166	\$63,777							
8	\$61,370	\$65,052							
9	\$62,598	\$66,354							
10	\$63,851	\$67,681							
11	\$65,127	\$69,035							
12	\$66,430	\$70,416							
13	\$67,758	\$71,824							
14	\$69,113	\$73,261							
15	\$70,496	\$74,726							
16	\$71,906	\$76,220							
17	\$73,344	\$77,745							
18	\$74,811	\$79,300							
<b>Family Service Workers</b>									
# Years	BA	MA							
1	\$44,748	\$46,985							
2	\$45,644	\$47,925							
3	\$46,557	\$48,884							
4	\$47,489	\$49,863							
5	\$48,439	\$50,861							
6	\$49,408	\$51,878							
7	\$50,397	\$52,916							
8	\$51,405	\$53,975							
9	\$52,433	\$55,055							
10	\$53,481	\$56,156							
11	\$54,551	\$57,279							
12	\$55,642	\$58,425							
13	\$56,755	\$59,595							
14	\$57,890	\$60,787							
15	\$59,048	\$62,003							
16	\$60,229	\$63,244							
17	\$61,434	\$64,509							

2026-2027 Salary Schedule

18	\$62,663	\$65,800						
19	\$63,941	\$67,117						
20	\$65,220	\$68,460						
21	\$66,524	\$69,487						

**Preschool Teacher Salary Schedule-Hrly Rate - 180 Days (1,414 Hrs.) - (8 hrs. per day when children are present)**

# Years	CDA w/ECE	AA - ECE, or	BA - ECE, or	BA/State Teacher	MA
	Degree in Progress	AA - Non ECE + CDA or EC Equivalency*	BA - Non ECE + CDA or EC Equivalency*	License/Certificate or MA no Certificate	with Certificate
1	\$28,374	\$28,948	\$33,010	\$42,411	\$44,535
2	\$28,942	\$29,527	\$33,670	\$43,259	\$45,426
3	\$29,521	\$30,117	\$34,343	\$44,124	\$46,335
4	\$30,111	\$30,720	\$35,030	\$45,006	\$47,261
5	\$30,713	\$31,334	\$35,731	\$45,906	\$48,206
6	\$31,328	\$31,961	\$36,446	\$46,825	\$49,171
7	\$31,954	\$32,600	\$37,174	\$47,762	\$50,154
8	\$32,593	\$33,252	\$37,918	\$48,717	\$51,157
9	\$33,245	\$33,917	\$38,676	\$49,691	\$52,180
10	\$33,910	\$34,595	\$39,450	\$50,685	\$53,224
11	\$34,588	\$35,287	\$40,239	\$51,699	\$54,288
12	\$35,280	\$35,993	\$41,044	\$52,733	\$55,374
13	\$35,986	\$36,713	\$41,864	\$53,788	\$56,482
14	\$36,705	\$37,447	\$42,702	\$54,864	\$57,611
15	\$37,439	\$38,196	\$43,556	\$55,961	\$58,763
16	\$38,188	\$38,960	\$44,427	\$57,081	\$59,939
17	\$38,952	\$39,739	\$45,315	\$58,222	\$61,138
18	\$39,731	\$40,534	\$46,222	\$59,387	\$62,361
19				\$60,574	\$63,608
20				\$61,786	\$64,880
21				\$63,021	\$66,177

**Preschool Teacher Salary Schedule-Hrly Rate - 180 Days (1,266 Hrs.)- (7 hrs. per day)**

# Years	CDA w/ECE	AA - ECE, or	BA - ECE, or	State Teacher	MA
	Degree in Progress	AA - Non ECE + CDA or EC Equivalency*	BA - Non ECE + CDA or EC Equivalency*	License/Certificate or MA No Certificate	with Certificate
1	\$25,407	\$25,914	\$30,435	\$37,970	\$39,869
2	\$25,916	\$26,432	\$31,043	\$38,729	\$40,666
3	\$26,434	\$26,961	\$31,664	\$39,505	\$41,481
4	\$26,963	\$27,500	\$32,298	\$40,293	\$42,308

2026-2027 Salary Schedule

5	\$27,502	\$28,050	\$32,944	\$41,099	\$43,155
6	\$28,052	\$28,611	\$33,602	\$41,922	\$44,018
7	\$28,613	\$29,183	\$34,274	\$42,760	\$44,898
8	\$29,185	\$29,767	\$34,960	\$43,616	\$45,797
9	\$29,769	\$30,362	\$35,659	\$44,488	\$46,713
10	\$30,364	\$30,970	\$36,372	\$45,379	\$47,647
11	\$30,972	\$31,589	\$37,100	\$46,295	\$48,610
12	\$31,591	\$32,221	\$37,842	\$47,211	\$49,572
13	\$32,223	\$32,865	\$38,599	\$48,155	\$50,562
14	\$32,867	\$33,522	\$39,371	\$49,119	\$51,575
15	\$33,525	\$34,193	\$40,158	\$50,101	\$52,606
16	\$34,195	\$34,877	\$40,961	\$51,102	\$53,657
17	\$34,879	\$35,574	\$41,780	\$52,124	\$54,731
18	\$35,577	\$36,286	\$42,616	\$53,167	\$55,825
19				\$54,230	\$56,942
20				\$55,315	\$58,081
21				\$56,422	\$59,243

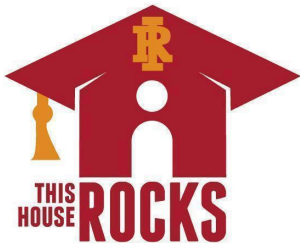
**Assistant Teacher Salary Schedule - 180 Days (1,266 Hrs.)**

# Years	High School Diploma w/ECE in Progress**	CDA	AA or BA - Non ECE w/ECE in Progress**	AA - ECE, or AA - Non ECE + CDA or EC Equivalency*	BA - ECE, or BA - Non ECE + CDA or EC Equivalency*
1	\$18.91	\$19.29	\$19.67	\$20.07	\$20.47
2	\$19.29	\$19.67	\$20.07	\$20.47	\$20.89
3	\$19.67	\$20.07	\$20.47	\$20.89	\$21.32
4	\$20.07	\$20.47	\$20.89	\$21.32	\$21.74
5	\$20.47	\$20.89	\$21.32	\$21.74	\$22.18
6	\$20.89	\$21.32	\$21.74	\$22.18	\$22.62
7	\$21.32	\$21.74	\$22.18	\$22.62	\$23.08
8	\$21.74	\$22.18	\$22.62	\$23.08	\$23.55
9	\$22.18	\$22.62	\$23.08	\$23.55	\$24.01
10	\$22.62	\$23.08	\$23.55	\$24.01	\$24.49
11	\$23.08	\$23.55	\$24.01	\$24.49	\$24.98
12	\$23.55	\$24.01	\$24.49	\$24.98	\$25.48
13	\$24.01	\$24.49	\$24.98	\$25.48	\$25.98
14	\$24.49	\$24.98	\$25.48	\$25.98	\$26.50
15	\$24.98	\$25.48	\$25.98	\$26.50	\$27.03
16	\$25.48	\$25.98	\$26.50	\$27.03	\$27.57
17	\$25.98	\$26.50	\$27.03	\$27.57	\$28.12
18	\$26.50	\$27.03	\$27.57	\$28.12	\$28.67

2026-2027 Salary Schedule

<b>*Definitions of Equivalences - NAEYC Accreditation of Early Learning Programs</b>					
<b>Expected Credential/Degree</b>	<b>NAEYC - defined Equivalency</b>				
Child Development Associate credential awarded by the Council for Professional Recognition	A minimum of 12 college credits (semester hours) in early childhood education, child development, elementary education, or early childhood special education that encompass the following: child development and learning of children birth through kindergarten; family and community relationships; observing, documenting, and assessing young children; teaching and learning; and professional practices and development				
Associate's degree in child development - early childhood education	60 college credits, with 30 college credits (semester hours) in child development - early childhood education, child development, elementary education, or early childhood special education that encompass the following: child development and learning of children birth through kindergarten; family and community relationships; observing, documenting, and assessing young children; teaching and learning; and professional practices and development, including relevant field-based experience				
Baccalaureate Degree in early childhood education, child development, elementary education, or early childhood special education that encompasses the following: child development and learning of children birth through kindergarten, family and community relationships; observing, documenting, and assessing young children; teaching and learning; and professional practices and development	A baccalaureate degree in any discipline, with a minimum of 36 college credits (semester hours) in early childhood education, child development, elementary education, or early childhood special education that encompass the following: child development and learning of children birth through kindergarten; family and community relationships; observing, documenting, and assessing young children; teaching and learning; and professional practices and development, including relevant field-based experience				

<b>Program Assistants</b>			
	<b>High School</b>		
<b># Years</b>	<b>Diploma</b>	<b>AA</b>	<b>BA</b>
1	\$19.67	\$20.07	\$20.47
2	\$20.06	\$20.47	\$20.88
3	\$20.47	\$20.88	\$21.30
4	\$20.87	\$21.29	\$21.73
5	\$21.29	\$21.72	\$22.16
6	\$21.72	\$22.16	\$22.60
7	\$22.15	\$22.60	\$23.06
8	\$22.60	\$23.05	\$23.52
9	\$23.05	\$23.51	\$23.99
10	\$23.51	\$23.98	\$24.47
11	\$23.98	\$24.46	\$24.96



Sharon Williams, Ed.D.  
*Superintendent of Schools*

To: RIMSD 41 Board of Education  
From: Dr. Sharon Williams  
Cabinet Champion: Jeff Dase, Deputy Superintendent  
Date: March 10, 2026  
Re: Illinois High School Association Renewal

The purpose of the Illinois High School Association (IHSA) is to provide leadership in the development, supervision, and promotion of good sportsmanship in interscholastic competition and other activities chosen by its member schools. Participation in these interscholastic activities offers eligible students valuable experiences that enrich their educational journey.

Unlike many other state high school associations, the IHSA does not require member schools to pay initial or annual dues, nor does it charge schools entry fees to compete in State Series tournaments. Additionally, the IHSA provides NFHS Rule Books to member schools at no cost.

This is part of the association's commitment to supporting member schools and promoting fair competition in state tournaments that do not generate revenue. By renewing, we are confirming that the District remains recognized by the Illinois State Board of Education and by certifying that the Board has voted to adopt and abide by the Constitution, By-laws, Terms and Conditions, and Administrative Procedures, Guidelines, and Policies of the Association.

**It is recommended that the Board of Education approve the membership renewal with the Illinois High School Association, 2715 McGraw Drive, Bloomington, IL, for the 2026 - 27 school year.**

**Investment Period: 2026 - 27 School Year**  
**Total Investment: N/A**  
**Funding Source: N/A**



March 2026

To the Principal/IHSA Official Representative Addressed:

It is time again for your school to renew its membership in the Illinois High School Association. For the 2026-2027 school term, IHSA membership will not require payment for membership dues or state series entry fees per action of the IHSA Board of Directors.

Your school may renew membership in the Illinois High School Association by confirming that your school continues to be Recognized by the Illinois State Board of Education and by certifying that your Board of Education/Governing Board has voted to adopt and abide by the Constitution, By-laws, Terms and Conditions, and Administrative Procedures, Guidelines, and Policies of the Association for the 2026-27 school term.

Your 2026-27 membership renewal is due by June 30, 2026. Please do not delay. Obtain your Board of Education's action on the membership resolution and email it to [twood@ihsa.org](mailto:twood@ihsa.org) or fax (309) 663-7479.

Sincerely,

Craig Anderson  
Executive Director

**THIS FORM MUST BE SIGNED BELOW, ON THE APPROPRIATE LINE, BY THE PRINCIPAL OR OFFICIAL REPRESENTATIVE AND THE BOARD PRESIDENT OR SECRETARY.  
DO NOT DETACH**

To: IHSA Executive Director

We certify that Rock Island High School is recognized by the Illinois State Board of Education. It is understood that failure to be recognized by the Illinois State Board of Education will disqualify our school for membership in the IHSA and that if this were to occur, it is our responsibility to immediately notify the Association of this change in status.

We further certify our Board of Education/Governing Board, at its meeting held on March 10, 2026, voted to renew membership in the Illinois High School Association, and to adopt and abide by the Constitution, By-laws, Terms and Conditions, and Administrative Procedures, Guidelines and Policies of the Illinois High School Association for the year of July 1, 2026, through June 30, 2027.

Patty Ulrich  
Principal/Official Representative Signature

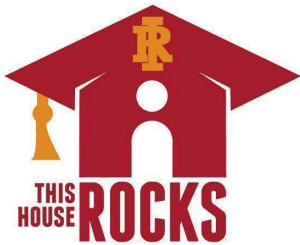
\_\_\_\_\_  
Board President or Board Secretary Signature

Patty Ulrich 309-793-5950  
Print Name and Phone Number

\_\_\_\_\_  
Print Name and Phone Number

Rock Island High School Rock Island, Illinois

2026-27 Membership Renewal/ Second Reminder



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: March 10, 2026  
Re: Recommendation to approve the 2026-2027 RIHS Course Catalog

Rock Island High School annually releases its course catalog for the following school year after the completion of the first semester. The RIHS course catalog is a comprehensive list of all classes offered by Rock Island High School.

Additionally this year's catalog has been reformatted and expanded to include additional information scholars and parents can use to not only select courses for the next academic year. Information that was added for this upcoming year includes:

- Rock Island-Milan School District strategic plan information
- Overview of programs offered within the District and Rock Island High School
- Grading and reporting explanation
- Career and College Pathway Endorsements
- Clearly identified AP and Dual Credit courses
- Updated sample four-year graduation plans

After reviewing the catalog and discussion with pertinent district staff the recommendation is that the Board of Education approve the 2026-2027 Rock Island High School Course Catalog as presented.

**Investment Period: March 2026-June 2026**  
**Total Investment: \$1,500.00 (Printing Costs)**  
**Funding Source: District/Building Funds**



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# **ROCK ISLAND HIGH SCHOOL CONTACT INFORMATION**

## **District Staff**

Dr. Sharon Williams	Superintendent
Mr. Jeff Dase	Deputy Superintendent
Dr. Dominique Moore	Assistant Superintendent for Human Resources
Mr. Scott Vance	Assistant Superintendent for Teaching and Learning
Ms. Annaka Whiting	Chief Financial Officer

## **Rock Island High School Main Office Staff**

Dr. Patricia Ulrich	Principal
Mr. John Campbell	Assistant Principal
Ms. Katie Hartzler	Assistant Principal
Ms. Pattie Mewes	Secretary
Ms. Tari Nevener	Secretary
Ms. Theresea Terronez	Secretary

## **Rock Island High School Deans Complex Staff**

Ms. Lorelei Andedo	Scholar Intervention
Dr. Yolanda Grandberry-Pugh	Dean
Mr. David Hobin	Dean
Ms. Andrea Parer	Scholar Intervention

## **Rock Island High School Athletics and Counseling Staff**

Ms. Julia Churchill	Counselor
Ms. Jessica Hernandez	Registrar
Ms. Karolyn Ingle	Counselor
Ms. Kelly Preston	Counselor
Mr. Dail Rice	Counselor
Ms. Shavonne Singleton	Counselor
Ms. Carmen Trimble	Counseling Secretary

## **Rock Island High School Athletics Office Staff**

Mr. Michael Emendorfer	Athletic Director
Ms. Dawn Maloney	Athletics Secretary

## **Rock Island High School Attendance Office Staff**

Ms. Audrey Moody	Attendance Interventionist
Ms. Caroline Labotte	Attendance Secretary



Dr. Patricia Ulrich  
*Principal*  
*Rock Island High School*

Dear Students and Parents/Guardians

Welcome to the Rock Island High School Course Catalog. In this catalog, you will find all the courses offerings and opportunities available at Rock Island High School. We remain committed to our mission of preparing scholars for success in an ever-changing global society. Scholars are encouraged to explore career pathways and engage in a challenging, rigorous course of study throughout their four years of high school. Beginning in ninth grade, each student develops a personalized four-year educational pathway with their counselor, updated annually to reflect their growth and goals.

We hope you find this information helpful as you plan your scholar's high school experience together. Please do not hesitate to reach out to a counselor, administrator, or staff member if you have any questions – we are here to help

Dr. Patty Ulrich  
Principal  
Rock Island High School

**Rock Island High School**  
1400 25th Avenue, Rock Island, IL 61201  
(309) 793-5995  
Patricia.Ulrich@rimsd41.org  
www.rimsd41.org

**Rock Island-Milan School District #41**  
Sharon Williams, Ed.D., Superintendent

# RIMSD41 STRATEGIC PLAN



**1** We will provide all district team members with consistent, role-specific, ongoing professional learning and resources.



**2** We will provide high-quality instruction, resources, and targeted support.



**3** We will foster clear and consistent communication with all school community members.



**4** We will build and maintain a community that supports all school community members.



**5** We will nurture relationships and connections with all school community members.

*Learn more about our Strategic Design Framework*



## PROGRAMS OVERVIEW

### **Advancement via Individual Determination (AVID)**

AVID is a year-long academic elective course that prepares scholars for college and career readiness. It provides scholars with multi-layered post-secondary education success. Scholars participate in academic tutorial sessions and learn strategies that enhance scholar skills and post-secondary preparedness.

### **Advanced Placement**

The Advanced Placement (AP) Program, coordinated through the College Board, provides scholars the opportunity to earn college credit while in high school. These courses challenge scholars to higher levels of achievement, further develop skills, and build study habits that are beneficial in their postsecondary planning. The College Board, including the course syllabi and instructors, approves courses designated as AP. Scholars enrolled in AP courses are highly encouraged and expected to take the AP exam in May. Scholars are required in the fall to designate if they will take the AP exam. A fee is required for each test taken. Depending on the AP exam results and college the scholar chooses to attend, he/she can earn college credit.

### **Area Career Center (ACC)**

The United Township Area Career Center offers high school juniors and seniors the opportunity to take specialized career and technical education classes. Programs include Welding, Drafting/Design, Manufacturing Technology, Building Trades, Woodworking, Auto Body, Auto Mechanics, Law & Public Safety, Barbering, Early Childhood Education, Fire Science, Graphic Arts, and ECHO (Extended Campus Health Occupations), providing hands-on training to prepare scholars for future careers. For additional information please visit [uths.net/area-career-center/home](http://uths.net/area-career-center/home).

### **Credit Recovery**

The Rock Island High School credit recovery program is an educational strategy that allows high school scholars to retake a previously failed course to earn a passing grade and credit toward graduation. Credit recovery can be obtained through online courses or through summer school. This option is designed to help scholars remain on pace toward graduation without falling behind. The goal is to help scholars master the specific content they struggled with to stay on track for graduation.

### **Dual Credit**

In partnership with Black Hawk College, Rock Island High School junior and senior scholars have an opportunity to earn dual credit (high school and college credits). Rock Island High School Administration and counselor approval is required prior to enrollment in any dual credit course. These courses are offered to our scholars at the high school or online. To count for dual credit, the course must be taken during our regularly scheduled school day. Tuition and other fees are the responsibility of the scholar and his/her family (tuition may be covered for qualified participants).

### **Dual Enrollment**

In partnership with Black Hawk College and Western Illinois University, Rock Island High School junior and senior scholars have an opportunity to earn college credit. Dual enrollment occurs when scholars take college courses on campus or virtually. Scholars receive college credit for the course upon successful completion of the course but do not receive credit toward high school graduation. Scholars will conference with a college representative who will contact the high school counselor and Rock Island High School Administration for approval. Registration and tuition fees are the responsibility of the scholar and his/her family.

### **Multi-Language**

The Rock Island-Milan District offers opportunities for English Learners to develop high levels of academic attainment in English and to meet the same academic content and scholar academic achievement standards that all scholars are expected to attain.

### **Seal of Biliteracy**

A public school district or nonpublic school may establish the State Seal of Biliteracy program to recognize high school graduates who have attained a high level of proficiency in English and in one or more languages. This recognition must be designated on a student's transcript and high school diploma with a receipt of the State Seal of Biliteracy, provided that all conditions and requirements for the program have been met. For more information visit [isbe.net/sealofbiliteracy](http://isbe.net/sealofbiliteracy).

### **Student Services**

The Student Services Department of the Rock Island-Milan School District provides support services to all scholars in the school community. Services include health, counseling, psychological, social work, speech and language therapy and special education services. The focus of these services is to help scholars develop a sense of self, to develop confidence in their ability to interact positively with others, to manage conflict in appropriate ways, and to make positive choices. The goal of the Student Services office is to make sure the Rock Island-Milan School District provides optimum educational programming for scholars with disabilities that is beneficial for not only the scholars but their families as well.

### **iJAG**

Iowa Jobs for America's Graduates (iJAG) partners with the Rock Island-Milan School district to deliver career development programming, including leadership training, career education, individualized guidance, and employer engagement. For additional information please visit [ijag.org](http://ijag.org).

### **Performance Instrumental Music**

The Instrumental Music Program includes instruction in small and large group performance and solo and ensemble in the areas of winds, strings, and percussion. Large group performance includes the orchestra and bands (concert, marching, pep and jazz). Individual and /or small

group performance includes experience in solo preparation, duets, trios, and experience in Instrumental Music.

### **Vocal Music**

The vocal music program provides scholars the opportunity for performance in a choir, as well as instruction in sight-reading and theory. The beginning singer or non-singer is taught technique and beginning theory in Concert Choir. Midway through the year, all scholars are tested on their skills and those who have achieved success may advance throughout the year in all choirs for optional solo/ensemble work, as well as festivals and competition.

### **Thurgood Marshall Learning Center (TMLC)**

TMLC is a multi-categorical alternative program located in a separate building. Scholars in this program are in need of a more highly structured environment that can provide for their educational needs. The program serves junior high and senior high school level scholars. Placement is made according to the Rock Island-Milan School District placement procedures and follows documented efforts to serve the scholar in a less restrictive environment. Each scholar will have an education plan, which will include a management plan for the individual student. This management plan includes: the recent behavior that caused placement, and behavior goals the scholar needs to achieve to exit the program.

### **Xello**

Xello is an online college/career exploration tool that is available to grade 7-12 Rock Island-Milan School District scholars. You can access Xello through the Clever Login. Xello includes activities to help scholars figure out how their interests and strengths connect to college and career. There are also opportunities to deeply explore details about various postsecondary institutions and pathways as well as learn about the features of hundreds of careers.

## **COURSE SELECTION**

Scholars and their parents/guardians should carefully consider the information within this course catalog in order to make informed decisions about their course of study as well as their post Rock Island High School plans. Rock Island High School Counselors are also available to assist scholars with their course selections.

Scholars should review graduation requirements before making decisions regarding course selection.

This document lists the available courses at Rock Island High School. Although a course may be listed, it may not be offered unless a sufficient number of scholars register for the course.

## GRADUATION REQUIREMENTS

Department	Minimum	Recommended
English	4	4
Math	3	4
Science	2	3
Social Studies	3	3
World Language		2 or more
PE	2	3
Health	.5	.5
Computer Literacy	1	1
Electives	6.5	7
Total	22	28

*\*Recommended credits are for scholars pursuing post-secondary opportunities\**

### State Graduation Requirements

#### ACT

Illinois uses the ACT as the state’s accountability exam. All scholars enrolled in public school in Illinois are required to participate in the ACT System of Assessments. Please note that the ACT given to Rock Island High School juniors during the spring semester fulfills this graduation requirement. NO other ACT administration counts towards a scholar’s graduation requirement.

#### Civics (.5)

Scholars who pass their required US Government course satisfy the state one-semester civics requirement. Scholar must also pass specific assessment on Patriotism and the Principles of Representative Government in their US Government course to meet the state requirement.

#### Computer Literacy (1.0)

The state of Illinois requires one year of course work that includes instruction in computer literacy.

#### Consumer Education (.5)

Scholars are required to complete one semester of a consumer education or economics course.

#### Elective (1.0)

At least one elective credit must come from any of the following areas: Career and Technical Education, Fine Arts, and/or World Languages.

### English (4.0)

Scholars are required to earn four (4) credits in English Language Arts for graduation.

### Health (.5)

One semester of Health Education is required for graduation. The course must include a unit on Adult CPR to meet the state requirement.

### Math (3.0)

Scholars must earn at least three (3) credits in Mathematics, and must include courses with Algebra I and Geometry content.

### Physical Education (2.0)

Scholars are required to participate in Physical Education during each semester they are enrolled at Rock Island High School, unless they meet one of the following criteria:

- Enrolled in Marching Band
- Enrolled in Health
- Enrolled in Drivers Education
- Have a Physical Education Waiver for one of the following reasons:
  - Competition in a school sponsored inter-scholastic sport. (Grades 9-12)
  - Need to enroll in a course(s) which are specifically required for admission to their college of choice (Grades 11 and 12)
  - Need an additional academic course to complete graduation requirements due to a failure or transfer (Grades 11-12).

### Science (2.0)

Scholars must complete two credits of science. See your counselor for additional options and laboratory requirements.

### Social Studies (3.0)

Scholars need three (3) credits in social studies in order to graduate. Those courses consists of:

- World History (1.0)
- US History (1.0)
- Consumer Economics (.5)
- US Government (.5)

### FAFSA

Scholars in Illinois are required to complete the Free Application for Federal Student Aid (FAFSA) or the FAFSA Non-Participation form their senior year.

## EARLY GRADUATION

Scholars who wish to graduate a semester early must do the following:

- Requests for early graduation shall be initiated **during the second semester of the junior year up until summer registration before their senior year**. Scholars must have at least 18.5 credits entering their senior year and must have taken the state school day ACT in order to qualify.
- The scholar shall complete an early graduation application, which shall include a listing of the reasons for early graduation, to the appropriate counselor.
- The counselor shall review the application, assess the scholar's credits, and determine whether early graduation is possible. If the scholar is eligible for further consideration, the request shall be forwarded to the Rock Island High School Administration with the counselor's recommendations.
- The Rock Island High School Administration approves or denies the request.
- The scholar must take two senior English semester courses during the fall of their senior year.
- Scholars who are granted permission for early graduation are eligible to participate in graduation exercises. An early graduation meeting will be held during the first semester of senior year to provide early graduates information regarding graduation and other important dates.
- **Early graduates may not participate in winter sports.**

## COURSE REGISTRATION

Skyward registration opens in mid-January and will be available for at least two (2) weeks. Scholars will be allowed time in homeroom to enter course requests, but are encouraged to work on entering requests at home with their parents and/or guardians.

Rock Island High School counselors will meet with scholars by grade level to review their course selections.

Course requests worksheets can be found online on the counseling page of the RIHS website.

## GRADING AND REPORTING

To ensure clarity across all departments, a standardized grading scale is used at RIHS. Grades will be calculated as follows:

- Assessments (70%)
  - Exams
  - End of Unit Projects
  - Essays
  - Portfolios
- Learning Opportunity (30%)

- Quizzes
- Labs
- Skill Checks
- Homework
- In Class Work

The following grading scale will be implemented across all courses at Rock Island High School:

LETTER GRADE	PERCENTAGE RANGE
A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	0%-59%

Grade point average will be calculated on a uniform 4.0 basis. The maximum possible unweighted GPA is 4.0. All courses listed in this catalog are 4.0 courses unless otherwise noted.

GRADE	REGULAR COURSE	WEIGHTED COURSE
A	4.0	5.0
B	3.0	4.0
C	2.0	3.0
D	1.0	2.0
F	0.0	0.0

Rock Island High School weights all AP courses, Honors Chemistry and Pre-Calculus, fourth year world language courses, and the Engineering Design and Development course.

***Beginning in the 2027-2028 school year all dual credit, honors, fourth year World Language Courses and AP courses offered at RIHS will be weighted.***

Scholars and families are encouraged to access grades utilizing Skyward. Progress reports are posted every 4 ½ weeks. The final grade report of each semester identifies credits earned and grades used to determine cumulative GPA. During the first and third quarters, parent/guardians are encouraged to attend parent/teacher conferences. All grade reports are posted in Skyward. Parents/guardians who need assistance accessing Skyward should contact RIHS main office or district tech support. Questions regarding academic performance should be directed to the classroom teacher.

## Honor Roll

Rock Island High School has two honor rolls based on cumulative GPA:

CRIMSON	GOLD
3.00-3.49	3.50-4.00

## Class Rank

Class rank is based solely on weighted cumulative GPA. Class rank is computed for junior and senior scholars and is available from the counseling department. Scholars may not receive weighted credit for courses taken over the summer or independent study courses. All other courses are 4.0 courses.

Only those courses designated as weighted courses at Rock Island High School shall earn weighted credit for scholars transferring into Rock Island High School. Scholars with a 4.0 cumulative weighted and unweighted grade point average will be recognized at the graduation ceremony.

## Scholar Responsibilities

As an incoming scholar to Rock Island High School, you have the following responsibilities:

- To seriously consider and weigh the merits and requirements of each course which you select and commit yourself to meet all requirements of those courses.
- To observe all safety precautions while working in laboratories and shops, i.e., wearing of safety glasses, lab aprons, etc.
- To purchase any manual(s) or materials depending upon course requirements (scholars facing financial obstacles should see administration).
- It is the responsibility of the scholar to pay for any damaged equipment, lost books, or excessive use of materials necessary for those courses provided by RIHS.

## Student Schedules

Rock Island High School offers a seven-course period day with a homeroom and scholars are expected to be enrolled in a fully scheduled day. Senior scholars may submit to the principal a written request to take fewer than six credit-bearing courses. A student's program selection requires the joint approval of parents/guardians and a counselor. All courses are 0.5 of a unit of credit per semester unless the course description states differently. Because of scheduling, lack of enrollment, or teacher availability, a course listed as an elective may not be taught every semester or every year. Once schedules have been established, scholar requests for changes will be honored within the first ten days of the semester. **IHSA Eligibility requires that scholars must be passing five credit courses at all times. For the benefit of athletes, RIHS requires that all student-athletes must maintain at least five credit-bearing courses at all times during the school year.**

### **Student Schedule Changes**

Schedule changes will be made only if an error has been made by school personnel, enrollment numbers are not large enough to offer the course, or it is necessary to allow the scholar to meet graduation requirements. Changes in a student's schedule may also occur to balance course size.

Schedule Change:

- Missing a course
- Did not take/pass the prerequisite
- Previously passed the course
- Incorrect course on schedule

Withdrawal from a Course:

- Scholars may withdraw from an elective course within the first ten days of the semester without penalty, provided they are able to retain six credit-bearing courses.
- Withdrawal from a course after the first ten days of the semester will result in a failure for the semester and the loss of credit. The scholar will be placed in study hall.

Course Level Change Request:

- A course level change is when a scholar requests to increase or decrease the rigor in the same course (i.e. Honors Geometry to Geometry, Physical Education to Applied Personal Fitness, English 9 to Honors English 9, US History to AP US History).
- Scholars are highly encouraged to communicate with the teacher, parent/guardian, and counselor as soon as there are any questions regarding their placement in course.
- Course level change requests will be honored within the first fifteen days of the semester if the request can be accommodated based on availability.

**\*\*The RIHS Administration has the ability to override this policy when extenuating circumstances are presented. \*\***

### **Summer School**

Unless permission is granted by Rock Island High School Administration, scholars may be able to obtain/recover up to 1.0 credit during the summer school session. Since each day of summer school is equivalent to four days during the academic year, regular attendance is mandatory. Summer school credit will be calculated into GPA for courses earning letter grades (not applicable to Pass/Fail)

### **Attendance Requirements**

Scholars shall attend school as full-time scholars for at least three years to be eligible for graduation. A full-time scholar is defined as one carrying seven credit-bearing courses. Scholars

participating in approved vocational-occupational work programs are considered full-time. **Rock Island High School requires that all student-athletes must maintain at least five credit-bearing courses at all times during the school year.**

Successful academic performance and attendance in school are highly correlated with one another. We encourage parents/guardians to stress the importance of attendance to their children, so they may receive the most benefit from their courses. Questions about attendance, should be directed to the attendance office.

### **Audit**

Scholars may audit (no grade or credit given) a course with written permission from the Rock Island High School Administration. Scholars transferring in late without grades during the semester may have to audit courses for the remainder of that semester.

### **Cancellation of a Course**

Any Advanced Placement Course, elective course, or general course may be cancelled due to lack of enrollment.

## **ALTERNATIVE LEARNING OPTIONS**

Rock Island High School scholars are able to take courses and earn credit towards graduation in several non-traditional ways, including:

- Independent Study
  - Scholars may apply for permission to take an Independent Study Course based on the following:
    - To meet unique educational needs that cannot be met in a regular course offering
    - Due to a scheduling conflict which will not allow a scholar to take a necessary course
  - The Principal or designee will determine eligibility based on these guidelines:
    - Scholars must have at least sophomore standing (5.5 credits) to be granted permission to take an independent study course.
    - Scholars cannot complete independent study courses to meet graduation requirements and will be allowed to take only one independent study during their high school career.
    - Scholars must be in good standing at Rock Island High School and must show good character through honorable dealings with staff, good attendance, lack of tardiness, and absence of disciplinary referrals.
    - Scholars must demonstrate the ability to work independently and must also have demonstrated the initiative and self-discipline that will allow them to be successful with limited assistance from the instructor.

- Scholars must coordinate with the independent study teacher, a designated meeting time to review course work and to ensure that adequate progress is being made toward course completion.
    - Scholars must keep a log of their time spent working in a course and must have a final signature of approval from the instructor in order to be awarded credit.
    - Independent study courses must last the duration of one full semester to be awarded .5 semester credit.
  - **Independent study courses will not be awarded weighted credit, and they may not meet NCAA Eligibility guidelines.**
- CORRESPONDENCE (see form in appendix I)
  - The course is given by an institution accredited by the North Central Association of Colleges and Secondary Schools.
  - The scholar is a fourth or fifth year senior.
  - The scholar assumes responsibility for all fees.
  - The scholar makes all preliminary preparations with counselor in advance of taking the course.
  - The Building Principal or designee approves the course in advance.
- EdOptions (Virtual School)
  - Scholar meets with counselor to register for a course as enrichment, for special circumstances that require an adjusted schedule, or for other circumstances as approved by the Principal or designee.
  - Counselor approves eligibility based on: scholar's academic, discipline, and attendance records.
  - Upon completion of the course, the grade will be placed on the transcript as a transfer credit.
  - There are no additional costs to the scholar for Edmentum Virtual School.
- EDMENTUM (formerly PLATO)
  - Edmentum Courseware is utilized as a credit recovery program and in some instances to take a course for the first time. Scholars taking a course(s) for the first time via Edmentum must have written approval from the building principal. Edmentum Courseware is offered during the school day, after school, during fall/spring (pending no snow days need to be made up) intersession, and during summer school. **Taking a course via Edmentum to recover credit does not meet NCAA eligibility requirements.**
  - Scholars taking Edmentum Courseware credit recovery courses must meet with a counselor to determine what course(s) is/are needed to assist in meeting graduation requirements.
  - Scholar needs to meet with the counselor to complete registration materials.

- Scholars who fail to complete a credit recovery assignment may not be allowed to take another without administrative permission.
- Determination of Edmentum Courseware Grade by Percentages (unless otherwise specified):
  - Learning Modules 10%
  - Mastery Tests 30%
  - Unit Post Tests 50%
  - Final Test 10%
  - Scholars are assigned Pass/Fail grades (earning 60% or greater for the course grade is passing) if they are taking Edmentum Courseware as credit recovery.
  - Scholars will make up the percentage difference from the previous RIHS course failed Edmentum Courseware totaling 60% to pass the credit recovery course.
  - Scholars must get approval from the Principal in order to take an Edmentum course for credit the first time. In the instance that scholars take a course on Edmentum Courseware for the first time (not as credit recovery), counselors will indicate pathway on the registration form. Scholars are granted the letter grade earned upon completion of the course.

### Dual Enrollment

In partnership with Black Hawk College and Western Illinois University, Rock Island High School junior and senior scholars have an opportunity to earn college credit.

Dual enrollment occurs when scholars take college courses on campus or virtually. **Scholars receive college credit for the course upon successful completion of the course but do not receive credit toward high school graduation.**

Scholars will conference with a college representative who will contact the high school counselor and Rock Island High School Administration for approval. Registration and tuition fees are the responsibility of the scholar and his/her family.

WIU offers an automatic scholarship to all dual enrollment scholars to reduce the cost of tuition. This is subject to change based upon WIU's tuition changes. Scholars should see their counselor for details.

Scholars must meet the following minimum requirements to enroll in WIU Dual Credit

- Three (3) completed semesters of coursework in high school.
- 2.75 GPA or higher on a 4.0 scale.

WIU offers courses online, live streamed, on the Macomb or Quad Cities campuses and at select high schools.

### Dual Credit

In partnership with Black Hawk College, Rock Island High School junior and senior scholars have an opportunity to earn dual credit (high school and college credits). Rock Island High School Administration and counselor approval is required prior to enrollment in any dual credit course. These courses are offered to our scholars at the high school or online. To count for dual credit, the course must be taken during our regularly scheduled school day. **A course taken outside of the regularly scheduled school day will count as dual enrollment but not dual credit.**

A scholar may enroll in the college level courses only after he/she has completed all the prerequisites and registration requirements needed for each course. Tuition and other fees are the responsibility of the scholar and his/her family (tuition may be covered for qualified participants). Scholars should check with their counselor at the time of registration for the latest information regarding dual credit courses.

### Work Related Training

Rock Island High School offers a robust selection of "work-related" courses designed to bridge the gap between the classroom and the professional world.

- East Moline Area Career Center
  - Rock Island High School scholars MUST be in good academic standing as a junior (11.0 credits) or senior (16.5 credits) in order to enroll in an ACC course.
  - Scholars interested in enrolling in an Area Career Center course must meet with the counselor or the Special Services Case Manager to determine eligibility and to complete the designated ACC application.
  - Most Rock Island High School scholars attend the Area Career Center in the afternoon, using 6th period as travel time and 7th and 8th periods as ACC course time. In the event a course is offered in the morning, Rock Island High School scholars will use 1st and 2nd periods as ACC course time and 3rd period as travel time.
  - Rock Island High School scholars earn 1.0 elective credit per semester for any course taken at the Area Career Center if awarded a passing grade. These credits factor into elective credits required for graduation.
  - Scholars are expected to follow the Area Career Center yearly calendar. Because not all calendars are the same, there will be days when scholars are expected to attend the ACC when Rock Island High School is not in session.
  - Rock Island High School provides bus transportation to the Area Career Center in the afternoons. Scholars with a valid driver's license have the option of driving to

the Area Career Center with parent/guardian permission. All scholars attending the ACC must complete a form outlining transportation options. This form MUST be signed by a parent/guardian. **Transportation is available during RIHS intersessions.**

- Vocational - Rock Island High School's vocational program consists of technical & career education courses as well as Project Lead the Way courses.
- Scholars can obtain dual credit for several technical & career courses.
- Scholars have the opportunity to apply for elective college credit through universities who accept Project Lead the Way courses based on end of the year PLTW exam scores (university score requirements vary).
- Tuition and other fees are the responsibility of the scholar and his/her family. Scholars should check with their counselor at the time of registration regarding the latest information.

### Career Clusters and Pathways

Rock Island High School Scholars are encouraged to continually reflect on their post-secondary and career aspirations. Information about career clusters and pathways has been provided to assist scholars in thinking about their strengths and interests.

**Career Clusters** are groups of occupations and industries that have in common a set of foundational knowledge and skills. There are 16 nationally recognized clusters.

- **Agriculture, Food & Natural Resources** focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products resources.
- **Architecture and Construction** focuses on designing, planning, managing building, and maintaining the built environment.
- **Arts, A/V Technology & Communications** focuses on designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
- **Business Management & Administration** focuses on planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations
- **Education & Training** focuses on planning, managing and providing education and training services and related learning support services.
- **Finance** focuses on services for financial and investment planning, banking, insurance, and financial management.
- **Government & Public Administration** focuses on executing governmental functions to include governance; national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal levels.

- **Health Science** focuses on planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
- **Hospitality & Tourism** encompasses the management, marketing and operations of restaurants and other food services, lodging, attraction, and recreation events and travel-related services.
- **Human Services** prepares individuals for employment in career pathways that relate to families and human needs.
- **Information Technology** involves building linkages in IT occupations frameworks for entry-level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.
- **Law, Public Safety, Corrections & Security** involves planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
- **Manufacturing** involves planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.
- **Marketing, Sales & Service** involves planning, managing, and performing marketing activities to reach organizational objectives.
- **Science, Technology, Engineering & Mathematics** involves planning, managing, and providing scientific research and professional technical services (e.g., physical science, social science, engineering), including laboratory and testing services, and research and development services.
- **Transportation, Distribution & Logistics** involves planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.

Each career cluster contains numerous Career Pathways. Career Pathways are programs of academic and technical study that prepare scholars for a full range of postsecondary options within each of the 16 clusters. Currently there are 79 nationally recognized pathways. When selecting your high school courses, consider the types of courses that support your interest in a particular Career Cluster. Keep in mind that a strong foundation in the core subjects is essential in all Career Clusters and required for completing high school graduation. These would include foundational courses in English Language Arts, Math, Science, Social Studies, PE/Health, and World Languages. More information on career pathways and RIHS course work can be found in the Appendix of this catalog.

## Career and College Pathway Endorsement (CCPE)

The Postsecondary and Workforce Readiness Act includes a process for school districts to award College and Career Pathway Endorsements to high school graduates. Students earn endorsements by completing an individualized learning plan, a career-focused instructional sequence, and professional learning opportunities. Rock Island High School offers three (3) Career and College Pathway Endorsement Programs. Information for each specific endorsement is listed below.

- **Education (General Education and Early Childhood Education)**
  - Individual Plan
    - Two (2) years of secondary coursework
      - Education Internship Course (Required)
      - Education Internship Field Experience (Required)
  - Early College Credits (Minimum 6 hours required)
    - **EARLY CHILDHOOD EDUCATION** Pathway
      - ECE 100: Introduction to Early Childhood Education
      - ECE 200: Growth and Development of the Young Child
    - **GENERAL EDUCATION** Pathway
      - EDUC 202: Multicultural and Social Foundations of Education
      - EDUC210: The Exceptional Child
  - Two (2) required team-based challenges: A group problem-based learning project relating to an individual's career area of interest that involves a problem relating to employers within that area, including mentoring from adults with expertise in that area, and requires the individual to present the outcomes of the project.
    - Lesson Differentiation Challenge
    - Community Partnership Challenge
  - Two (2) required career exploration activities
    - Career exploration is an activity such as a job shadow, attendance at a career exposition, or employer site visit providing an individual with the ability to engage directly with employers to gain knowledge of one or more industry sectors or occupations
  - Career Development Experience (60 hours required - Ed Internship Field experience)
    - Career development experiences are a supervised work experience relating to an individual's career area of interest that:
      - Occurs in a workplace or under other authentic working conditions;
      - Is co-developed by an education provider and at least one employer in the relevant field;
      - Provides compensation or educational credit to the participant;

- Reinforces foundational professional skills including, at a minimum, those outlined in the Essential Employability Skills framework;
    - Includes a Professional Skills Assessment that assesses skill development and is utilized as a participant feedback tool; and
    - Takes place for a minimum of 60 total hours.
  - Two (2) Career Exploration Experiences:
    - Quarterly College Visits to Explore Education Programs and Career Pathways
    - Education Related Career Exploration - Staff Interviews
  - **ALL:** Education Internship Field Experience - placement with RIMSD41 teacher for daily, on-site experiences while enrolled in Education Internship course
- **Health Sciences and Technology (Nursing)**
  - Individual Plan
    - Two (2) years of secondary coursework – including a minimum 6 early college credit hours
      - Exploring Medical Careers (recommended)
      - Medical Terminology (recommended) (3 Blackhawk College credits)
      - Anatomy and Physiology (REQUIRED)
      - Basic Nursing Assistant course (REQUIRED) (8 Blackhawk College credits)
      - Basic Nursing Assistant field experience (40 hours) (REQUIRED)
  - Two (2) team based challenges: A group problem-based learning project relating to an individual’s career area of interest that involves a problem relating to employers within that area, including mentoring from adults with expertise in that area, and requires the individual to present the outcomes of the project.
    - Activities of Daily Living (ADL) Challenge
    - Infection Control and Prevention Challenge
  - Two (2) Career Exploration Experiences: Career exploration is an activity such as a job shadow, attendance at a career exposition, or employer site visit providing an individual with the ability to engage directly with employers to gain knowledge of one or more industry sectors or occupations.
    - Geriatric Patient Care Guest Speaker Experience-Friendship Manor
    - Unity Point College of Nursing Tour
  - Career Development Experiences (Minimum 60 hours): Career development experiences are a supervised work experience relating to an individual’s career area of interest that:
    - Occurs in a workplace or under other authentic working conditions;

- Is co-developed by an education provider and at least one employer in the relevant field;
    - Provides compensation or educational credit to the participant;
    - Reinforces foundational professional skills including, at a minimum, those outlined in the Essential Employability Skills framework;
    - Includes a Professional Skills Assessment that assesses skill development and is utilized as a participant feedback tool; and
    - Takes place for a minimum of 60 total hours.
  - All: Completion of the required 40 hours Basic Nursing Assistant clinical experience at Friendship Manor, Rock Island, IL.
  - Options for additional 20 required hours:
    - Additional 20 hours of clinical experience;
    - Nursing apprenticeship
- **METT (Welding)**
  - Individual Plan
    - Two (2) years of secondary coursework – including a minimum of six (6) early college credit hours.
      - Shielded Metal Arc Welding (REQUIRED) (6 Blackhawk College Credits)
      - Occupational Welding (REQUIRED) (6 Blackhawk College Credits)
      - Basic Precision Measurement (REQUIRED) (2 Blackhawk College Credits)
      - Essentials of Technical Math (REQUIRED) (2 Blackhawk College Credits)
  - Two (2) team based challenges: A group problem-based learning project relating to an individual’s career area of interest that involves a problem relating to employers within that area, including mentoring from adults with expertise in that area, and requires the individual to present the outcomes of the project.
    - Weld of the Week
    - Air Tight Cube
  - Two (2) Career Exploration Experiences: Career exploration is an activity such as a job shadow, attendance at a career exposition, or employer site visit providing an individual with the ability to engage directly with employers to gain knowledge of one or more industry sectors or occupations.
    - SJ Smith Demo
    - Building Trades Expo
  - Career Development Experiences (Minimum 60 hours): Career development experiences are supervised work experience relating to an individual’s career area of interest that:
    - Occurs in a workplace or under other authentic working conditions;

- Is co-developed by an education provider and at least one employer in the relevant field;
- Provides compensation or educational credit to the participant;
- Reinforces foundational professional skills including, at a minimum, those outlined in the Essential Employability Skills framework;
- Includes a Professional Skills Assessment that assesses skill development and is utilized as a participant feedback tool; and
- Takes place for a minimum of 60 total hours.
- Options:
  - Welding Workplace Experience (Apprenticeship)
  - Welding employed

## Course Offerings By Department

### AVID

Advancement via Individual Determination (AVID) is a year-long academic elective course that prepares scholars for college and career readiness. It provides scholars with a multi-layered support system to enhance academic achievement, motivation, and preparation for post-secondary education success. Scholars participate in academic tutorial sessions and learn strategies that enhance study skills and post-secondary preparedness. In addition to the AVID course, scholars are required to be enrolled concurrently in a college preparatory course curriculum. In addition, scholars will have guest speakers on various careers and participate in college and career field trips.

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#### **AVID I (AVID1/AVID2)**

Grade Level: 9

Credits Earned: 1.0

Year Course

Prerequisites: Application Process

This course is an introduction to the basic skills scholars will be practicing and developing in order to be successful in their courses over the course of the next four years: Writing, Inquiry, Collaboration, Organization and Reading (WICOR). Scholars are introduced to the various processes and procedures of the AVID course, including collaborative "Tutorials" twice a week, focused note-taking and AVID binder and planner checks. Scholars will also familiarize themselves with the Rock Island High School environment through a variety of activities and engage in various career exploration activities. Scholars will begin the journey leading ultimately to the college application process during their senior year.

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### **AVID II (AVID3/AVID4)**

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Grade Level 10

Credits Earned 1.0

Year Course

Prerequisite: AVID I or Application Process

**Description:** Scholars will continue to refine and adjust their academic learning plans and goals. As scholars increase their rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. They will continue to develop WICOR skills. Emphasis in writing will be: analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Scholars will also analyze various documents in order to participate in collaborative discussions and development of leadership skills. Scholars will expand their vocabulary use and continue to prepare for college entrance exams and preparation. AVID II includes weekly tutorials, career exploration, guest speakers, and field trips.

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### **AVID III (AVID5/AVID6)**

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Grade Level 11

Credits Earned 1.0

Year Course

Prerequisite: AVID II or Application Process

Scholars will continue to refine and adjust their academic learning plans, goals and activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. Scholars will develop an increased ability to self-monitor, self-regulate, and manage time. They will continue to develop their portfolio. Lastly, scholars will narrow down their college and career interests, based on personal interests and, goals and continue to prepare for college entrance exams and the application process. AVID III includes weekly tutorials, career exploration, guest speakers and field trips.

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### **AVID IV (AVID7/AVID8)**

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Grade Level 12

Credits Earned 1.0

Year Course

Prerequisite: AVID III or Application Process

**Description:** Scholars participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. In senior year, scholars will continue to refine their academic learning plans and goals, create legacy projects including service learning projects/mentoring, as well as develop an increased ability to self-advocate, self-monitor, self-regulate, and manage time. Scholars will expand their portfolio to include: a social issue project and detailed reflections. Lastly, scholars will prepare for college and career readiness through the use of inquiry based collaborative study groups

utilizing higher order thinking and questioning techniques. AVID IV includes weekly study groups, career exploration, guest speakers, and field trips.

## BUSINESS EDUCATION

### BUSINESS TECHNOLOGY & COMPUTER CONCEPTS (BUS15/BUS16)

Grade Level: 9-12

Credits Earned: 0.5 or 1.0

One or Two Semesters

Prerequisite: None

**Description:** This orientation-level course will provide an overview of all aspects of business management, marketing and also includes ethics, concepts, functions, and skills required for meeting the challenges of operating a business in a global economy. Topics covered will include the various forms of business ownership as well as the basic functions of finance, management, personal finance, marketing, administration, and production. Scholar activities include a stock market simulation and other current business topics. Scholars will be introduced to a wide range of careers in various business fields.

### KEYBOARDING & DIGITAL TOOLS (BUS17)

Grade Level 9-10

Credits Earned 0.5

Semester Course

Prerequisite: None

**Description:** This course is designed to develop computer skills and touch typing technique. Scholars will format documents such as emails, reports, tables, and lists. An overview of Google Suite, online applications, and other technology will allow scholars to collaborate, improve communication skills, and create information. Grades are based on typing speed, daily work, and tests.

### COMPUTER CONCEPTS I (BUS29)

Grade Level 9-12

Credits Earned 0.5

Semester Course

Prerequisite: None

**Description:** Computer Concepts I is an orientation-level course designed to develop awareness and understanding of application software and equipment used by employees to perform tasks in business marketing and management. Scholars will apply problem-solving skills to hands-on, real-life situations using a variety of software applications. Specific units of instruction include: word processing, spreadsheet, database applications, presentations/graphics, and integration activities. Data entry skills upon entering high school

will greatly assist the student's success in this course. ***This course counts toward the completion of the computer requirement for graduation.***

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### **COMPUTER CONCEPTS II (BUS31/32)**

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Grade Level 10-12

Credits Earned 0.5 or 1.0

One or Two Semesters

Prerequisite: None

**Description:** Computer Concepts II is a skill-level course that includes advanced skills, concepts, and terminology related to information processing. Building on the skills developed in Concepts I, scholars will learn advanced features of the Microsoft Office Suite, digital photography techniques, photo editing, and introduction to coding skills. Scholars will prepare letters, reports, brochures, and forms. Scholars will create data directories and learn file maintenance techniques. Scholars will learn to locate and retrieve information from hard copy and electronic sources to prepare a variety of business documents. Scholars will apply proper grammar, punctuation, spelling, and proofreading practices. Accuracy will be emphasized. Workplace skills, as well as communication skills, will be taught and integrated throughout this course. ***This course counts toward the completion of the computer requirement for graduation.***

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### **ACCOUNTING I (BUS25/26)**

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Grade Level 10-12

Credits Earned 1.0

Year Course

Prerequisite: None

**Description:** Accounting I provides the chance to learn how money works in business. Through the use of working papers and automated accounting software, scholars will get hands-on experience analyzing transactions and understanding how financial statements are prepared. By the end of the course, scholars will know their way around assets, liabilities, and owner's equity.

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### **ACCOUNTING II (BUS27/BUS28)**

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Grade Level 11-12

Credits Earned 1.0

Year Course

Prerequisite: Accounting I

**Description:** Accounting II goes beyond the basics of Accounting I by diving into advanced topics, such as: managing payroll, analyzing complex financial statements, understanding the world of taxes, etc. Through the use of working papers and automated accounting software,

scholars will understand how businesses make financial decisions and the strategies they use to maximize profits. This course is articulated credit with Accounting at Black Hawk College.

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### WEB PAGE DESIGN I (BUS85/86)

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Grade Level 10-12

Credits Earned 1.0

Year Course

Prerequisite: Computer Concepts I

**Description:** Web Page Design I is a skill-level course designed to prepare scholars to plan, design, create and maintain web pages and sites. Scholars will learn the fundamentals of web page design using HTML, HTML editors (including Dreamweaver), and graphic editors, as well as programming tools such as JavaScript. Scholars will work in a project-based environment to create working websites. Scholars will use image-editing programs to enhance websites. ***This course counts toward the completion of the computer requirement for graduation.***

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### COMPUTER OPERATIONS & PROGRAMMING I (BUS91)

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Grade Level 10-12

Credits Earned 0.5

Semester Course

Prerequisite: Successfully completed Computer Concepts I with a C or better

**Description:** Computer Operations & Programming I is a skill-level course designed to develop computer programming and program design skills through the use of Python. Scholars will be exposed to the fundamentals of system analysis and design and the systems development life cycle. Instruction will include basic programming tools that are common to many programming languages. These may include input/output statements, constants, assignment statements, string and numeric variable types, conditional processing, and branching and looping control structures. Scholars will learn programming techniques such as counting, averaging, rounding, and generation of random numbers to develop a good programming technique. Scholars will apply what they learn to create programs and applications that solve real world business related problems. Scholars will create programs to store, locate, and retrieve data.

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### INCubator@RIHS (BUS89/90)

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Grade Level 11-12

Credits Earned 1.0

Year Course

Prerequisite: None

**Description:** Entrepreneurship and Enterprise (INCubatoredu@RIHS) is for highly motivated scholars with good attendance and is designed to get scholars excited about becoming true entrepreneurs. Scholars will have the opportunity to create and fully develop their own product or service. Real-world entrepreneurs and business experts will serve as coaches and mentors guiding scholar teams through the process of ideation, market research, and business

plan development. Attendance is essential for this course. Over the course of the year, scholar teams will learn about marketing, accounting, human resources, as well as the legal aspects of running a business to get them geared up for Pitch Week. Pitch Week helps to further fire the entrepreneurial spirit by putting scholar teams in front of actual investors to pitch their innovative ideas. The team that wins the Final Pitch wins \$5,000. Scholars enrolled in this course are expected to compete in all course requirements, including pitch contests, and must be enrolled in the class for the entire year.

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### **COOPERATIVE WORK TRAINING (CWT) (BUS01/02)**

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Grade Level 11-12

Varied Credit

Year Course

Prerequisite: Application through Counselor AND Coordinator AND Employed by 1st Day of School

**Description:** This course prepares scholars to enter today's workforce by focusing on practical career planning, employer/employee relations, money management, and computer skills. Scholars will combine one half-day of on-the-job training in a local business or industry and one half-day of study in school. Cooperative Work Training includes a variety of work training stations and is not limited to one particular field. Transportation to the job site is the responsibility of the student. Participation and support of Co-op activities are expected, including payment of dues and signing an attendance contract.

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### **ON THE JOB TRAINING (OJT)**

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Grade Level 11-12

Varied Credit

Year Course

Prerequisite: Scholars must be enrolled in a CWT course.

Course Codes:

- BUS03 (Periods 5-8) Semester 1 (1.0 Credit)
- BUS04 (Periods 5-8) Semester 2 (1.0 Credit)
- BUS05 (Periods 7-8) Semester 1 (1.0 Credit)
- Bus06 (Periods 7-8) Semester 2 (1.0 Credit)
- BUS07 (Period 8) Semester 1 (0.5 Credit)
- BUS08 (Period 8) Semester 2 (0.5 Credit)

**Description:** OJT is the credit earned for working. Scholars will attend one half-day in school and one-half day of on-the-job training supervised by the teacher-coordinator. Scholars will be required to provide proof of employment (current paystub) on the first day of class. Scholars must work a minimum of 15 hours per week at a coordinator approved site. If a scholar misses more than 9 days of school in a semester, he or she will receive an F for OJT. Exceptions to attendance include: field trips and college visits. If a scholar loses a job, he or she will have two

weeks to find other employment or they will be placed in study hall during scheduled OJT courses and risk failing.

## CAREER & TECHNICAL EDUCATION

### **IJAG I (VOC9A/VOC9B)**

Grade Level: 9

Credits Earned: 1.0

Year Course

Prerequisite: Recommendation of counselor and interview with instructor.

**Description:** This career exploration and preparation program provides an educational hands-on approach in exploring personal strengths and weaknesses. Scholars will work to build strengths in academic areas, time management, learn about personality and temperament, understand communication models for personal and career use, identify values and understand the relationship between personal actions and consequences that follow. Scholars will be able to demonstrate core competency attainment. All scholars are expected to participate in the scholar led Career Association. The program format involves individual assignments, team building activities/projects, academic remediation, service learning and guest speakers. Field trips may be included. An interview with the instructor will be held prior to admittance to the course.

### **IJAG II (VOC1A/VOC1B)**

Grade Level 10

Credits Earned 1.0

Year Course

Prerequisite: Successful completion of iJAG I and interview with instructor.

**Description:** This career exploration and preparation program is a continuation of iJAG I. Scholars will continue to build upon foundations established, continue to expand and explore personal career interests and determine goals for future career plans. An interview with the instructor will be held prior to admittance to the course.

### **IJAG III (VOC83/VOC84)**

Grade Level 11-12

Credits Earned 1.0

Year Course

Prerequisite: Interview with instructor

**Description:** This career exploration and preparation program provides an educational hands-on approach in exploring personal strengths and weaknesses. Scholars will work to build strengths in academic areas, time management, learn about personality and temperament, understand communication models for personal and career use, and identify values and

understand the relationship between personal actions and consequences that follow. Scholars will make connections to their career interests, abilities and aptitudes by determining their education and career goals. Scholars will be able to demonstrate core competency attainment. All scholars are expected to participate in the scholar led Career Association. The program format involves individual assignments, team building activities/projects, academic remediation, service learning and guest speakers. Field trips may be included. An interview with the instructor will be held prior to admittance to the course.

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### **EDUCATION INTERNSHIP (EDU101/EDU102)**

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Grade Level 11-12

Credits Earned Variable

Semester or Year Course

Prerequisite: None

**Description:** Scholars enrolling in this course should have an interest in pursuing a career in the education field. Education Interns will learn the foundations of education as well as gain hands-on experience. Topics explored in this course include the roles of educators, teacher preparation, learning theories, multicultural education, the classroom environment, assessing learning, and the role of school in the community. Interns will work directly with district educators to observe and carry out a variety of classroom tasks and activities, including assisting scholars with classwork, teaching small groups, and leading classroom discussions. Interns must exhibit good citizenship, regular attendance, and initiative within their classroom placement. By participating in this internship, scholars will receive elective credit towards graduation requirements. This class may be taken both junior and senior year.

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### **INTRODUCTION TO EARLY CHILDHOOD EDUCATION (ECE 100)**

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Grade Level 11-12

Credits Earned 0.5 (3 BHC credits)

Semester Course

Prerequisite: Appropriate placement score in English and Reading. Concurrently enrolled and/or completed Education Internship.

**BHC Dual Credit: This course is offered during the fall semester**

**Description:** An exploration of child development within a socio-cultural context, such as gender, family, race, ethnicity, language, ability, socio-economics, religion, and society; including an in-depth study of physical, social/emotional, cognitive, language, and aesthetic development; an examination of current research and major developmental theories. Emphasis is on the stages of development and understanding these factors in working with children. This course includes a child study of a child under 6 years of age.

## **GROWTH & DEVELOPMENT OF THE YOUNG CHILD (ECE 200)**



Grade Level 11-12

Credits Earned 0.5 (3 BHC credits)

Semester Course

Prerequisite: Appropriate placement score in English and Reading. Concurrently enrolled and/or completed Education Internship.

**BHC Dual Credit: This course is offered during the fall semester**

**Description:** An exploration of child development within a socio-cultural context, such as gender, family, race, ethnicity, language, ability, socio-economics, religion, and society; including an in-depth study of physical, social/emotional, cognitive, language, and aesthetic development; an examination of current research and major developmental theories. Emphasis is on the stages of development and understanding these factors in working with children. This course includes a child study of a child under 6 years of age.

## **MULTICULTURAL & SOCIAL FOUNDATIONS OF EDUCATION (EDU202)**



Grade Level 11-12

Credits Earned 0.5 (3 BHC credits)

Semester Course

Prerequisite: Concurrently enrolled and/or completed Education Internship

**BHC Dual Credit: This course is offered during the fall semester**

**Description:** A study of the social, linguistic, and cultural factors that affect the educational experiences, practices & environments in America. This course broadens scholars' understanding of the diverse nature of the contexts that either enhance or negate one's educational experiences. **(Field Experience: 10 hours required)**

## THE EXCEPTIONAL CHILD (EDUC210)



Grade Level 11-12

Credits Earned 0.5 (3 BHC credits)

Semester Course

Prerequisite: Appropriate placement score in English and Reading. Concurrently enrolled and/or completed Education Internship.

**BHC Dual Credit: This course is offered during the spring semester**

**Description:** This survey course provides an overview of educational and evidence-based strategies supporting children with exceptional cognitive, social, physical, and emotional needs. Identification, intervention, strategies, methods, and programs to meet the needs of children are presented. Study of applicable federal and state laws and requirements conducted, including: Individuals with Disabilities Education Act, Individualized Family Service Plan, Individualized Educational Programs, and inclusive programming.

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## GRAPHIC DESIGN I (VOC19/VOC20)

Grade Level: 10-12

Credits Earned: 1.0

Year Course

Prerequisite: Art Forms

**Description:** This course is the first year of a two-year program, which teaches the principles of layout and graphic design. Scholars will expand their design skills by developing their artwork, photographs, and graphics by using computer programs in the Adobe CS3 suite. The first semester will focus on learning and applying Adobe Photoshop and Adobe Illustrator. Basics of digital photography will be applied to their final designs. Second semester will concentrate on package designing in Photoshop and introduction of Adobe Animate CC.

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## GRAPHIC DESIGN II (VOC20/VOC21)

Grade Level: 11-12

Credits Earned: 1.0

Year Course

Prerequisite: Graphic Design I

**Description:** This course expands the scholar's ability learned in the first year of Graphic Design I. Scholars will apply advanced techniques in Adobe CS3 suite. First semester will focus on print publications, applying their graphic design skills in Adobe Photoshop, Adobe Illustrator, and Adobe InDesign. The second semester will incorporate video production and basic animation using Adobe Premier Pro and Adobe Flash CS3 Professional. Digital video photography will be applied to final design, as a final portfolio will be required.

## SHIELDED METAL ARC WELDING (BHC1/BHC2)



Grade Level: 11-12

Credits Earned: 1.0 (6 BHC credits)

Year Course

BHC Dual Credit

**Description:** Scholars will learn basic Shielded Metal Arc welding skills, with shop and OSHA safety being a focus. There will be a concentration on learning how to ARC weld in flat, horizontal, vertical up and overhead positions, while creating lap, corner, butt and fillet welds in each position. Pipe and boss welds will also be taught after the basic welds have been mastered. Embedded in the class will be lessons on the many hand tools and hand held power tools used while welding to prepare metal. Additional lessons on metals, measurement, welding symbols and blueprint reading will be a part of the class. This is a dual credit class with Black Hawk College. Tuition and fees for the dual credit will be the responsibility of the scholar and their family. Scholars will be required to provide some of their own safety equipment (jeans, covered shoes, and welding gloves). **Scholars must earn a C or higher to obtain credit from Black Hawk.**

## OCCUPATIONAL WELDING (BHC13/BHC14)



Grade Level: 11-12

Credits Earned: 2.0 (8 BHC credits)

Year Course (2 Periods)

BHC Dual Credit

Prerequisite: Shielded Metal Arc Welding

**Description:** This is the advanced welding course. In this course, scholars will learn the basics of MIG and TIG welding as well as Oxy-Acetylene welding and cutting, and Plasma Cutting. Safety will be emphasized and build on knowledge from previous courses. Scholars will learn how to weld MIG and TIG processes in flat, horizontal, vertical-up and overhead positions while creating lap, corner, butt/groove, and fillet/T welds in each position. Various welding processes and gases will be introduced throughout the class for welding on a variety of metals. Metal working procedures such as cutting, bending and drilling will be taught, along with how to use power tools and equipment in the shop. Scholars will have projects to reiterate material covered in class. This is a dual credit class with Black Hawk College. Tuition and fees for the dual credit will be the responsibility of the scholar and their family. Scholars will be required to provide their own safety equipment (jeans, covered shoes and welding gloves). **Scholars must earn a C or higher to obtain credit from Black Hawk.**

## BASIC PRECISION MEASUREMENT (BHC7)



Grade Level: 11-12

Credits Earned: 0.5 (2 BHC credits)

Semester Course

BHC Dual Credit

Prerequisite: Enrolled in the welding program

**Description:** Measuring techniques required for machine operations in industry.

Course Objectives:

Upon completing this course, scholars should be able to:

- Measure parts using Vernier calipers
- Measure parts using micrometers
- Measure and layout parts using scales
- Measure and layout parts using a combination square
- Evaluate part dimension according to blueprint dimensions and tolerances

This course, taken along with Essentials of Technical Math, will allow welding scholars to receive certification in welding. This course is intended for scholars enrolled in the welding program and scholars must be either junior or senior status. Tuition and fees are the responsibility of the scholar and his/her family. **Scholars must earn a C or higher to obtain credit from Black Hawk**

## ESSENTIALS OF TECHNICAL MATH (BHC9)



Grade Level: 11-12

Credits Earned: 0.5 (2 BHC credits)

Semester Course

BHC Dual Credit

Prerequisite: Enrolled in the welding program

**Description:** This course includes a thorough review of arithmetic, an in-depth study of plane geometry concepts, an introduction to the metric system, and an introduction to trigonometry.

Course Objectives:

Upon completing this course, scholars should be able to:

- Perform arithmetic operations with real numbers including scientific notation.
- Perform arithmetic operations to evaluate algebraic expressions and formulas.

- Convert between metric and English units of measurement.
- Solve problems in technology using elementary geometric terms, concepts, and formulas.
- Solve problems in technology using right angle and oblique trigonometry

All problem solving will be done with and without the use of a graphing calculator. This course is intended for scholars enrolled in the welding program and scholars must be either junior or senior status. Tuition and fees are the responsibility of the scholar and his/her family. ***Scholars must earn a C or higher to obtain credit from Black Hawk***

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### **WELDING WORKPLACE EXPERIENCE (VOC41/VOC42)**

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Grade Level: 12

Credits Earned: 1.5

Year Course (2 Periods)

Prerequisite: Occupational Welding

**Description:** This course provides scholars with work experience in the welding machine technologies, or metalwork fields. Goals are typically set cooperatively by the student, teacher, and employer. These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that scholars encounter in the workplace with emphasis on soft skills, critical thinking and problem solving.

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### **EXPLORING MEDICAL CAREERS (VOC57)**

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Grade Level: 9-10

Credits Earned: 0.5

Semester Course

Prerequisite: None

**Description:** This course offers a practical overview to introduce scholars to the health care field. Scholars will explore different aspects of health care such as professions (nursing, nurse aide, physician, physical therapist, etc.), health care providers (hospitals, clinics, nursing homes, etc.), the history of medicine and health care, as well as the life skills required in all health occupations. Other content includes wellness, anatomy, physiology, and life stages. This course is recommended, but not required, for scholars wanting to enroll in Occupational Health or Medical Terminology. Field trips, speakers, and job-related experiences will be utilized to enhance the curriculum.

## MEDICAL TERMINOLOGY (BHC11)



Grade Level: 11-12

Credits Earned: 0.5 (3 BHC credits)

Semester Course

BHC Dual Credit

Prerequisite: 80 or higher on Accuplacer Reading Test

**Description:** This course presents the principles of medical word construction through identification of root words, prefixes, suffixes, combining forms, and methods of building medical terms. Emphasis is placed on correct medical word spelling, pronunciation and definition, while introducing terminology specific to various body systems. The course is intended to prepare scholars to classify medical information for use in a variety of health care professions. This is a Dual Credit course with Black Hawk College earning 3 cr. hrs. Scholars must earn a C or higher to obtain credit from Black Hawk Tuition and fees are the responsibility of the scholar and his/her family.

## BASIC NURSING ASSISTANT PROGRAM (BHC15/BHC16)



Grade Level: 11-12

Credits Earned: 2.0 (8 BHC credits)

Year Course (2 Periods)

BHC Dual Credit

Prerequisite: 2.5 GPA

**Description:** This is a yearlong course designed to prepare the scholar to become a Nursing Assistant. Scholars will attain the knowledge and understanding of the skills to function as a responsible member of the health team. This course includes theory, laboratory practice, and clinical experience. This course centers around 80 in-course theory hours and then the focus of the 40-hour clinical rotation will be caring for patients in a long-term care facility. With successful completion, the scholar will be able to take a state exam to become a Certified Nursing Assistant. It is a dual credit course with Black Hawk College. If at the semester the scholar does not have a "C" or higher, he/she will not be able to continue enrollment in the course. Scholars must obtain a "C" both semesters and complete 40 clinical hours to earn college credit. Clinical days will vary. Scholars must have good attendance. A strict attendance policy needs to be adhered to by all scholars. Scholars may miss no more than 9 classes and are required to attend 5 assigned clinical days. Additional costs may be associated with this course of study. Information regarding fees and course requirements are available through the instructor. Tuition and fees are the responsibility of the scholar and his/her family. **When 9 classes are missed, the scholar will be dropped from**

*the program at semester. If the 9 classes missed occurs during the second semester, the scholar will remain in the class the remainder of the school year- but will no longer be eligible for dual credit or to apply to take the state exam in May and must still pay tuition fees to Black Hawk.*

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### **BASIC NURSING WORKPLACE EXPERIENCE (VOC43/VOC44)**

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Grade Level: 12

Credits Earned: 1.5

Year Course (2 Periods)

Prerequisite: Basic Nursing Assistant Program

**Description:** This course provides scholars with work experience in the nursing field. Goals are typically set cooperatively by the student, teacher, and experience coordinator/employer. Scholars may have a classroom component with activities, involving further study of the field or discussion regarding experiences that scholars encounter in the workplace.

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### **DRIVER EDUCATION**

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#### **DRIVER EDUCATION**

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Grade Level: 10-12

Credits Earned: 0.5

Semester Course

Prerequisite: Scholars must be a sophomore in good standing (5.5 credits)

**Course Codes:**

- DRED1-Semester 1 Must be 16 years of age on or before January 31st
- DRED2-Semester 2 Must be 16 years of age on or before August 31st
- DRED3-Semester 1 Behind the Wheel
- DRED4-Semester 2 Behind the Wheel

**Description:** Driver Education is a one-semester course involving a three-phase program. Scholars enrolled will be participating in the classroom, on a simulator, and street instructional phases at the same time. The classroom phase is a study of textbook material, state curriculum guides, and other resources pertinent to the safe operation of the automobile. Scholars accumulating fifteen absences (excused, unexcused, field trips, etc.) will result in an "F" for the classroom phase in accordance with the state law requirement. Street instruction consists of at least three hours behind the wheel in a specially equipped driver education car. Simulation instruction requires 12 hours in a simulator. Scholars passing Driver Education will receive 0.5 credits. Scholars are required to pay the Illinois license fee (currently \$20.00). A fee will be charged for the Behind the Wheel instruction (currently \$100.00) Course fees are subject to change, due to State legislation.

### State Requirements to Obtain a Driver's License:

1. Pass classroom phase.
2. Pass driving simulation.
3. Must be at least 16 years of age.
4. Have your permit for at least 9 months.
5. Drive 50 hours with a parent/guardian (at least 10 of the 50 hours must be at night).

### DRIVER EDUCATION NOTES

#### Classroom Course

- Priority given to sophomores in good standing at time of registration and based on seat availability
- Receives credit and a grade

#### Behind the Wheel Course

- Priority given to sophomores in good standing at time of registration and based on seat availability
- See course description for additional information
- Does not receive credit
- Receives a pass/fail grade

## ENGLISH LANGUAGE ARTS

### ENGLISH 9 (ENGF3/ENGF4)

Grade Level: 9

Credits Earned: 1.0

Year Course

Prerequisite: None

**Description:** Scholars will read closely a variety of diverse literature, including excerpts, short stories, drama, and nonfiction, to enhance critical thinking skills as they write to analyze given texts; use evidence to make claims and determine the purpose behind how authors structure text and develop ideas; develop writing through inquiry in a research project; and develop arguments through text analysis to develop their own arguments in writing.

### ENGLISH LAB (ENGF5/ENGF6)

Grade Level 9

Credits Earned 0.5 or 1.0

Semester or Year Course

Prerequisite: None

**Description:** English Lab is a writing and reading support class. Scholars are enrolled in this course while they are also taking English 9. Class time will concentrate on writing and reading

strategies which supplement work being done in English 9 with the goal of increasing reading fluency. Course placement is determined by grades in English/reading, MAP test scores, teacher recommendation and/or administrator discretion. Scholars will earn elective credit.

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### **HONORS ENGLISH 9 (ENGF1/ENGF2)**

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Grade Level 9

Credits Earned 1.0

Year Course

Prerequisite: None

**Description: Placement based upon the Accelerated Placement Act/MAP scores/8th grade course grades & demonstration of skills.** This course is a year-long course offered to academically accelerated 9th grade scholars. The course will help scholars develop more mature communication skills and will acquaint them with the life-enriching benefits of the study of literature. Scholars will also study grammar, usage, vocabulary, and writing. (Also includes the same content as English 9.)

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### **ENGLISH 10 (ENG11/ENG12)**

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Grade Level 10

Credits Earned 1.0

Year Course

Prerequisite: None

**Description:** Building upon skills learned and reinforced in English 9, scholars will closely read a variety of diverse literature, including poetry, nonfiction, drama, to analyze these texts and determine how authors develop complex characters and ideas; work more in depth to determine authors' purposes as the analyze authors' use of rhetoric and word choice to develop ideas and claims; research multiple perspectives to develop a position in their writing; and determine how authors use craft and structure to determine characters and ideas

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### **HONORS ENGLISH 10 (ENG15/ENG16)**

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Grade Level 10

Credits Earned 1.0

Year Course

Prerequisite: Honors English 9

**Description: Recommendation: Grade of C or higher in Honors English 9 is highly recommended.** This course is a year-long course offered to academically accelerated 10<sup>th</sup> grade scholars. Scholars will investigate various types of world literature and, through analysis, come to an appreciation of different cultural philosophies. Scholars will utilize the writing process to compose essays in a variety of styles, including the research paper. (Also includes the same content as English 10).

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## ENGLISH 11 (ENG61/ENG62)

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Grade Level 11

Credits Earned 1.0

Year Course

Prerequisite: None

**Description:** Continuing to reinforce and develop skills learned in English 10, scholars will closely read a variety of diverse literature, including poetry, excerpts, drama, and nonfiction, to determine how authors develop and relate elements of a given text; determine how authors use figurative language or rhetoric to advance a point of view or purpose; research multiple perspectives to develop a position in a given task; and determine how authors use narrative techniques to craft fiction writing.

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## JOURNALISM (ENG81/ENG82)

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Grade Level 10-12

Credits Earned 1.0

Year Course

Prerequisite: None

**Description: Recommendation: Grade of C or higher in previous English courses \*10<sup>th</sup> graders need a recommendation from their English 9 teacher\*.** Scholars will study the methods, ethics, and fundamentals of journalistic writing. They will write and edit news, features, and sport stories, along with editorials and writing for the yearbook. Scholars will be introduced to and utilize desktop publishing for production. Scholars will do all of the writing, photography, designs, and layouts for the school newspaper, *The Crimson Crier*, the school yearbook, *The Watchtower*, and journalistic activities for the RIHS Athletic Department. In this course scholars create and plan the yearbook, as well as video projects for Rock Island High School's social media.

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## AP ENGLISH LANGUAGE & COMPOSITION (APENG1/APENG2)



Grade Level 11

Credits Earned 1.0

Year Course

Prerequisite: English 10/Honors English 10

\*5.0 Weighted Course

**Description: Recommendation: Grade of C or higher in Honors English 10 is highly recommended.** The AP English Language and Composition course is modeled after college freshman rhetoric and composition courses. AP English Language, therefore, emphasizes reading, critical analysis, and literature study and appreciation. Literature (primarily nonfiction) from various eras and genres such as humanities, biography, philosophy, history, and political science will be studied. Scholars will also study visual rhetoric such as photographs,

advertisements, and political cartoons. Focus will be on various modes of discourse and will require scholars to understand audience, purpose, tone, context, and style. Scholars must come into the course expecting an intensive writing experience. **Scholars enrolled in this course are expected to take the AP exam in May and are expected to remain in the course for the entire year. Teacher, parent/guardian, and administrative approval are required to drop this course at semester.**

### **PRINCIPLES OF SPEECH COMMUNICATION (BHC17)**



Grade Level 12

Credits Earned 0.5 (3 BHC Credits)

Semester Course

Prerequisite: Enrollment in BHC Dual Credit Program

BHC Dual Credit

**Description:** The oral communication course combines communication theory with the practice of oral communication skills. This oral communication course: (1) develops awareness of the communication process; (2) provides intentional, organizational, and expressive strategies; (3) promotes understanding of and adaptation to a variety of communication contexts; and (4) emphasizes critical skills in listening, reading, thinking and speaking. Tuition and fees are the responsibility of the scholar and his/her family.

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### **ENGLISH 12 (ENG45/ENG46)**

Grade Level 12

Credits Earned 1.0

Year Course

Prerequisite: None

**Description:** Reinforcing and enhancing skills learned in English 11, scholars will closely read a variety of diverse texts, including nonfiction excerpts and drama, to develop personal narratives (e.g. college application essay); research multiple perspectives to develop a position for a given research task and presentation project; analyze the interaction of central ideas and character development; and explore complex ideas through craft structure of given texts.

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## GLOBAL AWARENESS & ELA (ENG71/ENG72)

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Grade Level 12

Credits Earned 1.0

Year Course

Prerequisite: Recommended grade of B- or C in previous English courses (not recommended for scholars with already strong English skills)

**Description:** Global Awareness and ELA is a year-long course intended for senior scholars who are interested in continuing their education in college, but they want to reinforce their skills to better ensure college, career, and life success. **Scholars must maintain a C or better each quarter in this \*year-long class to earn a \*State portability code** that will replace remedial classes that otherwise would be required for 100 level coursework at BHC. Because of the state portability code, regular attendance and senior standing is highly recommended. Global Awareness and ELA will also enable scholars to find success on “day one” in college courses. Course text selections and writings are organized around themes, critical issues and concepts that direct scholar focus to global ideas that foster critical thinking, reading, and writing skills. Metacognition and essential skill competences are integrated throughout instruction and embedded in course activities. Quarter-long units include: Global Climate Change, Investigating Your Passions, Facing Adversity, and Defining Success.

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## AP ENGLISH LITERATURE & COMPOSITION (APENG3/APENG4)



**Description: Recommendation: Grade of C or higher in AP Language and Composition is highly recommended.** In AP Literature and Composition, scholars must read, write, and speak at advanced levels. British poetry and prose, studied chronologically and analyzed critically, enable scholars to understand the development of modern English literature and language. Writing focuses mainly on exposition, with emphasis on process, content, clarity, and form. Scholars will do extensive reading outside of class and present oral reports each quarter. Additionally, scholars use research skills and the MLA format for written and oral projects. The literature and writing content of this year-long course helps prepare scholars for the AP Literature and Composition exam in May. **Scholars enrolled in this course are expected to take the AP exam in May and are expected to remain in the course for the entire year. Teacher, parent/guardian, and administrative approval are required to drop this course at semester.**

## ENGLISH 101 (BHC5)



Grade Level 12

Credits Earned 0.5 (3 BHC Credits)

Semester Course

BHC Dual Credit

Prerequisite: Per Black Hawk College-ACT Reading score of 22 or higher or Accuplacer Reading score of 90 or higher or SAT Reading score of 370 or higher

**Description:** The first of two courses in the one-year composition sequence, English 101 introduces scholars to college-level writing as a process of developing and supporting a thesis in an organized essay. English 101 requires scholars to read and think critically, use appropriate style and voice, and observe the conventions of Standard English and citation. Scholars must earn a “C” or better in order to qualify for English 102 in the spring. Tuition and fees are the responsibility of the scholar and his/her family.

## ENGLISH 102 (BHC6)



Grade Level 12

Credits Earned 0.5 (3 BHC Credits)

Semester Course

BHC Dual Credit

Prerequisite: Per Black Hawk College: C or better in English 101

**Description:** English 102 is the second of two courses in the one-year composition sequence. English 102 continues exposing scholars to college-level writing by developing and supporting a thesis in persuasive papers. English 102 requires scholars to read and think critically and to apply documentation and research skills to a multi-sourced academic research writing assignment. Tuition and fees are the responsibility of the scholar and his/her family.

## Grade 12 Electives

Seniors may select two of the following semester elective courses to fulfill the grade 12 required year English credit.

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### AFRICAN AMERICAN LITERATURE (ENG59)

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Grade Level 12

Credits Earned 0.5

Semester Course

Prerequisite: None

**Description:** This semester course offers insight into the social issues, struggles, and personal relationships in African American culture as shown through fictional and nonfictional literature created by African Americans. Scholars will complete a variety of assignments that improve their reading, writing, and speaking skills to develop a well-rounded understanding of the English Language and African American Literature.

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### CONTEMPORARY LITERATURE (ENG55)

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Grade Level 12

Credits Earned 0.5

Semester Course

Prerequisite: None

**Description:** Scholars will analyze nonfiction or literature that addresses the struggles of young adults, whether they are trying to discover identity, determine ethics and honor, or overcome the obstacles imposed on them in their society or environment. Scholars will be expected to work cooperatively and independently, to read outside of class and write for a variety of purposes, and to present in front of their peers. Assessments may be essay, objective, or project-based.

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### CREATIVE WRITING (ENG55)

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Grade Level 12

Credits Earned 0.5

Semester Course

Prerequisite: None

**Description:** Scholars will explore various authors and their works, study literature and narrative techniques, and conduct research, through independent reading, that they will then apply to their own writing. Writing may include, but is not limited to various types of poems, a play, a short story, or a children's book. Written assessments will vary based on scholar choice but will evaluate imagery, mood, characterization, and other varied narrative elements. This course will also include intensive editing process, including workshopping and sharing writing with peers.

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### MODERN WORLD LITERATURE (ENG53)

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Grade Level 12

Credits Earned 0.5

Semester Course

Prerequisite: None

**Description:** Scholars will analyze novels by authors from around the world. Through these readings, analysis (written and verbal), and potential research, scholars will broaden their awareness of other cultures from the past into more contemporary times. Scholars will be expected to work cooperatively and independently, to read outside of class, to present in front of their peers, and write for a variety of purposes. Assessments may be essay, objective, or project-based.

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### WORLD MYTHOLOGY (ENG57)

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Grade Level 12

Credits Earned 0.5

Semester Course

Prerequisite: None

**Description:** This is a semester course, where scholars read (in and outside of class) and discuss various mythological legends from history and literature. During reading and discussion, scholars compare and contrast world myths and show their continued relevance in today's world. Scholars conduct research, develop a presentation project, and write essays.

## FAMILY & CONSUMER SCIENCE

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### FOODS & NUTRITION I (HOM01)

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Grade Level: 9-12

Credits Earned: 0.5

Semester Course

Prerequisite: None

**Description:** This introductory course is designed to develop an understanding of nutrition and wellness. The focus of this course is to assist scholars in making healthy food choices based on dietary guidelines. An understanding of these elements enables scholars to select, plan, and prepare nutritious foods with an emphasis on sanitation and safety. This course is a prerequisite for Foods & Nutrition II.

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### **FOODS & NUTRITION II (HOM03)**

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Grade Level 10-12

Credits Earned 0.5

Semester Course

Prerequisite: Foods and Nutrition I

**Description: Recommendation: Grade of C or better in Foods I is highly recommended.** This course is the second level of study in Foods & Nutrition. Safety and sanitation practices will be encouraged throughout the semester with a focus on time management and food preparation skills. Scholars will develop skills in using equipment to produce nutritious and attractive meals. Course content includes foodservice careers, international foods, kitchen design, and the preparation of yeast breads, pies, cakes, casseroles, and meats. This course is a prerequisite for Culinary Arts.

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### **CULINARY ARTS (HOM31)**

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Grade Level 11-12

Credits Earned 0.5

Semester Course

Prerequisite: Foods and Nutrition I and II

**Description: Recommendation: Grade of C or better in Foods and Nutrition I and II is highly recommended.** This course is designed to help scholars become aware of career proficiencies required in food preparation occupations. Emphasis is given to the development of competencies related to employability. Course content includes a review of sanitation and safety, menu planning, and food production. Upon completion of this course scholars should have entry-level skills needed for employment in institutional or commercial establishments.

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### **ADULT LIVING (HOM35)**

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Grade Level 11-12

Credits Earned 0.5

Semester Course

Prerequisite: None

**Description:** This course is designed to help scholars gain an understanding of the basic personal finance skills that are relevant to the lives of teens as they transition to young adults. The goal is to build a solid foundation for financial independence. Scholars will discover the following: how they can manage their spending to meet financial goals, control their personal credit and debt, boost their personal earning capability, put their personal assets to work to build personal wealth, use financial services in a sensible and wary manner, and protect their personal property and financial resources.

## FINE ARTS

### THEATRE ARTS I (ART21)

Grade Level: 9-12

Credits Earned: 0.5

Semester Course

Prerequisite: None

**Description:** Theater Arts I provides opportunities for scholars to explore theatre skills and techniques. Scholars will learn the fundamentals of theatre through various texts, daily activities, and projects, including the creation and performance of short scenes and ensemble acting.

### THEATRE ARTS II (ART23)

Grade Level 9-12

Credits Earned 0.5

Semester Course

Prerequisite: Theatre Arts I

**Description:** Theatre Arts II provides opportunities for scholars to acquire new skills and understandings such as writing, producing, and directing plays, while enhancing and developing previously acquired experience in Theater Arts I. Topics also include the role and development of theatre in society. The course uses a variety of texts, daily activities, projects, tests, and performances.

### THEATRE ARTS III (ART25)

Grade Level 10-12

Credits Earned 0.5

Semester Course

Prerequisite: Theatre Arts I and II

**Description:** Theater Arts III provides opportunities for scholars to advance themselves in the following areas: improving established techniques, expanding scholars' exposure to different types of theatrical techniques and traditions, and increasing their chances of participating in public productions. This course may also provide a discussion of career opportunities in the theater.

## Music Program

The music program includes instruction in non-performance and performance courses. The non-performance courses are Music Theory and Music Appreciation / History. Performance courses are Instrumental Music (Marching Band, Concert Band, Jazz Band and Orchestra) and Vocal Music (several choirs from which to choose). The performance courses also include study of theory and appreciation / history.

### NON-PERFORMANCE COURSES

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#### MUSIC THEORY (ART39)

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Grade Level 11-12

Credits Earned 0.5

Semester Course

Prerequisite: Must be involved in the music program

**Description:** Music Theory requires that a scholar have an understanding of basic music. They must already be capable of reading music. This course is for scholars who may be considering majoring in music in college or furthering their musical knowledge beyond the basics.

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#### MUSIC APPRECIATION (BHC3)



Grade Level 11-12

Credits Earned 0.5 (3 BHC Credits)

Semester Course

Prerequisite: Enrollment in BHC Dual Credit Program

BHC Dual Credit

**Description:** This course is designed to acquaint scholars with the various periods of musical composition and performance. No previous musical training is required. It would be beneficial to all scholars, especially those involved in other music courses, those planning music as a career, and those attending a college / university in liberal arts. Tuition and fees are the responsibility of the scholar and his/her family.

### PERFORMANCE COURSES INSTRUMENTAL MUSIC PROGRAM

The Instrumental Music Program includes instruction in small and large group performance and solo and ensemble in the areas of winds, strings, and percussion. Large group performance includes the orchestra and bands (concert, marching, pep and jazz). Individual and /or small group performance includes experience in solo preparation, duets, trios, and experience in Instrumental Music.

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### **MARCHING BAND (ART31)**

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Grade Level 9-12

Credits Earned 0.5

Semester Course (FALL)

Prerequisite: Enrollment in band both semesters of previous year or private lessons the previous year. Placement of scholars in the marching band is based on audition, enrollment, and/or performance.

**Description:** Marching Band is available to 9-12 grade scholars who have previous experience playing an instrument or are members of the color guard. The program includes the exploration, preparation, and performance of music written for bands and wind ensembles. All scholars will participate in a Marching Band camp held at the high school in July and Fall Break, as well as all Marching Band related activities, which take place during first semester. The band will rehearse concert band material throughout the semester. Course requirements include performance in all concerts and special events. All scholars enrolled in band will participate in pep band performances for basketball games. Scholars have the option to audition for the IMEA All-District band.

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### **CONCERT BAND (ART29)**

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Grade Level 9-12

Credits Earned 0.5

Semester Course (FALL)

Prerequisite: Enrollment in band both semesters of previous year or private lessons the previous year. Private lesson scholars must audition for the director by the end of February.

**Description:** Concert Band is available to scholars who have previous experience playing a wind or percussion instrument and prefer not to perform in marching band. The program includes the exploration, preparation, and performance of music written for bands. Course requirements include performance in all concerts and special events, sectionals, rehearsals, and other appearances of the band. All scholars enrolled in band will participate in pep band performances and basketball games. Scholars enrolled in band are also eligible to enroll in the jazz band course. Band scholars have the option to audition for the IMEA All-District Band.

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### **CONCERT BAND (ART30)**

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Grade Level 9-12

Credits Earned 0.5

Semester Course (SPRING)

Prerequisite: Enrollment by audition

**Description:** Concert band is the mid-level band at the high school. In order to be in this band, a scholar must audition in the spring and be selected. The band performs two times in the spring semester. Those scholars who may never have been in band before may be accepted in this band with instructor's approval.

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### **JAZZ BAND (ART27/ART28)**

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Grade Level 9-12

Credits Earned 0.5 to 1.0 (May enroll for one year)

Semester or Year Course

Prerequisite: Concurrent registration in Band, Orchestra, or Choir (guitar, electric bass, and piano require Director's approval). Enrollment in band the previous year or private lessons for the previous year.

**Description:** Jazz band, as a course and performing group, includes the exploration, preparation, and performance of the various styles of the musical art known as jazz. Course requirements include performances at concerts, festivals, and other special events. Scholars will explore transposition, notation, improvisation, and composition of jazz music. Scholars must be enrolled in a performing arts course in order to participate.

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### **SYMPHONIC BAND (ART32)**

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Grade Level 10-12

Credits Earned 0.5

Semester Course

Prerequisite: Enrollment by audition

**Description:** Scholars not previously enrolled in a band course must have private lessons to be eligible for approval. Symphonic band is the top-level band at the high school. In order to be in this band, a scholar must audition in the spring and be selected for this band. The band performs three times in the spring semester. Participation in concert festival is required.

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### **MARCHING BAND PERCUSSION (ART47)**

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Grade Level 9-12

Credits Earned 0.5

Semester Course (FALL)

Prerequisite: Enrollment in band both semesters of previous year or private lessons the previous year. Placement of scholars in the marching band percussion is based on audition, enrollment, and/or performance

**Description:** Scholars not previously enrolled in a band course must have private lessons to be eligible for approval. Marching Band Percussion is available to 9-12 grade scholars who have previous experience playing percussion or will be moved to marching band percussion (oboes, bassoons, etc.). The program includes the exploration, preparation, and performance of music written for competitive marching band and percussion ensembles. All scholars will participate in a Marching Band camp held at the high school in July and Fall Break, as well as all Marching Band related activities, which take place during first semester. The band will rehearse band material and percussion ensembles throughout the semester. Course requirements include performance in all concerts and special events. All scholars enrolled in

band will participate in pep band performances for basketball games. Scholars have the option to audition for the ILMEA All-District band.

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### **PERCUSSION ENSEMBLE (ART48)**

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Grade Level 9-12

Credits Earned 0.5

Semester Course (SPRING)

Prerequisite: Enrollment in band both semesters of the previous year or private lessons for a year. Private lesson scholars must audition for the director by the end of May of the previous year.

**Description:** Percussion is available to scholars who have previous experience playing a percussion instrument. The program includes the exploration, preparation, and performance of music written for percussion. Course requirements include performance in all concerts and special events, sectionals, rehearsals, and other appearances of the band. All scholars enrolled in Percussion will participate in pep band performances at basketball games. Scholars enrolled in Percussion are also eligible to enroll in the jazz band course. Percussion scholars have the option to participate in Solo/Ensemble contest.

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### **CONCERT ORCHESTRA (ART41/ART42)**

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Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: Previous experience in playing a stringed instrument. Wind and percussion players for full orchestra are selected from Band.

**Description:** Concert Orchestra is open to any student, grade 9-12, who has experience playing a stringed instrument. The focus of this ensemble is to develop and refine scholars' musical experiences and technique through performance of music written for string orchestra. While focusing on traditional orchestra music, it is the intent of this class to expose scholars to a wide variety of music from the past and present and from many cultures. Concert Orchestra performs several evening concerts each year that are required for participation. In addition to regular performances at RIHS, additional performance opportunities include ILMEA Honors orchestra and SEISTA Honors Orchestra. Fee is \$40 per year.

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### **CHAMBER ORCHESTRA (ART43/ART44)**

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Credits Earned 1.0

Year Course

Prerequisite: Auditioned ensemble. Music is distributed in orchestra classes at the Junior High Schools and High School in the middle to end of Quarter 4.

**Description:** Chamber Orchestra is open to scholars who play a stringed instrument and have successfully auditioned into the orchestra. Wind and percussion scholars wishing to perform

with the orchestra must be enrolled in the band and are placed in the orchestra as needed. The focus of this ensemble is to develop and refine scholars' musical experiences and technique through performance of masterworks written for string and symphonic orchestra. While focusing on traditional orchestra music, it is the intent of this class to expose scholars to a wide variety of music from the past and present and from many cultures. Chamber Orchestra performs several evening concerts each year that are required for participation. In addition to regular performances at RIHS, performance opportunities include ILMEA Honors orchestra, SEISTA Honors Orchestra, and performances in the community. Fee is \$40 per year.

### Vocal Music Program

The vocal music program provides scholars the opportunity for performance in a choir, as well as instruction in sight-reading and theory. The beginning singer or non-singer is taught technique and beginning theory in Concert Choir. Midway through the year, all scholars are tested on their skills and those who have achieved success may advance throughout the year in all choirs for optional solo/ensemble work, as well as festivals and competition.

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#### CONCERT CHOIR (ART35/ART36)

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Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: None

**Description:** Open to all scholars 9-12 who are interested in learning how to sing in a choir. Intended for beginning music scholars since much time is spent on choral techniques and fundamentals of reading music. Scholars in the course should possess a teachable attitude and be able to practice self-discipline. There will be an average of one required concert performance each quarter.

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#### SYMPHONIC CHOIR (ART37/ART38)

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Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: Audition/Previous experience in band, choir or orchestra

**Description:** Scholars who have experience in Band, Choir, or Orchestra are strong candidates. This is an auditioned choir of male and female singers who perform a variety of choral music. Time is spent to continue development of choral techniques and music reading skills. Two or more concerts per semester plus opportunities to participate in state contests and festivals. Symphonic Choir periodically combines with Chamber Singers to form a larger group for performances. This course requires some rehearsals and performances beyond the

school day, including sectional rehearsals at 7 AM in August/September and February/March, to prepare for state-level festivals and contests.

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### **CHAMBER SINGERS (ART45/ART46)**

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Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: Audition

**Description:** This course enables scholars to develop performance techniques and proficiency in group and solo situations and to develop creativity through the study of appropriate and varied choral literature. Music reading ability is very important, as scholars must be able to learn a large amount of music in a short amount of time. Chamber Choir is a highly regarded performing group, not only in our district but also throughout the Quad Cities region. As such, this course will require many extra rehearsals at 7 AM in August/September and February/March to prepare for state-level festivals and contests. Private lessons are highly encouraged but not required. Auditions are conducted in the spring for the following school year. Course size is limited to 16-24 members. Scholars in Chamber Singers should plan to audition for IMEA District Festival in the fall and will prepare a solo and/or ensemble for the Solo & Ensemble Contest in the spring.

### **Visual Arts Program**

Seven courses in art are offered over an eight-semester period in a sequential order. All courses are one semester in length.

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### **ART FORMS (ARTS1)**

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Grade Level 9-12

Credits Earned 0.5

Semester Course

Prerequisite: None

**Description:** Art Forms is a semester art course that is a prerequisite for all other art courses in the high school. Scholars will learn and apply the elements and principles of art and design to each project. Units covered will include drawing and painting with line, value, shape, form, texture, color, and space. Historical and contemporary artists will be analyzed in depth.

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### ART STUDIO I (ARTS5)

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Grade Level 9-12

Credits Earned 0.5

Semester Course

Prerequisite: Art Forms

**Description:** This course includes skill practice in two-dimensional art, with each skill involved along with the appropriate terminology. Scholars incorporate the skills and terms used in their practice to create a finished product.

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### ART STUDIO II (ARTS7)

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Grade Level 10-12

Credits Earned 0.5

Semester Course

Prerequisite: Art Studio I

**Description:** Art Studio II is a course which allows scholars to pursue their talents by the use of both contracted and directed art projects. With a teacher's recommendation, the serious art scholar may be allowed to register for more than one Art Studio II course per semester, if his/her schedule permits.

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### ART IDEAS (ARTS10)

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Grade Level 11-12

Credits Earned 0.5

Semester Course

Prerequisite: Art Studio II

**Description:** Art Ideas is a course to provide insight for professional art school or college. Scholars will survey the history of art and prepare a portfolio of their work for college or professional use.

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### AP STUDIO ART 2-D DESIGN/DRAWING (APART09/APART10)

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Grade Level 11-12

Credits Earned 1.0

Year Course

Prerequisite: Art Studio II

\*5.0 Weighted Course

**Description: Recommendation: C or better in Art Studio II is highly recommended.** AP Studio Art: 2-D Design is a course to provide insight and preparation for professional art school or college. Scholars will be exposed to various media, materials, and applications to create a 29-piece portfolio for college or professional art. The AP Studio Art portfolios are designed for

scholars who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam. **Scholars are required to submit a portfolio intended to address two-dimensional (2-D) design issues for evaluation at the end of the school year.** Design involves purposeful decision making about how to use the elements and principles of art in an integrative way. *This course may be taken more than once. Scholars can take it twice and turn in a portfolio to AP under Design or Drawing.*

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### **CERAMICS I (ARTS13)**

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Grade Level 10-12

Credits Earned 0.5

Semester Course

Prerequisite: Art Forms

**Description:** This course is designed for the scholar that enjoys working with clay. Scholars will be introduced to several hand-building methods of clay construction, such as pinch, coil, and slab. A variety of decoration methods on the clay will be demonstrated as well as glazing techniques. Scholars will be required to sketch their designs and complete reaching based on clay methods and history of ceramics.

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### **CERAMICS II (ARTS15)**

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Grade Level 10-12

Credits Earned 0.5

Semester Course

Prerequisite: Ceramics I

**Description: Recommendation: Grade of C or better in Ceramics I is highly recommended.** This course is designed for the scholar that enjoys working with clay. Discussions and demonstrations will be given prior to all projects. Scholars will expand on their hand-building, wheel-throwing, and glazing experiences. Scholars will be allowed ample time to research new ideas, critique the art of accomplished artists, and develop their own aesthetic.

## AP STUDIO ART 3-D DESIGN/DRAWING (APART11/APART12)



Grade Level 11-12

Credits Earned 1.0

Year Course

Prerequisite: Ceramics I and II

\*5.0 Weighted Course

**Description: Recommendation: C or better in Ceramics II is highly recommended. AP Studio Art: 3-D Design is a year-long course for scholars who are committed to creating a 20-25 image 3-D portfolio to be evaluated by the AP College Board.** Scholars will use found objects and classroom materials to create pottery and sculpture, while developing their personal aesthetic. Scholars are not only using clay for their projects; they will also be sketching, planning, and creating artwork. Work outside of this course is required. The AP portfolio focuses on breadth, concentration, and quality of the artwork.

## MATHEMATICS

Rock Island High School scholars will be required to successfully complete a math course prior to moving to the next level of math.

### PRE-ALGEBRA (MATF1/MATF2)

Grade Level: 9

Credits Earned: 1.0

Year Course

Prerequisite: None

**Description:** This course is recommended for scholars who need more work in foundational topics in math before taking Algebra I. Topics include basic properties of rational and irrational numbers, basic operations on rational numbers, order of operations, exponents, algebraic expressions, ratio, proportions, and the coordinate plane in order to prepare scholars for Algebra I.

### ALGEBRA I (MATF3/MATF4)

Grade Level 9

Credits Earned 1.0

Year Course

Prerequisite: None

**Description:** This course introduces scholars to the vocabulary, the manipulative skills, and the basic study of algebra. Topics include solving and graphing linear equations and inequalities,

solving and graphing systems of linear equations and inequalities, polynomials and factoring, and solving and graphing quadratic equations.

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### **MATH LAB (MLAB1/MLAB2)**

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Grade Level 9

Credits Earned 0.5 or 1.0

Semester or Year Course

Prerequisite: None

**Description:** Math Lab is a math support class. Scholars are enrolled in this course while they are also taking Algebra I. Scholars will be given opportunities to work on fundamentals necessary to succeed in higher level math courses. Time will be allotted for re-teaching and previewing math concepts being studied in Algebra I. Course placement is determined by grades in math, MAP test scores, teacher recommendation, or administrator discretion. Scholars will earn elective credit.

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### **GEOMETRY (MATH5/MATH6)**

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Grade Level 10-12

Credits Earned 1.0

Year Course

Prerequisite: Algebra I

**Description:** This course will cover various Geometry topics and principles, including coordinate and spatial geometry, introductory trigonometry, angles, parallel lines, congruent and similar triangles, polygons and other figures, circles, the Pythagorean Theorem, etc. Scholars will focus on problems that serve to review Algebra skills and continue to develop critical thinking skills through various problem-solving and real-world situations.

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### **HONORS GEOMETRY (MATH7/MATH8)**

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Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: Algebra I/ Honors Algebra I

**Description: Recommendation: Grade of C or better in Algebra I is highly recommended.** Scholars in this course study topics in our traditional geometry course in greater depth and with greater rigor. They will also study additional properties about three-dimensional figures, and will learn about additional solids, as well as more about the common solids.

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### **ALGEBRA II (MATH9/MATH10)**

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Grade Level 11-12

Credits Earned 1.0

Year Course

Prerequisite: Geometry

**Description:** Scholars in Algebra II must have successfully completed Geometry prior to taking this course. This course will include the study of various functions, quadratic formula, logarithms, trigonometry, probability, statistics, linear regression, and matrices. (TI 84 Plus calculators are recommended for this course – a classroom set will be provided for use during course).

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### **HONORS ALGEBRA II (MATH11/MATH12)**

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Grade Level 10-12

Credits Earned 1.0

Year Course

Prerequisite: Honors Geometry/Geometry

**Description: Recommendation: Grade of C or better in Geometry is highly recommended.** Scholars in Honors Algebra II will study the topics stated above in Algebra II with greater depth and vigor. (TI 84 Plus calculators are recommended for this course – a classroom set will be provided for use during course).

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### **PRE-CALCULUS (MAT63/MAT64)**

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Grade Level 11-12

Credits Earned 1.0

Year Course

Prerequisite: Algebra II

**Description: Recommendation: Grade of C or better in Algebra II is highly recommended.** Pre-Calculus is a course for juniors and seniors with a desire and ability to further their math education to either take Calculus as seniors or prepare for freshman college math. The emphasis in the course is working with functions and their applications. In addition to studying exponential, logarithmic, circular, and trigonometric functions, the scholar is introduced to mathematical induction, limits, vectors, and Analytical Geometry. The graphing calculator is used as an aid to help the scholar visualize practical functions. (TI 84 Plus calculators are recommended for this course – a classroom set will be provided for use during course).

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### HONORS PRE-CALCULUS (MAT25/MAT26)

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Grade Level 11-12

Credits Earned 1.0

Year Course

Prerequisite: Honors Algebra II

\*5.0 Weighted Credit

**Description: Recommendation: Grade of C or better in Algebra II is highly recommended.**

Honors Pre-Calculus is a course for juniors and seniors who have taken the honors series of classes and intend on taking AP Calculus. Scholars will study functions including linear, polynomial, rational, and exponential. In addition to studying these functions, they will go in greater depth with logarithmic, circular, and trigonometric functions. The scholar is introduced to mathematical induction, limits, vectors, and Analytical Geometry. The graphing calculator is used as an aid to help the scholar visualize practical functions. (TI 84 Plus calculators are recommended for this course – a classroom set will be provided for use during course).

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### CALCULUS (MATH65/MATH66)

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Grade Level 12

Credits Earned 1.0

Year Course

Prerequisite: Pre-Calculus

**Description: Recommendation: Grade of C or better in Pre-Calculus is highly recommended.**

Calculus is a senior year course designed to culminate a four-year course of study in mathematics and prepare the college bound scholar for their first course of college mathematics. Topics of study include the study of functions, graphs, limits, derivatives, application of the derivatives, integrals, and application of integrals. (TI 84 Plus calculators are recommended for this course – a classroom set will be provided for use during course).

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### AP STATISTICS (APMAT1/AMMAT2)



Grade Level 10-12

Credits Earned 1.0

Year Course

Prerequisite: Algebra II

\*5.0 Weighted Credit

**Description: Recommendation: Grade of C or higher in Algebra II is highly recommended.**

This course represents a college-level mathematics course for which scholars are expected to take the AP exam in May. Depending on the results of the AP exam and college the scholar chooses to attend, he/she may earn college credit. The purpose of this course is to introduce the scholars to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Scholars are exposed to four broad conceptual themes: Exploring Data, Planning a

Study, Anticipating Patterns, and Statistical Inference. **Scholars enrolled in this course are expected to take the AP exam in May and are expected to remain in the course for the entire year. Teacher, parent/guardian, and administrative approval are required to drop this course at semester.**

### AP COMPUTER SCIENCE A (APMAT3/APMAT4)



Grade Level 11-12

Credits Earned 1.0

Year Course

Prerequisite: Algebra II/Pre-Calculus

\*5.0 Weighted Credit

**Description: Recommendation: Grade of C or higher in Algebra II/Pre-Calculus highly recommended.** AP Computer Science is equivalent to a first semester, college-level course in computer science. The course introduces scholars to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using JAVA language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science course curriculum is compatible with many CS1 courses in colleges and universities. Scholars are capable of earning three college credits by successfully passing the AP Computer Science A exam. **Scholars enrolled in this course are expected to take the AP exam in May and are expected to remain in the course for the entire year. Teacher, parent/guardian, and administrative approval are required to drop this course at semester.**

### AP CALCULUS (APMAT5/APMAT6)



Grade Level 12

Credits Earned 1.0

Year Course

Prerequisite: Algebra II/Pre-Calculus

\*5.0 Weighted Course

**Description: Recommendation: Grade of C or higher in Honors Algebra II highly recommended.** This course represents a college-level mathematics course. Scholars who sign up for this course will be expected to take the AP exam in May. Scholars should have demonstrated mastery through Honors Integrated Math III before attempting this

course. Course content includes the study of: functions, graphs, limits, derivatives and second derivatives in Cartesian and polar coordinates, application of derivatives, computation of derivatives, integrals, application of integrals, computation of integrals, the Fundamental Theorem of Calculus, numerical approximations, polynomial approximations and series, series of constants, and Maclaurin and Taylor series. (TI 84 Plus calculators are recommended for this course – a classroom set will be provided for use during course). **Scholars enrolled in this course are expected to take the AP exam in May and are expected to remain in the course for the entire year. Teacher, parent/guardian, and administrative approval are required to drop this course at semester.**

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### **PRE-ALGEBRA FOR COLLEGE (MAT077/MAT078)**

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Grade Level 11-12

Credits Earned 1.0

Year Course

Prerequisite: Geometry or unique circumstances will be determined only at the administrator's discretion

**Description:** This course is designed as a review of the basic operations of arithmetic and an introduction to algebra. It provides scholars with needed techniques and enables scholars to reason and make the connections that are involved in the learning of mathematics. It will emphasize the connections between verbal, numerical, symbolic, and graphical representations.

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### **MATH LITERACY FOR COLLEGE I (MATH092)**

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Grade Level 11-12

Credits Earned 0.5

Semester Course

Prerequisite: 18-20 ACT or 430-459 on SAT Math or 33-34 on the Accuplacer test or a grade of C or better in Math 078

**Description:** This course is a review of algebraic concepts and problem solving including a study of functions, expressions, equations, and linear graphing. Completion (Grade C or better) of the 092/094 sequence will allow enrollment in (credit bearing) Math 110 (General Education Math) or Math 108 (General Education Statistics) at Black Hawk College or Illinois 4-year colleges.

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## **MATH LITERACY FOR COLLEGE II (MATH092)**

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Grade Level 12

Credits Earned 0.5

Semester Course

Prerequisite: 21-22 ACT or 61-80 on the Accuplacer test or 539 on the SAT or a grade of C or better in Math

**Description:** This course is a continuation of Math Literacy for College 1 and will cover cycles 3 and 4 of the curriculum content. Completion (Grade C or better) of the 092/094 sequence will allow enrollment in (credit bearing) Math 110 (General Education Math) or Math 108 (General Education Statistics) at Black Hawk College or Illinois 4-year colleges.

For those scholars interested in STEM (Science, Technology, Engineering, and Math) careers, you may want to check out PLTW (Project Lead the Way).

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## **MULTI-LANGUAGE**

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### **ML STUDY SKILLS (ELL1S/ELL2S)**

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Grade Level: 9-12

Credits Earned: 1.0

Year Course

Prerequisite: For current MLs

**Description:** For current MLs who have not yet reached an ACCESS or WIDA Online Screener Composite Score of 3.5. The course is designed to aid scholars to assist in English Language Acquisition and the development of academic study skills. It is designed to support the language demands of the non-sheltered instructional environments. This course is administered in a sheltered-instructional environment. This is a graded course.

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### **NEWCOMER ENGLISH (ELL01/ELL02)**

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Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: WIDA Screener or ACCESS score of 2.4 or lower

**Description:** This course is designed for scholars who have been enrolled in a U.S. school for less than 2 calendar years who have tested at a 2.4 or less on either the WIDA Screener or ACCESS Literacy Composite. This course prepares multilingual teenagers with the academic language and literacy skills they need to study cross-curricular subjects and literature from around the world, participate in academic discussions, and apply themselves in and out of the classroom. This course is delivered in a sheltered-instructional environment.

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### ML ENGLISH LEVEL A (EDGE)

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Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: WIDA Screener or ACCESS Score of 2.4 or lower; unique circumstances must have Principal and EL Coordinator approval.

Course Codes:

- 9th Grade: ELL091/ELL092
- 10th Grade: ELL101/ELL102
- 11th Grade: ELL111/ELL112
- 12th Grade: ELL121/ELL122

**Description:** This course is designed for scholars enrolled in a US school for two years or more and for those who have tested at a 2.4 or less on either the WIDA Screener or ACCESS Literacy Composite. Instruction is provided for scholars who need intensive assistance developing reading, writing, listening, speaking, and study skills to enhance success in English Language Arts courses. This course is delivered in a sheltered-instructional environment.

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### ML ENGLISH LEVEL B & C (EDGE)

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Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: WIDA Screener or ACCESS Score of 2.5-3.5 or completion of EL English Foundation & Level A; unique circumstances must have Principal and EL Coordinator approval.

Course Codes:

- 9th Grade: ELL093/ELL094
- 10th Grade: ELL103/ELL104
- 11th Grade: ELL113/ELL114
- 12th Grade: ELL123/ELL124

**Description:** This course is an English Language Arts course for ML scholars who have tested at less than 3.5 on the WIDA ACCESS test. This course is scheduled according to grade level and focuses on literacy acquisition. This course targets English Language Arts skills and standards for scholars who need significant support in cognitive academic skills in the English Language Arts areas of reading, writing, listening, and speaking. This course is delivered in a sheltered-instructional environment.

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### ML US GOVERNMENT (ELL19)

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Grade Level 9-12

Credits Earned 0.5

Semester Course

Prerequisite: Recommendation of ML teacher, with principal approval; and/or WIDA score

**Description:** This course allows scholars with limited English language skills to study the American political system while enhancing English language skills. Areas of study will include the legislative, executive, and judicial branches of government, campaigns and elections, the naturalization test, and the Constitution. A variety of activities are used for instruction. This course is administered in a sheltered-instructional environment.

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### ML CONSUMER ECONOMICS (ELL20)

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Grade Level 9-12

Credits Earned 0.5

Semester Course

Prerequisite: Recommendation of ML teacher, with principal approval; and/or WIDA score

**Description:** This course provides scholars of limited English proficiency content instruction in consumer economics, as well as additional English support. Scholars in this course will look at the basic principles of economics and the application to student's daily lives. Scholars will explore the roles of government, business, and consumers in the economy, with special focus on consumer skills and financial literacy. This course prepares scholars to make good economic choices in their lives. This course is administered in a sheltered-instructional environment.

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### ML WORLD STUDIES (ELL23/ELL24)

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Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: Recommendation of ML teacher, with principal approval; and/or WIDA score

**Description:** World Studies is a required course that focuses on major events and themes in the world from prehistory to the present with English language support. Scholars will consider the influence of geographic settings, cultural perspectives, economic systems, and various forms of government on human events from multiple regions and time periods and link that comprehension with the English language. The course especially emphasizes the historical background of major problems in the world today. This course is administered in a sheltered-instructional environment.

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### **ML US HISTORY (ELL18/ELL21)**

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Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: Recommendation of ML teacher, with principal approval; and/or WIDA score

**Description:** US History focuses on combining the standards and goals of American History with English language support. This course helps scholars understand major policies and events in US History and link that comprehension with the English language. A wide variety of activities are used to develop these skills. This course is administered in a sheltered-instructional environment.

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### **ML BIOLOGY I (SCIA/SCIB)**

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Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: Recommendation of ML teacher, with principal approval; and/or WIDA score

**Description:** This introductory course provides instruction in the basic structure and function of living organisms. Scholars will investigate these concepts through a variety of classroom and laboratory activities. This course develops scholars' critical thinking skills and supports English language development by providing a link between conversational competency and academic language. This course is administered in a sheltered-instructional environment.

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### **ML EARTH SCIENCE (SCIC/SCID)**

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Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: Recommendation of ML teacher, with principal approval; and/or WIDA score

**Description:** This yearlong course focuses on the Earth's origin, composition, changes taking place, weather patterns, Earth's place in space, and the mapping of significant geographic locations on Earth. Attention is also given to the sun, its composition, and nuclear fusion. Stellar evolution, the solar system, constellations, and galaxies will also be covered. Additional focus is given to the relationship between humans and their environment and includes various environmental issues. This course is supported by labs and activities and is administered in a sheltered instructional environment.

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### ML PRE-ALGEBRA (ELL9/ELL10)

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Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: Recommendation of ML teacher, with principal approval; and/or WIDA score

**Description:** This course emphasizes (1) social and academic English proficiency through the instruction of mathematics and (2) the mathematical knowledge and skills necessary for college, career, and civic life. This course is administered in a sheltered-instructional environment. Topics include basic properties of rational and irrational numbers, basic operations on rational numbers, order of operations, exponents, algebraic expressions, ratio, proportions, and the coordinate plane in order to prepare scholars for Algebra I.

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### ML ALGEBRA IA (ELL11/ELL12)

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Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: Recommendation of ML teacher, with principal approval; and/or WIDA score

**Description:** This is the second course in the sheltered-instructional environment for ML mathematics. Scholars will continue to build on topics covered in Pre-Algebra, while being introduced to Algebra I vocabulary, the manipulative skills, and the basic theory of algebra. Emphasis is placed on operations, problem solving, and basic equations. This curriculum will mirror the first semester of Algebra I and great care will be taken to ensure scholars receive proper accommodations and modifications during this course.

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### ML ALGEBRA IB (ELL13/ELL14)

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Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: Recommendation of ML teacher, with principal approval; and/or WIDA score

**Description:** This is the third course in the sheltered-instructional environment for ML mathematics. This course will pick up where Algebra IA left off, continuing to teach the vocabulary, the manipulative skills, and the basic theory of algebra. Equations, inequalities, and word problems are introduced and reviewed. Integers, polynomials, and algebraic fractions are studied. Emphasis is placed on operations, problem solving, and equations. This curriculum will mirror the second semester of Algebra I and great care will be taken to ensure scholars receive proper accommodations and modifications during this course.

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### **ML GEOMETRY (ELL15/ELL16)**

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Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: Recommendation of ML teacher, with principal approval; and/or WIDA score

**Description:** This is the fourth course in the sheltered-instructional environment for ML mathematics. This course will emphasize the basic structure of Plane Geometry and the practical applications of geometrical topics. Algebraic skills are reviewed and strengthened as algebraic methods are applied to solving geometric problems.

## **PHYSICAL EDUCATION**

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### **HEALTH EDUCATION (PE01)**

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Grade Level: 10

Credits Earned: 0.5

Semester Course

Prerequisite: None

**Description:** This is a course that includes activities which increase the abilities of scholars to make decisions affecting their personal, family, and community well-being. The emphasis will be on the following topics: mental and emotional health, nutrition, exercise, substance abuse, sex education, diseases, environmental health, and community health.

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### **PHYSICAL EDUCATION (PE27/PE28)**

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Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: None

**Description:** Scholars will be provided an opportunity to enhance the fundamentals and knowledge of a variety of sports and activities learned during their freshman year, with an emphasis on developing lifetime skills. In addition, the curriculum will cover such areas as cardiovascular fitness, exercising safely, weight control, and other areas of wellness. They will include individual and team sports, wellness, and recreational activities. Activities offered include but not limited to: Soccer, Speedball, Flag Football, Tennis, Golf, Softball, Ultimate Frisbee, Jogging, Basketball, Weight Training, Volleyball, Badminton, Pickle Ball, Dance / Rhythms, Floor Hockey, Volley-Tennis, and Aerobic Exercise.

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### APPLIED PHYSICAL FITNESS EDUCATION (PE30/PE31)

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Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: None

**Description:** Fitness minded scholars have the option of taking this course rather than the traditional physical education course. Scholars will be introduced to and assessed on a variety of weight-lifting exercises and techniques. Scholars will also participate in and be assessed on numerous types of speed/agility, jumping, cardiovascular drills, and exercises.

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### ADVANCED PHYSICAL EDUCATION (PE33/PE34)

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Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: Athlete, Coach Recommendation

**Description:** Student-Athletes that have been selected by their coach have the option of taking Advanced Physical Education. The scholars in this class will concentrate on proper weight lifting techniques and improving their cardiovascular fitness levels. (To be in this class scholars will need a recommendation of a coach or teacher).

**Sophomore student-athletes are encouraged to take the early bird section if you are unable to take PE during the regular school day due to Health and Driver Education. Early Bird section offering is subject to scholar need and teacher availability**

### PROJECT LEAD THE WAY

“Project Lead the Way” is the nation's leading provider of science, technology, engineering, and math (STEM) programs. Through world-course K-12 curriculum, high-quality teacher professional development, and outstanding partnerships, PLTW is helping scholars develop the skills needed to succeed in the global economy. PLTW’s success in preparing scholars with the knowledge and skills they need to succeed has been recognized by colleges and universities, Fortune 500 businesses, and numerous national organizations including Change the Equation, the Social Impact Exchange, and more.” (<https://www.pltw.org/about-pltw>).

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### INTRODUCTION TO ENGINEERING DESIGN (VOC81/VOC82)

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Grade Level: 9-12

Credits Earned: 1.0

Year Course

Prerequisite: Must be enrolled in Algebra I or higher level math course

**Description:** This is a Project Lead the Way foundation course (PLTW). Using industry standard, three-dimensional modeling software, scholars utilize a problem-solving model to

improve existing products and/or invent new ones and learn how to effectively communicate their ideas and solutions to peers and members of the professional community. The major focus of the IED course is to expose scholars to the design process, teamwork, research and analysis, engineering standards, and technical documentation. Strong math skills are recommended.

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### **PRINCIPLES OF ENGINEERING (VOC85/VOC86)**

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Grade Level 10-12

Credits Earned 1.0

Year Course

Prerequisite: Must have successfully completed Introduction to Engineering Design and must be enrolled in Geometry or higher level math course.

**Description: Recommendation: Grade of C or higher in Algebra I highly recommended.** This is a Project Lead the Way course that exposes scholars to major concepts they will encounter in a post-secondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. Scholars will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions. Strong math skills are recommended.

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### **CIVIL ENGINEERING & ARCHITECTURE (VOC67/VOC68)**

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Grade Level 11-12

Credits Earned 1.0

Year Course

Prerequisite: Must have successfully completed Introduction to Engineering Design and must be enrolled in Geometry or higher level math course.

**Description: Recommendation: Grade of C or higher in Algebra I highly recommended.** This Project Lead the Way course is the study of the design and construction of residential and commercial building projects. The course includes an introduction to many of the varied factors involved in building and site design and construction including building components and systems, structural design, storm water management, site design, utilities and services, cost estimation energy efficiency, and careers in the design and construction industry. Scholars use industry standard 3D architectural modeling software to facilitate site and building design and technical documentation.

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## ENGINEERING DESIGN & DEVELOPMENT (VOC69/VOC70)

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Grade Level 12

Credits Earned 1.0

Year Course

Prerequisite: Must have successfully completed Introduction to Engineering Design and Principles of Engineering

\*5.0 weighted credit

**Description: Recommendation: Grade of C or higher in Geometry highly recommended.**

Engineering Design and Development (EDD) is a high school level course that is appropriate for 12th grade scholars. Since the projects on which scholars work can vary with scholar interest and the curriculum focuses on problem solving, EDD is appropriate for scholars who are interested in any technical career path. EDD should be taken as the final capstone Project Lead the Way (PLTW) course since it requires application of the knowledge and skills introduced during the PLTW foundation courses.

## SCIENCE

The Science courses offered at Rock Island High School are an essential part of the general education of all scholars. They also provide unique experiences dealing with the technology and understanding necessary for success in our changing society. Scholar responsibilities in science courses include:

1. Scholars are expected to participate fully in all aspects of laboratory work
2. Scholars enrolled in any science course are required to pay for any breakage or loss of equipment incurred as well as for any excessive or unauthorized usage of chemicals or other materials/supplies.
3. Scholars enrolled in any science course are required to observe all safety precautions while working in a laboratory; i.e., when dealing with chemicals, the wearing of goggles.

### Biological Science Program

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## BIOLOGY I (SCIF1/SCIF2)

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Grade Level: 9-10

Credits Earned: 1.0

Year Course

Prerequisite: None

**Description:** A study is made of the basic structure and function of living organisms. Laboratory investigations and other activities will lead to an understanding of biological principles and the interaction between an organism and its environment, including Earth systems. The course encourages the development of critical thinking skills needed by the scholar who enrolls in any subsequent science course.

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## **HONORS BIOLOGY I (SCIH1/SCIH2)**

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Grade Level 9

Credits Earned 1.0

Year Course

Prerequisite: None

**Description: Placement based upon the Accelerated Placement Act/MAP scores/8th grade course grades & demonstration of skills.** Honors Biology is designed for scholars with exceptional abilities who achieve at high levels. This course involves lecture-discussion, presentations, and laboratory activities. The curriculum includes interrelationships of living organisms, levels of biological organization, human biology, social implications, biochemistry, evolution, ecology, and genetics. Extensive laboratory work and problem solving are essential components to this course, as well as student-researched lab reports. Scholars will also have the opportunity to take part in lab dissections and learn about the proper use of various lab technology.

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## **EARTH SCIENCE (SCI09/SCI10)**

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Grade Level 10-12

Credits Earned 1.0

Year Course

Prerequisite: None

**Description:** Focus is placed on the interrelationship between humans, their environment, and the earth. In addition to ecosystems, scholars will study Geology, Meteorology, Oceanography, and Astronomy. Aimed at both college and non-college bound scholars this course is a laboratory-based course. Special activities include guest speakers, mapping the Earth, growing crystals, weather forecasting, hurricane tracking, and stream table labs.

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## **ANATOMY & PHYSIOLOGY (SCI37/SCI38)**

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Grade Level 11-12

Credits Earned 1.0

Year Course

Prerequisite: None

**Description:** Anatomy and Physiology will provide scholars with a study of the structure and function of the human body. The course takes the scholar through the various organ systems that make up the human body. The course has a laboratory experience where scholars will be expected to dissect. This course is designed primarily for scholars who have an interest in medical, health, or sports-related fields. This course is a prerequisite or may be taken concurrently with Basic Nursing Assistant Program. This course may also be taken concurrently with AP Physics, AP Biology, or AP Environmental Science.

## AP BIOLOGY (APSCI1/APSCI2)

AP<sup>®</sup>

Grade Level 11-12

Credits Earned 1.0

Year Course

Prerequisite: Biology I

\*5.0 Weighted credit

**Description: Recommendation: Successful completion of Chemistry is highly recommended. A “C” average in science, English, and math is also recommended.** AP Biology prepares scholars for college and challenges them to investigate biological concepts at advanced levels. Lectures, in-depth lab investigations, and other activities provide a study of evolution, biochemistry, genes and expression, cells and energy, biotechnology, and ecology. A field trip will focus on ecology, which will include the grass prairie reserves near Albany and Fulton, Illinois. **Scholars enrolled in this course are expected to take the AP exam in May and are expected to remain in the course for the entire year. Teacher, parent/guardian, and administrative approval are required to drop this course at semester.**

## AP ENVIRONMENTAL SCIENCE (APSCI3/APSCI4)

AP<sup>®</sup>

Grade Level 11-12

Credits Earned 1.0

Year Course

Prerequisite: Biology I

\*5.0 Weighted credit

**Description: Recommendation: Successful completion of Chemistry is highly recommended. A “C” average in science, English, and math is also recommended.** AP Environmental Science is the equivalent to a first-semester college course in environmental science. AP Environmental Science provides scholars with the scientific background needed to understand how the Earth works and how we, as human beings, fit into that process. At the end of the course, it is expected that scholars will be able to identify and analyze environmental problems as well as the risks associated with these problems and understand what it is to be a steward in the environment, studying how to live their lives in a more sustainable manner. **Scholars may be concurrently enrolled in other junior/senior science courses. AP Environmental Science is a year-long course. Scholars enrolled in this course are expected to take the AP exam in May and are expected to remain in the course for the entire year. Teacher, parent/guardian, and administrative approval are required to drop this course at semester.**

## Physical Science Program

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### CHEMISTRY (SCI21/SCI22)

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Grade Level 10-12

Credits Earned 1.0

Year Course

Prerequisite: None

**Description:** Scholars will consider the properties and chemical nature of matter. Topics include: the periodic table, atomic and molecular structure, molecular bonding, basic nomenclature, conditions affecting reaction rates, balancing equations, basic stoichiometry, equilibrium, and nuclear chemistry. Scholars need a basic calculator, as there is math involved in this course.

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### HONORS CHEMISTRY (SCI01/SCI02)

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Grade Level 10-12

Credits Earned 1.0

Year Course

Prerequisite: Biology I

\*5.0 Weighted credit

**Description: Recommendation: A "C" average in science, English, and math is also recommended.** Scholars will consider the properties and chemical nature of matter. In addition to general chemistry material, topics include: atomic theory, advanced nomenclature, molecular geometry, advanced stoichiometry, limiting reagents, kinetic theory, and oxidation-reduction reactions. The course moves at a faster pace than general chemistry and involves a higher-level mathematics.

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### AP CHEMISTRY (APSC7/APSC8)



Grade Level 11-12

Credits Earned 1.0

Year Course

Prerequisite: General Chemistry or Honors Chemistry. Previously passed or concurrently enrolled in Algebra II. All courses should be passed with at least a C average or permission of the instructor.

\*5.0 Weighted credit

**Description: Recommendation: Physics/AP Physics I.** Following the curricula recommended by the College Board, AP Chemistry courses usually follow high school chemistry and second-year algebra. Topics covered may include atomic theory and structure; chemical bonding;

nuclear chemistry; states of matter; and reactions (stoichiometry, equilibrium, kinetics, and thermodynamics). AP Chemistry laboratories are equivalent to those of typical college courses. This is a weighted course.

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### PHYSICS (SCI17/SCI18)

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Grade Level 10-12

Credits Earned 1.0

Year Course

Prerequisite: Biology I and Algebra I

**Description: Recommendation: A “C” average in science, English, and math is highly recommended.** This is a general introduction to physics for scholars actively interested in how the world operates. Graphical, mathematical, and laboratory approaches are used to explore the basic ideas of physics. Topics include principles of measurement; force and motion, work, energy, and the conservation laws; states of matter; heat, waves, sound, and light. The course may be taken concurrently with Chemistry, AP Biology, Earth Science, Anatomy, and Physiology. Calculators with trig functions are recommended.

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### AP PHYSICS (APSCI5/APSCI6)



Grade Level 11-12

Credits Earned 1.0

Year Course

Prerequisite: Biology I and Algebra I

\*5.0 Weighted credit

**Description: Recommendation: Successful completion of Chemistry is highly recommended. A “C” average in science, English, and math is also recommended.** AP Physics 1: Algebra-Based is the equivalent to a first-semester college course in Algebra based Physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work energy, and power. Calculators with trig functions are recommended. AP Physics is a year-long course. **Scholars enrolled in this course are expected to take the AP exam in May and are expected to remain in the course for the entire year. Teacher, parent/guardian, and administrative approval are required to drop this course at semester.**

For those scholars interested in STEM (Science, Technology, Engineering, and Math) careers, you may want to check out PLTW (Project Lead the Way).

## SOCIAL STUDIES

The social studies program is designed to provide an understanding of people through an examination of relationships among diverse peoples and cultures and by studying their institutions (governmental, economic, and social). Each course will focus on college and career readiness by using Common Core State Standards in a curriculum that teaches scholars to gather, comprehend, evaluate, synthesize, and report on information and ideas. Each of the social science disciplines is studied in a historical context. Important goals include teaching the rights and responsibilities of citizenship, fostering an understanding of, and an appreciation for, our rich cultural heritage, developing a respect for other humans, cultures, our environment, and preparing the scholar to participate intelligently, responsibly, and successfully in society.

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### WORLD STUDIES (SOCF1/SOCF2)

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Grade Level: 9

Credits Earned: 1.0

Year Course

Prerequisite: None

**Description:** World Studies is a required course that focuses on major events and themes in the world from prehistory to the present. Scholars will consider the influence of geographic settings, cultural perspectives, economic systems, and various forms of government on human events from multiple regions and time periods. The course emphasizes the historical background of major problems in the world today.

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### HONORS WORLD STUDIES (SOCFH1/SOCFH2)

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Grade Level 9

Credits Earned 1.0

Year Course

Prerequisite: None

**Description: Placement based upon the Accelerated Placement Act/MAP scores/8th grade course grades & demonstration of skills.** This course addresses the same content described in the above World Studies course in a more exacting manner and requires scholars to complete more rigorous performance tasks and assessments. Scholars will work more with primary source documents, document-based questions (DBQ's), and above-grade-level texts.

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### US HISTORY (SOC09/SOC10)

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Grade Level 10

Credits Earned 1.0

Year Course

Prerequisite: None

**Description:** This required course will provide an overview of the events, people, values, innovations, etc., which shaped our nation's history. The time period up to the Civil War will

be the subject of a short review, while the remainder of the year will focus on the Reconstruction era onward. Key historical concepts like cause and effect, chronological order, primary document use/interpretation, and standard inquiry (who, what, where, when, and why) will be used. Scholars will learn how present institutions, conditions, etc., relate to the past.

### AP US HISTORY (APSOC1/APSCO2)



Grade Level 10

Credits Earned 1.0

Year Course

Prerequisite: Prerequisites: Grade of B or higher in Honors World Studies strongly recommended or teacher recommendation required

\*5.0 Weighted Credit

**Description:** Following the College Board’s approved curriculum designed to parallel college-level US History courses, AP US History provides scholars with the analytical skills and factual knowledge necessary to address critical problems and materials in US history. Scholars must possess strong reading and writing skills, have the ability to do independent study, and have good attendance. Scholars will use a college level textbook. **Scholars enrolled in this course are expected to take the AP exam in May and are expected to remain in the course for the entire year. Teacher, parent/guardian, and administrative approval are required to drop this course at semester.**

### CONSUMER ECONOMICS (SOC15)

Grade Level 11

Credits Earned 0.5

Semester Course

None

**Description:** This semester-long course is required for graduation. It covers economic principles and several personal finance topics to help scholars become financially independent and prepared for a successful future. Topics include taxes, banking, credit, budgeting, career planning, and more.

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### US GOVERNMENT & POLITICS (SOC13)

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Grade Level 11

Credits Earned 0.5

Semester Course

Prerequisite: None

**Description:** This course is required for graduation and provides a basic study of the Presidency, Congress, the judicial process, the United States Constitution, citizenship rights and responsibilities, federal national politics, and the Bill of Rights.

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### AP US GOVERNMENT & POLICTICS(APSOC3)



Grade Level 11

Credits Earned 0.5

Semester Course

Prerequisite: None

\*5.0 Weighted Credit

**Description:** Following the College Board's approved curriculum designed to parallel college-level US Government and Politics courses, this course provides scholars with an analytical perspective on government and politics in the United States, involving both the study of general concepts used to interpret US politics and the analysis of specific case studies. The goal of the course is to increase understanding of the American government and political system, its processes, framework, traditions, and values. **Scholars will use a college level textbook. Scholars enrolled in this course are expected to take the AP exam in May and are expected to remain in the course for the entire year. Teacher, parent/guardian, and administrative approval are required to drop this course at semester.**

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### PSYCHOLOGY I (SOC07)

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Grade Level 10-12

Credits Earned 0.5

Semester Course

Prerequisite: None

**Description:** This elective course will provide scholars a general understanding of the basic concepts in psychology. The emphasis will be on the relationship of psychological theories and techniques. It will cover some of the general components of psychology including the history and research methods used to study the topic. It will also cover the categories of sleep, dreams, hypnosis and psychological disorders. It is a subject for scholars with an interest in the why and how behavior affects them and others around them.

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## PSYCHOLOGY II (SOC08)

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Grade Level 10-12

Credits Earned 0.5

Semester Course

Prerequisite: Psychology I

**Description:** This elective course is designed for scholars that want to continue learning about psychology beyond the basics of Psychology I but are unsure if they want to take AP psychology. We will be looking into areas of psychology including: sensation and perception, learning, memory and intelligence. The course offers many opportunities for scholars to have fun learning in class with many activities and opportunities for classroom participation.

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## AP PSYCHOLOGY (APSOC5/APSOC6)



Grade Level 10-12

Credits Earned 1.0

Year Course

Prerequisite: Psychology I or permission from instructor/social studies department head

\*5.0 Weighted Credit

**Description:** This elective course is designed to give scholars a thorough understanding of the behavior and mental processes of human beings. Topics include: the biological basis of behavior, sensation and perception, states of consciousness, motivation and emotion, cognition and language, learning, memory, personality, intelligence and abnormal psychology. During the course there will be classroom activities and discussion such as building a brain out of grapefruit, taking an IQ test and conducting a child interview to name a few. The expectation is that scholars come to class prepared for daily instruction and are self-motivated. This course will help prepare scholars for college level course work. **Scholars enrolled in this course are expected to take the AP exam in May and are expected to remain in the course for the entire year. Teacher, parent/guardian, and administrative approval are required to drop this course at semester.**

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## SOCIOLOGY (SOC07)

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Grade Level 10-12

Credits Earned 0.5

Semester Course

Prerequisite: None

**Description:** This course will focus on how people behave and relate in group settings. It involves the use of the scientific method in dealing with human interaction. In addition to vocabulary development, it uses a multicultural approach to analyze sociological concepts

found in case studies. Scholars will encounter information and knowledge, which can be applied to future life situations.

### AP EUROPEAN HISTOY (APSOC17/APSOC18)



Grade Level 12

Credits Earned 1.0

Year Course

Prerequisite: None

\*5.0 Weighted Credit

**Description:** This is an elective Advanced Placement course that covers a study of modern European history from 1400 to the present. Emphasis is on: Renaissance, Reformation, Louis XIV, Age of Absolutism, English Civil Wars, French Revolution, the Century of “Ism’s”, the Balance of Power, World War I, Russian Revolution, Rise and Fall of Nazism, and the Post-War World. The course will provide the college bound scholar with a head start. **Scholars enrolled in this course are expected to take the AP exam in May and are expected to remain in the course for the entire year. Teacher, parent/guardian, and administrative approval are required to drop this course at semester.**

### CURRENT EVENTS (SOC33)

Grade Level 10-12

Credits Earned 0.5

Semester Course

Prerequisite: None

**Description:** Scholars will be challenged to examine the events, issues, and personalities that are part of the national and international news. These events and associated issues will be studied from a historic, political, economic, cultural, legal, and geographic perspective. Course assignments will center on weekly newspaper and periodical articles. Documentaries, news reports, investigative photojournalism, and occasional pertinent television series episodes will supplement the curriculum. Course discussion, written assignments, daily reading, map work, and visual projects make the course unique in approach, but very demanding.

### SPECIAL SERVICES

#### Multi-Categorical Program

The Special Services Department at Rock Island High School provides an educational program for scholars who are classified for the following program areas: Autism, Deaf-Blindness, Deafness, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech/Language Impairment, Traumatic Brain Injury, and Visual Impairment. These scholars

have one or a combination of emotional, social, intellectual, perceptual, or physical difficulties, which make it difficult for them to succeed in the mainstream high school program. Scholar placement into the program follows a logical and consistent format prescribed by federal, state, and district policies and procedures. Scholars are referred to the program by parents, outside agencies, counselors, teachers, administrators, and other interested persons. All referrals are channeled through the Building Intervention Team and the Special Education Department Case Manager. A multi-disciplinary team determines eligibility for special education programming and/or related services, and if eligible, an Individual Education Plan (IEP) is written before a scholar is placed into the program. Annual meetings are held to determine the next year's placement and program services for each student. Multi-categorical special education courses and regular education courses are chosen based on each student's individual needs.

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### **ADAPTIVE PHYSICAL EDUCATION (SE321/SE322)**

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Grade Level: 9-12

Credits Earned: 1.0

Year Course

Prerequisite: None

**Description:** Adaptive Physical Education is available to scholars who are unable to participate in the regular physical education courses due to a physical impairment. The Adaptive Physical Education program for the orthopedically impaired has two major aspects: 1) low organized games and recreational sports, and 2) implement physical therapy and occupational therapy programs. The level of each student's involvement is based on their physician's prescription to ensure that any medical concerns are not overlooked.

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### **PERSONAL LEARNING SKILLS**

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Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: None

- SE203-Semester 1 Grade 9/10
- SE203A (1 Period)
- SE204-Semester 2 Grade 9/10
- SE204A (1 Period)
- SE205-Semester 1 Grade 11/12
- SE205A (1 Period)
- SE206-Semester 2 Grade 11/12
- SE206 A (1 Period)

**Description:** The purpose of this course is to study many different areas of life where more practice is needed. These areas may include a wide variety of units to study such as nutrition

and foods, shopping, laundering, independent living, map skills, transportation, and social development skills, using community-based instruction and direct instruction.

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### **KEYBOARDING & DIGITAL TOOLS (SEBUS17)**

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Grade Level 9-12

Credits Earned 0.5

Semester Course

Prerequisite: None

**Description:** This course is designed to help scholars develop proficient keyboarding skills and gain confidence in using essential digital tools for academic, personal, and professional success. Emphasis is placed on building speed and accuracy through touch typing techniques while exploring key digital applications such as word processing, spreadsheets, presentations, and Google suite.

---

### **COMPUTER CONCEPTS (SEBUS29)**

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Grade Level 9-12

Credits Earned 0.5

Semester Course

Prerequisite: None

**Description:** Computer Concepts is an orientation-level course designed to develop awareness and understanding of application software and equipment used by employees to perform tasks in business marketing and management. Scholars will apply problem-solving skills to hands-on, real-life situations using a variety of software applications. Specific units of instruction include: word processing, spreadsheet, database applications, presentations/graphics, and integration activities.

---

### **READING ENRICHMENT I (SE171/SE172)**

---

Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: None

**Description:** This course is designed to improve the decoding, comprehension, vocabulary, and written language skills of those scholars who are below grade level reading ability. This program is based on each student's performance. Skills and strategies are taught through direct instruction. This course consists of various fictional and non-fictional short stories and the introduction of novels.

---

**ENGLISH 9 (SE101/SE102)**

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Grade Level 9

Credits Earned 1.0

Year Course

None

**Description:** Scholars will read closely a variety of diverse literature, including excerpts, short stories, drama, and nonfiction, to enhance critical thinking skills as they write to analyze given texts; use evidence to make claims and determine the purpose behind how authors structure text and develop ideas; develop writing through inquiry in a research project; and develop arguments through text analysis to develop their own arguments in writing.

---

**ENGLISH 10 (SE103/SE104)**

---

Grade Level 10

Credits Earned 1.0

Year Course

Prerequisite: None

**Description:** Building upon skills learned and reinforced in English 9, scholars will closely read a variety of diverse literature, including poetry, nonfiction, and drama to analyze these texts and determine how authors develop complex characters and ideas; work more in depth to determine authors' purposes as they analyze authors' use of rhetoric and word choice to develop ideas and claims; research multiple perspectives to develop a position in their writing; and determine how authors use craft and structure to determine characters and ideas.

---

**ENGLISH 11 (SE105/SE106)**

---

Grade Level 11

Credits Earned 1.0

Year Course

Prerequisite: None

**Description:** Continuing to reinforce and develop skills learned in English 10, scholars will closely read a variety of diverse literature, including poetry, excerpts, drama, and nonfiction, to determine how authors develop and relate elements of a given text; determine how authors use figurative language or rhetoric to advance a point of view or purpose; research multiple perspectives to develop a position in a given task; and determine how authors use narrative techniques to craft fiction writing.

---

**ENGLISH 12 (SE109/SE110)**

---

Grade Level 12

Credits Earned 1.0

Year Course

Prerequisite: None

**Description:** Reinforcing and enhancing skills learned in English 11, scholars will closely read a variety of diverse texts, including nonfiction excerpts, and drama, to develop personal narratives (e.g. college application essay); research multiple perspectives to develop a position for a given research task and presentation project; analyze the interaction of central ideas and character development; and explore complex ideas through craft structure of given texts.

---

**WORLD STUDIES (SE23/SE24)**

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Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: None

**Description:** World Studies is a required course that focuses on major events and themes in the world from prehistory to the present. Scholars will consider the influence of geographic settings, cultural perspectives, economic systems, and various forms of government on human events from multiple regions and time periods. The course especially emphasizes the historical background of major problems in the world today.

---

**US HISTORY (SE119/SE120)**

---

Grade Level 10

Credits Earned 1.0

Year Course

Prerequisite: None

**Description:** US History course provides an investigation of the historical development of the United States from colonial days to present day America. Emphasis on the human side of history is presented through text notes, which explain the roles Americans have played and are playing in the building of our country. Units are developed so that the scholar is actively involved in the learning process with workbooks, homework, outside projects, reading participation, and classroom discussions.

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### US GOVERNMENT (SE123)

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Grade Level 11

Credits Earned 0.5

Semester Course

Prerequisite: None

**Description:** This course is designed to provide scholars with the principles and practices of our democratic system of government and to develop scholar interest in reading, thinking, and making informed decisions about our system of government. Emphasis is on having the scholar become a responsible citizen.

---

### CONSUMER ECONOMICS (SE121)

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Grade Level 11

Credits Earned 0.5

Semester Course

Prerequisite: None

**Description:** This course is designed to enable scholars to understand economic concepts in a practical and meaningful way. Emphasis is on consumer problems and their solutions, wise consumer choices, and positive consumer planning in the area of budgeting, savings, insurance, and establishing good credit.

---

### HEALTH EDUCATION (SE127)

---

Grade Level 10

Credits Earned 0.5

Semester Course

Prerequisite: None

**Description:** Health is designed to provide the basics of wellness education to assist scholars in making informed living choices.

---

### LIFE SCIENCE BIOLOGY (SE125/SE126)

---

Grade Level 9-11

Credits Earned 1.0

Year Course

Prerequisite: None

**Description:** This course focuses on the basic structure and function of living organisms. Through presentations, discussions, cooperative learning, laboratory activities and videos, scholars will gain an understanding of biological principles and the interaction between an organism and its environment, including Earth systems. This course will prepare scholars for Earth Science.

---

### **EARTH SCIENCE (SESCI09/SESCI10)**

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Grade Level 10-12

Credits Earned 1.0

Year Course

Prerequisite: None

**Description:** This course focuses on the interrelationship between humans, their environment, and the Earth. In addition to ecosystems, scholars will discuss environmental and study Geology, Meteorology, Oceanography, and Astronomy. Scholars will develop critical thinking skills through labs, demonstrations, discussions, cooperative learning opportunities, presentations, and videos.

---

### **PRE-ALGEBRA (SE108/SE108)**

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Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: None

**Description:** Competency of basic skills is emphasized to attain a higher level of performance. Topics include basic properties of rational and irrational numbers, basic operations on rational numbers, order of operations, exponents, algebraic expressions, ratio, proportions, and the coordinate plane in order to prepare scholars for Algebra I.

---

### **ALGEBRA IA (SE111/SE112)**

---

Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: None

**Description:** Scholars will continue to build on topics covered in Pre-Algebra, while being introduced to Algebra I vocabulary, the manipulative skills, and the basic theory of algebra. Emphasis is placed on operations, problem solving, and basic equations. This curriculum will mirror the first semester of Algebra I and great care will be taken to ensure scholars receive proper accommodations and modifications during this course.

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### **ALGEBRA IB (SE113/SE114)**

---

Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: None

**Description:** This course will pick up where Algebra I A left off, continuing to teach the vocabulary, the manipulative skills, and the basic theory of algebra. Equations, inequalities, and word problems are introduced and reviewed. Integers, polynomials, and algebraic

fractions are studied. Emphasis is placed on operations, problem solving, and equations. This curriculum will mirror the second semester of Algebra I and great care will be taken to ensure scholars receive proper accommodations and modifications during this course.

---

### **GEOMETRY (SE115/SE116)**

---

Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: None

**Description:** This course will emphasize the basic structure of Plane Geometry and the practical applications of geometrical topics. Algebraic skills are reviewed and strengthened as algebraic methods are applied to solving geometric problems. This curriculum will mirror Geometry and great care will be taken to ensure scholars receive proper accommodations and modifications during this course.

---

### **VOCATIONAL READINESS (SE141/SE142)**

---

Grade Level 9-10

Credits Earned 0.5 or 1.0

Semester or Year Course

Prerequisite: None

**Description:** Work skills are emphasized in every unit. This course highlights following directions, time on task, project development, work skills development, and community involvement. Functional reading, English, and math skills are incorporated into every lesson. Scholars are encouraged to explore different types of employment to assist in career choice. Each project is designed to teach a specific skill such as measurement, use of small tools, painting, cleaning, etc.

---

### **SECONDARY TRANSITION EXPERIENCE PROGRAM (S.T.E.P.)**

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Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: None

- SE151-STEP (Semester 1)
- SE152-STEP (Semester 2)

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### ON THE JOB TRAINING (OJT)

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Grade Level 11-12

Credits Earned Varied Credit

Semester or Year Course

Prerequisite: None

- SE161-OJT7 (Semester 1)
- SE162-OJT7 (Semester 2)
- SE159-OJT7-8 (Semester 1)
- SE160-OJT7-8 (Semester 2)
- SE163-OJT8 (Semester 1)
- SE164-OJT8 (Semester 2)

**Description:** This program prepares scholars to take their place in the working community. It assists the scholars in bridging the gap between the school, the community, and the world of work through related classroom instruction, in-school experience, and community work experience. Placements are geared to meet the needs and abilities of the individual student.

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### JOB SKILLS I/II

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Grade Level 9-12

Credits Earned 1.0

Semester or Year Course

Prerequisite: None

- CD021/022-Semester 1
- CD023/024-Semester 2

**Description:** This course is project based with functional work skills emphasized in every unit. The Job Skills course emphasizes following directions, time on task, project development, work skills development, and community involvement. Functional reading, English, and math skills are incorporated into every lesson. Scholars are encouraged to explore different types of employment to assist in career choice. The course participates in community-based training 2-3 times per month using public transportation.

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### SOCIAL LIFE SKILLS (SE033/SE034)

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Grade Level 9-12

Credits Earned 0.5 or 1.0

Semester or Year Course

Prerequisite: None

**Description:** Scholars develop communication skills that will help them be successful in the work place and in adult social relationships. Scholars are encouraged to develop appropriate conversational skills while working in a small group setting. Scholars learn to follow written and verbal directions as they apply to specific projects.

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### RESOURCE (SE399/SE400)

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Grade Level 9-12

Credits Earned 0.5 or 1.0

Semester or Year Course

Prerequisite: None

**Description:** The resource course is designed for development of essential skills necessary for academic success and to provide academic support for courses the scholar is taking. Assistance includes, but is not limited to, instructional support to complete grade-level assignments, test taking strategies, test taking assistance, organizational skills, development and writing of research papers, and reading and math strategies. The resource teacher will collaborate with the student's teachers regarding possible accommodations and/or modifications that may be necessary or are required for scholar success.

### WORLD LANGUAGES

World Language requirements at the college and university level vary. To learn the graduation requirements for a specific college or university, consult the respective college catalog or your counselor. Four years of a world language is the equivalent to two years at the college level.

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### FRENCH I-GERMAN I-SPANISH I

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Grade Level: 9-12

Credits Earned: 1.0

Year Course

Prerequisite: None

- French: F/L13, F/L14
- German: F/L23, F/L24
- Spanish: F/L01, F/L02

**Description: Recommendation: Grade of C or higher in English is highly recommended.** This is the beginning course, designed to develop oral and written communication skills in the target language. The scholar will develop a proficiency in speaking, listening, reading, and writing at a first-year level. The scholar will develop an appreciation and awareness of the culture and the importance of languages. Scholars at all levels must have the ability to memorize vocabulary, verb conjugations, and other grammar points.

---

## FRENCH II-GERMAN II-SPANISH II

---

Grade Level 10-12

Credits Earned 1.0

Year Course

- French: F/L15, F/L16
- German: F/L25, F/L26
- Spanish: F/L03, F/L04

Prerequisite: French I/German I/Spanish I

**Description: Recommendation: Grade of C or higher in first year French, German, or Spanish is highly recommended.** This is a second-year course, designed to further develop oral and written communication skills in the target language. The scholar will develop a proficiency in speaking, reading, and writing at a second-year level. The scholar will continue to develop an appreciation and awareness of the culture and the importance of languages.

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## FRENCH III-GERMAN III-SPANISH III

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Grade Level 11-12

Credits Earned 1.0

Year Course

- French: F/L17, F/L18
- German: F/L27, F/L28
- Spanish: F/L05, F/L06

Prerequisite: French II/German II/Spanish III

**Description: Recommendations: Grade of C or higher in second year French, German, or Spanish is highly recommended.** Emphasis is placed on reading comprehension with continued attention to conversational written skills. The course provides a thorough review of grammar. It offers more insights into the culture of the people and their history, literature, art, and music.

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## FRENCH IV-GERMAN IV-SPANISH IV

---

Grade Level 12

Credits Earned 1.0

Year Course

Prerequisite: French III/German III/Spanish III

\*5.0 Weighted Credit

- French: F/L19, F/L20
- German: F/L29, F/L30
- Spanish: F/L07, F/L08

**Description: Recommendations: Grade of C or higher in third year French, German, or Spanish is highly recommended.** Emphasis is placed on oral communication skills, composition, reading

short novels in the target language, and projects using the target language. Grammar and structure are reviewed, and the study of culture and civilization continues.

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### **SPANISH FOR HERITAGE SPEAKERS (F/L09/F/L10)**

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Grade Level 9-12

Credits Earned 1.0

Year Course

Prerequisite: Native or near native level of spoken and written Spanish to be determined by a pretest and instructor.

**Description: Recommendation:** This course is designed for scholars who already speak and read Spanish daily but wish to improve and develop their reading, writing and grammar skills for academic Spanish using cultural material. They will demonstrate a better understanding of grammatical usage through formal and informal writings. They will improve upon their speaking abilities by conducting formal and informal conversations based upon new vocabulary and culture. They will demonstrate the ability to comprehend basic readings and literature based on history and culture.

---

### **SPANISH FOR HERITAGE SPEAKERS II (F/L09/F/L10)**

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Grade Level 10-12

Credits Earned 1.0

Year Course

Prerequisite: Spanish for Heritage Speakers

**Description:** This course is for those who have completed Spanish for Heritage Speakers. Scholars will continue to develop and improve their reading, writing, and grammar skills for academic Spanish. Scholars will also continue to learn to appreciate the depth and diversity of “Spanish-speaking” culture throughout the world.

## **EAST MOLINE AREA CAREER CENTER**

The East Moline Area Career Center offers high school juniors and seniors the opportunity to take specialized career and technical education classes. Programs include Welding, Drafting/Design, Manufacturing Technology, Building Trades, Woodworking, Auto Body, Auto Mechanics, Law & Public Safety, Barbering, Early Childhood Education, Fire Science, Graphic Arts, and ECHO (Extended Campus Health Occupations), providing hands- on training to prepare scholars for future careers.

RIHS scholars will receive 2.0 credits per course. Courses will cover three (3) Rock Island High School periods daily.

The programs of study for the East Moline Area Career Center are described below.

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## **AUTO BODY REPAIR**

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In this program, scholars develop craftsmanship while learning the essentials of welding, metal forming and straightening, painting, finishing, cost estimation, and inventory control. They will practice straightening doors and fenders, replacing panels, aligning sheet metal parts, mixing and matching paint, and applying paint with professional techniques.

Scholars who continue into Auto Body Repair II will expand their skills by creating shop tickets, replacing door glass, and tackling custom paint jobs, preparing them for a career in a high-demand and rewarding field.

- **Auto Body I**
  - Grades 11-12
  - Credits Earned 2.0
  - Year Course
  - Prerequisite: None
- **Auto Body II**
  - Grades 12
  - Credits Earned 2.0
  - Year Course
  - Prerequisite: Auto Body I

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## **AUTO MECHANICS**

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Auto Mechanics introduces scholars to the tools, techniques, and knowledge needed to inspect, maintain, and repair automobiles and light trucks powered by gasoline, electricity, or alternative fuels. Scholars will learn to troubleshoot and repair engines, electrical systems, integrated computer systems, fuel systems, brakes, steering and suspension, cooling systems, lubrication, exhaust and emission controls, and powertrains. This course builds the foundation for a career in automotive repair, helping scholars develop the hands-on skills and technical knowledge needed to succeed in a high-demand, fast-paced industry.

- **Auto Mechanics I**
  - Grades 11-12
  - Credits Earned 2.0
  - Year Course
  - Prerequisite: None
- **Auto Mechanics II**
  - Grades 12
  - Credits Earned 2.0
  - Year Course
  - Prerequisite: Auto Mechanics

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## BARBERING

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Barbering introduces scholars to the art and science behind the barber's chair. From learning the fundamentals of anatomy and hygiene to practicing real-world skills like hair cutting, shaving, shampooing, and styling, scholars will build a strong foundation in both theory and hands-on technique. Along the way, they'll explore topics like barber law, skin care, massage, and the proper use of professional tools.

Scholars will also begin earning the required hours toward their Illinois barbering license, putting them on the path to a professional career. Barbering 1 is the first step in the journey, preparing scholars for Barbering 2, where their skills (and style) get even sharper.

- **Barbering I**
  - Grades 11-12
  - Grades 11-12
  - Credits Earned 2.0
  - Year Course
  - Prerequisite: None
- **Barbering II**
  - Grades 12
  - Credits Earned 2.0
  - Year Course
  - Prerequisite: Barbering I

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## BUILDING TRADES

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Building Trades introduces scholars to the essential techniques and knowledge used in a variety of construction and trade fields. Scholars will gain hands-on experience with surveying, concrete work, block and brick laying, plumbing, electrical work, carpentry, roofing, tin work, ceramics, and painting.

Along the way, they will also learn how to select and purchase materials, keep accurate records, and develop the practical skills needed to succeed in a high-demand, hands-on career.

- **Building Trades I**
  - Grades 11-12
  - Grades 11-12
  - Credits Earned 2.0
  - Year Course
  - Prerequisite: None
- **Building Trades II**
  - Grades 12
  - Credits Earned 2.0
  - Year Course
  - Prerequisite: Building Trades I

---

## EARLY CHILDHOOD EDUCATION

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This two-level program gives scholars hands-on experience and the credentials needed to work with young children. In ECE I, scholars participate in three site days per week, learn lesson planning, maintain an ECE I binder, and complete essential training, including Shaken Baby Syndrome, Sudden Infant Death Syndrome, and mandated reporting. ECE I aligns with the Gateways to Opportunity Level 1 Certificate, providing scholars with a strong foundation in early childhood education.

In ECE II, scholars advance their skills through four site days per week and focus on childhood development. They create a comprehensive ECE II portfolio, continue lesson planning, and complete additional training, including Gateways to Opportunity programs, Welcoming Each and Every Child, CPR and First Aid certification, and Food Handling certification. ECE II prepares scholars for the Childhood Development Associate (CDA) credential and equips them with the practical experience and knowledge needed to pursue a career in early childhood education.

- **Early Childhood Education I**
  - Grades 11-12
  - Grades 11-12
  - Credits Earned 2.0
  - Year Course
  - Prerequisite: None
- **Early Childhood Education II**
  - Grades 12
  - Credits Earned 2.0
  - Year Course
  - Prerequisite: Early Childhood I

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## FIRE SCIENCE

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Fire Science introduces scholars to the skills and knowledge needed to prevent and extinguish fires, perform rescues, and provide emergency medical care. Scholars will gain hands-on experience with firefighting tools and equipment while learning how to operate water supply systems, handle ladders, tie knots, ventilate buildings, and carry out rescue and extraction procedures.

Along the way, they will also practice basic emergency medical techniques, including patient assessment and emergency treatment, building the foundation of life-saving skills. Fire Science is the first step toward a future in firefighting, emergency medical services, or public safety, giving scholars the confidence and experience to prepare for advanced training and careers in the field.

- **Fire Science & Firefighting I**
  - Grades 11-12
  - Grades 11-12

- Credits Earned 2.0
- Year Course
- Prerequisite: None
- **Fire Science & Firefighting II**
  - Grades 12
  - Credits Earned 2.0
  - Year Course
  - Prerequisite: Fire Science & Firefighting I

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## **LAW & PUBLIC SAFETY**

---

Law and Public Safety introduces scholars to the history, legal framework, and day-to-day responsibilities of law enforcement professionals. Scholars will learn crime scene investigation techniques, procedures, and the proper use of law enforcement tools, including verbal commands, physical control, and handcuffing.

The course also emphasizes communication, problem-solving, and decision-making skills. Scholars explore search and seizure methods, due process, arrest protocols, 911 dispatching, and related equipment. Instruction extends to the broader criminal justice system, covering patrolling strategies, private security, corrections, probation, and the importance of building strong community relations.

This course prepares scholars for careers in law enforcement, public safety, and the criminal justice field.

- **Law & Public Safety I**
  - Grades 11-12
  - Grades 11-12
  - Credits Earned 2.0
  - Year Course
  - Prerequisite: None
- **Law & Public Safety II**
  - Grades 12
  - Credits Earned 2.0
  - Year Course
  - Law & Public Safety I

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## **MANUFACTURING TECHNOLOGY**

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Discover the world of modern manufacturing in Manufacturing Technology. In Manufacturing Technology I, scholars learn the basics of manufacturing through classroom instruction and hands-on shop experience, including the use of CAD/CAM software.

In Manufacturing Technology II, scholars advance their skills by working with engineers on real-world problems using techniques such as 3D printing, blueprint reading, CNC machining, and more. They also explore career opportunities through facility tours and industry connections. This program provides a practical introduction to the manufacturing field and prepares scholars for careers in engineering, design, and advanced manufacturing.

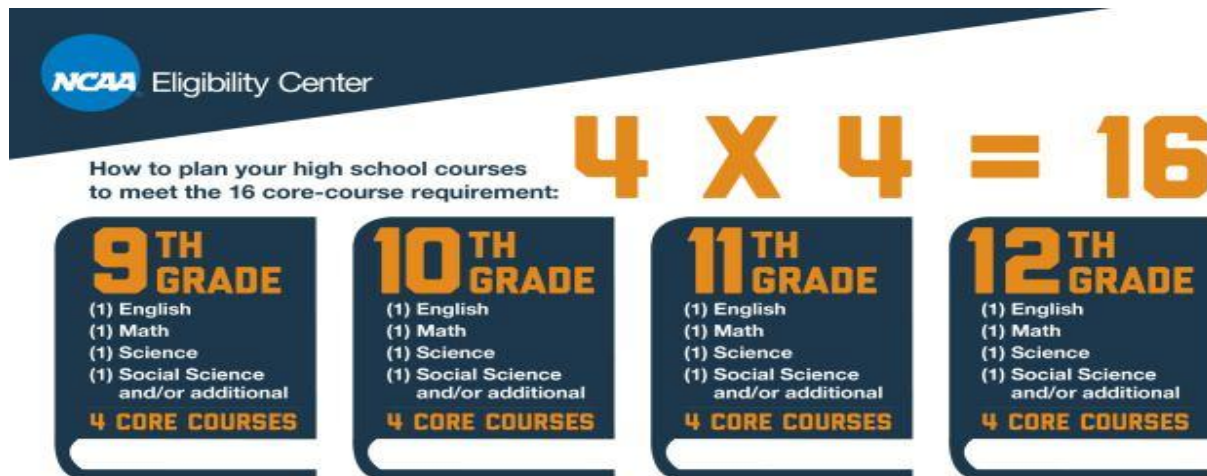
- **Manufacturing & Technology I**

- Grades 11-12
- Grades 11-12
- Credits Earned 2.0
- Year Course
- Prerequisite: None

- **Manufacturing & Technology II**

- Grades 12
- Credits Earned 2.0
- Year Course
- Prerequisite: None

## COLLEGE ATHLETIC ELIGIBILITY REQUIREMENTS



### National Collegiate Athletic Association (NCAA)

**What is the NCAA Eligibility Center?** The NCAA Eligibility Center certifies the academic and amateur credentials of all college bound athletes who wish to compete in NCAA Division I or II athletics.

Initial eligibility standards for Division I and II are:

- Complete 16 approved core credits.
- Ten of the 16 core credits must be completed before the 7th semester (senior year) of high school.
- Seven of those 10 credits must be in English, math, or science.
- Earn a core course GPA of at least 2.3 for Division I; GPA of at least 2.2 for Division II.
- Graduate high school.

**Full Qualifier:** College-bound student-athletes may practice, compete, and receive athletic scholarships during their first year of enrollment at an NCAA Division I or II school.

**Academic Redshirt:** College-bound student-athletes may receive athletic scholarships during their first year of enrollment and may practice during their first regular academic term but may NOT compete during their first year or enrollment.

**Nonqualifier:** College-bound student-athletes cannot practice, receive athletic scholarships, or compete during their first year of enrollment at an NCAA Division I or II school.

***Edmentum credit recovery courses do not qualify for NCAA eligibility.***

***Edmentum Ed Options courses may count toward NCAA eligibility-see counselor for details.***

## ROCK ISLAND HIGH SCHOOL APPROVED NCAA CORE COURSES

<u>ENGLISH</u>	<u>SOCIAL SCIENCE</u>	<u>MATHEMATICS</u>	<u>SCIENCE</u>	<u>ADDITIONAL</u>
English 9	World Studies	Integrated Math	Biology	Spanish I
Honors English 9	EL World Studies	Algebra I	Honors Biology	Spanish II
English 10	Honors World History	Algebra IA & IB	EL Biology	Spanish III
Honors English 10	US History	EL Algebra IA and IB	Global Biology	Spanish IV
English 11	AP US History	Integrated Math II	EL Global Biology	Spanish for Heritage Speakers
AP English Language Composition	EL US History	Honors Integrated Math II	Life Science/Biology	French I
English 12	US Government	Integrated Math III	Earth Science	French II
AP English Literature	AP US Government	Algebra II	Chemistry	French III
BHC English 101	EL US Government	Honors Algebra II	Honors Chemistry	French IV
BHC English 102	Psychology	Integrated Math III	AP Chemistry	German I
BHC Speech	Honors Psychology	Honors Integrated Math III	Physics	German II
African American Literature	AP Psychology	EL Math I	AP Physics	German III
Journalism	Sociology	Geometry	Anatomy & Physiology	German IV
Creative Writing	Current Events	EL Geometry	AP Biology	
World Mythology	AP European History	Pre-Calculus	AP Environmental Science	
Modern World Literature		Honors Pre-Calculus		
		AP Calculus		
		AP Computer Science		
		AP Statistics		

### **National Association of Intercollegiate Athletics (NAIA)**

For student-athletes to be eligible to compete during their freshman year at an NAIA school, they must meet TWO of these three criteria:

1. Minimum ACT of 18 or minimum SAT of 970
2. Minimum GPA of 2.0 with qualifying test score; Minimum GPA of 2.3 without the aforementioned qualifying ACT and/or SAT test score.
3. Rank in the top 50% of graduating class.

# APPENDIX I

## ROCK ISLAND HIGH SCHOOL

### Independent Study Application

Course Request \_\_\_\_\_ Teacher \_\_\_\_\_ Semester \_\_\_\_\_

#### Purpose of Independent Study (Please check one)

\_\_\_\_\_ To meet unique needs – special studies to meet unique educational needs and/or interests of students that cannot be met in a regular class offering.

\_\_\_\_\_ Scheduling conflict – exceptional circumstances that will not allow students to take a class.

#### Eligibility Guidelines for Independent Study

- Students must be at least sophomore standing.
- Students can NOT complete Independent Studies courses to meet graduation requirements.
- Students will be allowed to take only ONE Independent Study course during their high school career.
- Students must be in good standing at Rock Island High School and must show good character through honorable dealings with staff, good attendance, lack of tardies, and the absence of disciplinary referrals.
- Students must demonstrate the ability to work independently. Students must also have shown the initiative and self-discipline that will allow them to be successful with limited assistance from an instructor.

#### Independent Studies Guidelines

- **Grading:** Students will be graded on performance on work as judged by the assigned instructor. **STUDENTS WILL NOT RECEIVE WEIGHTED CREDIT FOR INDEPENDENT STUDY COURSES.**
- **Meeting Schedule:** Students and instructors will designate a meeting time to review work and ensure that adequate progress is being made.
- **Timeline:** Students will keep a log of their time spent working in this course. The instructor will initial this time log daily and collect it at the end of each week.
- **Duration:** An Independent Study course must last the duration of one full semester to earn .5 credit.

We understand these guidelines as stated above, and choose to take this Independent Study course should it be approved.

\_\_\_\_\_  
Student Date Parent/Guardian Date

\_\_\_\_\_  
Teacher Date Counselor Date

\_\_\_\_\_ Approved \_\_\_\_\_ Not Approved

\_\_\_\_\_  
Principal Date

**ROCK ISLAND HIGH SCHOOL**

**Independent Study Time Log**

Student \_\_\_\_\_ Teacher \_\_\_\_\_

Course \_\_\_\_\_ Week of: \_\_\_\_\_

**Instructions:** Document the time you committed to this Independent Study course.

- Record times in quarter, half, or full hour increments (.25, .5, .75, 1.00 hours).
- Briefly describe what occurred during each learning session (ie. met with the teacher, wrote papers, homework, did research, gave presentations, took tests, etc.)
- Your teacher will approve your entries and collect this page at the end of each week.

Date	Time Spent	Activities	Teacher Initials

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Created September 14, 2015

**ROCK ISLAND HIGH SCHOOL**  
**Distance Learning Application**

Student name: \_\_\_\_\_ ID # \_\_\_\_\_

Current credits \_\_\_\_\_ Absences \_\_\_\_\_ Referrals \_\_\_\_\_

Please state why you are requesting a distance learning course:          
---

Mark the following:

\_\_\_\_ Plato Virtual School    \_\_\_\_ Illinois Virtual School    \_\_\_\_ Other

Name of course: \_\_\_\_\_

Based on the student's academic, discipline and attendance records. I recommend he/she be enrolled in a distance learning course.

\_\_\_\_\_  
(Counselor signature)

\_\_\_\_\_  
(Student signature)

\_\_\_\_\_  
(Principal signature)

\_\_\_\_\_  
(Parent signature)

Date \_\_\_\_\_

## APPENDIX II

### SAMPLE FOUR YEAR GRADUCATION PLANS

#### Career Education Emphasis

##### 9<sup>th</sup> Grade

1. English 9
2. Algebra I
3. Biology
4. World Studies
5. Physical Education
6. Elective/Computer Concepts
7. Career Ed. Elective (Tech/Consumer Science)

##### 10<sup>th</sup> Grade

1. English 11
2. Algebra II/Math 078/Essentials of Technical Math
3. Science Elective
4. US Government/Consumer Economics
5. Physical Education
6. Elective (Career Specific)
7. Elective (Career Specific)

##### 10<sup>th</sup> Grade

1. English 10
2. Geometry
3. Science (Chemistry/Earth Science)
4. US History
5. Health/Drivers Education
6. Elective (Art/Music/Vocational)
7. Career Ed. Elective

##### 12<sup>th</sup> Grade

1. English 12/Senior English Elective
2. Math 092 & 094/AP Computer Science/AP Stats
3. Physical Education Elective
4. Elective (Career Specific)
5. Elective (Career Specific)
6. Elective (Career Specific)
7. Elective (Career Specific)

#### Honors

##### 9<sup>th</sup> Grade

1. Honors English 9
2. Honors Geometry
3. Biology
4. Computer Concepts
5. World Studies
6. Physical Education
7. Elective (Art/Music/PLTW/World Language)

##### 10<sup>th</sup> Grade

1. AP English Language & Composition
2. Honors Pre-Calculus/AP Statistics/AP Computer Science
3. AP Biology/AP Physics/Anatomy
4. World Language III
5. AP US Government/Consumer Economics
6. Physical Education
7. Elective

##### 10<sup>th</sup> Grade

1. Honors English 10
2. Honors Algebra II
3. Honors Chemistry
4. World Language II
5. AP US History
6. Health/Drivers Education
7. Elective (Art/Music/PLTW/VOC)

##### 12<sup>th</sup> Grade

1. AP Literature & Composition/English 101 & 102
2. AP Calculus/AP Stats/AP Computer Science
3. AP Biology/AP Physics/Anatomy
4. World Language IV
5. AP European History
6. Physical Education
7. Elective

## College

### 9<sup>th</sup> Grade

1. English 9
2. Algebra I
3. Biology
4. World Language I
5. World Studies
6. Physical Education
7. Elective/Computer Concepts/AVID

### 10<sup>th</sup> Grade

1. English 11
2. Algebra II/Math 078
3. Physics/Anatomy & Physiology/AP Environmental Science
4. World Language III
5. US Government/Consumer Economics
6. Physical Education
7. Elective (Art/Music/VOC)/AVID

### 10<sup>th</sup> Grade

1. English 10
2. Geometry
3. Chemistry/Earth Science
4. World Language II
5. Us History
6. Health/Drivers Education
7. Elective/AVID

### 12<sup>th</sup> Grade

1. Senior English Elective/English 101 & 102
2. Pre-Calculus/Calculus/Math 092 & 094
3. Science Elective (AP Biology/AP Physics/AP Environmental Science)
4. World Language IV
5. Social Studies Elective
6. Physical Education
7. Elective/AVID

## APPENDIX III

### Personal Four-Year Worksheet

#### Graduation Requirements: 22 Credits to Graduate

##### Year-Long Courses: 1.0 Credit

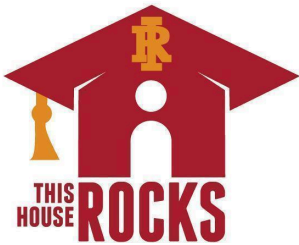
Language Arts – 4 credits  
 Mathematics – 3 credits  
 US History – 1 credit  
 World Studies – 1 credit  
 Science – 2 credits  
 Physical Education – 2 credits  
 Art, Music, Vocational Education,  
 or World Language – 1 credit

##### Semester Courses: 0.5 Credit

Health Education – 0.5 credit  
 Consumer Economics – 0.5 credit  
 US Government – 0.5 credit  
 Computer Concepts – 0.5 credit  
 Computer Elective – 0.5 credit  
 Elective Credits – 6.5 credits

9 <sup>th</sup> Grade Courses		Credit	10 <sup>th</sup> Grade Courses		Credit
English 9/Honors English 9	1.0	English 10/Honors English 10	1.0		
Math: Algebra I/Geometry	1.0	Math: Geometry/Honors Algebra II	1.0		
Biology	1.0	Chemistry/Honors Chemistry/Earth Science	1.0		
World Studies	1.0	US History/AP US History	1.0		
Physical Education/Marching Band	1.0	Health/Elective	1.0		
Spanish I/French I/German I or Elective	1.0	Spanish II/French II/German II or Elective	1.0		
Computer Concepts	0.5	Elective	1.0		
Elective	0.5				
Total Credits 9 <sup>th</sup> Grade	7.0	Total Credits 10 <sup>th</sup> Grade	7.0		
<b><i>Need 5.5 credits to be a sophomore</i></b>			<b><i>Need 11.0 credits earned to be a junior</i></b>		
11 <sup>th</sup> Grade Courses		Credit	12 <sup>th</sup> Grade Courses		Credit
English 11 or AP Language & Composition	1.0	Senior English Elective/English 12/AP English Literature & Composition/English 101 & 102	1.0		
Math: Algebra II/ AP Calculus/AP Stats/AP Computer Science	1.0	Math Elective	1.0		
Science Elective	1.0	Science Elective	1.0		
Consumer Economics	0.5	Elective	1.0		
US Government or AP US Government	0.5	Elective	1.0		
Spanish III/French III/German III or Elective	1.0	Spanish IV/French IV/German IV or Elective	1.0		
Physical Education or Marching Band	1.0	Physical Education or Marching Band	1.0		
Elective	1.0				
Total Credits 11 <sup>th</sup> Grade	7.0	Total Credits 12 <sup>th</sup> Grade	7.0		
<b><i>16.5 credits earned &amp; must have taken state required assessment for juniors to be promoted to senior status.</i></b>			<b><i>22.0 credits needed to graduate.</i></b>		





Sharon Williams, Ed.D.  
*Superintendent of Schools*

To: RIMSD 41 Board of Education  
From: Dr. Sharon Williams  
Cabinet Champion: Jeff Dase, Deputy Superintendent  
Date: March 10, 2026  
Re: RIMSD41 Scholar Handbook

Our district is committed to fostering a learning community that values diversity, equity, inclusion, respect, and academic excellence. Clear communication and shared responsibility between home and school are essential to scholar success. This handbook outlines expectations for scholars, families, staff, and the district, helping ensure consistency, transparency, and fairness across all schools.

The Rock Island-Milan School District 41 (RIMSD 41) Scholar Handbook is designed to serve as a helpful guide for scholars, families, staff, and community partners as we work together to support a safe, inclusive, and engaging learning environment for every scholar.

Before now, Rock Island-Milan School District 41 has referred to the Student Code of Conduct as the Student Handbook. These are two different documents, however, the Student Code of Conduct is within the Scholar Handbook. This is in alignment with Board Policy 7:190. In this handbook, you will find important information about our district's mission, values, policies, and procedures that guide daily school life. The Rock Island-Milan School District 41 (RIMSD 41) Scholar Handbook will be updated annually.

Thank you to the district personnel that contributed to developing this handbook for our school community.

**It is recommended that the Board of Education approve Rock Island-Milan School District 41 (RIMSD 41) Scholar Handbook for the 2025 - 26 school year.**

**Investment Period: 2025 - 2026 School Year**  
**Total Investment: N/A**  
**Funding Source: N/A**



# **SCHOLAR HANDBOOK**

## **PRE K-12 | 2025-2026**

### **SCHOLAR RIGHTS & RESPONSIBILITIES**

## **Board of Education**

Jason Roessler, President  
Isabel Peña, Vice President  
Susan Crowder, Member  
Nicole Cisne-Durbin, Member  
Andrea Gilman, Member  
Michael Matherly, Member  
Tracy Pugh, Member

## **RIMSD #41 Leadership Team**

Dr. Sharon Williams, Superintendent  
Jeff Dase, Deputy Superintendent  
Annaka Whiting, Chief Financial Officer  
Scott Vance, Assistant Superintendent of Teaching and Learning  
Dr. Dominique Moore, Assistant Superintendent of Human Resources  
Troy Bevans, Director of Information Technology  
Ramona Dixon, Director of Grants, Accountability, and Assessments  
Alicia Sanders, Director of Student Services  
Kler Soe, Director of Communications  
Joshua Becker, Director of Operations  
Gretchen Hampsey, Director of Accounting & Financial Reporting  
Beth MacKenna, Director of Nutrition Services  
Debra Frantz, Director of EL  
Charles Butler, District Safety Manager  
Nicole Berry, Early Childhood Director - Head Start

## **Principals**

Patrick Versluis, Denkmann  
Kevin Turner, Earl Hanson  
Andrew Campbell, Eugene Field  
Nikki Melody, Frances Willard  
Nicole Berry, Horace Mann Early Learning Center  
Sarah Leonard, Longfellow  
Dr. Thomas Ryan, R.I. Academy  
John Hawley, R.I. Center for Math and Science  
Jadiem Wilson, Ridgewood  
Ian Scott, Thomas Jefferson  
Joey DiIulio, Edison Jr. High  
Tonya Smith, Washington Jr. High  
Dr. Patricia Ulrich, Rock Island High School  
Mario Sherrell - Interim, Thurgood Marshall Learning Center

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## **SECTION I: INTRODUCTORY INFORMATION**

### **Introduction**

Welcome to the Rock Island-Milan School District 41 (RIMSD 41) Scholar Handbook. This handbook is designed to serve as a helpful guide for scholars, families, staff, and community partners as we work together to support a safe, inclusive, and engaging learning environment for every scholar.

In this handbook, you will find important information about our district's mission, values, policies, and procedures that guide daily school life.

Our district is committed to fostering a learning community that values diversity, equity, inclusion, respect, and academic excellence. Clear communication and shared responsibility between home and school are essential to scholar success. This handbook outlines expectations for scholars, families, staff, and the district, helping ensure consistency, transparency, and fairness across all schools.

We encourage families and scholars to review this handbook together and refer to it throughout the school year. While it cannot address every possible situation, it provides a foundation for understanding how our schools operate and how we partner to support scholar growth, well-being, and achievement.

If you have questions or need additional clarification, please reach out to your school or the district office. We value your partnership and look forward to a successful school year working together in support of our scholars.

### **Mission and Vision Statement**

The District has a single, underlying Mission: To provide all scholars with a quality education.

Our Purpose: To educate for individual scholar success.

Our Vision: To become the school district of choice for a successful and creative educational experience.

A positive climate for all involved in the educational environment is required in order to fulfill the district's mission. A high level of morale, pride, caring, open communication among all participants, and scholar behavior appropriate to age and circumstance is essential.

### **The Strategic Framework for our School Community 2025-2030**

The purpose of RIMSD 41's Strategic Plan is:

- To provide strategic direction for our district through 2030.
- To serve as an accountability tool to ensure that progress is being made toward the strategic priorities.
- To act as a management tool for setting goals and implementing actions.
- To be an informational piece for the community to convey the district's mission, vision, and core values.

#### **Our beliefs:**

We believe...

- all scholars have the ability to learn and grow.
- in high expectations for all.
- a positive climate and culture is essential to learning.
- connections make an impact on scholar learning.
- the community benefits from the shared responsibility for the success of our scholars.
- in cultivating the whole-child for life-long success.
- in equitable opportunities for all.
- our greatness comes from the diversity of our community.

#### **Our call to action:**

We call on all school community members to join us in empowering scholars with the knowledge and innovative skills to thrive, reach their full potential, and shape a better future in a rapidly changing world.

<p><b>Our learner profile:</b></p> <ul style="list-style-type: none"> <li>● Actively Listens</li> <li>● Adapts</li> <li>● Cares</li> <li>● Collaborates</li> <li>● Communicates</li> <li>● Engages</li> <li>● Perseveres</li> <li>● Thinks Critically</li> </ul>	<p><b>Our leader profile:</b></p> <ul style="list-style-type: none"> <li>● Actively Listens</li> <li>● Adapts</li> <li>● Builds Trust</li> <li>● Cares</li> <li>● Collaborates</li> <li>● Communicates</li> <li>● Demonstrates Integrity</li> <li>● Models</li> <li>● Motivates</li> </ul>
--	--

**Our Priorities:**

**Priority 1:** We will provide all district team members with consistent, role-specific, ongoing professional learning and resources.

**Priority 2:** We will provide high-quality instruction, resources, and targeted support.

**Priority 3:** We will foster clear and consistent communication with all school community members.

**Priority 4:** We will build and maintain a community that supports all school community members.

**Priority 5:** We will nurture relationships and connections with all school community members.

**Equity Statement**

In Alignment with Strategic Plan Core Values, RIMSD 41 acknowledges that past practices, policies, and procedures have placed limits on providing access and opportunity for all scholars. Therefore, in an effort to embrace the diversity within our district, RIMSD 41 is committed to working proactively to address racial and cultural biases while actively eliminating institutional structures that lead to a lack of access, opportunity and equity for all. Culturally-responsive practices involve recognizing and incorporating the assets and strengths all scholars bring into the classroom, and ensuring that learning experiences, from curriculum through assessment, are relevant to all scholars.

This commitment means that scholar success will not be predicted nor predetermined by race, class, socioeconomics, gender, ethnicity, sexual orientation, cognitive/physical ability, diverse language fluency, and religion. In RIMSD 41, we are committed to the following:

**RIMSD 41 will provide an equitable, safe, inclusive, and welcoming climate by:**

- Ensuring that all buildings provide fair access to facilities, supports and services, resources, culturally relevant teaching practices and services, and that all policies and practices are ADA compliant.
- Hiring diverse staff that is representative of our scholar population.
- Promoting, hosting events that include all stakeholders and are relevant and of interest to all.

**RIMSD 41 will become a community and regional asset by:**

- Committing to overcoming socioeconomic, cultural, neurodiverse, and language barriers to provide support for scholars. (This includes but is not limited to translation services for ALL languages represented in our district, promoting small businesses in the community and seeking them for assistance, and connecting community organizations to scholars they can serve.
- Responding to the needs of our families, faculty and staff by acknowledging and mitigating systems of inequity.
- Actively encouraging two-way education where the school district educates the community and the community in turn educates the school district.

**RIMSD 41 will promote positive and consistent family and community collaboration by:**

- Identifying equitable communication channels that ensure all families, community members, and alumni have a voice and the opportunity to be heard.
- Forming a coalition with community partners to promote equity by providing resources to families, faculty, staff and other community members.
- Seeking out families as essential partners and resources in their scholars' education, school planning and decision making. Intentionally promoting signage, literature, and languages of our diverse school population.

**RIMSD 41 will embrace and celebrate diverse backgrounds, cultures, and perspectives by:**

- Encouraging parents and community members of different racial, cultural, neurodiverse, and language backgrounds to be respectful of all cultures.
- Working to reverse the belief that assimilation is a goal for our (various ethnic communities) by understanding how personal, cultural and historic aspects of identity contribute to and enrich our school community.
- Providing a safe environment that encourages expression of our differences in ways that invite dialogue and education rather than cause alienation.
- Celebrating the diverse racial and cultural background of our scholar base by encouraging scholars and staff to share information about their races and cultures on a variety of platforms.

**RIMSD 41 will support scholar learning, academic achievement, social and emotional growth, and cultural inclusivity by:**

- Providing experiences that enforce the development of positive (cultural) identity that is integrated across grade levels and aligned with cognitive development stages.
- Providing personalized, dedicated support at an early stage in the educational process to overcome obstacles to achievement.
- Providing a culturally relevant classroom experience where all scholars are expected to achieve academically, are exposed to various cultures, and encouraged to develop their sociopolitical consciousness.

**RIMSD 41 will empower staff to teach, lead, and serve by:**

- Implementing culturally relevant teaching practices that are free of bias and that reflect the contributions and perspectives of all people to eliminate the perpetuation of disparities in achievement.
- Providing professional development specific to equitable practices so staff can become practitioners and leaders in their buildings.

- Monitoring and adapting our interactions, training, and instruction to address these issues in our evolving RIMSD 41 community.
- Developing policy that will ensure a diverse workforce from various cultural backgrounds.

## Chain of Communication

Communication is a key ingredient for your child's successful school career. If you have questions or concerns regarding school/attendance center matters, please feel free to contact school District personnel, beginning with the position listed below. Please begin in the order provided in each section. (i.e. Concern Regarding a scholar: Contact the Classroom Teacher first. If things do not get resolved, move to the Principal.)

Topic of Concern	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>Threats of any nature</b>	School Level Administrator	District Safety Manager	Deputy Superintendent			
<b>Safety and Security Matters</b>	Teacher	Dean/ Assistant Principal	Principal	District Safety Manager	Deputy Superintendent	Superintendent
<b>Disciplinary matters</b>	Teacher	Dean/ Assistant Principal	Principal	Director of Student Services	Deputy Superintendent	Superintendent
<b>Health or medical matters</b>	School Nurse	Building Administrator	Director of Student Services	Deputy Superintendent	Superintendent	
<b>Attendance</b>	Teacher	School Secretary	Building Administrator	Director of Student Services	Deputy Superintendent	Superintendent
<b>Instructional questions or concerns</b>	Teacher	Department Head/ Lead Teacher	Dean/ Assistant Principal	Principal	Assistant Superintendent of Teaching and Learning	Superintendent 257
<b>School Counseling Services</b>	Teacher	School Counselor	Building Administrator	Director of Student Services	Deputy Superintendent	Superintendent

<b>PreK - 12 Curriculum</b>	Teacher	Principal	Teaching and Learning Coordinator	Assistant Superintendent of Teaching and Learning	Deputy Superintendent	Superintendent
<b>Special Education</b>	Teacher or School Case Manager	School Case Manager or Principal	Principal or Special Education Coordinator	Director of Student Services	Deputy Superintendent	Superintendent
<b>English Learners</b>	Teacher	English Learner Teacher	Principal or English Learner Coordinator	English Learner Director	Deputy Superintendent	Superintendent
<b>Technology Services</b>	Teacher	Audio Visual Coordinator/ Building Technology Leader	Principal	District Technology Team Member	Director of Technology	Superintendent
<b>Transportation</b>	Teacher or School Case Manager	Building Secretary or Administrator	Transportation Johannes Bus Service via Mikki Edmonds, Special Education Liaison	Director of Student Services	Deputy Superintendent	Superintendent

## **SECTION II: BOARD OF EDUCATION MEETINGS**

The Board of Education usually conducts its regular meetings during the second week and fourth of every month, typically on Tuesdays. These meetings are usually held in the District Administration Center, but may be held in schools throughout the District. The Board of Education conducts special meetings as needed. School Board Meeting dates, agendas and minutes are available on the district website at the following link: [Rock Island - Milan School District #41 Board Meeting Dates/Agenda/Minutes](#). The Board encourages members of the community to attend its meetings.

### **Notice of Non-Discrimination**

RIMSD 41 prohibits discrimination and harassment on the basis of race, color, or national origin. Discrimination and harassment on the basis of race, color, or national origin negatively affect a scholar's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District goal. The District does not discriminate on the basis of actual or perceived race, color, or national origin in any of its educational programs or activities, and it complies with federal and State non-discrimination laws. The following people have been designated to handle inquiries regarding the non-discrimination policies, per RIMSD 41 Board Policy 2:270:

#### Non-Discrimination Coordinator:

Dr. Dominique Moore, Assistant Superintendent of Human Resources  
2000 7th Avenue Rock Island, IL 61201  
309-793.5900 Ext. 10205  
[dominique.moore@rimsd41.org](mailto:dominique.moore@rimsd41.org)

#### Complaint Managers:

Alicia Sanders, Director of Student Services  
2000 7th Avenue Rock Island, IL 61201  
309-793.5910 Ext. 10222  
[alicia.sanders@rimsd41.org](mailto:alicia.sanders@rimsd41.org)

Dr. Dominique Moore, Assistant Superintendent of Human Resources  
2000 7th Avenue Rock Island, IL 61201  
309-793.5900 Ext. 10282  
[dominique.moore@rimsd41.org](mailto:dominique.moore@rimsd41.org)

#### Harassment Non-Sexual

No person, including a School District employee, agent, or scholar, shall harass, intimidate, or bully a scholar on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; immigration status; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic.

The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or

wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Scholars are encouraged to promptly report claims or incidents of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking. The following people have been designated to handle inquiries regarding Title IX policies, per RIMSD 41 Board Policy 7:20:

Complaint Managers:

Alicia Sanders, Director of Student Services  
2000 7th Avenue Rock Island, IL 61201  
309-793.5910 Ext. 10222  
[alicia.sanders@rimsd41.org](mailto:alicia.sanders@rimsd41.org)

Dr. Dominique Moore, Assistant Superintendent of Human Resources  
2000 7th Avenue Rock Island, IL 61201  
309-793.5900 Ext. 10282  
[dominique.moore@rimsd41.org](mailto:dominique.moore@rimsd41.org)

### **Title IX Sexual Harassment**

The District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law.

Sexual harassment affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from sexual harassment is an important District goal. The District does not discriminate on the basis of sex in any of its education programs or activities, and it complies with Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations (34 C.F.R. Part 106) concerning everyone in the District's education programs and activities, including applicants for employment, students, parents/guardians, employees, and third parties.

Sexual harassment as defined in Title IX (Title IX Sexual Harassment) is prohibited. Any person, including a District employee or agent, or student, engages in Title IX Sexual Harassment when that person engages in conduct on the basis of an individual's sex that satisfies one or more of the following:

1. A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's educational program or activity; or
3. *Sexual assault* as defined in 20 U.S.C. §1092(f)(6)(A)(v), *dating violence* as defined in 34 U.S.C. §12291(a)(11), *domestic violence* as defined in 34 U.S.C. §12291(a)(12), or *stalking* as defined in 34 U.S.C. §12291(a)(36).

### **Making a Report**

A person who wishes to make a report under this Title IX grievance procedure may make a report to the Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the person is comfortable speaking. School employees shall respond to incidents of sexual harassment by promptly making or forwarding the report to

the Title IX Coordinator. Any employee who does not promptly make a report may be subject to disciplinary action, up to and including termination of employment. The following people have been designated to handle inquiries regarding Title IX policies, per RIMSD 41 Board Policy 2:265:

Title IX Coordinator:

Dr. Dominique Moore, Assistant Superintendent of Human Resources  
2000 7th Avenue Rock Island, IL 61201  
309-793.5900 Ext. 10282  
[dominique.moore@rimsd41.org](mailto:dominique.moore@rimsd41.org)

Please see Board Policy 2:265, Title IX Sexual Harassment Grievance Procedure for more information about the district's Title IX policy or filing a complaint.

## **SECTION III: REGISTRATION, ENROLLMENT, ATTENDANCE & EMERGENCY INSTRUCTION OR CANCELLATION**

### **Registration Age**

To be eligible for admission, a child must be five years old on or before September 1 of that school term. Based upon an assessment of a child's readiness to attend school, the District may permit him or her to attend school prior to these dates. A child will also be allowed to attend first grade based upon an assessment of his or her readiness if he or she attended a non-public preschool, continued his or her education at that school through kindergarten, was taught in kindergarten by an appropriately licensed teacher, and will be six years old on or before December 31. A child with exceptional needs who qualifies for special education services is eligible for admission at three years of age. Early entrance to kindergarten or first grade may also be available through Board Policy 6:135 Accelerated Placement Program.

### **Admission Procedure**

All scholars must register for school each year on the dates and at the place designated by the Superintendent.

Parents/guardians of scholars enrolling in the District for the first time must present:

1. A certified copy of the scholar's birth certificate. If a birth certificate is not presented, the Superintendent or designee shall notify in writing the person enrolling the scholar that within 30 days he or she must provide a certified copy of the scholar's birth certificate. A scholar will be enrolled without a birth certificate. When a certified copy of the birth certificate is presented, the school shall promptly make a copy for its records, place the copy in the scholar's permanent record, and return the certified copy to the person enrolling the child. If a person enrolling a scholar fails to provide a certified copy of the scholar's birth certificate, the Building Principal shall immediately notify the local law enforcement agency and shall also notify the person enrolling the scholar in writing that, unless he or she complies within 10 days, the case shall be referred to the local law enforcement authority for investigation. If compliance is not obtained within that 10-day period, the Principal shall refer the case. The Principal shall immediately report to the local law enforcement

authority any material received pursuant to this paragraph that appears inaccurate or suspicious in form or content.

2. Proof of residence, as required by Board Policy 7:60, Residence.
3. Proof of disease immunization or detection and the required physical examination, as required by State law and Board Policy 7:100, Health, Eye and Dental Examinations; Immunizations; and Exclusion of scholars.

The individual enrolling a scholar shall be given the opportunity to voluntarily state whether the scholar has a parent or guardian who is a member of a branch of the U.S. Armed Forces and who is either deployed to active duty or expects to be deployed to active duty during the school year. Scholars who are children of active duty military personnel transferring will be allowed to enter: (a) the same grade level in which they studied at the school from which they transferred, if the transfer occurs during the District's school year, or (b) the grade level following the last grade completed.

### **Registration**

Registration will be offered online, through Skyward scholar. During registration, families will be required to provide proof of residency. More information regarding registration can be found on the district website at this link: [Registration](#) Non-resident students attending District schools will be charged tuition pursuant to Illinois law.

### **International Scholars**

The District accepts foreign exchange scholars with a J-1 visa and who participate in an exchange program sponsored by organizations screened by administration. Exchange students within the District as scholars on a J-1 visa are not required to pay tuition.

Privately sponsored exchange scholars on an F-1 visa may be enrolled if an adult resident of the District has temporary guardianship and the scholar lives in the home of that guardian. Exchange scholars on an F-1 visa are required to pay tuition at the established District rate. F-1 visa scholar admission is limited to high schools and attendance may not exceed 12 months.

The Board of Education may limit the number of exchange scholars admitted in any given year. Exchange scholars must comply with District immunization requirements. Once admitted, exchange scholars become subject to all District policies and regulations governing scholars.

### **Re-Enrollment**

The "Illinois School scholar Records Act", Act 10, prohibits public schools from denying admission to scholars who do not present records from a school previously attended amended, and further, requires that such schools must furnish requested records to the receiving school within 10 days of request. The responsibility for securing and providing school records rests with the schools rather than with the scholar. The second reads as follows:

- Sec. 8.1. (a) No school may refuse to admit or enroll a scholar because of that scholar's failure to present his scholar permanent or temporary record from a school previously attended amended. (b) When a new scholar applies for admission to a school and does not present his school scholar record, such school may notify the school or school district last attended by such scholar, requesting that the scholar's school scholar record be copied and sent to it; such request shall be honored within 15 days after it is received.

- Sec. 8.1. (b) Within 10 days after receiving a request from the Department of Children and Family Services, the school district last attended by the scholar shall send the scholar's school records to the receiving school district.
- Sec. 8.1. (c) In the case of a transfer between school districts of a scholar who is eligible for special education and related services: when the parent or guardian of the scholar presents a copy of the scholar's then current individualized education program (IEP) to the new school, the scholar shall be placed in a special education program in accordance with that described in the scholar's IEP\*.
- Sec. 2.3. 13 (a) The Illinois School Code also requires that all public school districts provide a scholar transfer form to any scholar who is moving out of the school district to verify whether or not the scholar is "in good standing" and whether or not his or her medical records are up-to-date and complete as defined in Section 2-3.13(a). "In good standing" means that the scholar is not being disciplined by an out-of-school suspension or expulsion, and is entitled to attend classes, as of the date of this form. No public school district is required to admit a new scholar unless he or she can produce this form from the scholar's previous public Illinois school district enrollment.

\*In accordance with the 23 Illinois Administrative Code, if the IEP cannot be fully implemented, a note identifying services to be provided and a plan for future action will be incorporated into the IEP and it will be implemented in its modified form.

*Cross-References:*

*PRESS 7:50, School Admissions and Student Transfers To and From Non-District Schools*

*PRESS 7:60, Residence*

**Attendance**

Illinois law requires that whoever has custody or control of any child between six (by September 1<sup>st</sup>) and seventeen years of age shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session (unless the child has already graduated from high school). Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time school is in session.

**Scholar Absences**

The School Code states that a child must "attend some public school in the district wherein the child resides the entire time it is in session during the regular school term" except for the following reasons: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant scholar suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because of religious reasons, including to observe a religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

For scholars who are required to attend school there are two types of absences: excused and unexcused. Excused absences include: illness (including up to 5 days per school year for mental or behavioral health of the scholar), attendance at a verified medical or therapeutic appointment (including a victim services provider), observance of a religious holiday or event, death in the immediate family, family emergency,

situations beyond the control of the scholar as determined by the school board, circumstances that cause reasonable concern to the parent/guardian for the scholar's mental, emotional, or physical health or safety, attending a military honors funeral to sound TAP, attend a civic event, or other reason as approved by the building principal. For scholars who are parents, expectant parents, or victims of domestic or sexual violence, an excused absence includes the fulfillment of a parenting responsibility and addressing circumstances resulting from domestic or sexual violence. Scholars eligible to vote are also excused for up to two hours to vote in a primary, special, or general election.

Additionally, a scholar will be excused for up to five days in cases where the scholar's parent/guardian is an active-duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. The Board of Education, in its discretion, may excuse a scholar for additional days relative to such leave or deployment. A scholar and the scholar's parent/guardian are responsible for obtaining assignments from the scholar's teachers prior to any excused absences and for ensuring that such assignments are completed by the scholar prior to his or her return to school.

A valid cause for absence includes illness (including mental or behavioral health of the scholar), observance of a religious holiday, death in the immediate family, attendance at a civic event, family emergency, other situations beyond the control of the scholar as determined by the Board, voting pursuant to Policy [7:90](#), Release During School Hours, other circumstances that cause reasonable concern to the parent/guardian for the scholar's mental, emotional, or physical health or safety, or other reason as approved by the Superintendent or designee. Scholars absent for a valid cause may make up missed homework and classwork assignments in a reasonable timeframe.

- **Excused Absences:**

- Personal illness (cases involving vomiting, fever, or diarrhea)
- Mental Health Days (5 per year)
- Death in the family
- Religious Holiday
- Family emergency

- **Unexcused Absences:**

- Business that could be held outside regularly scheduled school days
- Vacations
- Any absence or tardy that the parent/guardian has not reported to the school by the end of the school day
- Any absence or tardy to which the parent has not consented
- Court appearances without documentation
- Any instance of truancy
- Absences or tardiness due to oversleeping, transportation, or family issues other than emergency

Scholars who are excused from school will be given a reasonable timeframe to make up missed homework and classwork assignments.

All other absences are considered unexcused. Pre-arranged excused absences must be approved by the building principal.

The school may require documentation explaining the reason for the scholar's absence. In the event of any absence, the scholar's parent/guardian should call the school before 8:00 a.m. to explain the reason for the absence. Upon request of the parent/guardian, the reason for an absence will be kept confidential.

## Truancy

State law requires every school district to collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent scholars and their families to encourage the habit of daily attendance and promote success. This review must include an analysis of chronic absence data from each attendance center.

State law provides that school districts are encouraged to provide a system of support to scholars who are at risk of reaching or exceeding chronic absence levels with strategies and are also encouraged to make resources available to families such as those available through the State Board of Education's Family Engagement Framework to support and engage scholars and their families to encourage heightened school engagement and improved daily school attendance.

"Chronic absence" means absences that total 10% or more of school days of the most recent academic school year, including absences with and without valid cause, and out-of-school suspensions.

Parent(s)/guardian(s) must call if their scholar will not be in school for all or part of the day. Scholars must bring an appointment verification, on office letterhead, to document excused appointments. Scholars with unexcused absences for 5% or more of the 180 days in the school year are considered chronically truant.

RIMSD 41 in partnership with the Rock Island Regional Office of Education (RIROE) offers areas of assistance that are provided to scholars, families and schools including attendance awareness programs, truancy prevention hearings, attendance policy development, individual casework, drop-out prevention activities and intervention. Referrals to other entities are not for the purpose of issuing fines or fees as a punishment, but to access additional support and intervention for scholars and families.

### Prevention Services Referral Procedure Protocol:

- **Step One:** An Absenteeism Letter is sent to the parent(s)/guardian(s) at 3-5 days of unexcused absences. Unexcused tardiness incidents may also be included in the letter. This is the first notification to the parent(s)/guardian(s). A school-based meeting shall be held to discuss the scholar's attendance.
- **Step Two:** A Referral Letter is sent to the parent(s)/guardian(s) after 6-8 or more days of unexcused absences. Unexcused tardiness incidents may also be included in the letter. At this point, the parent(s)/guardian(s) are notified they have been referred to the Regional Office of Education #49 Prevention Services.
- **Step Three:** Referral to Regional Office-Prevention Services (from school). Schools will fill out a Referral Checklist of unexcused absences and interventions that schools have put in place to assist with the chronic absenteeism. A Truant Officer/Case Manager will be in contact with you to set up a meeting to discuss scholars' truant behavior. A mandatory meeting will be held with school building staff (principal, social worker, counselor, etc.) to develop an attendance plan that may involve community agencies.

- **Step Four:** An Appointment Letter (from RIROE) is sent to the parent(s)/guardian(s) to arrange a meeting with a Prevention Service Specialist regarding the case. This meeting could lead to an Administrative Hearing with the Regional Superintendent of Schools.
- **Step Five:** If, after an Administrative Hearing, attendance continues to be a concern, the Regional Superintendent will refer to the State's Attorney's Office.

The District will collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent scholars and their families to encourage the habit of daily attendance and promote success. The review shall include an analysis of chronic absence data from each attendance center or campus of the school district.

### **Release Time for Religious Instruction/Observance**

A scholar will be released from school, as an excused absence, to observe a religious holiday or for religious instruction. The scholar's parent/guardian must give written notice to the building principal at least five calendar days before the scholar's anticipated absence(s).

Scholars excused for religious reasons will be given an opportunity to make up for all missed work, including homework and tests, for equivalent academic credit.

***Cross-Reference:***

***PRESS 7:80, Release Time for Religious Instruction/Observation***

### **Tardiness**

Should a scholar arrive late to school, they must report to the school office with a written excuse by the parent/guardian. Failure to provide a written note may result in a disciplinary action.

Only five (5) parent/guardian excused tardies are permitted during the year. The parent(s)/guardian(s) and scholar will visit with school to develop an attendance plan if tardies begin to interfere with the learning environment of the scholar. Doctor, dentist, and court appointments are not considered tardies if a note, on letterhead, from the office visited is brought in with the scholar.

**Daily Schedule**

Regular School Day			Wednesday Early Dismissal	½ Day Dismissals
School	Start Time	End Time	End Time	End Time
RIHS	8:00 AM	3:18 PM	N/A	11:19 AM
TMLC	8:00 AM	3:18 PM	1:30 PM	11:19 AM
EJHS	8:10 AM	2:39 PM	N/A	11:30 AM
WJHS	8:10 AM	2:39 PM	N/A	11:30 AM
Denkmann	8:30 AM	3:00 PM	2:10 PM	11:45 AM

Earl Hanson	8:30 AM	3:00 PM	2:10 PM	11:45 AM
Eugene Field	8:30 AM	3:00 PM	2:10 PM	11:45 AM
Frances Willard	8:30 AM	3:00 PM	2:10 PM	11:45 AM
Longfellow	8:30 AM	3:00 PM	2:10 PM	11:45 AM
Ridgewood	8:30 AM	3:00 PM	2:10 PM	11:45 AM
Rock Island Academy	8:30 AM	3:00 PM	2:10 PM	11:45 AM
RICMS	8:30 AM	3:00 PM	2:10 PM	11:45 AM
Thomas Jefferson	8:30 AM	3:00 PM	2:10 PM	11:45 AM
Head Start Preschool (Part Day)	8:30 AM	12:30 PM	N/A	N/A
Head Start Preschool (Full Day)	8:00 AM	2:30 PM	N/A	N/A
	1st Session		2nd Session	
HMELC/ECSE	8:30 AM	11:00 AM	12:00 PM	2:30 PM

A scholar is considered tardy in Elementary School if he/she is not in his/her classroom by 8:30 AM. In Junior High Schools, a scholar is considered tardy if he/she is not in his/her classroom by 8:10 AM. A scholar at Rock Island High School is considered tardy if he/she is not in his/her classroom by 8:00 AM or the start bell of each class period.

A scholar will also be considered tardy if he/she leaves school early. To be counted in attendance for the full day, scholars must be present for five hours.

Parent(s) or guardian(s) are responsible for making sure scholars arrive at school on time every day. Scholars arriving at school after the school start time must be signed in at the office by a parent or guardian. Scholars arriving late by any method of transportation, other than a RIMSD 41 Johannes Bus and the city of Rock Island Metro Link, will be counted tardy. Excessive tardiness is considered to be three or more tardies per semester. For an early release, a parent or guardian must sign out the scholar.

***Cross-Reference:***  
***PRESS 7:70, Attendance and Truancy***

### **Picking Up Scholar(s) During School Hours**

If a scholar must leave early, please send a note stating the reason and then the scholar will be picked up. For the safety of your scholar(s), please report to the office and we will call the scholar(s) to the office for you.

Please allow at least twenty minutes for your scholar(s) to be called down, visit their locker, and meet you at the main office where you will sign the scholar(s) out.

Scholar(s) will only be released to persons identified as guardians or emergency contacts in Skyward or those persons identified by the Scholar's parent/guardian via a written note or phone call.

### **Home and Hospital Instruction**

A scholar who is absent from school, or whose physician, physician assistant or licensed advance practice registered nurse anticipates his or her absence from school, because of a medical condition, may be eligible for instruction in the scholar's home or hospital.

Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from a physician, physician assistant, or licensed advanced practice registered nurse. Instructional or related services for a scholar receiving special education services will be determined by the scholar's individualized education program.

A scholar who is unable to attend school because of pregnancy or pregnancy-related conditions, the fulfillment of parenting obligations related to the health of the child, or health and safety concerns arising from domestic or sexual violence will be provided home instruction under the following circumstances:

1. Before the birth of the child when the scholar's physician, physician assistant, or advanced practice registered nurse indicates, in writing, that she is medically unable to attend regular classroom instruction.
2. For up to three months after the child's birth or a miscarriage.
3. When a scholar must care for his or her ill child if:
  - a. The child's physician, physician assistant, or advanced practice registered nurse informs the school, in writing, that the child has a serious health condition that would require the scholar to be absent from school for two or more consecutive weeks; and
  - b. The scholar or the scholar's parent/guardian informs the school, in writing, that the scholar needs to care for the child during this period.
4. The scholar must treat physical or mental health complications or address safety concerns arising from domestic or sexual violence when a health care provider or an employee of the scholar's domestic or sexual violence organization informs the school in writing that the care is needed by the scholar and will cause the scholar's absence from school for two or more consecutive weeks.

The school may reassess home instruction provided to a scholar under No. 3 or No. 4 every two months to determine the scholar's continuing need for home instruction.

Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s), and hospital staff to coordinate course work and facilitate a scholar's return to school.

For information on home or hospital instruction, contact:

Director of Student Services  
2000 - 7th Avenue, Rock Island Illinois 61201  
309-793-5900 ext. 10222  
Fax 309-793-5984

*Cross Reference:*  
*PRESS 6:150, Home and Hospital Instruction*

### **Emergency Closing of School and E-Learning**

Sudden weather changes may require school closures due to hazardous transportation conditions. Although school buildings may be closed, scholars will “attend” school virtually in accordance with [RIMSD41’s E-Learning Plan](#).

If this occurs prior to the start of the school day, the district will notify the community through Remind, robo calls, and local news outlets. Whenever possible, the decision will be made the evening before to allow families time to prepare.

If weather conditions require schools to close during the school day or early afternoon, announcements will be made via Remind, robo calls, television, and the district’s social media platforms. Families are encouraged to follow the district on Facebook ([facebook.com/RIMSD41](https://facebook.com/RIMSD41)) and Instagram (@rimsd41) for updates.

## **SECTION IV: GRADING & PROMOTION**

### **Makeup Work**

Make-up work for absences, In-School Suspension (ISS), and Out-of-School Suspension (OSS), is permitted for equivalent academic credit in accordance with Board Policy 7:200. Please contact your school or your child’s teacher for additional information.

### **Standards-Based Grading**

Rock Island-Milan School District 41 began transitioning to standards-based grading in the 2022-2023 school year, with full district wide implementation in the 2024-2025 school year. RIMSD utilizes a standards-based grading (SBG) system for scholars in Grades K-8. Information pertaining to specifics on standard-based grading, key ideas, and transition from SBG to traditional grades at RIHS can be found on the District website. More details regarding procedures for standards-based grading are available in the district standards-based grading [Parent Guide](#).

### **Grading and Report Cards**

Grading is an important part of monitoring each scholar’s development and is intended to provide parents with an evaluation of the scholar's progress. The district’s focus is on meeting State Standards and grade level Expectations while taking into account the scholar’s individual needs; evaluation and grading reflect that philosophy.

Information about each scholar’s progress is shared with parents through phone calls, written notes, special reports, report cards, conferences, e-mail. Progress reports and report cards are each issued four times per year. Progress reports are issued approximately four (4) to five (5) weeks into each quarter, with scholar report cards issued at the end of each nine (9) week quarter.

Parent/Teacher Conferences are held twice during the school year with the second conference by teacher invitation or parent request only. District wide Parent/Teacher conferences are held at the end of the first quarter. Additional Parent/Teacher conferences are held for junior high and high school scholars in mid third quarter. Additional elementary Parent/Teacher conferences are by request only.

## **SECTION V: HEALTH**

### **Immunization, Health, Eye & Dental Examination**

#### Required Health Examinations and Immunizations

All scholars are required to present appropriate proof of a health examination and the immunizations against, and screenings for, preventable communicable diseases within one year prior to:

1. Entering kindergarten or the first grade;
2. Entering the sixth and ninth grades; and
3. Enrolling in an Illinois school for the first time, regardless of the scholar's grade.

Proof of immunization against meningococcal disease is required for scholars in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). scholars between the age of one and seven must provide a statement from a physician assuring that the scholar was "risk-assessed" or screened for lead poisoning. An age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination.

Failure to comply with the above requirements by October 15 of the current school year will result in the scholar's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. A scholar will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening.

New scholars who register mid-term have 30 days following registration to comply with the health examination and immunization requirements. If a medical reason prevents a scholar from receiving a required immunization by October 15, the scholar must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional.

#### **Eye Examination**

All scholars entering kindergarten or the school for the first time must present proof by October 15 of the current school year of an eye examination performed within one year. Failure to present proof by October 15, allows the school to hold the scholar's report card until the scholar presents: (1) proof of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15.

#### **Dental Examination**

All scholars entering kindergarten, second, sixth and ninth grades must present proof by May 15 of the current school year of having been examined by a licensed dentist within the last 18 months. Failure to

present proof allows the school to hold the child's report card until the scholar presents: (1) proof of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15.

## **Exemptions**

A scholar will be exempted from the above requirements for:

1. Medical grounds if the scholar's parent/guardian presents to the building principal a signed statement explaining the objection in compliance with Illinois public health regulations;
2. Religious grounds if the scholar's parent/guardian presents to the building principal a completed Certificate of Religious Exemption;
3. Health examination or immunization requirements on medical grounds if a physician provides written verification in compliance with Illinois public health regulations;
4. Eye examination requirement if the scholar's parent/guardian shows an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist; or
5. Dental examination requirement if the scholar's parent/guardian shows an undue burden or a lack of access to a dentist.

### ***Cross-References:***

***PRESS 7:100, Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students***

## **Health & Vision Screening by School Nurses**

Vision screening services are provided annually to: all early childhood children who are three years old; all children who are in special education classes; scholars in kindergarten, second and eighth grades; transfer scholars; and by referral. Parents may object to vision screening on religious grounds.

Note: Vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Your child is not required to undergo this screening if an optometrist or ophthalmologist has completed and signed a report indicating that an examination has been administered within the previous 12 months.

Each scholar is screened for hearing problems: annually in Special Education, early childhood, kindergarten, first, second and third; upon enrollment for new scholars; and by referral. Parents may object to a hearing screening on religious grounds.

Note: A screening for hearing is not a substitute for a complete hearing evaluation by a physician. Your child is not required to undergo this screening if a physician or audiologist has completed and signed a report indicating that an examination has been administered within the previous 12 months.

Deviations from normal vision and hearing are rechecked personally by the nurse. A written referral is sent to the parents when follow-up is indicated.

## **Illness**

When a scholar or employee is suspected of having a viral illness causing vomiting, such as norovirus, the ill person should stay home for 24-hours after the last vomiting episode to reduce exposure to others. Scholars may “vomit” for reasons that are not contagious. It is the school nurse’s assessment that determines whether a scholar can return before 24-hours or stay in school.

Scholars and Employees should remain home for 24-hours until fever free without fever-reducing medications (Ibuprofen, Acetaminophen). Scholars/employees should remain home until free of diarrhea for 24-hours.

## **Scholar Medication**

In accordance with state law and Board Policy 7:270, Administering Medicines to Students, students should not take medication during school hours or during school-related activities is prohibited unless it is necessary for a scholar’s health and well-being. When a scholar’s licensed health care provider and parent/guardian believe that it is necessary for the scholar to take medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child by completing a “School Medication Authorization Form.”

No school or district employee is allowed to administer to any scholar, or supervise a scholar’s self-administration of, any prescription or non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the scholar’s parent/guardian. No scholar is allowed to possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this procedure.

### **Self-Administration of Medication**

A scholar may possess and self-administer an epinephrine injector (e.g., EpiPen®) and/or an asthma inhaler or medication prescribed for use at the scholar’s discretion, provided the scholar’s parent/guardian has completed and signed a School Medication Authorization Form.

Scholars who are diabetic may possess and/or self-administer diabetic testing supplies, equipment, and insulin if authorized by the scholar’s diabetes care plan, which must be on file with the school.

Scholars with epilepsy may possess and/or self-administer supplies, equipment and medication, if authorized by the scholar’s seizure action plan, which must be on file with the school.

Scholars may self-administer (but not possess on their person) other medications required under a qualified plan, provided the scholar’s parent/guardian has completed and signed a School Medication Authorization Form.

The school district shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a scholar’s self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A scholar’s parent/guardian must indemnify and hold harmless the school district and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a scholar’s self-administration of an epinephrine injector, asthma

medication, and/or a medication required under a qualifying plan. The District and its employees and agents, including a physician, physician assistant, or advanced practice registered nurse providing standing protocol and a prescription for epinephrine injectors, are to incur no liability or professional discipline, except for willful and wanton conduct, as a result of any injury arising from the administration of an epinephrine injector regardless of whether authorization was given by the student's parents or guardians or by the student's physician, physician assistant, or advanced practice registered nurse.

### **Administration of Medical Cannabis**

In accordance with the Compassionate Use of Medical Cannabis Program, qualifying scholars are allowed to utilize medical cannabis infused products while at school and school events. Please contact the building principal for additional information. Discipline of a scholar for being administered a product by a designated caregiver pursuant to this procedure is prohibited. The District may not deny a scholar attendance at a school solely because he or she requires administration of the product during school hours.

### **Undesignated Medications**

The school may maintain the following undesignated prescription medications for emergency use: (1) Asthma medication; (2) Epinephrine injectors; (3) Opioid antagonists; and (4) Glucagon. No one, including without limitation, parents/guardians of scholars, should rely on the school or district for the availability of undesignated medication. This procedure does not guarantee the availability of undesignated medications. Scholars and their parents/guardians should consult their own physician regarding these medication(s).

### **Emergency Aid to Scholars**

Nothing in this policy shall prohibit any school employee from providing emergency assistance to scholars, including administering medication.

#### *Cross-References:*

*PRESS 7:270, Administering Medicines to Students*

*PRESS 7:270-AP1, Dispensing Medication*

*PRESS 7:270-E1, School Medication Authorization Form*

### **Emergency Care of District Scholars**

Should a RIMSD 41 scholar be injured while being transported by or in attendance at a school, the District will act in the best interest of the scholar. First aid for minor injuries which occur at school will be provided in the health office. Paramedics will be called in an emergency. The parent/guardian shall assume any expenses for the emergency transportation or treatment initiated by school personnel while acting in the best interest of the child.

### **Communicable Disease**

RIMSD 41 will observe recommendations of the Illinois Department of Public Health regarding communicable diseases.

1. Parents are required to notify the school nurse if they suspect their child has a communicable disease.

2. In certain cases, scholars with a communicable disease may be excluded from school or sent home from school following notification of the parent or guardian.
3. The school will provide written instructions to the parent and guardian regarding appropriate treatment for the communicable disease.
4. A scholar excluded because of a communicable disease will be permitted to return to school only when the parent or guardian brings to the school a letter from the scholar's doctor stating that the scholar is no longer contagious or at risk of spreading the communicable disease.

***Cross-References:***

***PRESS 7:280, Communicable and Chronic Infectious Disease***

***PRESS 7:280-AP, Managing Students with Communicable or Infectious Diseases***

### **Care of Scholars with Diabetes**

If your child has diabetes and requires assistance with managing this condition while at school and school functions, a Diabetes Care Plan must be submitted to the building principal. Parents/guardians are responsible for and must:

1. Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child.
2. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
3. Sign the Diabetes Care Plan.
4. Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan.

For further information, please contact the building principal.

***Cross-References:***

***PRESS 6:120-AP4 - Care of Students with Diabetes***

***PRESS 7:270-AP1 - Dispensing Medication***

### **Prevention of Anaphylaxis**

While it is not possible for RIMSD 41 to completely eliminate the risks of an anaphylactic emergency, the District maintains a comprehensive policy on anaphylaxis prevention, response, and management in order to reduce these risks and provide accommodations and proper treatment for anaphylactic reactions. Parent(s)/guardian(s) and scholars who desire more information or who want a copy of the District's policy may contact the Building Principal.

***Cross-References:***

***PRESS 7:285, Anaphylaxis Prevention, Response, and Management Program***

***PRESS 7:285-AP, Administrative Procedure - Anaphylaxis Prevention, Response, and Management Program***

## Head Lice

The school will observe the following procedures regarding head lice in compliance with the recommendations of the Center for Disease Control (“CDC”) and the Illinois Department of Public Health. According to the CDC, head lice can be a nuisance, but they do not carry disease and are not a health concern. Students with live head lice do not need to be sent home early from school; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun. Nits may persist after treatment, but successful treatment should kill lice. *Cross-Reference: PRESS 7:250-API, Measures to Control the Spread of Head Lice at School*

## Scholars Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence

Domestic and sexual violence affect a scholar's ability to learn. scholars who are parents or expectant parents have unique needs. Providing support services that enable scholars who are parents, expectant parents, or victims of domestic or sexual violence (Article 26A scholars) to succeed in school are important school and district goals and are required by law.

### Requesting Support Services

To facilitate the full participation of Article 26A scholars, the school district provides in-school support services and information regarding non-school-based support services. Article 26A scholars are also able to make up work missed on account of circumstances related to their status as a parent, expectant parent, or victim of domestic or sexual violence.

In-school support services include, but are not limited to, enabling a scholar to meet with counselors or other service providers, excusing the scholar from class as necessary for circumstances consistent with their Article 26A status, and assisting scholars with the development of a scholar success plan.

An Article 26A scholar and/or their parent/ guardian may request a complete copy of the District’s policies related to Article 26A scholars and information on support services by contacting the Article 26A Resource Person listed below.

### Filing a Complaint

An Article 26A scholar and/or their parent/ guardian may file a complaint for violations of this procedure with the Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Assistant Building Principal, Dean of scholars, a Complaint Manager, or any employee with whom the person is comfortable speaking.

#### Title IX/Nondiscrimination Coordinator:

Dr. Dominique Moore, Assistant Superintendent of Human Resources  
2000 - 7th Avenue, Rock Island, Illinois 61201  
dominique.moore@rimsd41.org  
309-793-5900, ext. 10205

#### Complaint Manager:

Alicia Sanders, Director of Student Services

2000 - 7th Avenue, Rock Island, Illinois 61201  
[alicia.sanders@rimsd41.org](mailto:alicia.sanders@rimsd41.org)  
309-793-5900, ext. 10222

Article 26A Resource Person:

RIMSD 41 Student Services Department  
2000 - 7th Avenue, Rock Island, Illinois 61201  
309-793-5900, ext. 10222

**Retaliation Prohibited**

Retaliation against an Article 26A scholar or their parent/guardian for exercising or attempting to exercise their rights under this procedure is prohibited. Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

*Cross-References:*

*PRESS 7:255, Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*  
*PRESS 7:255-AP1, Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*  
*PRESS 7:255-AP2, Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*

**Accommodating Breastfeeding Scholars**

Scholars who choose to breastfeed an infant after returning to school are provided reasonable accommodations. A scholar who is a nursing mother may take reasonable breaks during the school day to express breast milk or breastfeed her infant. Reasonable accommodations include, but are not limited to:

1. Access to a private and secure room, other than a bathroom, to express breast milk or breastfeed an infant.
2. Permission to bring onto school campus a breast pump or other equipment used to express breast milk.
3. Access to a power source for a breast pump or any other equipment used to express breast milk.
4. Access to a place to store expressed breast milk safely.
5. Reasonable breaks to accommodate the scholar's need to express breast milk or breastfeed an infant child, or attend to health needs associated with breastfeeding (including eating, drinking, or using the restroom).
6. The opportunity to make up work missed due to the scholar's use of reasonable accommodations for breastfeeding.

Complaints regarding violations of this procedure should be made to the District's Complaint Manager or Non-Discrimination Coordinator

*Cross-Reference:*

*PRESS 7:10-AP2, Administrative Procedure - Accommodating Breastfeeding Students*

## **SECTION VI: SOCIAL EMOTIONAL & MENTAL HEALTH SUPPORTS**

### **Social Emotional Learning**

Social Emotional Learning (SEL) helps scholars build the skills they need to understand and manage their emotions, make positive choices, and develop healthy relationships. Through SEL, scholars learn how to:

- Recognize and express emotions in healthy way
- Build confidence and understand personal strengths
- Set goals and work toward them
- Solve problems and make responsible decisions
- Show empathy and respect for others
- Work well with classmates, teachers, and the school community

Social Emotional Learning is woven into everyday classroom activities, school expectations, and supportive relationships. It helps create a safe, respectful, and welcoming school environment where all scholars can learn and grow.

### **School Counseling**

Our school counseling team is here to support every scholar, every day. School counselors work with scholars from grades Kindergarten through 12th to help them grow academically, socially, and emotionally. Counselors partner with scholars, families, teachers, and administrators to create a safe, welcoming, and inclusive school environment where all scholars can thrive.

What School Counselors Do:

- Academic Support: Assist scholars with study skills, time management, class scheduling, and goal-setting.
- Social-Emotional Support: Provide strategies for managing emotions, building healthy friendships, and solving conflicts.
- College & Career Readiness: Help scholars explore interest, understand future pathways, and plan for life after high school
- Collaboration & Advocacy: Work with families and staff to ensure each scholar has access to the resources and supports they need.

### **Scholar Access to Their School Counselor**

Scholars may request to see a counselor through teacher referral, parent request, or by reaching out directly. Counselors are available for short-term, school-based support, and can help connect families with additional community resources if needed.

The school provides a counseling program for scholars. The school's counselors are available to those scholars who require additional assistance. Under Illinois law, any scholar 12-years of age or older may receive counseling services without consent of the scholar's parent/guardian. However, until the consent of

the scholar's parent/guardian has been obtained, counseling services provided to a scholar under the age of 17 are generally limited to no more than eight 90-minute sessions.

*Cross-References:*

*PRESS 6:270, Guidance and Counseling Program*

*PRESS 7:250, Student Support Services*

### **Suicide and Depression Awareness and Prevention**

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving scholars to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the school district.

The school district maintains scholar and parent resources on suicide and depression awareness and prevention. Much of this information, including a copy of the school district's policy, is posted on the school district website. Information can also be obtained from the school counseling office.

*Cross-Reference:*

*PRESS 7:290, Suicide and Depression Awareness and Prevention*

### **Sexual Abuse Response and Prevention Resource Guide**

The Illinois State Board of Education (ISBE) maintains a resource guide on sexual abuse response and prevention. The guide contains information on and the location of children's advocacy centers, organizations that provide medical evaluations and treatment to victims of child sexual abuse, organizations that provide mental health evaluations and services to victims and families of victims of child sexual abuse, and organizations that offer legal assistance to and provide advocacy on behalf of victims of child sexual abuse. This guide can be accessed through the ISBE website at [www.isbe.net](http://www.isbe.net) or you may request a copy of this guide by contacting the school's office.

### **Awareness and Prevention of Child Sexual Abuse, Grooming Behaviors, and Boundary Violations**

Child sexual abuse, grooming behaviors, and boundary violations harm scholars, their parent/guardian, the District's environment, its school communities, and the community at large, while diminishing a scholar's ability to learn.

#### **Warning Signs of Child Sexual Abuse**

Warning signs of child sexual abuse include, but are not limited to, the following.

Physical signs:

- Sexually transmitted infections (STIs) or other genital infections
- Signs of trauma to the genital area, such as unexplained bleeding, bruising, or blood on the sheets, underwear, or other clothing
- Unusual weight gain or loss

### Behavioral signs:

- Excessive talk about or knowledge of sexual topics
- Keeping secrets
- Not talking as much as usual
- Not wanting to be left alone with certain people or being afraid to be away from primary caregivers
- Regressive behaviors or resuming behaviors that the child had grown out of, such as thumb sucking or bedwetting
- Overly compliant behavior
- Sexual behavior that is inappropriate for the child's age
- Spending an unusual amount of time alone
- Trying to avoid removing clothing to change or bathe

### Emotional signs:

- Change in eating habits or unhealthy eating patterns, like loss of appetite or excessive eating
- Signs of depression, such as persistent sadness, lack of energy, changes in sleep or appetite, withdrawing from normal activities, or feeling "down"
- Change in mood or personality, such as increased aggression
- Decrease in confidence or self-image
- Anxiety, excessive worry, or fearfulness
- Increase in unexplained health problems such as stomach aches and headaches
- Loss or decrease in interest in school, activities, and friends
- Nightmares or fear of being alone at night
- Self-harming behaviors or expressing thoughts of suicide or suicidal behavior
- Failing grades
- Drug or alcohol use

### Warning Signs of Grooming Behaviors

School and District employees are expected to maintain professional and appropriate relationships with scholars based upon scholars' ages, grade levels, and developmental levels.

Prohibited grooming is defined as (i) any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, (ii) by an employee with direct contact with a scholar, (iii) that is directed toward or with a scholar to establish a romantic or sexual relationship with the scholar.

Examples of grooming behaviors include, but are not limited to, the following behaviors:

- Sexual or romantic invitations to a scholar
- Dating or soliciting a date from a scholar
- Engaging in sexualized or romantic dialog with a scholar
- Making sexually suggestive comments that are directed toward or with a scholar
- Self-disclosure or physical exposure of a sexual, romantic, or erotic nature
- Sexual, indecent, romantic, or erotic contact with a scholar

- Failing to respect boundaries or listening when a scholar says “no”
- Engaging in touching that a scholar or scholar’s parents/guardians have indicated as unwanted
- Trying to be a scholar’s friend rather than filling an adult role in the scholar’s life
- Failing to maintain age-appropriate relationships with scholars
- Talking with scholars about personal problems or relationships
- Spending time alone with a scholar outside of their role in the scholar’s life or making up excuses to be alone with a scholar
- Expressing unusual interest in a scholar’s sexual development, such as commenting on sexual characteristics or sexualizing normal behaviors
- Giving a scholar gifts without occasion or reason
- Spending a lot of time with a scholar
- Restricting a scholar’s access to other adults

### Warning Signs of Boundary Violations

School and District employees breach employee-scholar boundaries when they misuse their position of power over a scholar in a way that compromises the scholar’s health, safety, or general welfare.

Examples of boundary violations include, but are not limited to, the following:

- Favoring a certain scholar by inviting the scholar to “hang out” or by granting special privileges
- Engaging in peer-like behavior with a scholar
- Discussing personal issues with a scholar
- Meeting with a scholar off-campus without parent/guardian knowledge and/or permission
- Dating, requesting, or participating in a private meeting with a scholar (in person or virtually) outside of a professional role
- Transporting a scholar in a school or private vehicle without administrative authorization
- Giving gifts, money, or treats to an individual scholar
- Sending a scholar on personal errands
- Intervening in a serious scholar problem instead of referring the scholar to an appropriately trained professional
- Sexual or romantic invitations toward or from a scholar
- Taking and using photos/videos of scholars for non-educational purposes
- Initiating or extending contact with a scholar beyond the school day in a one-on-one or non-group setting
- Inviting a scholar to an employee’s home
- Adding a scholar on personal social networking sites as contacts when unrelated to a legitimate educational purpose
- Privately messaging a scholar
- Maintaining intense eye contact with a scholar
- Making comments about a scholar’s physical attributes, including excessively flattering comments
- Engaging in sexualized or romantic dialog
- Making sexually suggestive comments directed toward or with a scholar
- Disclosing confidential information
- Self-disclosure of a sexual, romantic, or erotic nature

- Full frontal hugs
- Invading personal space

If you believe you are a victim of child sexual abuse, grooming behaviors, or boundary violations, or you believe that your child is a victim, you should immediately contact the Building Principal, a school counselor, or another trusted adult employee of the School.

Additional Resources include:

National Sexual Assault Hotline at 800.656.HOPE (4673)

National Sexual Abuse Chatline at [online.rainn.org](http://online.rainn.org)

Illinois Department of Children and Family Services Hotline at 1.800.25.ABUSE (2873)

*Cross-References:*

*PRESS 4:165, Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*

*PRESS 5:120-AP2, Employee Conduct Standards*

*PRESS 5:120-AP2, E, Expectations and Guidelines for Employee Student Boundaries*

## **SECTION VII: SCHOOL SAFETY**

Emergency drills related to fire, severe weather, and crisis situations are planned and regularly practiced. This is in accordance with Illinois law and recommendations of officials of the Civil Defense Program, Fire Department, Police Department, and the Rock Island Regional Office of Education.

### **Safety Drill Procedures and Conduct**

Scholars are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement lockdown drill to address a school shooting incident, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. The law enforcement lockdown drill will be announced in advance and a scholar's parent/guardian may elect to exclude their child from participating in this drill. All other drills will not be preceded by a warning to scholars.

# IN AN EMERGENCY TAKE ACTION



## **HOLD! In your room or area. Clear the halls.**

### **STUDENTS**

Clear the hallways and remain in room or area until the "All Clear" is announced  
Do business as usual

### **ADULTS**

Close and lock the door  
Account for students and adults  
Do business as usual



## **SECURE! Get inside. Lock outside doors.**

### **STUDENTS**

Return to inside of building  
Do business as usual

### **TEACHERS**

Bring everyone indoors  
Lock outside doors  
Increase situational awareness  
Do business as usual  
Take attendance



## **LOCKDOWN! Locks, lights, out of sight.**

### **STUDENTS**

Move away from sight  
Maintain silence  
Do not open the door

### **ADULTS**

Recover students from hallway if possible  
Lock the classroom door  
Turn out the lights  
Move away from sight  
Maintain silence  
Do not open the door  
Prepare to evade or defend



## **EVACUATE! (A location may be specified)**

### **STUDENTS**

Leave stuff behind if required to  
If possible, bring your phone  
Follow instructions

### **ADULTS**

Lead students to Evacuation location  
Account for students and adults  
Notify if missing, extra or injured students or adults



## **SHELTER! Hazard and safety strategy.**

### **STUDENTS**

Use appropriate safety strategy for the hazard

<b>Hazard</b>	<b>Safety Strategy</b>
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

### **ADULTS**

Lead safety strategy  
Account for students and adults  
Notify if missing, extra or injured students or adults

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<http://www.loveuguyz.org>



### *Cross-References:*

*PRESS 4:170, Safety*

*PRESS 4:170-AP1, Comprehensive Safety and Security Plan*

## **Targeted School Violence Prevention Program**

Threats and acts of targeted school violence harm the District's environment and school community, diminishing scholars' ability to learn and a school's ability to educate. Providing scholars and staff with access to a safe and secure environment is an important goal of the School and District. While it is not possible to completely eliminate threats, the School and District maintain a Targeted School Violence Prevention Program and a Threat Assessment Team to reduce these risks to its environment.

Parents/guardians and scholars are encouraged to report any expressed threats or behaviors that may represent a threat to the community, School, or self. Reports can be made to any school administrator, law enforcement authorities, or the Safe2Help Illinois helpline ([www.safe2helpil.com/](http://www.safe2helpil.com/)).

Scholars and parents are urged to participate in behavioral threat assessment and intervention programs if the Behavioral Threat Assessment Team believes that intervention is necessary to prevent a scholar from harming themselves or others. However, if for some reason there is a reluctance to participate in the process by the threat maker(s) or parent/guardian(s), the threat assessment process will continue in order to ensure a safe and caring learning environment for all.

For further information, please contact the Building Principal.

***Cross-Reference:***

***PRESS 4:190, Targeted School Violence Prevention Program***

**Targeted School Violence Prevention and Threat Assessment Education**

Scholar safety is our District's top priority. To maximize safety, the District uses a threat assessment process to identify threats and prevent targeted school violence. This process is part of the Targeted School Violence Prevention Program (Program). For more information, see Board Policy 4:190, Targeted School Violence Prevention Program. The Program is part of the preparedness and response phases of the School Emergency Operations and Crisis Response Plan, which in turn is part of the District's Comprehensive Safety and Security Plan.

The District wishes to create a climate that encourages sharing any information about a safety concern with a trusted adult who can help. Sharing information about threats and safety concerns is everyone's responsibility: scholars, parents/guardians, staff, and community members. The question-and-answer section below is designed to help scholars, parents/guardians, and staff understand when school officials want individuals to share information about a safety concern.

**What is a threat?**

A threat is a concerning communication or behavior that indicates that an individual may pose a danger to the safety of school staff or scholars through acts of violence or other behavior that could cause harm to self or others. It may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or in another way. Threats may be direct ("I'm going to beat you up" or "I'm going to blow this place up!") or indirect ("Come and watch what I am going to do to her."). A threat can be vague ("I'm going to hurt him.") or implied ("You better watch out."). Any possession of a weapon or mention of one is a possible threat.

A threat is a threat regardless of whether it is observed by or communicated directly to the target of the threat or is observed by or communicated to a third party; and regardless of whether the target of the threat is aware of the threat.

Sometimes scholars make threats that may seem funny or "joking," but sometimes a threat is very serious and/or criminal. When you are in doubt as to whether the statement is kidding or serious, the responsible thing to do is to tell the Principal or other responsible staff member.

## **What is targeted school violence?**

Targeted School Violence includes school shootings and other school-based attacks where the school was deliberately selected as the location for the attack and was not simply a random site of opportunity. Individuals who have committed targeted violence did not “just snap,” but engaged in a process of thought and escalation of action over days, weeks, months, and even years.

In the majority of incidents of targeted violence, perpetrators did not directly threaten their targets, but they did communicate their intent and/or plans to others before the violence. This indirect expression or third-party communication of intent to cause harm is often referred to as leakage. Reporting leakage is key to preventing targeted school violence.

## **Who is required to report threats?**

All District staff, volunteers, and contractors are required to report any expressed threats or behaviors that may represent a threat to the community, school, or self to the Building Principal. Parents/guardians and scholars are also encouraged to report any such threats to the Building Principal.

Reported threats are assessed by the school’s Threat Assessment Team (TAT). Each TAT includes people with expertise in counseling, instruction, school administration, and law enforcement. The goal of the threat assessment process is to take appropriate preventive or corrective measures to maintain a safe and secure school environment, to protect and support potential victims, and to provide assistance, as needed, to the individual being assessed.

The threat assessment process does not preclude anyone from acting immediately to address an imminent threat.

## **What can staff and parents/guardians do?**

The TAT will provide guidance to scholars and staff regarding recognizing concerning, aberrant, threatening, and prohibited behaviors to be reported. While there is no one list of behaviors that may cause concern, examples include, but are not limited to:

- Threatening statements or gestures
- Persons with ongoing, unresolved grievances with members of the school community
- Atypical, unusual, or bizarre communications or behavior
- Significant changes in behavior
- Increased focus or fixation on aspects of violence, harm, or death
- Information about someone expressing thoughts, plans, or preparations for violence
- Concerns that someone may harm themselves
- Behavior that significantly disrupts the learning or working environment
- Behavior that seems troubling or disturbing
- Persons seeming isolated and alienated from others
- Anyone unknown to the school

Staff and parents/guardians can reinforce this guidance by discussing with scholars what a threat is, encouraging scholars not to make threats or “joking” statements in the first place, and reiterating that seeking help to prevent someone from getting hurt or hurting another by reporting threats is appropriate.

*Cross-Reference:*

*PRESS 4:190-E6, Targeted School Violence and Threat Assessment Education*

### **Surveillance Cameras**

RIMSD 41 utilizes video surveillance cameras in district buildings and on district property to help ensure the safety and security of our scholars and staff.

Video surveillance is used for the following purposes:

1. To promote the safety, health, and well-being of scholars, staff, and visitors.
2. To assist in the detection, reduction, and prevention of vandalism and other unsafe behaviors.

All RIMSD 41 buildings and grounds where video surveillance is in use display signage at public entrances notifying individuals of camera use. Additional notices may be posted in other locations as determined appropriate by district personnel.

### **Visitor Management**

RIMSD 41 uses a visitor management system that requires all visitors to check in upon entering the building by presenting a state-issued identification card, driver's license, or passport.

Parents and guardians are always welcome to visit our schools. To support a smooth visit, we recommend contacting the staff member or principal at least one day in advance. Upon arrival, all visitors must check in at the front office and present a state-issued ID, driver's license, or passport.

All visitors to school property shall comply with [Board Policy 8:30 Visitors to and Conduct on School Property](#).

## **SECTION VIII: SCHOLAR CODE OF CONDUCT**

Learning to accept responsibility is an important part of every scholar's education. The corrective actions contained within this book govern scholar conduct throughout the District and relate to every school program. Each scholar is responsible for knowing and abiding by the rules and for behaving in a manner that does not detract from the educational environment. The code is intended to be utilized at all of the attendance centers within the District. It is also intended to be utilized as a resource guide for school administrators, scholars, and parent(s)/guardian(s). The code is divided into a range of infractions and corrective actions. The levels are progressive in nature, but the aim is to eliminate behavior that does not comply with this Code of Conduct. Relationship building is essential, and all behavioral issues should be addressed in a positive manner.

Not all corrective actions bear a "one-to-one" relationship with a disciplinary infraction. School administrators will rely on their individual discretion when dealing with corrective actions for scholars and address scholar conduct on a case-by-case basis. Administration/staff will employ corrective actions appropriate to the age of the scholar. Provisions of laws governing the administration of corrective actions and those covering special education will be followed.

Please note that the code may be amended during the school year at any time without notice due to changes in Illinois School Policies released through Board of Education approval actions.

### **Scholar Rights and Responsibilities**

Every scholar in RIMSD 41 has the right to attend school in a safe environment that is free of harassment, bullying, intimidation, threats to personal safety, or any other form of violence.

It is the scholar's responsibility to:

- Participate in an educational environment that promotes learning;
- Read the District Code of Conduct;
- Respect the rights and property of others including peers, faculty, staff, parent(s)/guardian(s), the school, and the surrounding community;
- Be aware of and follow school's behavioral expectations;
- Resolve personal disputes in a peaceful and responsible manner;
- Understand that any act of violence may involve law enforcement notification;
- Be aware of potentially violent or dangerous situations, such as, when people threaten to harm themselves or others, seek help from school staff, a parent, or any adult they trust.

### **Parent/Guardian Rights and Responsibilities**

Parent(s)/guardian(s) have the right to expect their scholar(s) school to provide the opportunity for their scholar(s) to learn in a safe, supportive setting that is free from discrimination, intimidation, and threat of harm. Parent(s)/guardian(s) need to know the rules and policies of their scholar(s) school and that of the RIMSD 41. Parents(s)/guardian(s) need to be given the opportunity to confer with their scholar(s) teacher or principal (including any administrator) regarding academic placement, progress, and social adjustment. It is imperative that parent(s)/guardian(s) read the Scholar Handbook and scholar Code of Conduct and review it with their scholar(s).

RIMSD 41 assures collaborative relationships between scholars' families and the District, and to enable parent(s)/guardian(s) to become active partners in their scholar(s) education ([Board Policy 8:95, Parental Involvement](#)). The District will partner with parents/guardians to:

1. Keep parent(s)/guardian(s) thoroughly informed about their scholar(s) school and education.
2. Encourage parent(s)/guardian(s) to be involved in their scholar(s) school and education.
3. Establish effective two-way communication between parent(s)/guardian(s) and the District.
4. Seek input from parent(s)/guardian(s) on significant school-related issues.
5. Inform parent(s)/guardian(s) on how they can assist with their scholar(s) learning.

### **School Responsibilities**

RIMSD 41 administrators, teachers, families, scholars, support staff, and community members have a responsibility to work together to provide a quality educational program and to form positive relationships with all scholar(s). District schools have the responsibility to establish clear expectations and standards of behavior that will provide a safe, effective, and rewarding learning environment ([Board Policy 7:190, Student Behavior](#)). The District will take steps to maintain order and to demonstrate mutual respect and

caring for one another in an environment free from harassment and bullying ([Board Policy 7:20. Harassment of Students Prohibited](#)).

Schools have the responsibility to:

- Focus on academic achievement for all scholar(s) and promote good citizenship and character;
- Provide a caring environment where safety issues are discussed openly, where scholars have opportunities to share their concerns and feel safe in expressing their feelings;
- Involve families in meaningful ways, and make an effort to be sensitive to the concerns and needs of families;
- Refer scholars experiencing academic, social, behavioral, or attendance difficulties to the Building Intervention Team (BIT);
- Develop and establish connections to community resources and services to address scholar needs;
- Emphasize a positive relationship among scholars and staff;
- Provide scholars with age appropriate and fair due process.

### **Employee Conduct Standards**

Professional and ethical behavior is expected of all District staff members. District staff should demonstrate positive examples of preparedness, punctuality, attendance, self-control, language, and appearance. They are expected to maintain integrity and a professional relationship with all scholars and parent(s)/guardian(s). Staff must also maintain a safe and healthy environment free from bias, discrimination, harassment, intimidation, bullying, hazing, substance abuse, and violence.

### **Communication Between Home and School**

Communication between home and school plays a vital role in the education of scholars. When there are concerns about a scholar's academic progress, behavior, safety, or response to discipline, it becomes the responsibility of school personnel to communicate with parent(s)/guardian(s) about those concerns so the matter can be addressed at home as well as at school. Similarly, when parent(s)/guardian(s) have concerns about their scholar, they are responsible for communicating with school personnel using the outlined reporting protocol as outlined in the chart located on pages 3-4 of this Scholar Handbook.

Parents/guardians should request a meeting with the building principal/principal designee to discuss any issues they feel have not been adequately addressed by building staff. If a parent feels that the concerns have not been addressed, they should send their concerns to the Director of scholar Services by filling out the District complaint form located at each school building or electronically at [www.rimisd41.org](http://www.rimisd41.org) ([Report a Concern](#)).

The Director of scholar Services is the District Complaint Manager. A scholar, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the Board of Education, its employees, or its agents have violated his or her rights guaranteed by the State or federal Constitution, State or federal statute, or Board Policy, or has a complaint arising under any of the laws or policies outlined in [Board Policy 2:260](#). The complaint and investigation process is further outlined under the District Uniform Grievance Procedure.

Upon receipt of a complaint, the Director of scholar Services will contact the parent/guardian who submitted the complaint as soon as reasonably possible. It is important that parent(s)/guardian(s) work with school officials to assist in helping their child be successful academically, behaviorally, and socially.

When conflict arises, it is understood that parent(s)/guardian(s) have an interest in all scholars involved in the conflict. Please note that school personnel are prohibited from discussing the corrective actions given to another scholar.

### **School Dress Code & Scholar Appearance**

A scholar's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. The District may prohibit students from wearing clothing or attire that, in the opinion of school authority, is contrary to acceptable health and safety standards, may disrupt the education process or learning atmosphere, or may depict or imply hatred or prejudice against a protected class. Please note that appropriateness or offensiveness or dress are standards determined by the school and district administration. The District does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists. The District also does not prohibit the right of a scholar to wear or accessorize the scholar's graduation attire with items associated with the scholar's cultural, ethnic, or religious identity or other characteristic or category protected under the Ill. Human Rights Act, [775 ILCS 5/1-103](#).

Scholars are expected to wear clothing in a neat, clean, and well-fitting manner while on school property and/or in attendance at school sponsored activities. Scholars are to use discretion in their dress and are not permitted to wear apparel that causes a substantial disruption in the school environment.

- Scholar dress (including accessories) may not advertise, promote, or picture alcoholic beverages, illegal drugs, drug paraphernalia, violent behavior, or other inappropriate images.
- Scholar dress (including accessories) may not display lewd, vulgar, obscene, or offensive language or symbols, including gang symbols.
- Hats, coats, bandannas, sweat bands, and sunglasses may not be worn in the building during the school day.
- Hair styles, dress, and accessories that pose a safety hazard are not permitted in the shop, laboratories, or during physical education.
- Clothing with holes, rips, tears, and clothing that is otherwise poorly fitting, showing skin and/or undergarments may not be worn at school.
- The length of shorts or skirts must be appropriate for the school environment.
- Appropriate footwear must be worn at all times.
- If there is any doubt about dress and appearance, the building principal will make the final decision.
- Scholars whose dress causes a substantial disruption of the orderly process of school functions or endangers the health or safety of the scholar, other scholars, staff or others may be subject to discipline.

Scholars whose dress or appearance violates the dress code, disrupts the educational environment or school operations, or compromises health and safety standards will be required to modify their appearance, including but not limited to changing, removing, or covering an item of clothing. Scholars who refuse to modify their appearance or continue to violate the dress code may be subject to discipline pursuant to [Board Policy 7:190, Student Behavior](#). Class time spent in securing appropriate clothing will be made up.

#### ***Cross-Reference:***

***PRESS 7:160, Student Appearance***

## Scholar Identification Badges

All scholars in grades 7th - 12th, are required to wear their school-issued scholar ID badge, keeping it visible at all times while on campus. The ID badge is an important part of maintaining a safe and secure school environment. Scholars must:

- Wear the ID on a lanyard or clip so it is visible on the front of their clothing.
- Present their ID when requested by any staff member.
- Use their ID for access to school facilities, events, transportation, or meal services.
- Immediately report a lost or stolen ID to the main office and obtain a replacement.

Failure to wear or present a valid scholar ID may result in disciplinary action in accordance with the school's code of conduct.

## Lockers

All school lockers are the property of the District. They may be searched at any time consistent with Board Policy [7:140, Search and Seizure](#). Scholars may not share lockers with others and should report broken or malfunctioning lockers to school authorities.

## Backpack Use

To ensure the safety of our scholars, families, and staff, all backpacks will not be allowed to be carried from class to class. All backpacks must be secured in the scholar's assigned school locker. Grades that do not have lockers will be directed by the classroom teachers where the secure location can be found.

## Scholar Use of Electronic Devices

The use of electronic devices and other technology at school is a privilege, not a right. Scholars are prohibited from using electronic devices, except as provided herein. An electronic device includes, but is not limited to, the following: cell phone, smart phone, smart watch, audio or video recording device, personal digital assistant (PDA), iPad®, laptop computer, tablet computer or other similar electronic device. Pocket pagers and other paging devices are not allowed on school property at any time, except with the express permission of the building principal.

During instructional time, which includes class periods and passing periods, electronic devices must be kept powered-off and out-of-sight unless: (a) permission is granted by an administrator, teacher or school staff member; (b) use of the device is provided in a scholar's individualized education program (IEP); or (c) it is needed in an emergency that threatens the safety of scholars, staff, or other individuals.

Scholars are allowed to use electronic devices during non-instructional time, which is defined as before and after school hours and during the scholar's lunch period.

Electronic devices may never be used in any manner that disrupts the educational environment, violates scholar conduct rules or violates the rights of others. This includes, but is not limited to, the following: (1) using the device to take photographs in locker rooms or bathrooms; (2) cheating; and (3) creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction or non-consensual dissemination of private sexual images (i.e., sexting). The school and school district are not responsible for the loss, theft or damage to any electronic device brought to school.

School officials may conduct an investigation or require a scholar to cooperate in an investigation if there is specific information about activity on the scholar’s account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the scholar may be required to share the content that is reported in order to allow school officials to make a factual determination.

*Cross-Reference:*

*PRESS 7:190-AP5, Student Handbook, Electronic Devices*

## **Search and Seizure**

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

### **School Property and Equipment as well as Personal Effects Left There by Scholars**

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

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

### **Scholars Searches**

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

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

Immediately following a search, a written report shall be made by the school authority who conducted the search, and given to the Superintendent. The parent(s)/ guardian(s) of the student shall be notified of the search as soon as possible.

### **Access to Scholar Social Networking Passwords & Websites**

School officials may require a scholar to cooperate in an investigation if there is specific information about activity on the scholar’s account on a social networking website that violates the school’s disciplinary rules or school district policy. The Superintendent or designee shall notify students and their parents/ guardians of each of the following in accordance with the Right to Privacy in the School Setting Act, (105 ILCS 75/).

1. In the course of the investigation, the scholar may be required to share the content that is reported in order for the school to make a factual determination.
2. School officials may not request or require a scholar or his or her parent/guardian to provide a password or other related account information to gain access to the scholar's account or profile on a social networking website.

### **Seizure of Property**

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

### **Questioning of Scholars Suspected of Committing Criminal Activity**

Before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a scholar under 18 years of age who is suspected of committing a criminal act, the building principal or designee will: (a) Notify or attempt to notify the scholar's parent/guardian and document the time and manner in writing; (b) Make reasonable efforts to ensure the scholar's parent/guardian is present during questioning or, if they are not present, ensure that a school employee (including, but not limited to, a social worker, psychologist, nurse, school counselor, or any other mental health professional) is present during the questioning; and (c) If practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

#### *Cross-Reference:*

*PRESS 7:140, Search and Seizure*

### **Policy on Hazing**

Hazing is the practice of rituals and other activities involving harassment, abuse, or humiliation used as a way of initiating a person into a group. Hazing is seen in many different types of social groups including gangs, sports teams, schools, military units, fraternities, and sororities. Hazing is often prohibited by law and may comprise either physical or psychological abuse. Soliciting, encouraging, aiding, or engaging in hazing is prohibited by Board Policy.

#### *Cross-References:*

*PRESS 7:190, Student Behavior*

*PRESS 7:240, Conduct Code for Participants in Extracurricular Activities*

### **Anonymous Reporting**

Scholars, staff, and parent(s)/guardian(s) carry a responsibility to inform school officials if they hear of a potentially dangerous situation in the school setting. Scholars are encouraged to report important information regarding school safety to adults in the following ways:

- Tell an adult you trust. The adult will share your information with the proper authorities.
- Send your concerns to the Director of Student Services by filling out the District complaint form located at each school building or electronically at [www.rimspd41.org](http://www.rimspd41.org) ([Report a Concern](#)).

- Call the Illinois School Violence Tip Line at 1-800-477-0024.

RIMSD 41 and law enforcement agencies have determined that for the safety and welfare of the general public, and that of the scholars and employees of the District, and consistent with state law, it is important to have a reciprocal reporting system that allows the sharing of information regarding criminal offenses committed by scholars.

All school personnel, including teachers and administrators, are required by law to immediately report any and all suspected cases of child abuse or neglect to the Illinois Department of Children and Family Services.

### **Scholar Behavior**

#### **PBIS Classroom & Office Managed Behaviors & Interventions**

Teachers are encouraged to try a variety of teaching and classroom management strategies. These interventions are designed to correct behavior so that students may learn and demonstrate *Being Respectful, Being Responsible, and Being Safe*.

<p style="text-align: center;"><b><u>Teacher/Classroom Managed Behaviors</u></b></p> <ul style="list-style-type: none"> <li>➤ Inappropriate language not targeted</li> <li>➤ Physical Contact (Horseplay/minor contact)</li> <li>➤ Defiance/Non-Compliance (Disrespect)</li> <li>➤ Disruptive</li> <li>➤ Tardy</li> <li>➤ Electronic Violation - Non Sexual/Violent (Technology)</li> <li>➤ Unprepared</li> <li>➤ Inappropriate drink/food/gum</li> <li>➤ Homework</li> <li>➤ Dishonesty</li> <li>➤ Cheating</li> </ul>	<p style="text-align: center;"><b><u>Universal Interventions for all students</u></b></p> <ul style="list-style-type: none"> <li>➤ A private, positive conference with student (Build positive relationship)</li> <li>➤ Seat change</li> <li>➤ Pre-correction &amp; Redirection: Re-state expectations in a short and positive manner</li> <li>➤ Visual reminders of expectations at individual and/or classroom level</li> <li>➤ Role-play replacement behavior (practice)</li> <li>➤ Buddy Classroom: student reflects in another classroom and is allowed extended time away.</li> <li>➤ Parent/Guardian accompanies student in class</li> <li>➤ Daily progress report for behavior (with parent signature)</li> <li>➤ Increase positive acknowledgements/recognition</li> <li>➤ Goal-setting &amp; reflection with student</li> <li>➤ Provide student with breaks</li> <li>➤ Develop and use cueing systems to prompt student to engage in proper behavior</li> <li>➤ Positive greetings/encouragement at the door daily</li> <li>➤ Behavior contract</li> <li>➤ Other</li> </ul>
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<p style="text-align: center;"><b><u>Office Managed Behaviors</u></b></p> <ul style="list-style-type: none"> <li>➤ Aggressive Behavior (physical or verbal)</li> <li>➤ Bullying</li> <li>➤ Harassment</li> <li>➤ Stealing (contingent on value of item)</li> </ul>	<p style="text-align: center;"><b><u>Possible Interventions</u></b></p> <ul style="list-style-type: none"> <li>➤ Conference with Student</li> <li>➤ Referral to Counselor/Other</li> <li>➤ Parent Contact</li> <li>➤ Parent Conference</li> </ul>
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<ul style="list-style-type: none"> <li>➤ Major property damage</li> <li>➤ Inappropriate language directed to staff and/or intent to harm</li> <li>➤ Drugs/Alcohol/Tobacco</li> <li>➤ Gang activity</li> <li>➤ Threats</li> <li>➤ Fighting</li> <li>➤ Weapons</li> <li>➤ Electronic Violation - Sexual (Technology)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Intervention Team</li> <li>➤ Safety Plan</li> <li>➤ Threat Assessment (low/high)</li> <li>➤ Attendance Referral</li> <li>➤ Community Agency</li> <li>➤ Other</li> </ul> <p><i>*Exclusionary Discipline, aligned to SB100, must pose a threat to the school community or substantially disrupt, impede, or interfere with the learning environment.</i></p>
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The goals and objectives of this policy are to provide effective corrective actions that: (1) ensure the safety and dignity of scholars and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a scholar’s misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach scholars positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

**When and Where Conduct Rules Apply**

A scholar is subject to corrective actions for engaging in prohibited scholar conduct, as described in the preceding section, whenever the scholar’s conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, including through the use of online platforms or electronic communication, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of scholars, staff, or school property.

**Prohibited Scholar Conduct**

The school administration is authorized to implement corrective actions to scholars for gross disobedience or misconduct, including but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Scholars who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
  - a. Any illegal drug or controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the scholar is authorized to be administered a medical cannabis infused product under Ashley’s Law).

- b. Any anabolic steroid unless it is being administered in accordance with a physician or licensed practitioner's prescription.
- c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician or licensed practitioner's prescription.
- d. Any prescription drug when not prescribed for the scholar by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician or licensed practitioner's instructions. The use or possession of medical cannabis, even by a scholar for whom medical cannabis has been prescribed, is prohibited unless the scholar is authorized to be administered a medical cannabis infused product under Ashley's Law.
- e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a scholar believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the scholar engaged in behavior that would lead a reasonable person to believe that the scholar intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a scholar's use of asthma or other legally prescribed inhalant medications.
- f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
- g. Look-alike or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a scholar believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a scholar engaged in behavior that would lead a reasonable person to believe that the scholar expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.
- h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Scholars who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

- 4. Using, possessing, controlling, or transferring a weapon as that term is defined in the Weapons section of this policy, or violating the Weapons section of this policy.
- 5. Using or possessing an electronic paging device.
- 6. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate scholar conduct rules. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered off or silenced and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a scholar's individualized education program (IEP) or Section 504 plan; (c) it is used during the scholar's lunch period, or (d) it is needed in an emergency that threatens the safety of scholars, staff, or other individuals.

7. Sexting, which, for purposes of this policy, is the act of creating, sending, sharing, viewing, receiving, or possessing sexually explicit messages, images, or videos electronically, regardless of where they are authentic or computer-generated, through the use of a computer, electronic communication device, or cellular phone. Sexting also includes creating, sending, sharing, viewing, receiving, or possessing indecent visual depictions, non-consensual dissemination of private sexual images, and non-consensual dissemination of sexually explicit digitized depictions, as defined State law. (sexting is never for consensual for minor children)
8. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
9. Disobeying rules of scholar conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
10. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, using a writing service and/or generative artificial intelligence technology in place of original work unless specifically authorized by staff, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores. scholars are encouraged to engage with emerging technologies, including generative artificial intelligence (AI) as a learning tool.
11. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person and/or scholar or urging other scholars to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
12. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
13. Teen dating violence, as described in Board Policy [7:185](#), Teen Dating Violence Prohibited.
14. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
15. Entering school property or a school facility without proper authorization.
16. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
17. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.
18. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
19. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
20. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
21. Making an explicit threat on an Internet website against a school employee, a scholar, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could

be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a scholar inside the school.

22. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.

23. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of scholars, staff, or school property.

For purposes of this policy, the term possession includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the scholar's person; (b) contained in another item belonging to, or under the control of, the scholar, such as in the scholar's clothing, backpack, or automobile; (c) in a school's scholar locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of positive interventions and supports, shall be made to deter scholars, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a scholar who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose corrective actions, including suspension or expulsion, for such behavior.

No corrective actions shall be taken against any scholar that is based totally or in part on the refusal of the scholar's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the scholar.

### **Corrective Actions Measures**

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary corrective actions before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage scholars to drop out voluntarily due to behavioral or academic difficulties. Potential corrective actions measures include, without limitation, any of the following:

1. Notifying parent(s)/guardian(s).
2. Corrective Actions conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall ensure that the scholar is properly supervised.
7. After-school study or Saturday study provided the scholar's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative corrective action measure must be used. The scholar must be supervised by the detaining teacher or the Building Principal or designee.

8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the scholar and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school corrective actions rules.
10. Suspension of bus riding privileges in accordance with Board Policy [7:220, Bus Conduct](#).
11. Out-of-school suspension from school and all school activities in accordance with Board Policy [7:200, Suspension Procedures](#). A scholar who has been suspended shall also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school activities for a definite time period not to exceed two calendar years in accordance with Board Policy [7:210, Expulsion Procedures](#). A scholar who has been expelled shall also be restricted from being on school grounds and at school activities.
13. Transfer to an alternative program if the scholar is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in [Article 13A](#) or [13B of the School Code](#).
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), look-alikes, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of corrective actions measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a scholar because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion. Scholars enrolled in the District's State-funded preschool program(s) may be temporarily removed or transitioned to a new program in accordance with federal and State law. State law prohibits the expulsion of scholars from the program(s).

Corporal punishment is prohibited. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of scholars in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for scholars, staff, or other persons, or for the purpose of self-defense or defense of property.

### **Isolated Time Out, Time Out, and Physical Restraint**

Isolated time out, time out, and physical restraint shall only be used if the scholar's behavior presents an imminent danger of serious physical harm to the scholar or others, other less restrictive and intrusive measures were tried and proven ineffective in stopping the imminent danger of serious physical harm, there is no known medical contraindication to its use on the scholar, and the school staff members or members applying the intervention have been trained in its safe application pursuant to Illinois law. The school may not use isolated time out, time out, and physical restraint as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the scholar or others. The use of prone restraint is prohibited.

## **Weapons**

A scholar who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school may be expelled for a period of at least one calendar year but not more than 2 calendar years:

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code ([18 U.S.C. § 921](#)), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act ([430 ILCS 65/](#)), or firearm as defined in Section 24-1 of the Criminal Code of 1961 ([720 ILCS 5/24-1](#)).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including look-alikes of any firearm as defined above.

The expulsion requirement under either paragraph 1 or 2 above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for scholars in theater, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

This policy's prohibitions concerning weapons apply regardless of whether: (1) a scholar is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

## **Gang & Gang Activity Prohibited**

"Gang" is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts. No scholar on or about school property or at any school activity or whenever the scholar's conduct is reasonably related to a school activity, shall: (1) wear, possess, use, distribute, display, or sell any clothing, jewelry, paraphernalia or other items which reasonably could be regarded as gang symbols; commit any act or omission, or use either verbal or non-verbal gestures, or handshakes showing membership or affiliation in a gang; or (2) use any speech or commit any act or omission in furtherance of the interest of any gang or gang activity, including, but not limited to, soliciting others for membership in any gangs; (3) request any person to pay protection or otherwise intimidate, harass or threaten any person; (4) commit any other illegal act or other violation of district policies, (5) or incite other scholars to act with physical violence upon any other person.

## **Re-Engagement of Returning Scholars**

The Superintendent or designee shall maintain a process to facilitate the re-engagement of scholars who are returning from a (long-term out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall be to support the scholar's ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for scholars who have been suspended to complete or make up work for equivalent academic credit.

## **Required Notices**

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger scholars under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member or is subject to a battery. School grounds include modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Additionally, school officials must notify the office of the principal upon the occurrence of one of the following situations:

1. they observe any person in possession of a firearm on school grounds;
2. they become aware of any person in possession of a firearm on school grounds; or
3. they become aware of any threat of gun violence on school grounds.

In the event that the report is related to a threat of firearm violence made by a scholar, the principal or their designee must attempt to notify that scholar's parent/guardian as soon as possible, so that they can ensure the scholar does not have access to a firearm.

Upon receiving a report of (1), above, the Building Principal or designee shall immediately notify the local law enforcement. In addition, upon receiving a report of any of the above (1)-(3), the Building Principal or designee shall notify the Superintendent or designee and, if a scholar is reportedly in possession of a firearm, also any involved scholar's parent/guardian.

Upon receiving a report on any of the above (1)-(3), the Superintendent or designee shall immediately notify local law enforcement. The Superintendent or designee shall also report incidents involving battery against staff members to the Illinois State Board of Education through its web-based School Incident Reporting System as they occur during the year and no later than August 1 for the preceding school year.

## **Delegation of Authority**

Each teacher, and any other school personnel when scholars are under his or her charge, is authorized to impose any corrective actions measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on scholar corrective actions. Teachers, other certificated [licensed] educational employees, and other persons providing a related service for or with respect to a scholar, may use reasonable force as needed to maintain safety for other scholars, school personnel, or other persons, or for the purpose of self-defense or defense of property and in compliance with the Isolated Time Out, Time Out, and Physical Restraint procedures as outlined above. Teachers may temporarily remove scholars from a classroom for disruptive behavior.

The Superintendent, Building Principal, Assistant Principal, or Dean of scholars is authorized to impose the same corrective actions measures as teachers and may suspend scholars guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board may suspend a scholar from riding the bus in excess of 10 school days for safety reasons.

## Scholar Handbook

The Superintendent, with input from the parent-teacher advisory committee shall prepare corrective action rules implementing the District's corrective action policies. These corrective action rules shall be presented annually to the Board for its review and approval.

A scholar handbook, including the District corrective action policies and rules, shall be distributed to the scholars' parents/guardians within 15 days of the beginning of the school year or a scholar's enrollment.

### *Cross-References:*

*PRESS 7:190 Student Behavior*

*PRESS 7:190-AP2, Gang Activity Prohibited*

## Suspension Procedures

### In-School Suspension

The Superintendent or designee is authorized to maintain an in-school suspension program. The program shall include, at a minimum, each of the following:

1. Before assigning a scholar to in-school suspension, the charges will be explained and the scholar will be given an opportunity to respond to the charges. (include parent communication prior to moving a scholar from their regular learning environment)
2. Scholars are supervised by licensed school personnel.
3. Scholars are given the opportunity to complete classroom work during the in-school suspension for equivalent academic credit.

### Out-of-School Suspension

The Superintendent or designee shall implement suspension procedures that provide, at a minimum, for each of the following:

1. A conference during which the charges will be explained and the scholar will be given an opportunity to respond to the charges before he or she may be suspended.
2. A pre-suspension conference is not required, and the scholar can be immediately suspended when the scholar's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.
3. An attempted phone call to the scholar's parent(s)/guardian(s). (a minimum of three documented attempts to contact a parent/guardian using phone numbers in Skyward)
4. A written notice of the suspension to the parent(s)/guardian(s) and the scholar, which shall:
  - a. Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension;
  - b. Include information about an opportunity to make up work missed during the suspension for equivalent academic credit;
  - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to suspend;

- d. Provide rationale or an explanation of how the chosen number of suspension days will address the threat or disruption posed by the scholar or his or her act of gross disobedience or misconduct; and
- e. Depending upon the length of the out-of-school suspension, include the following applicable information:
  - i. For a suspension of 3 school days or less, an explanation that the scholar's continuing presence in school would either pose:
    1. A threat to school safety, or
    2. A disruption to other scholars' learning opportunities.
  - ii. For a suspension of 4 or more school days, an explanation:
    1. That other appropriate and available behavioral and disciplinary interventions have been exhausted,
    2. As to whether school officials attempted other interventions or determined that no other interventions were available for the scholar, and
    3. That the scholar's continuing presence in school would either:
      - a. Pose a threat to the safety of other scholars, staff, or members of the school community, or
      - b. Substantially disrupt, impede, or interfere with the operation of the school.
  - iii. For a suspension of 4 or more school days, the information listed in section 4.e.ii., above, along with documentation by the Building Administration determining what, if any, appropriate and available support services will be provided to the scholar during the length of his or her suspension.
5. A summary of the notice, including the reason for the suspension and the suspension length, must be given to the Board by the Superintendent or designee.
6. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board.
  - a. At the review, the scholar's parent(s)/guardian(s) may appear with a representative of their choice and at their expense, be accompanied by a support person of their choice and at their expense, disclose any factor to be considered in mitigation (including the scholar's status as a parent, expectant parent, or victim of domestic or sexual violence as defined in 105 ILCS 5/26A) and discuss the suspension with the Board or its hearing officer. Any representative and support person must comply with hearing rules and may be prohibited from further participation if they violate the rules or engage in behavior or advocacy that harasses, abuses, or intimidates either party, a witness, or anyone else in attendance at the hearing.
  - b. If the review involves allegations of sexual violence by the scholar, neither the scholar nor the scholar's representative shall directly question nor have direct contact with the alleged victim. The scholar or the scholar's representative may, at the discretion of the Board or its hearing officer, suggest questions to be posed by the Board or its hearing officer to the alleged victim.
  - c. Whenever there is evidence that mental illness may be the cause for the suspension, the Superintendent or designee shall invite a representative from a local mental health agency to consult with the Board.

- d. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate. If the suspension is upheld, the Board's written suspension decision shall specifically detail items (a) and (e) in number 4, above.

*Cross-Reference:*

*PRESS 7:200, Suspension Procedures*

### **Expulsion Procedures**

The Superintendent or designee shall implement expulsion procedures that provide, at a minimum, for the following:

1. Before a scholar may be expelled, the scholar and his or her parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the scholar should be expelled. The request shall be sent by registered or certified mail, return receipt requested. The request shall:
  - a. Include the time, date, and place for the hearing.
  - b. Briefly describe what will happen during the hearing.
  - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion.
  - d. Inform the scholar and parent(s)/guardian(s) that a representative of their choice and at their expense is permitted to represent the scholar throughout the proceedings and to address the Board or its hearing officer.
  - e. Inform the scholar and parent(s)/guardian(s) that a support person of their choice and at their expense is permitted to accompany the scholar throughout the proceedings.
  - f. List the scholar's prior suspension(s).
  - g. State that the School Code allows the Board of Education to expel a scholar for a definite period of time not to exceed 2 calendar years, as determined on a case-by-case basis.
  - h. Ask that the scholar or parent(s)/guardian(s) or attorney inform the Superintendent or Board Attorney if the scholar will be represented by an attorney and, if so, the attorney's name and contact information.
2. Unless the scholar and parent(s)/guardian(s) indicate that they do not want a hearing or fail to appear at the designated time and place, the hearing will proceed. It shall be conducted by the Board or a hearing officer appointed by it. If a hearing officer is appointed, he or she shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate.
3. Whenever there is evidence that mental illness may be the cause for the recommended expulsion, the Superintendent or designee shall invite a representative from a local mental health agency to consult with the Board.
4. During the expulsion hearing, the Board or hearing officer shall hear evidence concerning whether the scholar is guilty of the gross disobedience or misconduct as charged.
  - a. School officials must provide: (1) testimony of any other interventions attempted and exhausted or of their determination that no other appropriate and available interventions were available for the scholar, and (2) evidence of the threat or disruption posed by the scholar.
  - b. The scholar and his or her parent(s)/guardian(s) may be represented by counsel, offer evidence, present witnesses, cross-examine witnesses who testified, and otherwise present reasons why the scholar should not be expelled. Any representative and support person

- must comply with hearing rules and may be prohibited from further participation if they violate the rules or engage in behavior or advocacy that harasses, abuses, or intimidates either party, a witness, or anyone else in attendance at the hearing
5. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate.
  6. If the Board acts to expel the scholar, its written expulsion decision shall:
    - a. Detail the specific reason why removing the scholar from his or her learning environment is in the best interest of the school.
    - b. Provide a rationale for the specific duration of the recommended expulsion.
    - c. Document how school officials determined that all behavioral and disciplinary interventions have been exhausted by specifying which interventions were attempted or whether school officials determined that no other appropriate and available interventions existed for the scholar.
    - d. Document how the scholar's continuing presence in school would (1) pose a threat to the safety of other scholars, staff, or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school.
    - e. Upon expulsion, the District may refer the scholar to appropriate and available support services.

*Cross-Reference:*

*PRESS 7:210, Expulsion Procedures*

## **Misconduct by Students with Disabilities**

### **Behavioral Interventions**

Behavioral interventions shall be used with scholars with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The Board of Education will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

### **Discipline of Scholars with Special Education Needs**

The District shall comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's Special Education rules when disciplining scholars with special education needs.. No scholar shall be expelled if the scholar's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

### **Functional Behavioral Assessment and Behavior Intervention Plan**

When a child with a disability exhibits severe behavioral difficulties, schools have a responsibility to focus on positive and proactive approaches rather than relying on exclusionary practices. A functional behavioral assessment (FBA) refers to a school-based team that meets to examine the child's problem behaviors to figure out when, where, and why they are occurring. A behavior management plan (BIP) provides the school with an action plan so that when the problem behavior occurs, teachers and schools will know how to respond.

## **School Suspensions/Expulsions or Disciplinary Removals**

Scholars with disabilities can be suspended for up to 10 days like any other scholar. However, scholars with disabilities have special rights if the school District wants to suspend them for more than 10 cumulative days in a school year or expel them. Expulsion and suspensions over 10 days have such an effect on a special education scholar that they are considered a change in placement.

### **Manifestation Determination Review Meeting**

If a school District wants to expel or suspend a scholar over 10 cumulative days, it must convene a manifestation determination review meeting. The MDR must be held within 10 school days of the school District's notice of suspension or expulsion. This meeting is to determine if the behavior was caused by or had a direct and substantial relationship to the child's disability. The IEP team should also look to see if the child's IEP was being followed.

If the IEP team decides that the behavior was a manifestation of the scholar's disability, the District cannot expel the scholar or suspend the scholar for more than 10 days. If the behavior was NOT a manifestation, the District CAN expel or suspend the scholar for over 10 days. The scholar will still be entitled to educational services while suspended or expelled.

### **Expulsion**

Expulsion is the most severe discipline that a school administrator can impose. If the behavior was NOT a manifestation of the disability, the scholar in special education can be expelled like any other scholar, though the scholar shall be entitled to a free and appropriate public education during the term of the expulsion. The Board of Education will decide if the facts warrant expulsion. However, unlike other expelled scholars, the District must still provide educational services for the special education scholar who has been expelled. The school's expulsion hearing officer does not decide where the scholar will be schooled during expulsion. The IEP team, including the parent, decides where continued school services will be provided, but it could be an alternative school or home based.

### **Interim Alternative Educational Setting (IAES)**

School Districts have alternatives for disciplining scholars with disabilities. School authorities can remove a scholar for not more than 45 school days for the following:

1. Carrying a weapon to school OR to a school function ,
2. Knowingly possessing or using illegal drugs at school or a school function, OR
3. Inflicting serious bodily injury on another person while at school or a school function.

The scholar will then attend an interim alternative educational setting ("IAES"). When there are weapons, drugs, or serious injury, the scholar can be sent to an IAES even if the IEP team decides the behavior was a manifestation of the scholar's disability.

#### ***Cross-References:***

***PRESS 7:230, Misconduct by Students with Disabilities***

## Suspension and Expulsion in Early Childhood

Position Statement on Preventing Expulsion of Children Birth to Five: In accordance with Public Act 100-0105, RIMSD 41 Early Childhood Program does not support suspension and/or expulsion in early childhood.

When a child shows consistently challenging behaviors, the following steps are followed to address the child's needs and keep him/her in the program:

1. Initial observations of challenging behaviors
2. Consultation with the School Social Worker, School Psychologist, and the early childhood special education evaluation team
3. Communication with the family, family input in any intervention, and/or referral for MTSS (Multiple System of Support) with the early childhood team
4. Via MTSS problem-solving, the team may develop a plan to be implemented by school personnel, family, and/or referral to outside resources
5. A referral may be warranted to conduct a comprehensive multidisciplinary case study evaluation (Child Find, IDEA). If so, the early childhood team will provide parental notification of meeting, obtain parental permission for evaluation, and determine eligibility for special education services.

Additionally, professional development training and resources related to behavior management, crisis prevention, and social-emotional learning (Nonviolent Crisis Intervention - Crisis Prevention Institute Training and/or Conscious Discipline Social Emotional Learning) are provided to all early childhood staff.

Should a situation arise where there is documented evidence that all possible interventions and supports recommended by qualified professionals have been exhausted, and it is unanimously determined by the family, teacher, program administrators, and other service providers that another setting is more appropriate for the well-being of the child, the team will work together to develop a seamless transition plan and use that plan to implement a smooth transition.

## Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a scholar's ability to learn and a school's ability to educate. Preventing scholars from engaging in these disruptive behaviors and providing all scholars equal access to a safe, non-hostile learning environment are important district and school goals.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge from military service, sex, sexual orientation, gender orientation, gender-related identity or expression, ancestry, age, religion, physical or mental disability, physical appearance, socioeconomic status, academic status, order of protection status, homelessness, actual or marital status, parenting status, pregnancy, parenting status, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

1. During any school-sponsored education program or activity.

2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school.

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

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

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes: (1) the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying; (2) the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying; and (3) the posting or distribution of an unauthorized digital replica by electronic means if the posting or distribution creates any of the effects enumerated in the definition of bullying.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, posting or distributing sexually explicit images, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Scholars are encouraged to immediately report bullying. A report may be made orally or in writing to the building principal, nondiscrimination coordinator, district complaint manager or any staff member with whom the scholar is comfortable speaking. All school staff members are available for help with a bully or to make a report about bullying. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the district complaint manager or any staff member. Anonymous reports are also accepted by phone call or in writing.

Nondiscrimination/Title IX Coordinator:

Dr. Dominique Moore, Assistant Superintendent of Human Resources  
2000 7th Avenue Rock Island, IL 61201  
dominique.moore@rimsd41.org  
309-793-5900 ext. 10205

Complaint Managers:

Alicia Sanders, Director of Student Services  
2000 7th Avenue Rock Island, IL 61201  
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A reprisal or retaliation against any person who reports an act of bullying is prohibited. A scholar's act of reprisal or retaliation will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

A scholar will not be punished for reporting bullying or supplying information, even if the school's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

Scholars and parents/guardians are also encouraged to read the following school district policies: [7:20, Harassment of Students Prohibited](#) and [7:180, Prevention of and Response to Bullying, Intimidation and Harassment](#).

Consistent with federal and State laws and rules governing scholar privacy rights, the parents/guardians of all students involved in an alleged incident of bullying will be notified of such, along with threats, suggestions, or instances of self-harm determined to be the result of bullying, within 24 hours after the school's administration is made aware of the student's involvement in the incident. . The term "bullying incident" includes individual instances of bullying, as well as all threats, suggestions, or instances of self-harm determined to be a result of bullying. Notification to a parent or guardian shall include, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

*Cross-References:*

*PRESS 7:20, Harassment of Students Prohibited*

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

*PRESS 7:190, Student Behavior*

*PRESS 2:260, Uniform Grievance Procedure*

## Harassment of Scholars Prohibited

No person, including a School District employee or agent, or scholar, shall harass, intimidate, or bully a scholar on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a scholar's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred of or prejudice toward of one of the characteristics stated above.

**Sexual Harassment Prohibited** - The District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by state and federal law. See policies [2:265](#), Title IX Sexual Harassment Grievance Procedure, and [2:260](#), Uniform Grievance Procedure.

Sexual harassment as defined in Title IX (Title IX Sexual Harassment) is prohibited. Any person, including a District employee or agent, or scholar, engages in Title IX Sexual Harassment when that person engages in conduct on the basis of an individual's sex that satisfies one or more of the following:

1. A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's educational program or activity; or
3. Sexual assault as defined in or stalking as defined in District policy and federal law.

Examples of sexual harassment include, but are not limited to, touching, rape, sexual battery, sexual abuse, sexual coercion, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities.

**Teen Dating Violence Prohibited** - Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term teen dating violence occurs whenever a scholar who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

**Making a Report or Complaint** - Scholars are encouraged to promptly report claims or incidences of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Principal, Dean of Scholars, a Complaint

Manager, or any employee with whom the scholar is comfortable speaking. A scholar may choose to report to an employee of the scholar's same gender.

District Reports under this policy will be considered a report under Board Policy [2:260](#), Uniform Grievance Procedure, and/or Board Policy [2:265](#) Title IX Sexual Harassment Grievance Procedure. The Nondiscrimination Coordinator and/or Complaint Manager shall process and review the report according to the appropriate grievance procedure. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

Nondiscrimination/Title IX Coordinator:

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The Superintendent shall use reasonable measures to inform staff members and scholars of the policy by including:

1. For scholars, age-appropriate information about the contents of this policy in the District's scholar handbook(s), on the District's website, and, if applicable, in any other area where policies, rules, and standards of conduct are otherwise posted in each school.
2. For staff members, this policy is in the appropriate employee handbook(s), if applicable, and/or in any other areas where policies, rules, and standards of conduct are otherwise made available to staff.

**Investigation Process**

Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager. Any employee who fails to promptly comply may be disciplined, up to and including discharge. Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

For any report or complaint alleging sexual harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.), the Nondiscrimination Coordinator or designee shall consider whether action under policy [2:265, Title IX Sexual Harassment Grievance Procedure](#), should be initiated.

For any other alleged scholar harassment that does not require action under policy [2:265, Title IX Sexual Harassment Grievance Procedure](#), the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under policies [2:260, Uniform Grievance Procedure](#), and/or [7:190, Student Behavior](#), should be initiated, regardless of whether a written report or complaint is filed.

### **Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel**

An alleged incident of sexual abuse is an incident of sexual abuse of a child, as defined in [720 ILCS 5/11-9.1A\(b\)](#), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to Policy [5:90, Abused and Neglected Child Reporting](#). In addition to reporting the suspected abuse, the complaint shall also be processed under Policy [2:265, Title IX Sexual Harassment Grievance Procedure](#), or Policy [2:260, Uniform Grievance Procedure](#).

Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to discipline.

### **Enforcement**

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any District scholar who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the behavior policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action.

### **Retaliation Prohibited**

Retaliation against any person for bringing complaints or providing information about harassment is prohibited (see policies [2:260, Uniform Grievance Procedure](#), and [2:265, Title IX Sexual Harassment](#)

[Grievance Procedure](#)). Scholars should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

Scholars should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

***Cross-References:***

***PRESS 7:20, Harassment of Students Prohibited***

***PRESS 2:265, Title IX Sexual Harassment Grievance Procedure***

***PRESS 2:260, Uniform Grievance Procedure***

***PRESS 7:190, Student Behavior***

***PRESS 5:90, Abused and Neglected Child Reporting***

***PRESS 7:185, Teen Dating Violence Prohibited***

<b>Elementary Grades K-6</b>	
<b>Categories of Effective Corrective Action Practices and Outcomes</b>	
<p>Category 1: Category 1 acts of effective corrective actions interventions for misbehaviors which interfere with the orderly operation of the school program, classroom activities, or school related activities. Teachers and/or staff members will respond to Category 1 disruptions based on the circumstances and actions of the scholar(s).</p>	
<p>Category 1 infractions may include but are not limited to:</p> <ul style="list-style-type: none"> <li>● Inappropriate behavior which results in a disruption of the school day in the classroom</li> <li>● Throwing objects at scholars and staff, non threatening</li> <li>● Encouraging others to fight</li> </ul>	<p>Appropriate Intervention Action: There is immediate intervention of Category 1 infractions by the teacher, staff member, and/or administrator who is supervising the scholar or who observes the misbehavior. One or more of the following consequences may occur but are not limited to:</p> <ul style="list-style-type: none"> <li>● Learning Opportunity</li> <li>● Reflection Room</li> <li>● Referral to the Building Counselor</li> <li>● Mediated Conversation(s)</li> <li>● Conference with Parent/Teacher/Counselor/Dean</li> <li>● Alternative to Suspension</li> <li>● 1 to 2 Day Out of School Suspension</li> </ul>
<p>Category 2: Category 2 acts of effective corrective actions intervention require the additional attention of building administration because they are too disruptive, too frequent, or too serious to be handled by school staff members while they are supervising or teaching other scholars. Under administrative discretion, it may be necessary to elevate to a higher level of appropriate interventions of teachers and/or staff members.</p>	
<p>Category 2 infractions may include but are not limited to:</p> <ul style="list-style-type: none"> <li>● Physical Fighting</li> </ul>	<p>Appropriate Intervention Action: The scholar is referred to the administration for appropriate corrective action. The administrator will meet with the scholar and will determine the</p>

<ul style="list-style-type: none"> <li>● Hitting/Slapping/Kicking/Shoving/Running Over</li> <li>● Bullying and Harassment, including Cyber-Bullying</li> <li>● Theft</li> <li>● Biting</li> <li>● Vandalism</li> <li>● Lewd or Licentious Behavior</li> <li>● Purposeful Damage to School Property</li> <li>● Intentional Spitting or Spreading Bodily Fluids</li> <li>● Physical and Verbal Threats</li> <li>● Throwing Objects at Others on Purpose</li> <li>● Inappropriate Behavior which results in a wide disruption of school (cafeteria, hallways, etc.)</li> <li>● Plan/Plotting to hurt other scholars</li> <li>● Deliberately pulling fire alarm</li> <li>● Violation of scholar privacy, taking or distributing photos without consent in scholar locker rooms and bathrooms</li> <li>● Possession of Tobacco, Marijuana, or Drug Paraphernalia</li> <li>● Distribution of sexually inappropriate videos or photos of other scholars</li> </ul>	<p>most appropriate response. Repeated Category 2 acts may require the implementation of Category 3 actions. One or more of the following appropriate intervention actions may occur but are not limited to:</p> <ul style="list-style-type: none"> <li>● Reflection Room</li> <li>● Referral to the Counselor</li> <li>● Mediated Conversation(s)</li> <li>● Conference with Parent/Teacher/Counselor/Dean</li> <li>● Alternative to Suspension</li> <li>● In School Suspension</li> <li>● 1 to 5 days of Out of School Suspension (Superintendent and/or Designee permission for 4 or 5 days of Out of School Suspension)</li> </ul>
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Category 3

Category 3 effective corrective actions interventions involve acts of serious disruption directed against persons or property and consequences which may endanger the health and safety of others in the school.

<p>Category 3 acts are handled by the administration. The corrective actions interventions will be determined by the extent of the resources available and what is in the best interest of all scholars. Under administrative discretion, it may be necessary to elevate to a higher level of offense with appropriate interventions (i.e. repeated offenses or age of scholar). These infractions include but are not limited to:</p> <ul style="list-style-type: none"> <li>● Sexual Harassment</li> <li>● Look-alike* weapon possession</li> <li>● Battery, behaviors which cause scholar injuries</li> <li>● Threats of physical injury to staff</li> </ul> <p>*look-alikes: Any substance or item which is not, but reasonably appears to be, is believed to be, or is to be represented to be, the real substance or item.</p>	<p>Appropriate Intervention Action:</p> <ul style="list-style-type: none"> <li>● Reflection Room</li> <li>● Referral to the Counselor</li> <li>● Mediated Conversation(s)</li> <li>● Conference with Parent/Teacher/Counselor/Dean</li> <li>● Alternative to Suspension</li> <li>● In School Suspension</li> <li>● 1 to 3 days of Out of School Suspension</li> <li>● 4 to 7 days of Out of School Suspension (Superintendent and/or Designee permission for 4 - 7 days of Out of School Suspension)</li> </ul>
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<p>Ex: a green leafy plant material, which is claimed, believed, or appears to be marijuana.</p>	
<p>Category 4          Category 4 effective corrective actions interventions involve actions which are so serious that they typically require administrative actions which result in some type of removal of the scholar from the school.</p>	
<p>Category 4 acts of misconduct represent a clear and present danger or disruption and may involve the intervention of law enforcement authorities and action by the Board of Education. These infractions include but are not limited to:</p> <ul style="list-style-type: none"> <li>● Threats of school-wide violence and extreme physical injury</li> <li>● Extreme physical injury to staff/scholar</li> <li>● Arson</li> <li>● Specific/planned threats of injury to staff</li> <li>● Inciting mob action</li> <li>● Possession of weapon</li> <li>● Possession/distribution of drugs</li> </ul>	<p>Appropriate Intervention Action:          The administrator investigates the offense, confers with staff member(s) and scholar(s) involved, and meets with the scholar. If the administrator determines that facts revealed during investigation warrants immediate removal from the school environment, parent(s)/guardian(s) are notified. Consequences for Category 4 offenses are based on the seriousness of the incident and become more restrictive as the behavior persists. One or more of the following consequences may occur but are not limited to:</p> <ul style="list-style-type: none"> <li>● Reflection Room</li> <li>● Referral to the Counselor</li> <li>● Mediated Conversation(s)</li> <li>● Conference with Parent/Teacher/Counselor/Dean</li> <li>● Alternative to Suspension</li> <li>● In School Suspension</li> <li>● 1 to 3 days of Out of School Suspension</li> <li>● 4 to 10 days of Out of School Suspension (Superintendent and/or Designee permission for 4 - 10 days of Out of School Suspension)</li> <li>● Manifestation of Determination Review (if applicable to a corrective actions change of placement)</li> <li>● Possible Expulsion</li> </ul>

Involvement of law enforcement officials: School officials will contact law enforcement officials if and when appropriate.

A complete and accurate report is submitted for review to the Director of Student Services whenever consequences for a Category 4 infraction are given. Administration will submit all recommendations for expulsions to the Director of Student Services for review and processing. The Director will, in turn, follow board policy and inform the Superintendent of Schools and Board of Education as warranted or specified by law.

**Secondary Grades 7-12**  
**Categories of Effective Corrective Action Practices and Outcomes**

**Category 1:**

Category 1 acts of effective corrective actions interventions for misbehaviors which interfere with the orderly operation of the school program, classroom activities, or school related activities. Teachers and/or staff members will respond to Category 1 disruptions based on the circumstances and actions of the scholar(s).

Category 1 infractions may include but are not limited to:

- Displaying gang signs
- Inappropriate behavior which results in a disruption of the school day in the classroom or on school grounds
- Intentional interference of staff preventing them from maintaining a safe and orderly learning environment
- Encouraging others to fight

**Appropriate Intervention Action:**

There is immediate intervention of Category 1 infractions by the teacher, staff member, and/or administrator who is supervising the scholar or who observes the misbehavior. One or more of the following consequences may occur but are not limited to:

- Learning Opportunity
- Reflection Room Referral
- Reintegration Day
- Referral to Counselor
- Mediated Conversation(s)
- Conversations with Parent/Teacher/Counselor/Dean
- Alternative to Suspension (ATS)
- In School Suspension (ISS)
- 1 to 3 days Out of School Suspension (OSS)

**Category 2:**

Category 2 acts of effective corrective actions intervention require the additional attention of building administration because they are too disruptive, too frequent, or too serious to be handled by school staff members while they are supervising or teaching other scholars. Under administrative discretion, it may be necessary to elevate to a higher level of appropriate interventions of teachers and/or staff members.

Category 2 infractions may include but are not limited to:

- Theft
- Vandalism
- Throwing objects at scholars and staff
- Hitting/Slapping/Kicking
- Extortion
- Stalking/Violation of Privacy
- Lewd or Licentious/inappropriate behavior
- Harassment (non-sexual in nature)
- Bullying (including cyberbullying)
- Physical Fighting
- Less severe scholar threats
- Possession of Tobacco, Marijuana or Drug Paraphernalia
- Alcohol/Marijuana: Use or Possession

**Appropriate Intervention Action:**

The scholar is referred to the administration for appropriate corrective action. The administrator will meet with the scholar and will determine the most appropriate response. Repeated Category 2 acts may require the implementation of Category 3 actions. One or more of the following appropriate intervention actions may occur but are not limited to:

- Learning Opportunity
- Reflection Room Referral
- Reintegration Day
- Referral to Counselor
- Mediated Conversation(s)
- Conversations with Parent/Teacher/Counselor/Dean

<ul style="list-style-type: none"> <li>• Distribution of inappropriate videos or photos of other scholars</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative to Suspension (ATS)</li> <li>• In School Suspension (ISS)</li> <li>• 1 to 3 days Out of School Suspension (OSS)</li> <li>• 4 to 7 days of Out of School Suspension (Superintendent and/or Designee permission for 4 to 7 days of Out of School Suspension)</li> </ul>
<p>Category 3 Category 3 effective corrective actions interventions involve acts of serious disruption directed against persons or property and consequences which may endanger the health and safety of others in the school.</p>	
<p>Category 3 acts are handled by the administration. The disciplinary interventions will be determined by the extent of the resources available and what is in the best interest of all scholars.</p> <p>Under administrative discretion, it may be necessary to elevate to a higher level of offense with appropriate interventions (i.e. repeated offenses or age of scholar). These infractions include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Deliberately pulling fire alarm or discharging a fire extinguisher</li> <li>• Drugs (Unauthorized Controlled Substances or Narcotics): Use or Possession</li> <li>• Threats of serious or significant injury to peers</li> <li>• Sexual Harassment</li> <li>• Distribution of sexually inappropriate videos or photos of self or other scholars</li> <li>• Intentional placement of body fluids on another person/belongings</li> <li>• Battery, behaviors which cause scholar injuries</li> <li>• Battery to staff, inappropriate or unsolicited touching</li> <li>• Intimidation, exposing another to hate or ridicule</li> <li>• Threats of physical injury to staff</li> </ul>	<p>Appropriate Intervention Action:</p> <ul style="list-style-type: none"> <li>• Reflection Room</li> <li>• Referral to Counselor</li> <li>• Mediated Conversation(s)</li> <li>• Conference with Parent/Teacher/Counselor/Dean</li> <li>• Alternative to Suspension</li> <li>• In School Suspension</li> <li>• 1 to 3 days of Out of School Suspension</li> <li>• 4 to 10 days of Out of School Suspension (Superintendent and/or Designee permission for 4 - 10 days of Out of School Suspension)</li> <li>• Manifestation Determination Review (if applicable to a corrective actions change of placement)</li> </ul>
<p>Category 4: Category 4 effective corrective actions interventions involve actions which are so serious that they typically require administrative actions which result in some type of removal of the scholar from the school</p>	
<p>Category 4 acts of misconduct represent a clear and present danger or disruption and may involve the intervention of law enforcement authorities and action by the Board of Education. These infractions include but are not limited to:</p>	<p>Appropriate Intervention Action: The administrator investigates the offense, confers with staff member(s) and scholar(s) involved, and meets with the scholar. If the administrator determines that facts revealed during investigation</p>

<ul style="list-style-type: none"> <li>● Threats of schoolwide violence</li> <li>● Inciting mob action</li> <li>● Arson</li> <li>● Possession of weapon or look-alike*</li> <li>● Specific/planned threats of injury to staff</li> <li>● Distribution of drugs/alcohol on school property</li> <li>● Battery and other similar behaviors which cause intentional physical injury to staff</li> <li>● Sexual Assault of another scholar on campus or during school event</li> </ul> <p>*look-alikes: Any substance or item which is not, but reasonably appears to be, is believed to be, or is to be represented to be, the real substance or item. Ex: a green leafy plant material, which is claimed, believed, or appears to be marijuana.</p>	<p>warrants immediate removal from the school environment, parent(s)/guardian(s) are notified. Consequences for Category 4 offenses are based on the seriousness of the incident and become more restrictive as the behavior persists. One or more of the following consequences may occur but are not limited to:</p> <ul style="list-style-type: none"> <li>● Reflection Room</li> <li>● Referral to Counselor</li> <li>● Mediated Conversation(s)</li> <li>● Conference with Parent/Teacher/Counselor/Dean</li> <li>● Alternative to Suspension</li> <li>● In School Suspension</li> <li>● 1 to 3 days of Out of School Suspension</li> <li>● 4 to 10 days of Out of School Suspension (Superintendent and/or Designee permission for 4 - 10 days of Out of School Suspension)</li> <li>● Manifestation of Determination Review (if applicable to a corrective actions change of placement)</li> <li>● Possible Expulsion</li> </ul>
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Involvement of law enforcement officials: School officials will contact law enforcement officials if and when appropriate.

A complete and accurate report is submitted for review to the Director of Student Services whenever consequences for a Category 4 infraction are given. Administration will submit all recommendations for expulsions to the Director of Student Services for review and processing. The Director will, in turn, follow board policy and inform the Superintendent of Schools and Board of Education as warranted or required by law.

**SECTION IX: EXTRACURRICULAR AND ATHLETIC ACTIVITIES**

**Extracurricular Activity Code of Conduct**

This Section pertains to all Illinois High School Association (IHSA) athletics and activities: Football, Sideline Cheer, Boys’ and Girls’ Cross Country, Boys’ and Girls’ Golf, Boys’ and Girls’ Soccer, Boys’ and Girls’ Swimming, Boys’ and Girls’ Tennis, Volleyball, Boys’ and Girls’ Basketball, Bowling, Boys and Girls Wrestling, Baseball, Softball, Boys’ and Girls’ Track, Bass Fishing, Chorus, Debate, Scholastic Bowl, Scholar Council

All fans in attendance at any RIMSD 41 extracurricular events are expected to follow the IHSA sportsmanship core values.

## **Rules and Regulations for School Athletics and Activities**

The RIMSD 41 School Board has established the rules and regulations for school athletics and activities. Scholars wishing to participate in school athletics and activities must meet the requirements established by the school District in order to be a participant. Failure to abide by this policy and the administrative regulations supporting it may be cause for corrective actions. Records of violations of the Code of Conduct will be kept by the Athletic/Activities Director and Principal.

### **Extracurricular Sports and Activities Are A Privilege**

Participation in scholar athletics and activities is considered an extension of, but separate from, the regular school program. While the regular academic program is a right afforded to each scholar, participation in athletics and activities is a privilege. This privilege requires scholars to meet certain expectations beyond those found in the traditional classroom setting. Since participation is a privilege, the school has the authority to suspend or revoke this privilege for those who do not conduct themselves in a responsible manner as determined by RIMSD 41. Activities and organizations subject to the IHSA Extracurricular Code of Conduct include all athletic programs as well as the following IHSA activities: Sideline Cheer, Bass Fishing, Chorus, Debate, Scholastic Bowl, and Scholar Council.

### **Expectations and Responsibilities**

All participants in athletics or other activities are expected to abide by all school rules and regulations as outlined in this code book, as well as current IHSA Eligibility Rules and Regulations, where applicable. Compliance with the Extracurricular Activity Code of Conduct is a year-round policy. This policy starts the first time you sign it until the day of graduation or last day of competition, whichever comes last. Section 3.140 of the IHSA By-laws states: "scholars participating in interscholastic athletic contests in violation of the By-laws, or other persons found to be in gross violation of the ethics of the competition or the principles of good sportsmanship, may be barred by the Board of Directors from interscholastic contests. (Poor scholar behavior may bar his/her team from future contests or cause his/her team to forfeit a contest.)"

The coach/sponsor of each individual activity may issue additional eligibility requirements and regulations. These regulations must be monitored and approved by the Principal or Athletic/Activities Director.

Any scholar who is found to have violated the Extracurricular Activity Code of Conduct may be deemed ineligible for a period of time as described below or may be given alternative consequences as listed. In addition to corrective actions responses as provided with the RIMSD 41 discipline code, a scholar involved in extracurricular athletics and/or activities may lose eligibility under the Extracurricular Activity Code of Conduct for any of the following behaviors, included but not limited to:

- Possession, use, or purchase of tobacco products, alcoholic beverages, or illegal drugs. Unauthorized possession, use or purchase of otherwise lawful drugs.
- Engaging in any act that would be grounds for arrest or citation in the criminal or juvenile court system, regardless of whether the scholar was cited, arrested, convicted or adjudicated for the act.

- Inappropriate or offensive conduct such as fighting, insubordinate responses to persons of authority (including but not limited to: game officials, opposing coaches, security personnel, administrators, teachers), hazing, bullying, or harassment of others.

Investigation materials may include evidence recovered through social media or an electronic communication device.

If, in the determination of the Athletic/ Activities Director or Designee, a scholar violates the District Code of Conduct or the Extracurricular Activity Code of Conduct, then the scholar may be subject to the consequences listed below but are not limited to these alone. The Athletic/ Activities Director or Principal will determine consequences on an individual basis based on the seriousness of the violation. The Athletic/ Activities Director or Principal may also accelerate the loss of privileges listed below for any level of offense.

### **Corrective Actions**

- First Offense: A suspension up to 25% of regular season contests or activities will be applied to the next relevant contest or activity (tournament play, next sport involved, etc.) or community service hours. The scholar will be required to practice with the group, regardless of the violation (unless suspended or expelled from school).
- Second Offense: Suspension from activity for 50% of the number of regular season contests/activities, applied to the next relevant contest/activity (tournament play, next activity or sport involved in, etc.). Scholars are expected to continue to attend practices.
- Third Offense: A one-year suspension, 365 days from the date of infraction, of all sports and activities. Scholars will not be listed on rosters and are not allowed to practice.
- Fourth Offense: No further participation in interscholastic contests/activities throughout RIMSD 41 from the date of the fourth offense.

Other disciplinary actions may include but are not limited to:

- Enroll in an approved program and complete the evaluation as stipulated by the Athletic/ Activities Director. Any cost of screening and rehabilitation or counseling is the responsibility of the scholar and/or parent(s)/guardian(s).
- Establish community service with the Athletic/ Activities Director and Principal approval.
  - First Offense: Ten (10) hours of service
  - Second Offense: Twenty (20) hours of service

Failure to complete an alternative corrective actions consequence will immediately revert to the appropriate above listed consequence (first, second, third offenses).

All suspensions will begin with the first contest after the offense in which the scholar is to compete. It is the responsibility of the Athletic/ Activities Director to clearly communicate with coaches, parent(s)/guardian(s), and scholars the number of scheduled contest/activity dates and the numbers associated with the percentage of suspension that can be imposed at the beginning of each season. If a scholar goes one calendar year from the date in which an Extracurricular Activity Code of Conduct disciplinary consequence is imposed, without another violation, the scholar will be reinstated as if there

was no prior violation. This reinstatement may be used only one time during a scholar's attendance at Rock Island High School.

All corrective actions outlined in this document apply only to the extracurricular activities outlined above. These policies do not supersede or replace other requirements and consequences under School Board Policy and such consequences are not mutually exclusive.

### **Conditions of Corrective Actions**

- When a scholar is ineligible to compete/participate, they may accompany the team (as long as travel occurs after the end of the school day) and sit on the bench but they may not wear a team uniform, warm up garments, or sweats. scholars on suspension are not allowed to leave school before the end of the school day.
- The penalty may carry over from one sport or activity to the next sport or activity in which the scholar is involved. Penalties may also carry over from one school year to the next. Penalties apply to the next appropriate season. (ex. If a football player incurs an infraction in May, and does not participate in spring sports, the suspension can be imposed in the fall of the next school year.)
- The Extracurricular Activity Code of Conduct is a cumulative 4-year policy at the high school. Offenses add onto one another. Scholars do not start with a clean slate each year.
- The Extracurricular Activity Code of Conduct is a cumulative 2-year policy at the junior high school. Offenses add on to one another. Scholars do not start with a clean slate each year.

### **Corrective Actions Procedures and Actions**

This section covers the procedures, actions and/or penalties for infractions or deviations from those rules outlined in the above paragraphs.

- Before any suspension provided for in this code shall take effect, the scholar/athlete shall be verbally advised of the alleged violation. Upon being informed of a possible infraction, the Athletic/ Activities Director immediately investigates the allegation. Investigation may include but not be limited to: interviews, Dean's reports, security reports, social media posts, and any other relevant information provided by authorized personnel. The scholar involved in extracurricular activities will be provided with due process and will have an opportunity to explain their conduct.
- After completing the investigation, the Athletic/ Activities Director will confer with the Principal to determine if a consequence is warranted and if so what that consequence should be.
- If consequences are to be imposed, the Athletic/ Activities Director will inform the scholar verbally and in writing within one (1) business day of the decision. The Athletic/ Activities Director will also verbally inform the parent(s)/ guardian(s) within one (1) business day and send the written notification through the mail. A copy of this letter will be filed and kept by the Athletic/ Activities Director and Principal.

### **Extracurricular Activity Code Appeals Clause**

An Extracurricular Activity Appeals Committee consisting of the Principal, Athletic/ Activities Director, a Dean, one head coach, and one non-coaching staff member will exist at the high school and junior high schools. This committee will be established at the start of each school year. If the coach of a scholar

requesting an appeal is a member of the Appeals Committee, he/she must recuse themselves from the appeal. The Principal shall appoint a replacement for the appeal.

A scholar involved in extracurricular activities, who has been suspended from participation in a RIMSD 41 School sport or activity for violation of this code, may make a formal appeal request, in writing, to the Extracurricular Activity Appeals Committee within two (2) business days of the verbal notification. In the letter of appeal, the scholar will state why he/she should be reinstated. The Athletic/Activities Director will convene the Extracurricular Activity Appeals Committee within one (1) business day of receiving the appeal from the parent(s)/guardian(s). The scholar and parent(s)/guardian(s) will be notified of the committee's decision by the end of the day of the appeal.

After appealing to the Extracurricular Activity Appeals Committee, if the scholar is not satisfied with the Extracurricular Activity Appeals Committee's decision, the scholar may appeal, in writing, to the District superintendent within two (2) business days. The hearing shall be private, although the scholar will be permitted to present his/her position through witnesses. The scholar will be notified, in writing, of the superintendent's decision within one (1) business day of the appeal.

If parent(s)/guardian(s) are not satisfied with the appeal to the superintendent, they may appeal to the school board. They must present the appeal in writing to the superintendent within two (2) business days of the decision of the superintendent appeal. The superintendent will forward the appeal to all members of the school board immediately after receiving the request in writing.

### **Scholar Athlete Concussions and Head Injuries**

Scholar athletes must comply with Illinois' Youth Sports Concussion Safety Act and all protocols, policies and bylaws of the Illinois High School Association before being allowed to participate in any athletic activity, including practice or competition.

A scholar who was removed from practice or competition because of a suspected concussion shall be allowed to return only after all statutory prerequisites are completed, including without limitation, the School District's return-to-play and return-to-learn protocols.

*Cross-Reference:*

*PRESS 7:305, Student Athlete Concussions and Head Injuries*

## **SECTION X: SPECIAL EDUCATION**

### **Education of Children with Disabilities**

It is the intent of the district to ensure that scholars who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term "children with disabilities" means children between ages 3 and the day before their 22<sup>nd</sup> birthday for whom it is determined that special education services are needed, except those children with disabilities who turn 22 years of age during the school year are eligible for special education services through the end of the school year. It is the

intent of the school to ensure that scholars with disabilities are identified, evaluated, and provided with appropriate educational services.

A copy of the publication "[Explanation of Procedural Safeguards Available to Parents of Students with Disabilities](#)" may be obtained from the school district office.

Scholars with disabilities who do not qualify for an individualized education program, as required by the federal Individuals with Disabilities Education Act and implementing provisions of this Illinois law, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the scholar (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment.

For further information, please contact:  
RIMSD 41 Special Services Office  
2000 7th Avenue, Rock Island, Illinois 61201  
309-793-5900, ext. 10224

*Cross-References:*

*PRESS 6:120, Education of Children with Disabilities*

*PRESS 6:120-AP1, E1, Exhibit - Notice of Parents/Guardians Regarding Section 504 Rights*

## **Discipline of Students with Disabilities**

### **Behavioral Interventions**

Behavioral interventions shall be used with scholars with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The School Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

### **Discipline of Special Education Scholars**

The District shall comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's Special Education rules when disciplining special education scholars. No special education scholar shall be expelled if the scholar's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

*Cross-References:*

*PRESS 7:190-AP4, Administrative Procedure - Use of Isolated Time Out, Time Out, and Physical Restraint*

*PRESS 7:230, Misconduct by Students with Disabilities*

## **Accommodating Individuals with Disabilities**

Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify the superintendent or building principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

*Cross-Reference:*  
*PRESS 8:70, Accommodating Individuals with Disabilities*

### **Exemption From PE Requirements**

A scholar who is eligible for special education may be excused from physical education courses in either of the following situations:

1. He or she (a) is in grades 3-12, (b) his or her IEP requires that special education support and services be provided during physical education time, and (c) the parent/guardian agrees or the IEP team makes the determination; or
2. He or she (a) has an IEP, (b) is participating in an adaptive athletic program outside of the school setting, and (c) the parent/guardian documents the scholar's participation as required by the Superintendent or designee.

A scholar requiring adapted physical education will receive that service in accordance with the scholar's Individualized Education Program.

*Cross-Reference:*  
*PRESS 7:260 Exemption from Physical Education*

### **Certificate of High School Completion**

A scholar with a disability who has an Individualized Education Program prescribing special education, transition planning, transition services, or related services beyond the scholar's 4 years of high school, qualifies for a certificate of completion after the scholar has completed 4 years of high school. The scholar is encouraged to participate in the graduation ceremony of his or her high school graduation class.

*Cross-Reference:*  
*PRESS 6:300, Graduation Requirements*

### **Request to Access Classroom or Personnel for Special Education Evaluation or Observation**

The parent/guardian of a scholar receiving special education services, or being evaluated for eligibility, is afforded reasonable access to educational facilities, personnel, classrooms, and buildings. This same right of access is afforded to an independent educational evaluator or a qualified professional retained by or on behalf of a parent or child.

For further information, please contact the building principal.

*Cross-References:*  
*PRESS 6:120, Education of Children with Disabilities*  
*PRESS 6:120-AP2, E1, Exhibit - Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes*

## Early Childhood Screening

Children ages 3-5 years are encouraged to undergo a developmental screening in the areas of hearing, vision, speech and language and general development. If screening results indicate the need for further assessment, parents/guardians will be notified and written consent will be requested. The early childhood screening is a service provided at no charge to residents of RIMSD 41. Questions about screening procedures or dates may be directed to the Early Childhood Director at 309-793-5928.

Screening of children ages zero to three is also available through District 41 in conjunction with other community agencies. Questions about 0-3 screening may be directed to the Early Childhood Director at 309-793-5928.

## Related Service Logs

For a child with an individualized education program (IEP), the school district must create related service logs that record the type of related services administered under the child's IEP and the minutes of each type of related service that has been administered. The school will provide a child's parent/guardian a copy of the related service log at the annual review of the child's IEP and at any other time upon request.

### *Cross-Reference:*

*PRESS 7:340-API, School Student Records*

## **PUNS (Prioritization of Urgency of Need for Services) Database Information for Scholars and Parents or Guardians**

The Illinois Department of Human Services (IDHS) maintains a statewide database known as the PUNS database (Prioritization of Urgency of Need for Services) that records information about individuals with intellectual disabilities or developmental disabilities who are potentially in need of services.

IDHS uses the data on PUNS to select individuals for services as funding becomes available, to develop proposals and materials for budgeting, and to plan for future needs. The PUNS database is available for children with intellectual disabilities or developmental disabilities with unmet service needs.

Registration to be included on the PUNS database is the first step toward receiving developmental disabilities services in this State. A child who is not on the PUNS database will not be in the queue for State developmental disabilities services.

For more information and to sign up for PUNS, see the Illinois Department of Human Services PUNS information page at <https://www.dhs.state.il.us/page.aspx?item=41131>.

For further information, please contact:

RIMSD 41 Special Services Office  
2000 7th Avenue, Rock Island, Illinois 61201  
309-793-5900, ext. 10224

## **Medicaid Data Release-Special Education Scholars Only**

If your child receives special education services and is also Medicaid eligible, RIMSD 41 can seek partial reimbursement from Medicaid for health services documented in your child's Individualized Education Program (IEP.) Medicaid reimbursement is a source of federal funds approved by Congress to help school districts maintain and improve diagnostic and therapeutic services for scholars.

The reimbursement process requires the school district to provide Medicaid with your child's name, birthdate and Medicaid number. Federal law requires annual notification of our intent to pursue this reimbursement opportunity.

If you approve of the release of information to Medicaid, do nothing.

If you object to the release of information to Medicaid, now or at any time in the future, please state your objection in writing and forward it to the Director of Student Services, 2000 7th Avenue, Rock Island, Illinois 61201.

Regardless of your decision the district must continue to provide, at no cost to you, the services listed in your child's IEP.

The program has no impact on your child or your family's current or future Medicaid benefits. Under federal law, your decision to participate in this program CANNOT:

1. Decrease lifetime coverage of any other public service benefit
2. Result in your family paying for services that would otherwise be covered by Medicaid
3. Increase your premiums or lead to discontinuation of benefits or insurance or
4. Result in the loss of eligibility for home and community-based waivers

Your continued consent allows us to recover a portion of the costs associated with providing health services to your child.

## **SECTION XI: Services for Children and Families who Speak Languages Other Than English**

### **Bilingual Education**

RIMSD 41 provides a continuum of language support services through both a Transitional Program of Instruction (TPI) – English as a Second Language (ESL), delivered exclusively in English – and Transitional Bilingual Education (TBE) Programming, in which services are delivered in English and supported in the scholar's home language. TBE programming is offered in any school where at least 20 English Learners (ELs) share the same home language, and is typically not provided when the scholar population for a given language is below this threshold.

At present, the District offers TBE programming for the following languages and grade spans:

- Spanish: Kindergarten through Grade 6
- Swahili: Kindergarten through Grade 5

All families complete a Home Language Survey (HLS) at registration. When a language other than English or American Sign Language is indicated, the scholar is administered an academic English language proficiency screener. Scholars who do not yet demonstrate proficiency qualify for EL services.

Scholars whose home languages are not part of our bilingual program receive TPI services delivered by ESL-endorsed educators, either within the general education setting or, when appropriate, in a small-group instructional model. Scholars in bilingual programming receive core content instruction, English language development, and instruction in the history and culture of the country or territory of family origin, delivered in both English and the home language throughout the school day.

In addition to these formal program structures, the District has a growing cadre of educators, support staff, and cultural liaisons who bring essential linguistic and cultural expertise to our schools. Staff members across multiple buildings speak Swahili, Spanish, Kirundi, and Karen, enabling us to offer enhanced communication, culturally responsive engagement, and informal language support to scholars and families – even in schools that do not meet the threshold for a formal bilingual program. This linguistic capacity strengthens our TPI services, improves family–school partnership, and supports scholars’ social–emotional well-being by ensuring they can interact with trusted adults who share their language and cultural background.

The District also supports multilingualism through the Illinois **State Seal of Biliteracy** and the Commendation Toward Biliteracy. These state-recognized credentials, awarded at the high school level, honor scholars who demonstrate a high level of proficiency in English and one or more additional languages. While participation in bilingual programming is not required, early access to high-quality language development services, culturally sustaining instruction, and interaction with multilingual staff helps prepare scholars to pursue these distinctions in later grades. The Seal of Biliteracy provides scholars with an officially recognized credential on their transcript, offers opportunities for college credit in Illinois public institutions, and affirms the academic value of maintaining and developing their home language.

### **Accommodating Multilingual Learners in the Classroom**

Multilingual Learners (MLs), also referred to as English Learners (ELs), have the right to receive instruction and assessment that are appropriately adapted to their current level of English language proficiency. These rights are protected under federal law (Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act), as well as Illinois state regulations governing the education of English Learners.

The District is responsible for ensuring that every ML has meaningful access to grade-level curriculum. To do so, educators provide accommodations and support that make instruction understandable and allow scholars to demonstrate what they know and can do, regardless of their developing English skills. These accommodations do not change learning expectations; rather, they ensure that language does not prevent scholars from participating fully in classroom learning.

Instructional accommodations may include:

- Use of visual supports, graphic organizers, realia, and modeled examples
- Modified language in teacher explanations without reducing academic rigor
- Frontloading of key vocabulary and concepts
- Extended processing time and opportunities for repetition and clarification

- Strategic grouping for peer support and guided practice
- Access to bilingual staff or language support when available

Assessment accommodations may include:

- Simplified or clarified directions (in English or the scholar’s home language, when possible)
- Additional time for classroom assessments
- Alternative formats to demonstrate learning (oral responses, visuals, projects)
- Use of glossaries or word banks
- Reduced linguistic load on assignments while maintaining the academic standard being assessed

These accommodations are determined based on each scholar’s English language proficiency level, as measured by the state’s English language proficiency screener and annual assessments. Classroom teachers collaborate with ESL/bilingual staff to ensure that accommodations are appropriate, consistently applied, and aligned with each scholar’s instructional needs.

Families are encouraged to communicate with school staff if they have questions about the language support their child receives. The District values the linguistic assets scholars bring to our schools and is committed to providing equitable, accessible, and high-quality instruction for all Multilingual Learners.

### Interpretation Services

RIMSD 41 is committed to providing translation and interpretation services for parents and guardians who speak a language other than English. The district offers translated versions of important communications, including letters, surveys, and any requested documents or flyers from individual school buildings.

In addition, RIMSD 41 provides interpretation services for meetings with your child’s teacher, principal, and for special education meetings. If a face-to-face interpreter is not available, the school district will provide an interpreter through iTek. Both translation and interpretation services are scheduled and provided upon request through school administrators and staff.

School districts are required to provide interpreters for parents in IEP and 504 planning meetings. This includes the provision of interpreter services for parents/ guardians whose native language is not English or a sign language interpreter for parents/guardians who are deaf or hard of hearing. In the absence of qualified interpreters on staff, school districts may use outside vendors including telephonic interpreters. Parents/guardians have the right to request documents considered to be related to special education eligibility, evaluation and implementation of services to be translated into their native language. Please reach out to your child’s special education case manager to make a request for an interpreter or translation of documents. Parents/guardians have the right to request that an interpreter provided by the district serve no other role during an IEP or Section 504 meeting, and the district must make reasonable efforts to comply with that request. If you have questions or complaints about interpretation services, please contact the Department of Student Services at 847-824-1160.

## **SECTION XII: NUTRITION SERVICE**

RIMSD 41 Participates in the federally sponsored Child Nutrition Lunch and Breakfast Program ensures that scholars in RIMSD 41 have access to nutritious meals that support their health and academic

performance. This program provides balanced meals that meet USDA nutrition standards, helping to combat hunger and improve scholars' diets.

## Menu

Breakfast and lunch menus can be viewed on the district website, direct link, or through the Nutrislice App. Direct Link: [app. https://rimsd41.nutrislice.com/menu/](https://rimsd41.nutrislice.com/menu/)

Download the app on your phone to conveniently access menus anytime, anywhere.



*APPLE APP*



*ANDROID APP*

## Community Eligibility Provision (CEP)

RIMSD 41 proudly participates in the Community Eligibility Provision (CEP), allowing all scholars to receive breakfast and lunch at no charge each school day, no application needed. This program ensures every scholar has access to nutritious meals while removing the stigma and paperwork often associated with free or reduced-price meal programs.

School meals are no cost to students under CEP, please note that scholars will need funds in their meal accounts for any extras, such as milk with a home lunch or other a la carte items, which are not covered by the program. To comply with CEP guidelines, scholars must take a complete meal rather than individual components, such as milk only.

This program supports scholar health, simplifies meal service for families, and helps ensure that every scholar is ready to learn.

### Meal Account Deposits for A La Carte

Scholars wishing to purchase an a la carte item must have funds deposited into their meal accounts. Charging a la carte items is not permitted. School ID must be present when purchasing a la carte items.

Deposits may be made in two ways:

1. Send cash or a check (made payable to RIMSD 41) with the scholar to school.
2. Use the online payment system available through the Skyward Family Access portal on the District website.

To obtain parent or guardian access for submitting online payments through Skyward, log in to Skyward Family Access and go to the Food Service (or Fee Management) tile for an individual scholar to see the RevTrak Online Payment link.

First-timers should create a new RevTrak account. The next time families log in through Skyward, the account will be linked so that logging in is not necessary.

All scholars are issued a school ID AND/or lunch card that is updated annually while enrollment in RIMSD 41. This system provides a secure and confidential method for scholar deposits. Scholars purchasing a la carte items will use the school ID/ lunch card to access their meal accounts.

### **Food Allergies:**

If a Scholar has a life-threatening allergy, parents/guardians must notify the Building Nurse, and, when indicated, an Emergency Action Plan will be created.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If a Scholar has a qualifying disability, an individualized Section 504 Plan may be developed and implemented to provide the needed support so that the Scholar can access his or her education as effectively as students without disabilities.

Not all Scholars with life-threatening allergies may be eligible under Section 504. The District also may be able to appropriately meet a Scholar's needs through other means.

Food substitution will be made for scholars who are diagnosed with food allergies that may result in severe life threatening reactions (7CFR Part 156). A dietary request regarding food allergy substitutions **MUST BE** supported by a statement from a licensed physician that must include the following:

- Identification of the medical allergy.
- Food or foods to be omitted from the child's diet.
- Food or choices of foods to be substituted.

Submit the dietary request form to your school nurse. Meal request forms can be found online or at the nurse's office.

## **SECTION XIII: SCHOLAR RECORDS, RIGHTS & PRIVACY**

### **Scholar Records**

#### **Notice to Parents/Guardians and Scholars of Their Rights Concerning a Scholar's School Records**

The contact information for each School's Official Records Custodian is as follows:

- Horace Mann Early Learning Center (PreK): 309-793-5928
- Denkmann Elementary (K-6): 309-793-5922
- Earl Hanson Elementary (K-6): 309-793-5930
- Eugene Field Elementary (K-6): 309-793-5935
- Frances Willard Elementary (K-6): 309-793-5940
- Longfellow Elementary (K-6): 309-793-5975

- Ridgewood Elementary (K-6): 309-793-5980
- Rock Island Academy (K-6): 309-793-5944
- Rock Island Center of Math of Science (K-6): 309-793-5995
- Thomas Jefferson Elementary (K-6): 309-793-5985
- Edison Jr. High (7-8): 309-793-5920
- Washington Jr. High (7-8): 309-793-5915
- Thurgood Marshall Learning Center: (7-12): 309-793-5924
- Rock Island High School (9-12): 309-793-5950
- District Administration Center (Archived): 309-793-5900, ext. 10222

This notice contains a description of the scholar(s) and parent(s)/guardian(s) rights concerning school scholar records.

A school scholar record is any writing or other recorded information concerning a scholar and by which a scholar may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except as provided in State in federal law, such as for certain records kept in a staff member’s sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings (including without limitation electronic recordings made on school busses) that are created in part for law enforcement, security, or safety reasons or purposes, though such electronic recordings may become a scholar record if the content is used for disciplinary or special education purposes regarding a particular scholar and any information, written or oral, received from law enforcement officials concerning a student less than the age of 18 years who has been arrested or taken into custody.

The Family Educational Rights and Privacy Act (FERPA) and the Illinois Student Records Act afford parents/guardians and scholars over 18 years of age (“eligible scholars”) certain rights with respect to the scholar’s school records. They are:

**1. The right to inspect and/or copy the scholar’s education records.**

The right to inspect and copy student educational records, both temporary and permanent, is allowed to parents/guardians of students under the age of 18. Any student under the age of 18 has the right to read, review and copy their permanent educational records. All rights transfer to the student upon reaching the age of 18, unless special circumstances apply.

● A parent/guardian or scholar should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect.

Within 10 business days, the building principal will make arrangements for access and notify the parent/guardian or scholar of the time and place where the records may be inspected. In certain circumstances, the District may request an additional 5 business days in which to grant access. The District charges \$.35 per page for copying, however no one will be denied their right to copies of their records for inability to pay this cost.

These rights are denied to any person against whom an order of protection has been entered concerning the scholar.

**2. The right to have one or more scores received on college entrance examinations included on the scholar’s academic transcript.**

Parents/guardians or eligible scholars may have one or more scores on college entrance examinations included on the scholar's academic transcript. The District will include scores on college entrance examinations upon the written request of the parent/guardian or eligible scholar stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be included.

**3. The right to request the amendment of the scholar's education records that the parent/guardian or eligible scholar believes are inaccurate, irrelevant, or improper.**

An informal conference will be held within 15 school days of receipt of request; if the challenge is not resolved by the informal conference, a formal hearing shall be initiated. The procedures for a formal hearing and an appeal are on file in the district office.

A parent/guardian or eligible scholar may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible scholar wants changed and the specific reason a change is being sought.

If the District decides not to amend the record, the District will notify the parent/guardian or eligible scholar of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible scholar when notified of the right to a hearing.

**4. The right to permit disclosure of personally identifiable information contained in the scholar's education records, except to the extent that the FERPA or Illinois School scholar Records Act authorizes disclosure without consent.**

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); or any parent/guardian or scholar serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligation with the district.

Upon request, the District discloses education records without consent to officials of another school district in which a scholar has enrolled or intends to enroll, as well as to any person as specifically required by State or Federal law. Before information is released to these

individuals, the parents/guardians or eligible scholar will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.

Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a scholar's records are being forwarded to another school to which the scholar is transferring.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no scholar or parent/guardian can be identified; to another school district that overlaps attendance boundaries with the District, if the District has entered into an intergovernmental agreement that allows for sharing of scholar records and information with the other district, any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the scholar or other persons; to the Ill. Department of Human Services (DHS) for the sole purpose of assessing or evaluating the scholar's eligibility for Medicaid waiver benefits consistent with the rules adopted by the DHS; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the scholar.

**5. The right to a copy of any school scholar record proposed to be destroyed or deleted.**

The permanent record is maintained for at least 60 years after the scholar transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the scholar transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a scholar with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the scholar, if the scholar has succeeded to the rights of the parent/guardian. scholar temporary records are reviewed every 4 years or upon a scholar's change in attendance centers, whichever occurs first.

**6. The right to prohibit the release of directory information.**

Throughout the school year, the District may release directory information regarding scholars, limited to:

- Name
- Address
- Grade level
- Birth date
- Parent/guardian names, addresses, electronic mail addresses, and telephone numbers
- Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a scholar participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
- Academic awards, degrees, and honors

- Information in relation to school-sponsored activities, organizations, and athletics
- Major field of study
- Period of attendance in school

Any parent/guardian or eligible scholar may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.

**7. The right to request that military recruiters or institutions of higher learning not be granted access to your scholar’s information without your prior written consent.**

Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school scholars’ names, addresses, and telephone numbers, unless the scholar’s parent/guardian, or scholar who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible scholar. If you wish to exercise this option, notify the building principal.

**8. The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a scholar’s temporary record which such individual may obtain through the exercise of any right secured under State law.**

**9. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.**

The name and address of the Office that administers FERPA is:

U.S. Department of Education  
 Student Privacy Policy Office  
 400 Maryland Avenue, SW  
 Washington DC 20202-8520

*Cross-Reference:  
 Press 7:340, Student Records*

**Scholar Privacy Protections**

**Surveys**

All surveys requesting personal information from scholars, as well as any other instrument used to collect personal information from scholars, must advance or relate to the District’s educational objectives, or assist scholars’ career choices. This applies to all surveys, regardless of whether the scholar answering the questions can be identified or who created the survey.

## **Surveys by Third Parties**

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a scholar, the scholar's parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or scholar, (2) regardless of whether the scholar answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Parents who object to disclosure of information concerning their child to a third party may do so in writing to the Building Principal.

## **Surveys Requesting Personal Information**

School officials and staff members will not request, nor disclose, the identity of any scholar who completes any survey or evaluation (created by any person or entity, including the school or district) containing one or more of the following items:

1. Political affiliations or beliefs of the scholar or the scholar's parent/guardian.
2. Mental or psychological problems of the scholar or the scholar's family.
3. Behavior or attitudes about sex, anti-social, self-incriminating, or demeaning behavior.
4. Critical appraisals of other individuals with whom scholars have close family relationships.
5. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
6. Religious practices, affiliations, or beliefs of the scholar or the scholar's parent/guardian.
7. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

The scholar's parent/guardian may: (1) inspect the survey or evaluation upon, and within a reasonable time of, their request, and/or (2) refuse to allow their child to participate in the survey. The school will not penalize any scholar whose parent/guardian exercised this option.

## **Instructional Material**

A scholar's parent/guardian may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

The term "instructional material" means instructional content that is provided to a scholar, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

## **Prohibition on Selling or Marketing Scholars' Personal Information**

No school official or staff member may market or sell personal information concerning scholars (or otherwise provide that information to others for that purpose). The term personal information means individually identifiable information including: (1) a scholar or parent's first and last name, (2) a home or

other physical address (including street name and the name of the city or town), (3) a telephone number, (4) a Social Security identification number or (5) driver's license number or State identification card.

Unless otherwise prohibited by law, the above paragraph does not apply: (1) if the scholar's parent/guardian have consented; or (2) to the collection, disclosure or, use of personal information collected from scholars for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, scholars or educational institutions, such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about scholars (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by scholars of products or services to raise funds for school-related or education-related activities.
6. Scholar recognition programs.

Under no circumstances may a school official or staff member provide a scholar's personal information to a business organization or financial institution that issues credit or debit cards.

A parent/guardian who desires to opt their child out of participation in activities provided herein or who desires a copy or access to a survey or any other material described herein may contact the Building Principal.

A complete copy of the District's Student and Family Privacy Rights policy may be obtained from the Superintendent's office or accessed on the District's website.

*Cross-References:*

*PRESS 7:15, Student and Family Privacy Rights*

*PRESS 7:15-E, Notification to Parents of Family Privacy Rights*

## **SECTION XIV: INTERNET, TECHNOLOGY & PUBLICATIONS**

### **RIMSD 41 Internet Access Acceptable Use Policy**

Internet access is available in all RIMSD 41 classrooms and libraries. We believe that the Internet offers vast, diverse and unique resources to scholars. Our goal in providing this service to scholars is to promote educational excellence in schools by facilitating resource sharing, innovation, and communication.

District-issued devices and district network access are provided for educational purposes. Scholars are expected to follow this policy whether devices are used on or off school property, including at home.

Privileges – The use of the District’s Internet is a privilege, not a right, and inappropriate use will result in cancellation of those privileges.

Acceptable Use – Access to the District’s Internet must be for the purpose of education or research and be consistent with the educational objectives of District 41.

Unacceptable Use – Some examples of uses are:

- Using the network for any illegal activity, including violation of copyright or other contracts.
- Unauthorized downloading of software.
- Using the network for private financial or commercial gain.
- Wastefully using resources, such as file space.
- Gaining unauthorized access to resources, systems, or services.
- Invading the privacy of individuals.
- Using another user’s account or password.
- Posting material authored by another without his/her consent or posting anonymous messages.
- Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material.

Using district technology to harass, threaten, demean, intimidate, or bully others through messages, images, videos, or online platforms is strictly prohibited.

While the district uses a filter to block access to inappropriate websites, it is not considered to be a "foolproof" system.

Scholars should have no expectation of privacy when using district networks, devices, or accounts. The district reserves the right to monitor, review, and access data stored on or transmitted through district systems to ensure compliance with district policy and applicable law.

All RIMSD 41 scholars who violate acceptable use policy could have internet privileges revoked and/or face disciplinary action.

Note that the District provides students with web-based tools and apps for learning, including Google Workspace. In signing the AUP, parents/guardians provide consent for the District to share basic identifying information with vendors of these web-based tools and to create and maintain a G Suite account of their student, understanding that Google will collect and use information according to state privacy laws and Google’s term of use and privacy policy.

### **Vandalism**

Vandalism may result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy physical hardware, data of another user, the Internet, or any other network.

## Network Etiquette

Scholars are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- be polite;
- do not swear or use vulgar language;
- do not reveal any personal information.

## Artificial Intelligence

“Artificial intelligence” or “AI” is intelligence demonstrated by computers, as opposed to human intelligence. “Intelligence” encompasses the ability to learn, reason, generalize, and infer meaning. Examples of AI technology include ChatGPT and other chatbots and large language models.

AI is not a substitute for schoolwork that requires original thought. Scholars may not claim AI generated content as their own work.

The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete schoolwork without permission of a teacher or administrator is strictly prohibited.

The use of AI for these purposes constitutes cheating or plagiarism. In certain situations, AI may be used as a learning tool or a study aid. Scholars may not use AI, including AI image or voice generator technology, to violate school rules or school district policies.

In order to ensure academic integrity, tests, assignments, projects, papers, and other schoolwork may be checked by AI content detectors and/or plagiarism recognition software.

## **SECTION XV: SCHOOL MATERIALS & SUPPLIES**

The scholar check out policy pertaining to District-owned materials is as follows:

- a. When library materials are overdue, a reminder is sent to the scholar. Multiple reminders may be used at the discretion of the library staff.
- b. A note addressed to the parent is sent home with the scholar or via U.S. Mail.
- c. If at this point the scholar indicates that the material is lost, or if the material is returned damaged beyond repair, a letter is sent to the parent via U.S. Mail, indicating the problem and requesting payment for replacement of the material. (At this stage, checkout privileges are restricted either for one month, or until payment is made.)

### LOST/STOLEN/DAMAGED BOOK REPLACEMENT COSTS

#### Library Books

Full replacement cost is charged within three years of the first circulation. After the material has been in circulation for at least three years, one half of the replacement cost will be assessed.

## Textbooks/Textbook Replacement Fees

Textbooks are purchased as curriculum is adopted by the District. Therefore, textbook replacement costs differ from library book replacement costs in that the full value of a lost/stolen/damaged textbook is charged. A full replacement value will be required during the time the textbook is in use by the District.

## **SECTION XVI: TRANSPORTATION**

RIMSD 41 partners with MetroLink for scholar transportation to and from school. MetroLink provides a reliable and safe transportation option for K-12th grade scholars through their fixed routes or school peak service routes, offering connections between many neighborhoods and RIMSD 41 schools.

MetroLink is offering free rides for K-12 scholars to and from school. Please visit the [MetroLink website](#) and be sure to check the schedules link often for changes.

RIMSD 41 does provide bus transportation for scholars that qualify through a specific, individualized education plan. This service is provided through a partnership with Johannes Bus Service. Arrangements are coordinated through the District's Special Services department at 309-793-5900, ext. 10224.

### **Bus Conduct**

Scholars are expected to follow all school rules when riding the school bus. A scholar may be suspended from riding the bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Violating any school rule or school district policy.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the building principal deems to threaten the safe operation of the bus and/or its occupants.

If a scholar is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the scholar from riding the school bus for a period in excess of 10 days for safety reasons.

A scholar suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the scholar's parent or guardian to notify the school that the scholar does not have alternate transportation.

#### ***Cross-References:***

***PRESS 4:110, Transportation***

***PRESS 7:220, Bus Conduct***

## Field Trips

Field trips are scheduled periodically throughout the school year as part of the learning experience provided to scholars. In many cases, school buses are used to transport scholars to and from the field trip site.

## **SECTION XVII: PARENTAL RIGHT NOTIFICATIONS**

### **State and Local Assessments**

District 41 administers both local and state-level assessments throughout the year. The Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Assessment is used locally by educators throughout the district as a tool for accessing learning and adapting instruction to meet the individual needs of scholars served. This assessment is administered three times per year (Fall, Winter, and Spring) for scholars in kindergarten through 11th grades. Below you will find a breakout of the state assessments, content, and required grade-levels.

<b>State Testing Requirements</b>	<b>Illinois' Satisfying of the Federal Requirement</b>	<b>Grade</b>
Scholars must take an achievement exam in reading/language arts and mathematics each year.	Illinois Assessment of Readiness (IAR)	3rd-8th
Scholars must take an achievement exam in reading/language arts, mathematics, and science in high school.	preACT 9 Secure, preACT Secure, and the (ACT)	9th-11th
Scholars must take an achievement exam in science two times prior to entering into high school.	Illinois Science Assessment (ISA)	5th and 8th
Scholars identified as English learners must take an English language proficiency exam.	Assessing Comprehension and Communication in English State-to-State (ACCESS)	Annually until proficiency has been reached
Scholars with the most significant cognitive disabilities must take alternate assessments in reading/language arts, mathematics, and science.	Dynamic Learning Maps Alternate Assessment (DLM-AA)	3rd-8th

### **Homeless Child's Right to Education**

Each child who is homeless, as defined by the McKinney-Vento Homeless Assistance Act and Illinois law, has equal access to the same free, appropriate public education as provided to other children.

When a child loses permanent housing and becomes a homeless person as defined at law, or when a homeless child changes his or her temporary living arrangements, the parent or guardian of the homeless child has the option of either:

1. Continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or
2. Enrolling the child in any school that non-homeless scholars who live in the attendance area in which the child or youth is actually living are eligible to attend.

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required for enrollment. [School Board Policy 6:140, Education of Homeless Children](#), governs the enrollment of homeless children.

If you believe your child or another child you know fits this definition and you are interested in pursuing available services, please contact the following;

- RIMSD 41 Homeless Liaison: 309-793-5900 x10222
- Rock Island Regional Office of Education: 309-865-6914

***Cross-References:***

***PRESS 6:140, Education of Homeless Children***

***PRESS 6:140-AP, Education of Homeless Children***

### **School Visitation Rights**

The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work under certain conditions to attend necessary school functions such as parent-teacher conferences, academic meetings and behavioral meetings. Letters verifying participation in this program are available from the school office upon request.

***Cross-References:***

***PRESS 8:95-E1, Letter Notifying Parents/Guardians of School Visitation Rights***

***PRESS 8:95-E2, Verification of School Visitation***

### **Mandated Reporters**

All school personnel, including teachers and administrators, are required by law to immediately report any and all suspected cases of child abuse or neglect to the Illinois Department of Children and Family Services.

***Cross-Reference:***

***PRESS 5:90, Abused and Neglected Child Reporting***

## Scholar Privacy

The District has adopted and uses several policies and procedures regarding scholar privacy, parental access to information and administration of certain physical examinations to scholars. Copies of these policies are available upon request.

### *Cross-Reference:*

*PRESS 6:170-AP2, Notice to Parents Required by Elementary and Secondary Education, McKinney-Vento Homeless Assistance, and Protection of Pupil Rights Laws*

## Sex Offender Notification Law

State law prohibits a convicted child sex offender from being present on school property when children under the age of 18 are present, except for in the following circumstances as they relate to the individual's child(ren):

1. To attend a conference at the school with school personnel to discuss the progress of their child.
2. To participate in a conference in which evaluation and placement decisions may be made with respect to their child's special education services.
3. To attend conferences to discuss issues concerning their child such as retention or promotion.

In all other cases, convicted child sex offenders are prohibited from being present on school property unless they obtain written permission from the superintendent or school board.

Anytime that a convicted child sex offender is present on school property – including the three reasons above - he/she is responsible for notifying the principal's office upon arrival on school property and upon departure from school property. It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children. A violation of this law is a Class 4 felony.

Information about sex offenders or violent offenders against youth is available to the public on the Illinois State Police (ISP) website. The ISP website contains the following:

- [Illinois Sex Offender Registry](#)
- [Illinois Murderer and Violent Offender Against Youth Registry](#)
- [Frequently Asked Questions Concerning Sex Offenders](#)

### *Cross-References:*

*PRESS 4:175-AP1, Criminal Offender Notification Laws; Screening*

*PRESS 4:175-AP1, E1, Exhibit - Informing Parents/Guardians About Offender Community Notifications Laws*

## Sex Offender & Violent Offender Community Notification Laws

State law requires schools to notify parents/guardians during school registration or parent-teacher conferences that information about sex offenders and violent offenders against youth is available to the public on the Ill. Dept. of State Police (ISP) website. The ISP website contains the following:

- [Illinois Sex Offender Registry](#)

- [Illinois Murderer and Violent Offender Against Youth Registry](#)
- [Frequently Asked Questions Concerning Sex Offenders](#)

*Cross-Reference:*

*PRESS 4:175-API, E1, Informing Parents/Guardians About Offender Community Notification Laws*

### **Asbestos Management Plan**

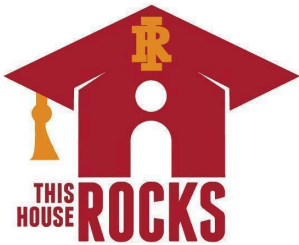
This is to notify you that East Moline Elementary District #37 has submitted its Management Plan prepared pursuant to the requirements of the asbestos Hazard Emergency Response Act (AHERA, 40 CFR 763) for the School Facilities. Copies of the Management Plan are available in the Administrative Office of the school building. These Plans are available for your inspection during normal business hours of the office (Mon thru Friday; 8:30 a.m. to 3:30 p.m.) and during other times by special arrangement. We request that appointments be made with us to review such plans. To make arrangements, please contact: Jim Franks, Director of Maintenance and Operations at 309-792-2887 Ext. 5.

### **Integrated Pest Management Plan**

This notice is to inform you that, in accordance with State law, Public Act 095-0058, the RIMSD 41 has implemented policies and procedures to ensure compliance with this Act. Chemical treatment for pests will only be used when non-chemical methods have proven ineffective. When chemical treatments are necessary, they will be applied after school hours. As required by law, parents and staff will be notified in advance of any chemical pesticide application.

All monitoring and treatment records related to the District's pest management program are maintained in a logbook located in each District building office. The District requests that an appointment be scheduled in advance if you wish to review these records. To make arrangements please contact the Director of Operations at 309-593-5900 Ext. 10218.

If you identify any errors or omissions in this handbook, please contact the Rock Island-Milan School District 41 Communications Department at [communications@rimsd41.org](mailto:communications@rimsd41.org) so that we may promptly review and address the concern.



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: March 10, 2026  
Re: Director of Building Operations

The selection process for the Director of Building Operations yielded a pool of five candidates. Four candidates were invited to participate in a formal interview process with a diverse panel of district employees. Following the interviews and reference checks, Mr. Frank Mendoza emerged as the strongest candidate to move forward for recommendation.

Mr. Mendoza brings over 14 years of hands-on construction and facilities experience, including the past four years serving as a Superintendent (project lead) for a construction company. In that role, he successfully oversaw projects in area school districts, giving him direct familiarity with the unique demands, timelines, safety considerations, and regulatory requirements of educational environments. He completed the Journeyman Carpenter Apprenticeship Program through the local Carpenters Union, providing him with formal trade training in addition to his extensive field experience. This foundation ensures a strong working knowledge of building systems, construction standards, and quality workmanship expectations.

Professional references consistently described Mr. Mendoza as trustworthy and reliable, with excellent communication skills. They emphasized his ability to collaborate effectively with stakeholders, build strong working relationships, and follow through on commitments. These qualities, combined with his technical expertise and leadership experience, position him well to lead the District's Building Operations department with professionalism and integrity.

It is recommended that the Board of Education approve the appointment of Mr. Frank Mendoza to the position of Director of Building Operations, for the remainder of the 2025–26 school year, at a salary of \$107,505, prorated to the start date.

**Investment Period: One year contract**  
**Total Investment: \$107,505**  
**Funding Source: District**