

Moline, Illinois

## **Notice of Meeting**

Members of the Board of Education

Ladies and Gentlemen:

You are hereby notified that there will be a Regular Meeting of the Board of Education, School District No. 40, immediately following the Committee of the Whole Meeting on Monday, February 14, 2022, at the Roosevelt Elementary School, 3530 Avenue of the Cities, Moline, Illinois 61265.

Kristin Sanders  
Secretary, Board of Education

### **AGENDA AND RECOMMENDATIONS**

Board of Education  
Moline, Illinois  
Monday, February 14, 2022

The public is invited to join the February 14, 2022, Board of Education meeting virtually via Zoom.

Join from a PC, Mac, iPad, iPhone or Android device:

Please click this URL to join.

<https://us02web.zoom.us/j/87594070483?pwd=aWlGTytZR0Y2NmwveUZMU014eDZVUT09>  
Passcode: 406884

Or One tap mobile:

+13126266799,,87594070483# US (Chicago)

Or join by phone:

Dial(for higher quality, dial a number based on your current location):

US: +1 312 626 6799 or +1 929 205 6099 or +1 301 715 8592

Webinar ID: 875 9407 0483

Public comments may be made in person or e-mailed to the Board Secretary, Kristin Sanders, at [ksanders@molineschools.org](mailto:ksanders@molineschools.org) no later than 4:30 p.m. on Monday, February 14, 2022, with "Public Comment" in the subject line.

Doors will open at 5:45 p.m. for the public. Per the Illinois Department of Public Health, individuals are required to wear a face covering should they choose to attend the Board of Education meeting in person.

**1. Opening of Meeting - Roll Call**

**2. Recitation of Pledge of Allegiance**

**3. Approval of Minutes**

A. Minutes of the Open Session of the Regular Board of Education meeting of  
January 24, 2022

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The meeting of the Board of Education was called to order by Board President Erin Waldron-Smith at 6:00 p.m. at the Coolidge Professional Development Room, 3430 Avenue of the Cities, Moline, IL 61265.

### **Roll Call**

Members Present: Audrey Adamson, Justin Anderson, Chet DeSmet, Kate Schaefer,  
Maria S. Trigueros, Erin Waldron-Smith

Members Present  
Via Zoom: Andrew Waeyaert

Absent: None

Erin Waldron-Smith, Board President, made an announcement stating that the Board of Education welcomes public comment and communication at its regularly monthly meetings and asks that all views are treated with respect and courtesy. Members of the public are asked to address the Board only at the designated, appropriate time, and only when recognized by the Board President. Ms. Waldron-Smith reviewed the public comment procedures.

The Board of Education Members led those in attendance in reciting the Pledge of Allegiance.

### **APPROVAL OF BOARD OF EDUCATION MINUTES**

The minutes of the Open Session of the Regular Board of Education meeting of January 10, 2022 were presented for approval as presented.

A motion was made by Chet DeSmet, seconded by Audrey Adamson, all in favor, that the minutes of the Open Session of the Regular Board of Education meeting of January 10, 2022 be approved as presented and placed on file.

### **COMMUNICATIONS, PUBLIC COMMENT AND PARTICIPATION**

Judy Ramsay, Larry McNeal, Adam Gustafson, Jeff Gustafson, Sue Krismanits, and Kyle Clare each spoke to the Board regarding the recent facility use request approval of the After School Satan Club being held at Jane Addams Elementary School.

### **CONSENT AGENDA**

The Board of Education considered Consent Agenda Items A through O as presented.

*Recommended Motion:* that the Board of Education approve the actions contained in Consent Agenda Items A–O as presented:

**A. Employment – Certified Staff**

- 1) the temporary employment of the following named certified substitute teachers for the 2021-2022 school year with wages in accordance with district schedules:

Collins, Michael  
 Henson, Stevie  
 Miller, Gina

- 2) the temporary employment of the following named Certified Hourly Instructors for the 2021-2022 school year with wages in accordance with district schedules:

<u>Name</u>	<u>Location</u>	<u>Effective Date</u>
Stoll, Marina	Lincoln-Irving	01/06/22

**B. Salary Reclassification – Certified Staff**

a change in salary classification for the following Certified Staff effective for the second semester of the 2021-2022 school year:

Beck, Heather from B.A. to B.A. +15  
 Brown, Katrina from M.A. to M.A. +30  
 Fetter, Sarah from M.A. to M.A. +30  
 Frazier, Rachel from M.A. to M.A. +30  
 Graf, Amy from M.A. to M.A. +30  
 Hillier, Caitlin from M.A. to M.A. +30  
 Knight, Raya from B.A. to B.A. +15  
 Putnam, Grant from M.A. to M.A. +30  
 Radosevich, Megan from M.A. to M.A. +30  
 Schafman, Alina from M.A. to M.A. +30  
 Teed, Jace from M.A. to M.A. +30  
 Veto, Jason from M.A. to M.A. +30

**C. Approval of Family Medical Leave Act – Certified Staff**

that the Board of Education grant approval of a Family and Medical Leave for the following certified staff members:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Schroeder, Laurel	Cross Categorical	High School	Beginning approximately 02/22/22 and lasting until approximately 05/24/22

**D. Approval of Paid Leave of Absence – Certified Staff**

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Hernandez, Luz	PreK Instructional Coach	Willard	Beginning 02/01/22 and lasting up to 60 days

**E. Appointment to Additional Assignments**

the appointment of the following named certified staff members to sixth assignments for the second semester of the 2021-2022 school year at Moline High School:

<u>Name</u>	<u>Position</u>
McCollum, Tim	Social Studies
Peterson, Rebecca	Social Studies
Taylor, Sean	Social Studies
VanVooren, Larry	Social Studies

**F. Resignation from Differential Assignment**

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Forsberg, Brooke	Head Varsity Boys Tennis	High School	12/31/21

**G. Resignation for the Purpose of Retirement – Certified Staff**

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Brasel, Chris	School Psychologist	High School	End of the 2021-2022 school year
Sirek-Jones, Annette	Speech/Language Pathologist	Jefferson	End of the 2021-2022 school year

**H. Employment – Educational Support Personnel**

- 1) the temporary employment of the following named educational support personnel for the 2021-2022 school year with wages in accordance with district schedules:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Luzano, Kelly	1:1 Special Ed Para	Hamilton	01/18/22
O’Brien, Patrick	Classroom Para	Logan	01/18/22

- 2) the temporary employment of the following named substitute educational support personnel for the 2021-2022 school year with wages in accordance with district schedules:

<u>Name</u>	<u>Position</u>
Ibarra, Valerie	Health Professional (RN)

**I. Approval of Family Medical Leave Act – Educational Support Personnel**

that the Board of Education grant approval of a Family and Medical Leave for the following educational support personnel:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Valladares, Silvia	Administrative Assistant	High School	Beginning 01/05/22 and lasting for 60 days

**J. Resignation/Termination – Educational Support Personnel**

the resignation/termination of the following named Educational Support Personnel:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Luzano, Kelly	Special Ed Para	Logan	01/14/22
Moss, Mason	Accompanist	Wilson	01/11/22

**K. Payments for Board Approval**

approval of payments:

Fund 1 Educational	342,917.97
Fund 2 Operations & Maintenance	134,221.02
Fund 3 Debt Service	0.00
Fund 4 Transportation	80,031.39
Fund 5 Retirement	0.00
Fund 6 Capital Projects	52,727.82
Fund 7 Working Cash	0.00
Fund 8 Tort Fund	44,577.74
Fund 9 Life Safety Code	0.00
Fund 10 Group Insurance	6,125.00
Fund 11 Student Activity	<u>7,002.13</u>
TOTAL	683,958.79

See Exhibit A.

**L. Freedom of Information Act Requests**

- 1) A Freedom of Information Request was received from Sycamore Learning Company requesting directory information for all students attending high school in the Moline-Coal Valley School District. The District has responded to this request.
- 2) A Freedom of Information Request was received from the Illinois Retired Teachers Association requesting the name and email address of any certified staff in the Moline-Coal Valley School District who will be retiring in the 2021-2022 school year. The District has responded to this request.

**M. Acceptance of Gift**

A donation in the amount of \$500 from Kendall & Susan Schwartz to the Music Department at Wilson Middle School.

N. **Facility Usage Request Recommended for Approval Subject to Compliance with Board of Education Policy 8:20**

- 1) Wilson Middle School Auditorium on Wednesday, April 13, 2022 from 4:00 p.m. until 8:00 p.m. by the Moline Little League Softball for the 2022 season kickoff. Compensation to be received only for custodial services required as a result of their program in the amount of \$52 per hour. Building rental fees are to be waived.
- 2) Coolidge Gymnasium on Saturday, March 12, 2022 from 9:00 a.m. until 4:00 p.m. by the Moline Little League Softball for softball tryouts. Compensation to be received only for custodial services required as a result of their program in the amount of \$52 per hour. Building rental fees are to be waived.
- 3) Shipley Track at Browning Field on Sunday, September 18, 2022, from 9:00 a.m. until 3:00 p.m. by the American Foundation for Suicide Prevention for an Out of the Darkness Walk for suicide prevention. Compensation to be received only for custodial services required as a result of their program in the amount of \$52 per hour.
- 4) Wharton Field House on Wednesday, April 20, 2022 from 8:00 a.m. until 5:00 p.m. for rose distribution by the Moline Kiwanis Club. Compensation to be received only for custodial services required as a result of their program in the amount of \$52 per hour. Building rental fees are to be waived.

O. **Engage Services**

- 1) that the Board of Education engage the services of First Educational Resources – Learners First Math Center, Winneconne, Wisconsin, for a cost of \$6,750. **See Exhibit B.**
- 2) that the Board of Education engage the services of Legat Architects, Moline, Illinois, for schematic design services for the Moline High School Welding Lab for a cost of \$55,000. **See Exhibit C.**

A motion was made by Kate Schaefer, seconded by Justin Anderson, that the Board of Education accept the items contained in Consent Agenda Items A through O as presented.

Ayes: Justin Anderson, Chet DeSmet, Kate Schaefer, Maria S. Trigueros, Andrew Waeyaert, Audrey Adamson, Erin Waldron-Smith

Nays: None

**FIRST READING OF REVISED BOARD OF EDUCATION POLICIES FOR SECTION 2 SCHOOL BOARD**

A revised motion was made by Audrey Adamson, seconded by Chet DeSmet, that the Board of Education waive the Second Reading and allow the First Reading to stand for both the First and Second Reading for Board of Education Policies for School Board Sections 2:105, Ethics and Gifts Ban, and 2:150, Committees. **See Exhibit D.**

Ayes: Chet DeSmet, Kate Schaefer, Maria S. Trigueros, Andrew Waeyaert, Audrey Adamson, Justin Anderson, Erin Waldron-Smith

Nays: None

**FIRST READING OF REVISED BOARD OF EDUCATION POLICY 2:20 – POWERS AND DUTIES OF THE SCHOOL BOARD; INDEMNIFICATION**

A revised motion was made by Audrey Adamson, seconded by Chet DeSmet, that the Board of Education waive the Second Reading and allow the First Reading to stand for both the First and Second Reading for Board of Education Policies for Section 2:20 – Powers and Duties of the School Board; Indemnification. **See Exhibit E.**

Ayes: Kate Schaefer, Maria S. Trigueros, Andrew Waeyaert, Audrey Adamson, Justin Anderson, Chet DeSmet, Erin Waldron-Smith

Nays: None

**FIRST READING OF REVISED BOARD OF EDUCATION POLICY 2:110 – QUALIFICATIONS, TERMS, AND DUTIES OF BOARD OFFICERS**

A revised motion was made by Kate Schaefer, seconded by Chet DeSmet, that the Board of Education waive the Second Reading and allow the First Reading to stand for both the First and Second Reading for Board of Education Policies for Section 2:110 – Qualifications, Terms, and Duties of Board Officers. **See Exhibit F.**

Ayes: Maria S. Trigueros, Andrew Waeyaert, Audrey Adamson, Justin Anderson, Chet DeSmet, Kate Schaefer, Erin Waldron-Smith

Nays: None

**FIRST READING OF REVISED BOARD OF EDUCATION POLICY 2:120 – BOARD MEMBER DEVELOPMENT**

A revised motion was made by Chet DeSmet, seconded by Kate Schaefer, that the Board of Education waive the Second Reading and allow the First Reading to stand for both the First and Second Reading for Board of Education Policies for Operational Services Sections 2:120 – Board Member Development. **See Exhibit G.**

Ayes: Andrew Waeyaert, Audrey Adamson, Justin Anderson, Chet DeSmet, Kate Schaefer, Maria S. Trigueros, Erin Waldron-Smith

Nays: None

**FIRST READING OF REVISED BOARD OF EDUCATION POLICY 2:220**

A revised motion was made by Audrey Adamson, seconded by Kate Schaefer, that the Board of Education waive the Second Reading and allow the First Reading to stand for both the First and Second Reading for Board of Education Policies for Section 2:220 – School Board Meeting Procedure. **See Exhibit H.**

Ayes: Audrey Adamson, Justin Anderson, Chet DeSmet, Kate Schaefer, Maria S. Trigueros, Andrew Waeyaert, Erin Waldron-Smith

Nays: None

**FIRST READING OF REVISED BOARD OF EDUCATION POLICY 2:260**

A revised motion was made by Maria S. Trigueros, seconded by Andrew Waeyaert, that the Board of Education waive the Second Reading and allow the First Reading to stand for both the First and Second Reading for Board of Education Policies for Operational Services Sections 4:175, Convicted Child Sex Offender; Screening; Notifications. **See Exhibit I.**

Ayes: Justin Anderson, Chet DeSmet, Kate Schaefer, Maria S. Trigueros, Andrew Waeyaert, Audrey Adamson, Erin Waldron-Smith

Nays: None

**FIRST READING OF REVISED BOARD OF EDUCATION POLICIES FOR SECTION 3 GENERAL SCHOOL ADMINISTRATION**

A revised motion was made by Maria S. Trigueros, seconded by Audrey Adamson, that the Board of Education waive the Second Reading and allow the First Reading to stand for both the First and Second Reading for Board of Education Policies for General School Administration Sections 3:50 – Administrative Personnel Other Than the Superintendent, and 3:60 – Administrative Responsibility of the Building Principal. **See Exhibit J.**

Ayes: Chet DeSmet, Kate Schaefer, Maria S. Trigueros, Andrew Waeyaert, Audrey Adamson, Justin Anderson, Erin Waldron-Smith

Nays: None

**FIRST READING OF REVISED BOARD OF EDUCATION POLICY 3:40 - SUPERINTENDENT**

A revised motion was made by Chet DeSmet, seconded by Kate Schaefer, that the Board of Education waive the Second Reading and allow the First Reading to stand for both the First and Second Reading for Board of Education Policy for Section 3:40 – Superintendent, as presented. **See Exhibit K.**

Ayes: Kate Schaefer, Maria S. Trigueros, Andrew Waeyaert, Audrey Adamson, Justin Anderson, Chet DeSmet Erin Waldron-Smith

Nays: None

**FIRST READING OF REVISED BOARD OF EDUCATION POLICIES FOR SECTION 5  
GENERAL PERSONNEL**

A revised motion was made by Audrey Adamson, seconded by Chet DeSmet, that the Board of Education waive the Second Reading and allow the First Reading to stand for both the First and Second Reading for Board of Education Policies for General Personnel Section 5:210 – Resignations, 5:220 – Substitute Teachers, and 5:260 – Student Teachers. **See Exhibit L.**

Ayes: Maria S. Trigueros, Andrew Waeyaert, Audrey Adamson, Justin Anderson, Chet DeSmet, Kate Schaefer, Erin Waldron-Smith

Nays: None

**FIRST READING OF REVISED BOARD OF EDUCATION POLICIES FOR SECTION 6  
INSTRUCTION**

A revised motion was made by Audrey Adamson, seconded by Chet DeSmet, that the Board of Education waive the Second Reading and allow the First Reading to stand for both the First and Second Reading for Board of Education Policy for Sections 6:15 - School Accountability, 6:20 - School Year Calendar and Day, 6:120 - Education of Children with Disabilities, 6:130 - Program for the Gifted, 6:180 - Extended Instruction Programs, 6:220 - Bring Your Own Technology (BYOT) Program; Responsible Use and Conduct, 6:300 - Graduation Requirements, High School Credit for Non-District Experiences, Course Substitutions; Re-Entering Students, 6:310 - High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students, 6:320 - High School Credit for Proficiency, and 6:340 - Student Testing and Assessment Program. **See Exhibit M.**

Ayes: Andrew Waeyaert, Audrey Adamson, Justin Anderson, Chet DeSmet, Kate Schaefer, Maria S. Trigueros, Erin Waldron-Smith

Nays: None

**FIRST READING OF REVISED BOARD OF EDUCATION POLICY 6:50 – SCHOOL  
WELLNESS**

A revised motion was made by Chet DeSmet, seconded by Audrey Adamson, that the Board of Education waive the Second Reading and allow the First Reading to stand for both the First and Second Reading for Board of Education Policy for Section 6:50 – School Wellness. **See Exhibit N.**

Ayes: Audrey Adamson, Justin Anderson, Chet DeSmet, Kate Schaefer, Maria S. Trigueros, Andrew Waeyaert, Erin Waldron-Smith

Nays: None

**FIRST READING OF REVISED BOARD OF EDUCATION POLICY 6:60 – CURRICULUM CONTENT**

A revised motion was made by Kate Schaefer, seconded by Chet DeSmet, that the Board of Education waive the Second Reading and allow the First Reading to stand for both the First and Second Reading for Board of Education Policy for Section 6:60 – Curriculum Content. **See Exhibit O.**

Ayes: Justin Anderson, Chet DeSmet, Kate Schaefer, Maria S. Trigueros, Andrew Waeyaert, Audrey Adamson, Erin Waldron-Smith

Nays: None

**FIRST READING OF REVISED BOARD OF EDUCATION POLICY 6:135 – ACCELERATED PLACEMENT PROGRAM**

A revised motion was made by Maria S. Trigueros, seconded by Chet DeSmet, that the Board of Education waive the Second Reading and allow the First Reading to stand for both the First and Second Reading for Board of Education Policy 6:135 – Accelerated Placement Program. **See Exhibit P.**

Ayes: Chet DeSmet, Kate Schaefer, Maria S. Trigueros, Andrew Waeyaert, Audrey Adamson, Justin Anderson, Erin Waldron-Smith

Nays: None

**FIRST READING OF REVISED BOARD OF EDUCATION POLICIES FOR SECTION 7 STUDENTS**

A revised motion was made by Chet DeSmet, seconded by Audrey Adamson, that the Board of Education waive the Second Reading and allow the First Reading to stand for both the First and Second Reading for Board of Education Policy for Sections 7:10 - Equal Education Opportunities, 7:20 - Harassment of Students Prohibited, 7:30 - Students Assignment and Intra-District Transfer, 7:50 - School Admissions and Student Transfers To and From Non-District Schools, 7:60 - Residence, 7:150 - Agency and Police Interviews, 7:190 - Student Behavior, 7:200 - Suspension Procedures, 7:210 - Expulsion Procedures, 7:240 - Conduct Code for Participants in Extracurricular Activities, 7:250 - Student Support Services, 7:260 - Exemption from Physical Education, 7:310 - Restrictions on Publications: Elementary Schools, 7:340 - Student Records, 7:345 - Use of Educational Technologies; Student Data Privacy and Security. **See Exhibit Q.**

Ayes: Kate Schaefer, Maria S. Trigueros, Andrew Waeyaert, Audrey Adamson, Justin Anderson, Chet DeSmet, Erin Waldron-Smith

Nays: None

**FIRST READING OF REVISED BOARD OF EDUCATION POLICY 7:70 – ATTENDANCE AND TRUANCY**

A revised motion was made by Audrey Adamson, seconded by Kate Schaefer, that the Board of Education waive the Second Reading and allow the First Reading to stand for both the First and Second Reading for Board of Education Policy for Section 7:70 – Attendance and Truancy. **See Exhibit R.**

Ayes: Maria S. Trigueros, Andrew Waeyaert, Audrey Adamson, Justin Anderson, Chet DeSmet, Kate Schaefer, Erin Waldron-Smith

Nays: None

**FIRST READING OF REVISED BOARD OF EDUCATION POLICY 7:80 – RELEASE TIME FOR RELIGIOUS INSTRUCTION/OBSERVANCE**

A revised motion was made by Kate Schaefer, seconded by Chet DeSmet, that the Board of Education waive the Second Reading and allow the First Reading to stand for both the First and Second Reading for Board of Education Policy for Section 7:80 – Release Time for Religious Instruction/Observance. **See Exhibit S.**

Ayes: Andrew Waeyaert, Audrey Adamson, Justin Anderson, Chet DeSmet, Kate Schaefer, Maria S. Trigueros Erin Waldron-Smith

Nays: None

**FIRST READING OF REVISED BOARD OF EDUCATION POLICY 7:160 – STUDENT APPEARANCE**

A revised motion was made by Audrey Adamson, seconded by Chet DeSmet, that the Board of Education waive the Second Reading and allow the First Reading to stand for both the First and Second Reading for Board of Education Policy for Section 7:160 – Student Appearance. **See Exhibit T.**

Ayes: Audrey Adamson, Justin Anderson, Chet DeSmet, Kate Schaefer, Maria S. Trigueros, Andrew Waeyaert, Erin Waldron-Smith

Nays: None

**FIRST READING OF REVISED BOARD OF EDUCATION POLICY 7:180 – PREVENTION OF AND RESPONSE TO BULLYING, INTIMIDATION, AND HARASSMENT**

A revised motion was made by Audrey Adamson, seconded by Chet DeSmet, that the Board of Education waive the Second Reading and allow the First Reading to stand for both the First and Second Reading for Board of Education Policy for Section 7:180 – Prevention of and Response to Bullying. **See Exhibit U.**

Ayes: Justin Anderson, Chet DeSmet, Kate Schaefer, Maria S. Trigueros, Andrew Waeyaert, Audrey Adamson, Erin Waldron-Smith

Nays: None

**FIRST READING OF REVISED BOARD OF EDUCATION POLICY 7:290 – SUICIDE AND DEPRESSION AWARENESS AND PREVENTION**

A revised motion was made by Audrey Adamson, seconded by Chet DeSmet, that the Board of Education waive the Second Reading and allow the First Reading to stand for both the First and Second Reading for Board of Education Policy for Section 7:290 – Suicide and Depression Awareness and Prevention. **See Exhibit V.**

Ayes: Chet DeSmet, Kate Schaefer, Maria S. Trigueros, Andrew Waeyaert, Audrey Adamson, Justin Anderson, Erin Waldron-Smith

Nays: None

**FIRST READING OF REVISED BOARD OF EDUCATION POLICY 7:315 – RESTRICTIONS ON PUBLICATIONS; HIGH SCHOOLS**

A revised motion was made by Chet DeSmet, seconded by Kate Schaefer, that the Board of Education waive the Second Reading and allow the First Reading to stand for both the First and Second Reading for Board of Education Policy for Section 7:315 – Restrictions on Publications; High Schools. **See Exhibit W.**

Ayes: Kate Schaefer, Maria S. Trigueros, Andrew Waeyaert, Audrey Adamson, Justin Anderson, Chet DeSmet, Erin Waldron-Smith

Nays: None

**FIRST READING OF REVISED BOARD OF EDUCATION POLICIES FOR SECTION 8 COMMUNITY RELATIONS**

A revised motion was made by Audrey Adamson, seconded by Kate Schaefer, that the Board of Education waive the Second Reading and allow the First Reading to stand for both the First and Second Reading for Board of Education Policies for Community Relations Sections 8:70 – Accommodating Individuals with Disabilities, and 8:100 – Relations with Other Organizations and Agencies. **See Exhibit X.**

Ayes: Maria S. Trigueros, Andrew Waeyaert, Audrey Adamson, Justin Anderson, Chet DeSmet, Kate Schaefer, Erin Waldron-Smith

Nays: None

**REPORTS, REQUESTS AND OPEN DISCUSSION**

Superintendent’s Report

Dr. Rachel Savage, Superintendent of Schools, the academic recovery process continues to take place with each passing week. The District is currently in the middle of winter MAP testing and are awaiting final analysis. However, early reviews indicate a growth trend that is incredibly positive. The district is approaching the Panorama window to assess the students most current social emotional well-being at this time. This data along with other data will be used to be sure the District is tailoring its programs and supports so each learner has their individual needs met. There is a half school day improvement scheduled for February 2, 2022, and parent teacher conferences for spring are fast approaching. Lastly, the CDC approval to implement the new CDC guidance on quarantine days has been a positive, swift change that has brought hundreds of students back to school.

Financial Reports

Dave McDermott, Chief Financial Officer, stated this is the first time the report has been on the agenda while the District awaited the completion of the Annual Financial Report. The reports include October, November, and December financials. At this time, the District is in good financial shape.

Open Discussion

Ms. Waldron-Smith thanked the Moline Police Department, Superintendent Savage, upper administration, Mrs. Teresa Landon, Principal at Jane Addams Elementary and her staff, for their grace and professionalism while enduring the backlash from the community and others in regards to the After School Satan Club facility use.

A motion was made by Kate Schaefer, seconded by Maria S. Trigueros, all in favor, that the Board of Education meeting be adjourned. Time: 6:46 p.m.

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President

\_\_\_\_\_  
Secretary

**4. Communications, Public Comment and Participation**

**5. Consent Agenda**

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*Recommended Motion:* that the Board of Education approve the actions contained in the Consent Agenda as presented.

5. **Consent Agenda**

*Recommended Motion:* that the Board of Education approve the actions contained in Consent Agenda Items A–S as presented:

A. **Employment – Certified Staff**

the temporary employment of the following named certified substitute teachers for the 2021-2022 school year with wages in accordance with district schedules:

Elliott, Madison  
 Engle, Benjamin  
 Hapner, Luke  
 Hotchkiss, Marci  
 Lyall, Brody

B. **Appointment to Additional Assignment – Certified Staff**

- 1) the appointment of the following named certified staff members to additional assignments of The Lights on for Learning Program with wages according to the district policy:

<u>Name</u>	<u>Position</u>	<u>Location</u>
Axup, Alex	Lights on Program Teacher	Wilson
Hanson, Kathi	Lights on Program Teacher	Wilson
Ledbetter, Amanda	Lights on Program Teacher	Wilson
Resler, Kim	Lights on Program Teacher	Wilson

- 2) the appointment of the following named certified staff members to sixth assignments at Moline High School for the second semester of the 2021-2022 school year:

<u>Name</u>	<u>Position</u>
Albrecht, Tim	Business Education
Anderson, Kimberly	Science
Bisinger, Mary	Family Consumer Science
Bohland, Jenna	Mathematics
Bohnsack, Joel	Science
Bostic, Zach	Industrial Technology
Byrne, Dan	Business Education
Castro, Jose	Spanish
Cleveland, Casey	Special Education
Delp, Joel	Art
Ehlers, Joseph	Business Education
Ekoh, Regine	Language Arts
Garcia, Ellen	Physical Education
Gorgal, Kevin	Physical Education
Guerdet, Colette	Social Studies
Hafner, Susan	English
Harms, Eric	Science
Hays, Valerie	English
Hill, Hailey	Bilingual
Howard, Melissa	Special Education

Josupait, Eric	Mathematics
Karl, Scott	Mathematics
Lamfers, Andrew	Industrial Technology
Lamphier, Leslie	Mathematics
Lamphier, Trent	Social Studies
Larson, Chris	Social Studies
MacLennan, Katie	English
McCollum, Tim	Social Studies
Mitchell, Nancy	Special Education
Morrissey, Michael	Physical Education
Nache, Elizabeth	Art
Nelson, Tamara	Special Education
Peterson, Rebecca	Social Studies
Pfaff, Wendy	Mathematics
Phelps, Darren	Physical Education
Replinger, Stacey	Art
Schilb, Lindsay	Mathematics
Taylor, Sean	Social Studies
Taylor, Tauwon	Art
Thompson, Dan	Mathematics
Thompson, Todd	Industrial Technology
Vanherzeele, Holly	Special Education
VanVooren, Larry	Social Studies
Wesemann, Lori	Mathematics

### C. Appointment to Differential Assignment

- 1) the appointment of the following named certified staff member to a differential assignment for the 2021-2022 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>
Feller, Jared	Head Grade 7 Boys Track	Wilson
Teed, Jace	Therapy Dog Program (0.25)	Jane Addams
Teed, Sarah	Therapy Dog Program (0.25)	Hamilton

- 2) the appointment of the following named certified staff member to a differential assignment for the 2022-2023 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>
Garcia, Ellen	PE/Driver's Ed Department Chair	High School

- 3) the appointment of the following named non-certified staff member to a differential assignment for the 2021-2022 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>
Westerlund, Eric	Head Grade 8 Boys Track	John Deere

- 4) the appointment of the following named non-certified staff member to a differential assignment for the 2022-2023 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>
Tyson, Alex	Head Grade 7 Boys Basketball	Wilson

**D. Resignation from Differential Assignment**

- 1) the resignation of the following named certified staff member from a differential assignment for the 2021-2022 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>
Schieberl, Kyle	Head Grade 7 Boys Track	Wilson

- 2) the resignation of the following named certified staff member from a differential assignment for the 2022-2023 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>
Rasche, Lincoln	Head Grade 7 Boys Basketball	Wilson
Schilb, Lindsay	Head Varsity Girls Golf	High School

- 3) the resignation of the following named non-certified staff member from a differential assignment for the 2022-2023 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>
Tyson, Alex	Head Grade 8 Boys Basketball	Wilson

**E. Approval of Family Medical Leave Act – Certified Staff**

that the Board of Education grant approval of a Family and Medical Leave for the following certified staff member:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Hill, Jerry	Cross Categorical Special Ed	John Deere	Beginning 01/18/22 and lasting until 04/21/22

**F. Resignation for the Purpose of Retirement – Certified Staff**

the resignation for the purpose of retirement of the following named certified staff members effective at the end of the 2025-2026 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>
Ford, Sharon	Language Arts	Wilson
Johnson, Betsey	Social Worker	Jane Addams

**G. Resignation/Termination – Certified Staff**

the resignation/termination of the following named certified staff member effective June 30, 2022:

<u>Name</u>	<u>Position</u>	<u>Location</u>
Ryerson, Tom	Director for Instructional Programming	Allendale

**H. Employment – Educational Support Personnel**

- 1) the employment of the following named educational support personnel for the 2021-2022 school year with wages in accordance with district schedules:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Colclasure, Riley	Student Worker – Help Desk	High School	02/15/22
Lopez Villagomez, Martha	Lunchroom Aide	Franklin	02/15/22
McCrea, Vicki	Reading/Math Interventionist	Lincoln-Irving	02/08/22
Meneses, Maria	Lunchroom Aide	Franklin	02/15/22
Mitchell, Cecelia	Library Paraprofessional	Hamilton/Franklin	02/10/22
Paredes, Maria	Lunchroom Aide	John Deere	02/07/22
Smith, Stacey	Special Ed Para	Franklin	02/02/22
Trapicus, Parker	Student Worker - Help Desk	High School	02/15/22
Williams, Elizabeth	Special Ed Para	Logan	02/01/22

- 2) the employment of the following named educational support personnel for the 2021-2022 school year with wages in accordance with district schedules:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Nagpal, Meenu	Bilingual Paraprofessional	Jane Addams	02/07/22

- 3) the temporary employment of the following named substitute educational support personnel for the 2021-2022 school year with wages in accordance with district schedules:

<u>Name</u>	<u>Position</u>
Hoyt, Mark	Summer Mower
Khan, Hajira	Classroom Paraprofessional
Mitchell, Cecelia	Classroom Paraprofessional
Riner, Tabitha	Classroom Paraprofessional
Spindel, Bailey	Classroom Paraprofessional

- 4) the temporary employment of the following named non-staff member as an interpreter for the remainder of the 2021-2022 school year with wages in accordance with district schedules:

Dim, Man Sian

**I. Approval of Temporary Special Education Program Paraprofessional**

that the Board of Education approve a temporary 29.75 hour per week special education program paraprofessional position at Bicentennial Elementary School for the remainder of the 2021-2022 school year. **See Attachment No. 1.**

**J. Approval of Intermittent Family Medical Leave Act – Educational Support Personnel**

that the Board of Education grant approval of an Intermittent Family and Medical Leave for the following educational support personnel:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Oetgen, Debra	1 <sup>st</sup> Shift Custodian	Butterworth	Beginning April 1, 2022 and lasting intermittently for approximately 60 days

**K. Acceleration of Resignation for the Purpose of Retirement – Educational Support Personnel**

the acceleration of the previously approved resignation for the purpose of retirement of the following named educational support personnel:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
VanVoltenburg, Kim	General Maintenance	Warehouse	06/30/22

**L. Resignation/Termination – Educational Support Personnel**

the resignation/termination from employment of the following named educational support personnel:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Porembski, Kim	Library Paraprofessional	High School	02/01/22

**M. Payments for Board Approval**

approval of payments:

Fund 1 Educational	1,932,747.54
Fund 2 Operations & Maintenance	166,693.46
Fund 3 Debt Service	5,512,221.30
Fund 4 Transportation	15,390.41
Fund 5 Retirement	189,756.14
Fund 6 Capital Projects	319,218.13
Fund 7 Working Cash	0.00
Fund 8 Tort Fund	6,326.52
Fund 9 Life Safety Code	7,020.74
Fund 10 Group Insurance	964,796.32
Fund 11 Student Activity	8,022.98
TOTAL	9,122,193.54

**See Attachment No. 2.**

**N. Freedom of Information Act Requests**

A Freedom of Information Act Request was received from KWQC-TV requesting any and all incident reports involving a student making a threat of violence and/or acting out on violence towards a teacher or another student between January 24, 2018 and January 24, 2022. The District has responded to this request.

**O. Acceptance of Gift**

- 1) A donation in the amount of \$41,000 from the Churchill Family Charitable Foundation to establish the Churchill Family Scholarship Fund within the Moline-Coal Valley School District.
- 2) A donation in the amount of \$155,000 from Lowell N. Johnson Charitable Foundation to establish the Lowell N. Johnson Scholarship Fund within the Moline-Coal Valley School District.
- 3) A donation in the amount of \$5,000 from the Lowell N. Johnson Charitable Foundation as a contribution to fine arts enhancement for students in pre-K through 12<sup>th</sup> grade.
- 4) A donation in the amount of \$20,000 from the Lowell N. Johnson Charitable Foundation as a contribution to the Moline-Coal Valley School District.

**P. Facility Usage Request Recommended for Approval Subject to Compliance with Board of Education Policy 8:20**

- 1) Logan Elementary gymnasium on Tuesdays and Thursdays beginning Tuesday, February 22, 2022 through March 31, 2022 from 5:45 p.m. until 6:45 p.m. by the Quad City Elite Soccer Club for indoor soccer practice. Compensation to be received in the amount of \$30 per hour. If custodial fees are required as a result of their program, they will be billed an additional \$52 per hour.

- 2) Moline High School PE Facility on Saturday, February 26, 2022 from 8:00 a.m. until 10:30 a.m. by the Moline Police Department for police applicant training. Compensation to be received only for custodial services required as a result of their program.
- 3) John Deere Middle School on Tuesdays and Thursdays from 7:30 p.m. until 9:00 p.m. and Wilson Middle School on Mondays, Wednesdays, and Thursdays from 7:30-9:00 p.m. from March 3 through March 17, 2022 by the Moline Youth Basketball Group. Compensation to be received only for custodial services required as a result of their program.

**Q. Approval to Purchase**

that the Board of Education approve the purchase of 1,250 Chromebooks for the 2022-2023 school year for Kindergarten and Grade 1 from CDW-G, Vernon Hills, Illinois, for a total cost of \$356,200. **See Attachment No. 3.**


**R. Award of Bid**

- 1) that the Board of Education award the bid, as shown, for MHS A-Wing Locker Room Abatement to the lowest qualified bidder, Abel Plus Services, Gilberts, Illinois for \$26,000, and to engage services with Morland Environmental Services, Woodhull, Illinois, for on-site air sampling and reporting in the amount not to exceed \$10,200. **See Attachment No. 4.**
- 2) that the Board of Education award the bid, as shown, for Jane Addams/Butterworth Asbestos Abatement (HVAC) to the lowest qualified bidder, Iowa Illinois Taylor Insulation, Davenport, Iowa for \$35,500, and to engage services with Moreland Environmental Services, Woodhull, Illinois, for on-site air sampling and reporting in the amount not to exceed \$7,000. **See Attachment No. 5.**

**S. Engage Services**

that the Board of Education engage the services of FIRST Educational Resources - Learner FIRST Math Center, Winneconne, Wisconsin, to provide professional development for our secondary math teachers at a cost of \$3,200. **See Attachment No. 6.**

TO: Members of the Board of Education

FROM: Kristin Sanders, Assistant Superintendent, Pupil Personnel/Special Services 

DATE: February 10, 2022

SUBJECT: Request for Temporary Special Education Program Paraprofessional Position at Bicentennial Elementary School

**Reason for Board Consideration:** A temporary (4 month) special education paraprofessional is needed at Bicentennial Elementary in order to assist in the coverage of IEP minutes due to an unfilled special education position.

**Action Necessary:** Board of Education approval of a temporary special education program paraprofessional position at Bicentennial Elementary for the remainder 2021-2022 school year.

**Facts:** The District experienced an increased enrollment in special education students at Bicentennial Elementary. An existing special education teacher will be utilized to cover some of this caseload, however, this position has remained vacant. An additional paraprofessional will be able to work with the existing paraprofessional and special education teacher to provide academic support in the general education classroom as well as pull-out IEP minutes until the Special Education teacher position is filled.

**Cost:** Approximately \$6,000 for the remainder of the 2021-2022 school year, which will be budgeted through the IDEA grant within the Consolidated District Plan.

**Recommended Action:** That the Board of Education approve a temporary 29.75 hour per week special education program paraprofessional position at Bicentennial Elementary School for the remainder of the 2021-2022 school year.


Approved for Submission to Board Education



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Dr. Rachel Savage  
Superintendent of Schools

TO: Members of the Board of Education

FROM: Dr. Matt DeBaene, Assistant Superintendent for Secondary Teaching and Learning   
Craig Reid, Director for Technology

DATE: February 10, 2022

SUBJECT: Purchase Chromebooks for Kindergarten and Grade 1 - CDW-G

Reason for Board Consideration: Board of Education approval is required.

Action Necessary: Approval to purchase touchscreen devices for Kindergarten and Grade 1 for the 2022-2023 school year using already approved Digital Equity Grant funds.

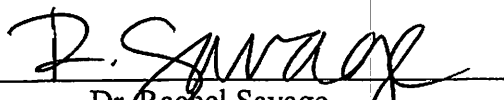
Facts: The District applied for and was awarded funds through a Digital Equity grant for student devices to help with remote learning and classroom instruction. Digital Equity is a federally funded program much like ESSR with a one-time award of \$358,000. The current need for devices is at the Kindergarten and Grade 1 levels where the devices are carted and dispersed based on classroom student count.

The Educational Technology Department submitted a request for quotes to ILTPP (Illinois Technology Purchasing Program) as well as established partners and received seven responses as outlined below.

Cost: CDW-G, Vernon Hills, Illinois, provided the lowest priced Chromebooks that meet our minimum specifications. The total purchase price is \$356,200 and includes a two-year extended warranty at no cost. The Digital Equity grant is fully funding this purchase.

Recommended Action: That the Board of Education approve the purchase of 1,250 Chromebooks for the 2022-2023 school year for Kindergarten and Grade 1 from CDW-G, Vernon Hills, Illinois, for a total cost of \$356,200.

Approved for Submission to the Board of Education


  
\_\_\_\_\_  
Dr. Rachel Savage  
Superintendent of Schools

Vendor	Make/Model	Qty	Per Unit \$	Shipping	Warranty	Warranty Period	Total Cost
CDWG	Dell 3100	1,250	\$285	\$0	\$0	2-year	\$356,200
Howard	Dell 3100	1,400	\$250	\$0	\$0		\$350,000
Howard	Lenovo 300e	1,400	\$250	\$0	\$0		\$350,000
ByteSpeed	ASUS 2-1	1,200	\$335	\$0	\$54,000	3-year	\$456,000
*ITSavvy	Lenovo 300e	1,200	\$193	\$0	\$76,488	3-year	\$307,776
RK Dixon	HP 11 G3	1,200	\$335	\$0	\$0	not offered	\$402,108
Staples	Dell 3100	1,200	\$302	\$0	\$0	not offered	\$362,376

\*The district used Lenovo 300e devices in that past with a significant number of hardware issues and lack of any parts availability.

\*\*CDWG is including the 2nd year of warranty (roughly a \$45,000 value) at no cost.

TO: Members of the Board of Education

FROM: Dave McDermott, Chief Financial Officer   
Keith Karstens, Director of Facilities

DATE: February 10, 2022

SUBJECT: Award of Bid - MHS A-Wing Locker Room Asbestos Abatement

Reasons for Board of Education Consideration: Board of Education approval is required.

Action Necessary: Board of Education approval is requested.

Facts: At the December 9, 2021 Board meeting, the Board approved abatement services for Moline High School A-Wing Abatement (ASPIRE) as a result of a bid process. Unfortunately, once the hard pan ceilings were demolished, it was determined additional abatement was required. Since the initial bid process did not include this larger scope of work, another Request For Proposal with the additional work was required. Specifications were prepared and issued by Morland Environmental Services for MHS A-Wing Locker Room Abatement. Bids were received on February 1, 2022. The bids are as shown on the attached tabulation.

Project management/monitoring is required by the Illinois Department of Public Health during the abatement process. This consists of design, project management, completing daily logs, containment logs, air sample results, clearance air sample results, waste manifests, and final reports. Morland Environmental Services, will provide the sampling, analysis, and final reports for a cost not to exceed \$10,200. Based on the bids, Abel Plus Services was the lowest qualified bidder for the abatement. Therefore, it is the recommendation of administration for the Board to award the bid, as shown, to the lowest qualified bidder, Abel Plus Services, Gilberts, Illinois for \$26,000, and to engage services with Morland Environmental Services, Woodhull, Illinois, for on-site air sampling and reporting in the amount not to exceed \$10,200.

Cost: The cost is \$26,000 for abatement and \$10,200 for air quality testing, analysis and final reports supported from the Capital Projects Fund (Fund 6).

Recommended Action: That the Board of Education award the bid, as shown, for MHS A-Wing Locker Room Abatement to the lowest qualified bidder, Abel Plus Services, Gilberts, IL for \$26,000, and to engage services with Morland Environmental Services, Woodhull, Illinois, for on-site air sampling and reporting in the amount not to exceed \$10,200.

Approved for Submission to the Board of Education



Dr. Rachel Savage  
Superintendent of Schools

Moline Coal Valley School District  
MHS A-Wing Locker Room Asbestos Abatement (ASPIRE)  
February 1, 2022

<b>NAME AND ADDRESS OF BIDDER</b>	<b>TOTAL</b>
Abel Plus Services Gilberts, IL	\$26,000.00
M & O Environmental Peoria, IL	\$31,400.00
Iowa Illinois Taylor Insulation Davenport, IA	\$31,610.00
DEM Services Addison, IL	\$31,700.00
NES Environmental Frankfort, IL	\$34,359.00
Spray Services Washington, MO	\$35,920.00
Midwest Service Group St. Peters, MO	\$39,994.00
Active Thermal Concepts Hiawatha, IA	\$46,440.00

TO: Members of the Board of Education

FROM: Dave McDermott, Chief Financial Officer *DMD*  
Keith Karstens, Director of Facilities

DATE: February 10, 2022

SUBJECT: Award of Bid – Jane Addams/Butterworth Asbestos Abatement (HVAC)

Reasons for Board of Education Consideration: Board of Education approval is required.

Action Necessary: Board of Education approval is requested.

Facts: Specifications were prepared and issued by Morland Environmental Services for Jane Addams/Butterworth Asbestos Abatement (HVAC). The abatement work is required as part of the air quality renovations. Bids were received on February 1, 2022. The bids are as shown on the attached tabulation.

Project management/monitoring is required by the Illinois Department of Public Health during the abatement process. This consists of completing daily logs, containment logs, air sample results, clearance air sample results, waste manifests, and final reports. Morland Environmental Services, Woodhull, Illinois, will provide the sampling, analysis, and final reports for a cost not to exceed \$7,000. Based on the bids, Iowa Illinois Taylor Insulation was the lowest qualified bidder for the abatement. Therefore, it is the recommendation of administration for the Board to award the bid, as shown, for Jane Addams/Butterworth Asbestos Abatement (HVAC) to the lowest qualified bidder, Iowa Illinois Taylor Insulation, Davenport, Iowa for \$35,500, and to engage services with Morland Environmental Services, Woodhull, Illinois, for on-site air sampling and reporting in the amount not to exceed \$7,000.

Cost: The cost is \$35,500 for abatement and \$7,000 for air quality testing, analysis and final reports supported from the Capital Projects Fund (Fund 6).

Recommended Action: That the Board of Education award the bid, as shown, for Jane Addams/Butterworth Asbestos Abatement (HVAC) to the lowest qualified bidder, Iowa Illinois Taylor Insulation, Davenport, Iowa for \$35,500, and to engage services with Morland Environmental Services, Woodhull, Illinois, for on-site air sampling and reporting in the amount not to exceed \$7,000.

Approved for Submission to the Board of Education




Dr. Rachel Savage  
Superintendent of Schools

Moline Coal Valley School District  
Jane Addams/Butterworth Asbestos Abatement (HVAC)  
February 1, 2022

<b>NAME AND ADDRESS OF BIDDER</b>	<b>JANE ADDAMS</b>	<b>BUTTERWORTH</b>	<b>TOTAL</b>
Iowa Illinois Taylor Insulation Davenport, IA	<b>\$33,725.00</b>	<b>\$1,775.00</b>	<b>\$35,500.00</b>
Spray Services, Inc. Washington, MO	\$38,758.01	\$2,039.90	\$40,797.91
DEM Services Addison, IL	\$41,610.00	\$2,190.00	\$43,800.00
Midwest Service Group St. Peters, MO	\$50,240.75	\$2,644.25	\$52,885.00
Abel Plus Services Gilberts, IL	\$50,350.00	\$2,650.00	\$53,000.00
Active Thermal Concepts Hiawatha, IA	\$54,786.50	\$2,883.50	\$57,670.00
M & O Environmental Peoria, IL	\$55,765.00	\$2,935.00	\$58,700.00

TO: Members of the Board of Education

FROM: Dr. Brian Prybil, Assistant Superintendent for Elementary Teaching and Learning   
Tom Ryerson, Director for Instructional Programming

DATE: February 10, 2022

SUBJECT: Engage Services – FIRST Educational Resources - Learner FIRST Math Center  
Professional Development

Reason for Board Consideration: Board of Education approval is required.

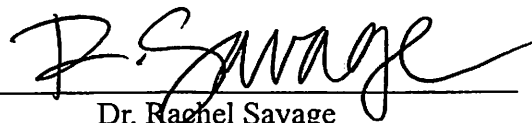
Action Necessary: Approval to award the April 7, 2022, professional development services contract to FIRST Educational Resources - Learner FIRST Math Center.

Facts: The Learner FIRST Math Center will help us provide on-site and in-person professional development for our secondary staff. The title of the professional development is *Best Practices in Secondary Math Education* and includes providing strategically planned lessons that promote student discourse, problem solving, risk-taking, inquiry, and increased student engagement that results in deep conceptual understanding of mathematics concepts to maximize secondary student learning outcomes.

Cost: The total cost for this professional development will be \$3,200 and will be paid for from Federal Title funds.

Recommended Action: That the Board of Education engage the services of FIRST Educational Resources - Learner FIRST Math Center, Winneconne, Wisconsin, to provide professional development for our secondary math teachers at a cost of \$3,200.

Approved for Submission to the Board of Education



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Dr. Rachel Savage  
Superintendent of Schools

**6.Approval of School Year 2022-2023 and 2023-2024 Calendars**

33

*Recommended Motion:* that the Board of Education approve the 2022-2023 and 2023-2024 District calendars as presented. **See Attachment No. 7.**

TO: Members of the Board of Education

FROM: Dr. Matt DeBaene, Assistant Superintendent for Secondary Teaching and Learning 

DATE: February 10, 2022

SUBJECT: Proposed District School Year Calendars for 2022-2023 and 2023-2024

Reason for Board Consideration: Board of Education approval is necessary to adopt the calendars for the 2022-2023 and 2023-2024 school years.


Action Necessary: Approval of the 2022-2023 and 2023-2024 school year calendars.

Facts: The District has a calendar committee comprised of different stakeholders who examine the upcoming school years and then recommend a proposed set of calendars (based upon those needs) to the Board of Education. With the upcoming construction projects, the calendar committee was charged with creating a two-year calendar that would start both school years at such a time as to optimize established tentative timelines for the significant construction projects slated for the next two summers. Furthermore, the committee examined how holidays and other important dates impacted district needs. As a result, the proposed calendar was created and shared with all staff for feedback. Based upon that staff feedback, an overwhelming majority of 91.1 percent chose the proposed calendars that are presented to the Board of Education. The predominant rationale for the calendars that were preferred by staff was associated with the upcoming multi-building HVAC projects taking place over the next two summers and the importance of having the time available to effectively execute and complete those projects.

Cost: There is no cost for approving the proposed calendars.

Recommended Action: That the Board of Education approve the 2022-2023 and 2023-2024 District calendars as presented.

Approved for Submission to the Board of Education

  
\_\_\_\_\_  
Dr. Rachel Savage  
Superintendent of Schools

## **School Calendar Explanation**

**1. How are the numbers of school days determined?**

The guidelines are set forth by the State of Illinois to include a total of 185 days. Of that total, 176 are required student attendance days. But also include:

- 5 emergency days
- 2 full days of Parent/Teacher Conferences
- 2 full days of teacher institute
- 5 half days for school improvement
- 170 regular school days

**2. How are the options different?**

When the first semester ends is an issue for consideration. Ending the semester at winter break requires starting earlier in the year or removing days off in the first semester. Typically, secondary teachers (particularly the high school) advocate for ending the first semester at the start of winter break. Parameters set forth on creating the calendar do not allow this clean semester break so the committee examined options for the semester to end as close to winter break as feasible. Another option has been the use of a fall break in November. Historically, the calendar committee has come up with a couple of options.

- Option 1: Starts August 25, 2022, Ends June 9th, 2023
- Potential Option 2: Starting after Labor Day. Doing so will require the loss of the MTW of Thanksgiving Break, a shortened Winter Break and potentially a shortened Spring Break.

**3. Can revisions be made to the proposed calendar?**

Yes, the committee will look at the results and feedback from the survey. Based on that feedback, the committee may adjust the final calendar that will be presented to the school board on Monday, February 14, 2022. The Board will review the recommendation and vote on final approval at that time.

**4. Why are parent-teacher conferences scheduled in February and not at the end of the 3<sup>rd</sup> Quarter?**

Parent/Teacher conferences were moved to give students ample opportunity to review goal setting, provide adequate time for students who may require interventions before the end of the school year, and give parents/guardians information on student progress earlier. **(Please note that parent-teacher conference format for elementary, middle school, and high school will remain the same as in previous years.)**

**5. How is the number of half-days for school improvement determined?**

The district has had five half-days designated for school improvement in previous years. The proposed calendar again has five half-days, which will allow time for both grade level/subject meetings and time to work on district initiatives. The days are spaced on the calendar so as to reduce interruptions and remain on Wednesdays, which is the normal early release day.

**6. What are other districts doing?**

As possible, efforts have been made to coordinate the calendar of neighboring districts. The different calendars regional districts use make this coordination difficult.

**2022-2023 School Year  
August 2022 – June 2023**

Local Institute Day	Thursday, August 25, 2022
First Day of School	Friday, August 26, 2022
Labor Day No School	Monday, September 5, 2022
Half-Day School Improvement	Wednesday, September 21, 2022
Half-Day School Improvement	Wednesday, October 12, 2022
First Quarter Ends	Friday, October 28, 2022 (45 days)
Parent/Teacher Conference Half-Day	Thursday, November 3, 2022
Parent/Teacher Conferences No School	Friday, November 4, 2022
Election Day No School	Tuesday, November 8, 2022
Veterans Day No School	Friday, November 11, 2022
No School	Monday, November 21, 2022 through Wednesday, November 23, 2022
Thanksgiving Break	Thursday, November 24, 2022 and Friday, November 25, 2022
Winter Break	Monday, December 19, 2022 through Monday, January 2, 2023
Teacher's Institute No School	Tuesday, January 3, 2023
Martin Luther King Day No School	Monday, January 16, 2023
First Semester Ends	Friday, January 27, 2023 (44 days)
Second Semester Begins	Monday, January 30, 2023
Half-Day School Improvement	Wednesday, February 8, 2023
Parent/Teacher Conference Half-Day	Thursday, February 16, 2023
Parent/Teacher Conferences No School	Friday, February 17, 2023
Presidents' Day No School	Monday, February 20, 2023
Half-Day School Improvement	Wednesday, March 15, 2023
Third Quarter Ends	Friday, March 31, 2023 (43 days)
Spring Break	Monday, April 3, 2023 through Friday, April 7, 2023 (Return to School Monday, April 10, 2023)
Half-Day School Improvement	Wednesday, May 10, 2023
Commencement	TBD
Memorial Day No School	Monday, May 29, 2023
Close of School Half Day	Friday, June 9, 2023 (44 days)
Emergency Days	Monday, June 12, 2023, through Friday, June 16, 2023

All staff members are cautioned that before vacation and summer school commitments are made, school could possibly be in session through June 16, 2023.

## 2023-2024 School Year August 2023 – June 2024

Local Institute Day	Thursday, August 24, 2023
First Day of School	Friday, August 25, 2023
Labor Day No School	Monday, September 4, 2023
Half-Day School Improvement	Wednesday, September 20, 2023
Half-Day School Improvement	Wednesday, October 11, 2023
First Quarter Ends	Friday, October 27, 2023 (45 days)
Parent/Teacher Conference Half-Day	Thursday, November 2, 2023
Parent/Teacher Conferences No School	Friday, November 3, 2023
Veterans Day No School	Friday, November 10, 2023
No School	Monday, November 20, 2023 through Wednesday, November 22, 2023
Thanksgiving Break	Thursday, November 23, 2023 and Friday, November 24, 2023
Winter Break	Thursday, December 21, 2023 through Friday, January 5, 2024
Teacher's Institute No School	Monday, January 8, 2024
Martin Luther King Day No School	Monday, January 15, 2024
First Semester Ends	Friday, January 26, 2024 (44 days)
Second Semester Begins	Monday, January 29, 2024
Half-Day School Improvement	Wednesday, February 7, 2024
Parent/Teacher Conference Half-Day	Thursday, February 15, 2024
Parent/Teacher Conferences No School	Friday, February 16, 2024
Presidents' Day No School	Monday, February 19, 2024
Spring Break	Monday, March 25, 2024 through Friday, March 29, 2024 (Return to School Monday, April 1, 2024)
Third Quarter Ends	Friday, April 5, 2024 (43 days)
Fourth Quarter Begins	Monday, April 8, 2024
Half-Day School Improvement	Wednesday, April 10, 2024
Half-Day School Improvement	Wednesday, May 8, 2024
Commencement	TBD
Memorial Day	Monday, 27, 2024
Close of School Half Day	Friday, June 7, 2024 (44 days)
Emergency Days	Monday, June 10, 2024, through Friday, June 14, 2024


All staff members are cautioned that before vacation and summer school commitments are made, school could possibly be in session through June 14, 2024.

**7.Approval of Memorandum of Understanding with The Moline Foundation -  
CTE Education Career Pathway Grant**

38

*Recommended Motion:* that the Board of Education approve the Memorandum of Understanding with The Moline Foundation for the Career and Technical Education (CTE) Education Career Pathway grant. **See Attachment No. 8.**

TO: Members of the Board of Education

FROM: Dr. Matt DeBaene, Assistant Superintendent for Secondary Teaching and Learning 

DATE: February 10, 2022

SUBJECT: Memorandum of Understanding with The Moline Foundation - Education Career Pathway Grant

Reason for Board Consideration: Board of Education approval is required to engage in memorandums of understanding with outside agencies.

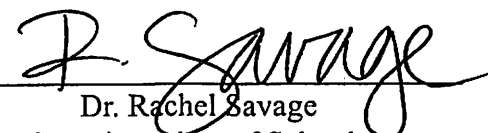
Action Necessary: Approval to engage The Moline Foundation to provide dual credit for high school students.

Facts: Through the requirements of the PWR Act, The Moline Foundation and Moline-Coal Valley Community Unit School District No. 40 are able to access funds at a total of \$5,700. These funds are part of a Statement of Work (SOW) that are used specifically to enhance an Education College and Career Pathway Endorsement. Since the Moline-Coal Valley Community Unit School District No. 40 has been engaged in work regarding the Education Pathway Endorsement in the form of Grow Your Own, the District is eligible; and the Memorandum of Understanding is an opportunity that fits and makes sense to support growing the program.

Cost: There is no cost for engaging in this memorandum of understanding.

Recommended Action: That the Board of Education approve the Memorandum of Understanding with The Moline Foundation for the Career and Technical Education (CTE) Education Career Pathway grant.

Approved for Submission to the Board of Education

  
\_\_\_\_\_  
Dr. Rachel Savage  
Superintendent of Schools

**Memorandum of Understanding  
Between  
The Moline Foundation  
and Moline-Coal Valley School District**

Educator Pathway is a sequence of courses and experiences developed in cooperation with community partners across secondary and postsecondary education with a goal of developing the next generation of educators. Experiences in Educator Pathway start as early as freshmen year of high school and can span college graduation and employment as a teacher in a primary or secondary school.

All institutions recognize that through their collective efforts, new opportunities for learning can be provided to existing students, access and affordability to post-secondary education can be addressed for high school graduates, and future educators can be better prepared to teach students and be connected with their communities.

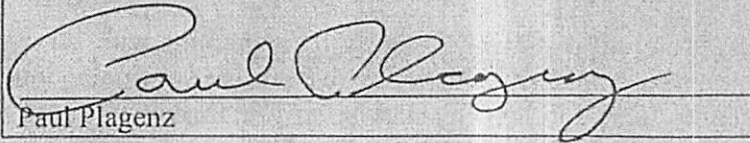
With this understanding, the school district agrees to the following Statement of Work ("SOW"):

- Develop and implement a plan to offer high school students/graduates the opportunity to earn Education College and Career Pathway Endorsements meeting the expectations and requirements of the PWR Act, placement and initial career supports in the teaching profession and promote the education profession broadly in their district.
- Schools must embed within the coursework and professional learning experiences the Education Technical and Essential Employability competencies adopted by the State and developed through a public-private process, specifically target developing a pipeline of candidates representing the diversity of the community, include a commitment by the participating teacher preparation program(s) to provide formal recognition of the Endorsement in their application, advising, or placement processes, support all pathway participants to meet the entrance requirements of the teacher participating preparation program(s), and utilize the College and Career Pathway Endorsement web-based template and submit the necessary information to EdSystems and ISBE.
- This agreement does not preclude either institution from making curricular or program changes as it may solely deem appropriate.
- Upon completion of Project activities, Sub-Contractor must complete a Project report and questionnaire on a form provided by Education Systems Center at Northern Illinois University.
- Completion Date and Milestones. The Services shall be complete on or before the SOW Termination Date. The school district will need to fill out the below mentioned reports and send to The Moline Foundation for compilation by the following intermittent milestones:
  - February 2022: Participation in a Community of Practice
  - February 14, 2022: Midterm Report Due
  - May 2022: Participation in a Community of Practice
  - June 14, 2022: Submit Final report which must include a detailed summary of applicable fees, expenses and services delivered during the period.
- Work Product: School District agrees that University [Northern Illinois University] and The Moline Foundation [TMF] may freely utilize any reports, work deliverables or items

produced, including, but not limited to, for information sharing with other community networks undertaking high school career exploration or preparation projects.

- Payment: Upon TMF receipt of funds, \$2,850 shall be paid to the school district. Upon Project Completion, \$2,850 shall be paid to the school district. Total amount the school district will receive will be \$5,700.
- The parties agree that a signature transmitted to the other party by facsimile or other electronic transmission shall be effective to bind the party whose signature was transmitted.

The Moline Foundation

  
Paul Plagenz

1/25/2022  
Date

Moline-Coal Valley School District

\_\_\_\_\_  
Matt DeBaene


\_\_\_\_\_  
Date

**8. Adoption of Registered Apprenticeship Program with the Department of Labor**

42

*Recommended Motion:* that the Board of Education approves the adoption of a registered apprenticeship program with the Department of Labor that includes welding. **See Attachment No. 9.**

TO: Members of the Board of Education

FROM: Dr. Matt DeBaene, Assistant Superintendent for Secondary Teaching and Learning 

DATE: February 10, 2022

SUBJECT: Adoption of Registered Apprenticeship Program with the Department of Labor

Reason for Board Consideration: Board of Education approval is required in intergovernmental agreements.

Action Necessary: Approval of the adoption of a registered apprenticeship program with the Department of Labor that includes welding.


Facts: In recent years, the District has made significant progress in career pathways that provide opportunities for students. The District has previously adopted a registered apprenticeship program with the Department of Labor that is in partnership with Black Hawk College. This adopted registered apprenticeship program with the Department of Labor was specifically for “CNC Set-Up Programmer Turning and Milling.” That previous agreement continues to be a great opportunity for students studying CNC manufacturing.

This agreement has been enhanced to add “Welding, Combination” to the agreement. The addition of a Department of Labor registered apprenticeship program creates an amazing opportunity for our students who have chosen welding as their career pathway. Students benefit from this apprenticeship program by receiving a skills-based education that prepares them for jobs that pay well. Furthermore, apprenticeship programs help employers recruit, build, and retain a highly skilled workforce.

Cost: There is no cost for adopting this registered apprenticeship program with the Department of Labor.

Recommended Action: That the Board of Education approves the adoption of a registered apprenticeship program with the Department of Labor that includes welding.

Approved for Submission to the Board of Education

  
\_\_\_\_\_  
Dr. Rachel Savage  
Superintendent of Schools



Registered as part of the National Apprenticeship Program in Accordance with the basic Standards of Apprenticeship established by the Secretary of Labor.

**Stephanie Allers**  
*Apprenticeship and Training Representative*  
 USDOL - Office of Apprenticeship  
 Davenport Iowa 52801

Registration Date:

Program Number:

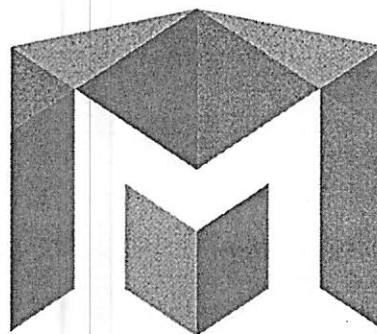
Revision Date:

Approved by:

\_\_\_\_\_  
 Greer Sisson, State Director  
 USDOL - Office of Apprenticeship

# Registered Apprenticeship Program Standards

Sponsored by:



MOLINE-COAL VALLEY  
 SCHOOL DISTRICT

Moline High School  
 3600 Avenue of the Cities  
 Moline, IL 61265

In Partnership with



Occupation(s)	O*Net Code	RAPIDS Code
CNC Set-Up Programmer Milling and Turning	51-4012.00	1100CB
Welder, Combination	51-4121.06	0622CB

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**Appendices:**

**Appendix 1A: On the Job Learning and Related Training Instruction – CNC Set-Up Programmer Milling and Turning**

1. On-the-Job Learning Outline (work experience)– Competency
2. Term of the Apprenticeship Program
3. Probationary Period
4. Ratio of Professionals to Apprentices
5. Progressive Wage Schedule
6. Related Training Instruction (RTI)

**Appendix 2A: On the Job Learning and Related Training Instruction – Welder; Combination**

1. On-the-Job Learning Outline (work experience)– Competency
2. Term of the Apprenticeship Program
3. Probationary Period
4. Ratio of Professionals to Apprentices
5. Progressive Wage Schedule
6. Related Training Instruction (RTI)

Appendix B. Example Apprenticeship Agreement

Appendix C. Affirmative Action Plan (if Applicable)

*Form- Voluntary Disability Disclosure*

*Form - Participating Employer Acceptance Agreement*

## Registered Apprenticeship Program Standards

### *Section 1 - Registration, Cancellation, And Deregistration of Program - 29 CFR 29.5(b)(18), 29.8(a)(2), and 29.8(b)(8)*

1. These standards will, upon adoption by the Moline-Coal Valley Unit School District aka the Sponsor be submitted to the Registration Agency for approval. Such approval will be acquired before implementation of the program.
2. The sponsor reserves the right to discontinue at any time the apprenticeship program set forth herein. The sponsor will notify the Registration Agency, and participating employer(s) within 45 days in writing of any decision to cancel the program.
3. The sponsor will notify each apprentice of the cancellation of the program and the effect of same. If the apprenticeship program is cancelled at the sponsor's request, the sponsor will notify the apprentice(s) within 15 days of the date of the Registration Agency's acknowledgment of the sponsor's request. If the Registration Agency orders the deregistration of the apprenticeship program, the sponsor will notify the apprentice(s) within 15 days of the effective date of the order. This notification will conform to the requirements of 29 CFR § 29.8.
4. The Registration Agency may initiate deregistration of these standards for failure of the sponsor to abide by the provisions herein. Such deregistration will be in accordance with the Registration Agency's regulations and procedures.

### *Section 2 - Provisional Registration- 29CFR § 29.3 (g)(1)&(2)*

All new apprenticeship programs receive provisional registration for one year prior to moving into active program status. The provisional registration requires that the Office of Apprenticeship conduct a program quality assessment prior to the program's anniversary in order to determine whether the program is following its registered training plan and operating in accordance with the federal apprenticeship regulations. Pending the results of the quality assessment, the program will continue in provisional status, move to permanent active status, or be de-registered. Technical assistance will be available to assist the sponsor in improving the quality of their training program during the life of the program.

### *Section 3 - Amendments And Modifications - 29 CFR § 29.5(B)(18)*

These standards may be amended or modified at any time by the sponsor provided that no amendment or modification adopted will alter any apprenticeship agreement in force at the time without the consent of all parties. Such amendment or modification will be submitted to the Registration Agency for approval and registration prior to being placed in effect. A copy of each amendment or modification adopted will be furnished to each participating employer and apprentice to whom the amendment or modification applies.

### *Section 4 - Standards of Apprenticeship -29 CFR § 29.5*

The Sponsor must conduct, operate, and administer this program in accordance with all applicable provisions of Title 29 Code of Federal Regulations (CFR) parts 29 and 30, and all relevant guidance issued by the Office of Apprenticeship (OA). The Sponsor must fully comply with the requirements and responsibilities listed below and with the requirements outlined in the document.

#### *Duties and Responsibilities of the sponsor:*

1. Ensure Participating Employers are under an Employer Participation Agreement.
2. Ensure Employer's Name, address NAICS and EIN are annotated into RAPIDS 2.0.
3. Act as single point of contact to company business partners, human resources, institutional leaders where applicable and Department of Labor resources to resolve issues and facilitate modifications to program requirements where applicable.
4. Ensure adequate and safe equipment and facilities for training and supervision and provide safety training for apprentices on-the-job and in related instruction.
5. Ensure there are qualified training personnel and adequate supervision on the job.
6. Ensure that all apprentices are under written apprenticeship agreements incorporating, directly or by reference, these standards and the document "Requirements for Apprenticeship Sponsors," and that meets the requirements of Title 29, CFR part 29.7. Form ETA 671 may be used for this purpose and is available upon logging into RAPIDS.
7. Register apprenticeship standards with the U.S. Department of Labor.

8. Arrange for periodic evaluation of apprentices' progress in skills and technical knowledge, and maintain appropriate progress records.
9. Notify the U.S. Department of Labor within 45 days of all new registration agreements, modifications, and amendments; credit granted to apprentices; suspensions for any reason; reinstatements; extensions; cancellations; transfers; and any requests for Certificates of Completion; and notice of transfers, suspensions, and cancellations and a statement of the reasons therefore. Notification may be made in RAPIDS.
10. Provide each apprentice with a copy of these standards and Appendix A, any applicable written rules and policies, and require apprentices to sign an acknowledgment of their receipt. If the sponsor alters these standards or any Appendices to reflect changes it has made to the apprenticeship program, the sponsor will obtain approval of all modifications from the Registration Agency, then provide apprentices a copy of the updated standards and Appendices and obtain another acknowledgment of their receipt from each apprentice.
11. Provide all apprentices instruction in safe and healthful work practices both on the job and in related instruction that are in compliance with the Occupational Safety and Health Administration standards promulgated by the Secretary of Labor under 29 U.S.C. 651 et seq., or State standards that have been found to be at least as effective as the Federal standards.

### *Duties and Responsibilities of the participating employers*

1. Have the necessary facilities to assure effective training in all aspects of the occupation(s).
2. Assure apprentices are under the supervision of qualified professionals.
3. Exercise precaution for the health and safety of apprentices in the workplace at all times.
4. Provide a positive learning environment and encourage learning at all levels.
5. Provide fair and equitable treatment for all apprentices.
6. Notify the Sponsor of any change in status of apprentices.
7. Provide the Sponsor with all necessary and requested documentation concerning the apprentice.
8. Adhere to Child Labor Laws: <https://www.dol.gov/whd/regs/compliance/childlabor101.pdf>

### *Duties and Responsibilities of apprentice*

Apprentices, having read these Standards and signed an Apprenticeship Agreement with the Sponsor agree to all the terms and conditions contained therein and agree to abide with the Sponsor's/participating employer's rules and policies, including any amendments, serve such time, perform such manual training, and study such subjects as the Sponsor may deem necessary to become a skilled employee for the occupations identified for the industry.

In signing the Apprenticeship Agreement, apprentices assume the following responsibilities and obligations under the registered apprenticeship program:

1. Perform diligently and faithfully the work of the occupation and other pertinent duties assigned by the sponsor/participating employer in accordance with the provisions of these Standards.
2. Respect the property of the sponsor/participating employer and abide by the working rules and regulations of the sponsor/participating employer.
3. Attend and satisfactorily complete the required on the job learning (OJL) and related training instruction (RTI) as provided under these Standards.
4. Shall be responsible for maintaining a record of work experience/learning on the job and in related training instruction and for having this record verified by Sponsor/Participating Employer for inclusion in the Apprentice's record folder.
5. Develop and practice safe working habits and work in such a manner as to assure personal safety and that of other fellow workers.
6. Work for the employer to whom the apprentice is assigned for the completion of apprenticeship, unless reassigned to another employer or the Apprenticeship Agreement is terminated by the Sponsor.

### ***Section 5 - Minimum Qualifications - 29 CFR § 29.5(b)(10)***

Applicants shall meet the following minimum qualifications:

1. **Age:** Applicants shall be at least 16 years. Applicants must provide evidence of minimum age respecting any applicable State Laws or regulations.
2. **Education:** Must have completed all prerequisite classes as identified by the sponsor.

3. **Physical/Mental:** Shall be physically capable of performing the essential functions of the occupation without endangering the health and safety of themselves and/or fellow workers. Applicants shall be allowed to request reasonable accommodation for a disability to meet this standard when applicable.
4. **Other:** Applicants will be drug free and agree to submit to random drug testing.
5. **Other:** All applicants must have the ability to read, write, and speak English.
6. **Other:** Shall have parental consent if below the age of 18.
7. **Other:** Cannot enter a registered apprenticeship prior to junior year.

### ***Section 6 – Apprenticeship Agreement- 29 CFR 29.3 (d)&(e) - 29 CFR 29.5(b)(11)***

1. Prior to signing the apprenticeship agreement, each selected applicant must be given an opportunity to read and review the sponsor's Apprenticeship Standards approved by the Office of Apprenticeship, the sponsor's/participating employer's written rules and policies, and the apprenticeship agreement.
2. After an applicant for apprenticeship has been selected, but before employment as an apprentice or enrollment in related instruction, the apprentice must be covered by a written apprenticeship agreement which must be submitted to the Office of Apprenticeship. Such submission can be done electronically through the Registered Apprenticeship Partner Information System ("RAPIDS"), using the Apprentice Electronic Registration process, or on ETA Form 671.
3. The Sponsor will receive their username and login information for RAPIDS upon registration. The Office of Apprenticeship must be advised within 45 days of the execution of each new apprenticeship agreement. The sponsor also must provide a copy of the completed apprenticeship agreement to the apprentice and the employer. An additional copy should be provided to a veteran's state approving agency for any veteran apprentice desiring access to benefits to which they are entitled.

### ***Section 7 – Notice to Registration Agency of Apprenticeship Agreements - 29 CFR § 29.5(b)(19)***

The Sponsor or its designated apprenticeship committee (*if established*) shall promptly notify the Registration Agency within 45 days of all new registration agreements, modifications, and amendments; credit granted to apprentices; suspensions for any reason; reinstatements; extensions; cancellations; transfers; and any requests for Certificates of Completion; and notice of transfers, suspensions, and cancellations and a statement of the reasons therefore.

### ***Section 8 – Supervision of Apprentices - 29 CFR § 29.5(b)(14)***

1. The Employer will be responsible for the training of the apprentice on the job. Apprentices will be under the general supervision of the Sponsor and under the direct supervision of the Employer's professionals to whom they are assigned. The Program Coordinator of apprentice(s) designated by the employer will be responsible for the apprentice's work assignments, and will ensure the apprentice is working under the supervision of a skilled professional, evaluation of work performance, and completion and submittal of progress reports to Sponsor.
2. No apprentice shall work without proper or adequate supervision. For the purpose of these apprenticeship standards, adequate or proper supervision of the apprentice means the apprentice is under the supervision of a fully qualified mentor or supervisor at all times who is responsible for making work assignments, providing OJL, and ensuring safety at the worksite.

*Note: To adequately or properly supervise an apprentice does not mean the apprentice must be within eyesight or reach of the supervisor, but that the supervisor knows what the apprentice is working on; is readily available to the apprentice; and is making sure the apprentice has the necessary training, instruction and guidance to perform tasks safely, correctly, and efficiently.*

### ***Section 9 – Transfer of an Apprentice - 29 CFR 29.5(b)(13)***

The transfer of an apprentice between apprenticeship programs and within an apprenticeship program must be based on agreement between the apprentice and the affected apprenticeship committees or program sponsors and must comply with the following requirements:

1. The transferring apprentice must be provided a transcript of related instruction and OJL by the committee or program

sponsor.

2. Transfer must be to the same occupation.
3. A new apprenticeship agreement must be executed when the transfer occurs between the program sponsors. The apprentice must receive credit from the new sponsor for the training already satisfactorily completed.

#### *Section 10 – Periodic Review - 29 CFR § 29.5(b)(6)*

1. Each Apprentice shall be responsible for maintaining a record of his or her work experience/training on the job and in related training instruction and for having this record verified by the Sponsor/Participating Employer for inclusion in the Apprentice's record folder. This record will be included in each Apprentice's file maintained by the Sponsor.
2. Before each period of advancement, or at any other time when conditions warrant, the Sponsor shall examine the Apprentices to determine whether they have made satisfactory progress. If the Apprentices' related training or work progress is found unsatisfactory, they may be required to repeat a process or series of processes in which they are deficient, before advancing to the next step.
3. Consistent with the terms of the Apprenticeship Agreement, should it be found that the Apprentice does not have the ability or desire to continue the training to become a professional, the Sponsor will, after the Apprentice has been given adequate assistance and opportunity for corrective action, terminate the Apprenticeship Agreement.
4. Written records of progress evaluations and corrective and final actions shall be maintained.

#### *Section 11 – Safety and Health Training - 29 CFR § 29.5(b)(9)*

All apprentices must receive instruction in safe and healthful work practices both on the job and in related instruction that are in compliance with the Occupational Safety and Health Administration standards promulgated by the Secretary of Labor under 29 U.S.C. 651 et seq., or State standards that have been found to be at least as effective as the Federal standards.

#### *Section 12 - Credit for Prior Experience - 29 CFR §§ 29.5(b)(12) and 30.4(c)(8)*

The Sponsor/Participating Employer may grant credit towards the term of apprenticeship to new apprentices who demonstrate previous acquisition of skills or knowledge equivalent to that which would be received under these Standards.

1. Apprentice applicants seeking credit for previous experience gained outside the supervision of the Sponsor/ Participating Employers must submit the request at the time of application and furnish such records to the Sponsor/ Participating Employers to substantiate the claim. Applicants requesting such credit who are selected into the apprenticeship program will start at the beginning wage rate. The request for credit will be evaluated and a determination made by Sponsor/Participating Employers during the probationary period when actual on-the-job and related instruction performance can be examined. Prior to completion of the probationary period, the amount of credit to be awarded will be determined after review of the apprentice's previous work and training/education record and evaluation of the apprentice's performance and demonstrated skill and knowledge during the probationary period.
2. An apprentice granted credit will be advanced to the wage rate designated for the period to which such credit accrues. The Registration Agency will be advised of any credit granted and the wage rate to which the apprentice is advanced.
3. The granting of advanced standing will be uniformly applied to all apprentices.

#### *Section 13 – Certificate of Completion of Apprenticeship - 29 CFR § 29.5(b)(15), and Circular 2015-02*

Upon satisfactory completion of the requirements of the apprenticeship program as established in these Standards, the Sponsor will so certify to the Registration Agency and request the awarding of a Certificate of Completion of Apprenticeship to the completing apprentice(s). Such requests may be completed electronically using the Registered Apprenticeship Partners Information Data System (*RAPIDS 2.0*) accompanied by the appropriate documentation for both on-the-job learning and the related training instruction as may be required by the Registration Agency.

#### **Certificate of Training**

A Certificate of Training may be requested from and issued by the U.S. Department of Labor's Office of Apprenticeship, Office of Apprenticeship (*the Registration Agency*), only for a registered apprentice who has been certified by the sponsor as

having successfully met the requirements to receive an interim credential as identified in these standards. The Registration Agency may require that a record of completed OJL and related training instruction for the apprentice accompany such requests.

***Section 14 – Maintenance of Records - 29 CFR 29.5(b)(6), 29.5 (b)(23), and 30.12 (a-d)***

The Sponsor/Participating Employers are responsible for maintaining, at a minimum, the following records, and make those records available to the Sponsor and the Registration Agency:

- summary of the qualifications of each applicant;
- basis for evaluation and for selection or rejection of each applicant;
- records pertaining to interview;
- the original application;
- records of each apprentice's OJL;
- related training instruction reviews and evaluations;
- progress evaluations;
- record of job assignments, promotions, demotions, layoffs, or terminations, rates of pay; and
- any other actions pertaining to the apprenticeship

The Sponsor/Participating Employers will also maintain all records relating to apprenticeship applications (*whether selected or not*), including, but not limited to, the sponsor's outreach, recruitment, interview, and selection process. All records retained pursuant to part 30 must clearly identify the race sex, ethnicity (Hispanic or Latino/non-Hispanic or Latino), and when known, disability status of each apprentice, and where possible, the race, sex, ethnicity, and disability status of each applicant for apprenticeship. For a complete list of records that each sponsor is required to maintain under 29 CFR § 30, please refer to 29 CFR § 30.12.

All such records are the property of the Sponsor and will be maintained for a period of 5 years from the date of last action. The records shall be made available upon request by the Office of Apprenticeship, U. S. Department of Labor for inspection.

***Section 15 - Equal Opportunity Pledge - 29 CFR §§ 29.5(b)(21) and 30.3(c)(1)***

1. The Sponsor/Participating Employer will not discriminate against apprenticeship applicants or apprentices based on race, color, religion, national origin, sex (including pregnancy and gender identity), sexual orientation, genetic information, or because they are an individual with a disability or a person 40 years old or older.
2. The Sponsor/Participating Employer will take affirmative action to provide equal opportunity in apprenticeship and will operate the apprenticeship program as required under Title 29 of the Code of Federal Regulations, part 30.

***Section 16 - Affirmative Action Program - 29 CFR §§ 29.5(b)(21), 30.4, and 30.10***

The Sponsor acknowledges that it will adopt an affirmative action plan in accordance with 29 Title CFR § 30.4-30.9 (required for sponsors with five or more registered apprentices by two years from the date of the sponsor's registration or by two years from the date of registration of the program's fifth (5th) apprentice). Information and technical assistance materials relating to the creation and maintenance of an affirmative action plan will be made available on the Office of Apprenticeship's website.

***Section 17 – Selection Procedure 29 CFR §§ 29.5(b)(21), 30.4, and 30.5***

The Sponsor has adopted the following selection procedures, consistent with the requirements set forth in 29 CFR § 30.10(b). The sponsor will select apprentices by any method, including its present selection method, provided that the sponsor meets the requirements listed in 29 CFR § 30.10.

1. Student's complete prerequisite courses established by the sponsors.
2. Students apply to join the Apprenticeship Program through an application.
3. Applicants will be rated by a rubric.
4. Selected students will be interviewed by businesses.



5. The Sponsor and businesses will assign students to apprenticeship opportunities.

*Note: Selection Procedures are required no matter how many apprentices are registered in the program.*

**Section 18 - Complaint Procedures - 29 CFR §§ 29.5(b)(22), 29.7(k), 29.12**

If an applicant or an apprentice believes an issue exists that adversely affects the apprentice's participation in the apprenticeship program or violates the provisions of the apprenticeship agreement or standards, the applicant or apprentice may seek relief through one or more of the following avenues:

**EEO Complaint Procedures – 29 CFR § 30.14:**

An apprentice, applicant for apprenticeship, or authorized representative of an apprentice or applicant may file a complaint with the Registration Agency if the apprentice or applicant believes that:

1. The apprentice or applicant has been discriminated against or harassed on the basis of race, color, religion, national origin, age (40 or older), genetic information, disability, sex or sexual orientation with regard to apprenticeship.
2. The apprentice or applicant has been retaliated against for the following:
  - Filing a complaint alleging a violation of 29 CFR § 30;
  - Opposing a practice prohibited by 29 CFR § 30 or federal or state equal opportunity law;
  - Furnishing information to, or assisting or participating in, an investigation or proceeding under 29 CFR § 30 or federal or state equal opportunity law;
  - Exercising any rights and privileges under 29 CFR § 30; or
  - Equal opportunity standards with respect to the apprentice's selection or any other benefit, term, condition, or privilege associated with apprenticeship have not been followed in the operation of an apprenticeship program.
3. Complaints must contain the complainant's name, address, telephone number, and signature, the identity of the respondent, and a short description of the actions believed to be discriminatory, including the time and place. Complaints must be filed within 300 days of the alleged discrimination. Complaints of discrimination should be directed to the following contact:

*U.S. Dept. of Labor, Office of Apprenticeship  
Attn: Chief, Division of Registered Apprenticeship and Policy  
Address: 200 Constitution Ave, NW  
Washington, DC 20210  
(202) 693-2796  
[ApprenticeshipEEOcomplaints@dol.gov](mailto:ApprenticeshipEEOcomplaints@dol.gov)*

The Sponsor must provide written notice to all applicants for apprenticeship and all apprentices of their right to file a discrimination complaint and the procedures for doing so. The notice must include the address, phone number, and other contact information for the Registration Agency that will receive and investigate complaints filed under this part. The notice must be provided in the application for apprenticeship and must also be displayed in a prominent, publicly available location where all apprentices will see the notice. The notice must contain the specific wording set forth at 29 CFR § 30.14(b).

Apprenticeship Complaint form: <https://www.dol.gov/sites/dolgov/files/ETA/apprenticeship/pdfs/ETAForm9039.pdf>

**Other General Complaints**

For complaints concerning issues covered by the apprenticeship agreement or standards but not covered by a CBA or concerning discrimination or other equal opportunity matter, the Sponsor will hear and attempt to resolve the matter locally if written notification from the apprentice is received within 15 days of the alleged violation(s). The sponsor will make such rulings, as it deems necessary in each individual case within 30 days of receiving the written notification. Either party to the apprenticeship agreement may consult with the Registration Agency for an interpretation of any provision of these standards over which differences occur. The appropriate authority to receive, process, and dispose of complaints covered by this paragraph is:

*Trista Sanders*  
*Moline High School Principal*  
*3600 Avenue of the Cities*  
*Moline, IL 61265*  
*(309) 743-1624*  
*[tsanders@molineschools.org](mailto:tsanders@molineschools.org)*

Any complaint described in that cannot be resolved by the program sponsor to the satisfaction of all parties may be submitted to the Registration Agency. Complaints may be filed with the Registration Agency at:

*USDOL/Office of Apprenticeship*  
*Greer L. Sisson*  
*State Director*  
*210 Walnut Room 715*  
*Des Moines Iowa 50309*  
*[Sisson.greer@dol.gov](mailto:Sisson.greer@dol.gov)*

### ***Section 19 -Reciprocity of Apprenticeship Programs - 29 CFR § 29.13 (a) (7)***

1. States must accord reciprocal approval for Federal purposes to apprentices, apprenticeship programs and standards that are registered in other States by the Office of Apprenticeship or a Registration Agency if such reciprocity is requested by the apprenticeship program sponsor.
2. Program sponsors seeking reciprocal approval must meet the wage and hour provisions and apprentice ratio standards of the reciprocal State.

### ***Section 20 - Registration Agency General Contact Information - 29 CFR § 29.5(b)(17)***

The Registration Agency is the United States Department of Labor's Office of Apprenticeship. General inquiries, notifications and requests for technical assistance may be submitted to the Registration Agency using the contact information below.

*USDOL/Office of Apprenticeship*  
*Stephanie Allers*  
*Apprenticeship and Training Representative*  
*101 West 2<sup>nd</sup> Street room 303*  
*Davenport Iowa 52801*  
*[allers.stephanie@dol.gov](mailto:allers.stephanie@dol.gov)*

### ***Section 21 – Conformance with Federal Laws and Regulations***

No Section of these Standards of Apprenticeship shall be construed as permitting violation of any Federal Law or Regulation.

### ***Section 22 – Veterans' Educational Assistance as Mandated by Public Law 116-134 (134 STAT.276)***

Pursuant to section 2(b)(1) of the Support for Veterans in Effective Apprenticeships Act of 2019 (Pub. L. 116-134, 134 Stat. 276), by signing these program standards, the program sponsor official whose name is subscribed below assures and acknowledges to the U.S. Department of Labor's Office of Apprenticeship the following regarding certain G.I. Bill and other VA-administered educational assistance referenced below (and described in greater detail at the VA's website at: <https://www.va.gov/education/eligibility>) for which current apprentices and/or apprenticeship program candidates may be eligible:

- (1) The program sponsor is aware of the availability of educational assistance for a veteran or other eligible individual under chapters 30 through 36 of title 38, United States Code, for use in connection with a registered apprenticeship program;

- (2) The program sponsor will make a good faith effort to obtain approval for educational assistance described in paragraph (1) above for, at a minimum, each program location that employs or recruits an veteran or other eligible individual for educational assistance under chapters 30 through 36 of title 38, United States Code; and
- (3) The program sponsor will not deny the application of a qualified candidate who is a veteran or other individual eligible for educational assistance described in paragraph (1) above for the purpose of avoiding making a good faith effort to obtain approval as described in paragraph (2) above.

***NOTE:*** *The aforementioned requirements of Public Law 116-134 shall apply to “any program applying to become a registered apprenticeship program on or after the date that is 180 days after the date of enactment of this Act” (i.e., September 22, 2020). Accordingly, apprenticeship programs that were registered by a Registration Agency before September 22, 2020, are not subject to these requirements.*

**Section 23– Official Adoption of Apprenticeship Standards**

Moline-Coal Valley School District officially adopts these Standards of Apprenticeship on *this* \_\_\_\_ *day of* \_\_\_\_ 2021

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

I, *Rachel Savage* acting on behalf of Moline-Coal Valley Unit School District Do Not authorize OA to share the Work Process Schedule and Related Instruction Outline in Appendix A with other potential apprenticeship sponsors.

## GLOSSARY OF TERMS

1. **APPRENTICE:** Means a worker at least 16 years of age, except where a higher minimum age standard is otherwise fixed by law, who is employed to learn an apprenticeable occupation as provided in §29.4 under standards of apprenticeship fulfilling the requirements of §29.5.
2. **APPRENTICESHIP AGREEMENT:** Means a written agreement, complying with §29.7, between an apprentice and either the apprentice's program sponsor, or an apprenticeship committee acting as agent for the program sponsor(s), which contains the terms and conditions of the employment and training of the apprentice.
3. **APPRENTICESHIP APPROACHES:**
  - **COMPETENCY-BASED APPROACH:** Measures skill acquisition through the individual apprentice's successful demonstration of acquired skills and knowledge, as verified by the program sponsor. Programs utilizing this approach must still require apprentices to complete an on-the-job learning component of Registered Apprenticeship. The program standards must address how on-the-job learning will be integrated into the program, describe competencies, and identify an appropriate means of testing and evaluation for such competencies.
  - **HYBRID APPROACH:** Measures the individual apprentice's skill acquisition through a combination of specified minimum number of hours of on-the-job learning and the successful demonstration of competency as described in a work process schedule.
  - **TIME-BASED APPROACH:** Measures skill acquisition through the individual apprentice's completion of at least 2,000 hours of on-the-job learning as described in a work process schedule.
4. **CERTIFICATE OF COMPLETION OF APPRENTICESHIP:** The credential issued by the Office of Apprenticeship to those registered apprentices certified and documented as having successfully completed the apprentice training requirements outlined in these standards of apprenticeship.
5. **EMPLOYER:** Means any person or organization employing an apprentice whether or not such person or organization is a party to an Apprenticeship Agreement with the apprentice.
6. **CERTIFICATE OF TRAINING:** A Certificate of Training may be issued by the U.S. Department of Labor's, Office of Apprenticeship Administrator to those registered apprentices that the Sponsor has certified in writing to the Registration Agency that the apprentice has successfully met the requirements to receive an interim credential. (*if applicable*)
7. **EMPLOYER ACCEPTANCE AGREEMENT:** Means an agreement between the sponsor and an undersigned participating employer which agrees to carry out the intent, purpose, rules and decisions of the sponsor established under an approved set of Registered Apprenticeship Standards.
8. **JOURNEYWORKER:** Means a worker who has attained a level of skill, abilities and competencies recognized within an industry as having mastered the skills and competencies required for the occupation. (Use of the term may also refer to a mentor, technician, specialist or other skilled worker who has documented sufficient skills and knowledge of an occupation, either through formal apprenticeship or through practical on-the-job experience and formal training.)
9. **TRAINING REQUIREMENTS:**
  - **ON-THE-JOB LEARNING (OJL):** Tasks learned on-the-job in which the apprentice must become proficient before a completion certificate is awarded. The learning must be through structured, supervised work experience.
  - **RELATED INSTRUCTION:** Means an organized and systematic form of instruction designed to provide the apprentice with the knowledge of the theoretical and technical subjects related to the apprentice's occupation. Such instruction may be given in a classroom, through occupational or industrial courses, or by correspondence courses of equivalent value, electronic media, or other forms of self-study approved by the Office of Apprenticeship.
10. **WORK PROCESS SCHEDULE:** An outline of the tasks in which the apprentice will receive supervised work experience and training on the job, and the allocation of the approximate amount of time to be spent in each major process.
11. **REGISTERED APPRENTICESHIP PARTNERS INFORMATION DATA SYSTEM (RAPIDS):** A Federal system that provides for the automated collection, retention, updating, retrieval, and summarization of information related to apprentices and apprenticeship programs.
12. **SPONSOR:** Means any person, association, committee, or organization operating an apprenticeship program and in whose name the program is (or is to be) registered or approved.

<i>Occupation</i>	<i>O*Net Code</i>	<i>RAPIDS Code</i>
CNC Set-Up Programmer Milling and Turning	51-4012.00	1100CB

***Section 1 – On-the-Job Learning (Work Experience) - 29 CFR § 29.5(b)(4)***

1. Every apprentice is required to participate in on the job learning in the occupation or industry in which the apprentice is to be trained.
2. The sponsor/participating employer must ensure Apprentices are rotated throughout the various work processes to ensure a well-rounded professional upon completion of the Apprenticeship, and identify what methodology will be used to track progression of experience on-the-job.
3. Such on-the-job learning shall be carried on under the direction and guidance of a qualified professional.

The following identifies the major work processes in which Apprentices will be trained.

**Apprenticeship Competencies – Technical**

The below on-the-job-learning (OJL) work process competencies are intended as a guide. It need not be followed in any particular sequence, and it is understood that some adjustments may be necessary in the hours allotted for different work experience. In all cases, the apprentice is to receive sufficient experience to make them fully competent and use good workmanship in all work processes, which are a part of the trade. In addition, the apprentice shall be fully instructed in safety and OSHA requirements.

Ratings are:

**Demonstrates Fundamentals** – Apprentice can perform the task with some coaching.

**Proficient in Task** – Apprentice performs task properly and consistently.

**Completion Date** – Date apprentice completes final demonstration of competency.

Apprentices need to be “proficient in task” in each category, by each of their twelve month reviews during the apprenticeship in order to be considered for any merit increases or to have successfully completed the apprenticeship. **The evaluation will be conducted in accordance with the employer’s competency-based performance evaluation system.**



Apprentice Name: \_\_\_\_\_

Start Date \_\_\_\_\_

<b>JOB FUNCTION 1: Demonstrates basics of measurement, materials, and safety of products and parts</b>				
Competencies	Demonstrates Fundamentals	Proficient in Task	Completion Date	N/A
A. Identifies and demonstrates use of machine safety and personal protective equipment				
B. Demonstrates compliance with lock-out / tag-out procedures and OSHA requirements and guidelines				
C. Handles and stores hazardous materials as assigned while adhering to safe practices in accordance with OSHA and EPA requirements and guidelines				
D. Develops an inspection plan and inspects simple parts using precision tools and techniques while preparing reports on the compliance of the parts				
E. Performs the inspection of parts				
F. Follows a sampling plan to allow for process control				
G. Analyzes the performance of a single-part production process				
H. As a member of a process team, analyzes the performance of a production process				
<b>JOB FUNCTION 2: Conducts job planning, layout, and bench work</b>				
Competencies	Demonstrate Fundamentals	Proficient in Task	Completion Date	N/A
A. Lays out the location of hole centers and surfaces with accuracy				
B. Using aluminum or mild steel, hand drills and hand taps holes				
C. Sets up and performs sawing to a layout				
D. Develops a process plan for a part requiring milling, drilling, turning, or grinding				
<b>JOB FUNCTION 3: Operates manufacturing equipment</b>				
Competencies	Demonstrate Fundamentals	Proficient in Task	Completion Date	N/A
A. Sets up and operates machine tools to perform routine drilling operations				



B. Sets up and performs squaring up the six surfaces of a block to within +/- .2 inch and .002 inch over 4.5 inches squareness				
C. Sets up and operates vertical milling machines				
<b>JOB FUNCTION 4: Generates CNC programming and operates a milling machine</b>				
Competencies	Demonstrate Fundamentals	Proficient in Task	Completion Date	N/A
A. Using the principles of Cartesian coordinates, develops a program for the manufacture of a simple part				
B. Creates a qualified CNC program, sets up and operates the mill, changes tool values as necessary, and replaces and qualifies tooling as necessary				
C. Sets up and operates a CNC mill or CNC milling center				
D. Writes sophisticated RS-274-D programs				
E. Creates programs using a manufacturing modeling software package				
<b>JOB FUNCTION 5: Demonstrates CNC turning operations and operates a CNC lathe</b>				
Competencies	Demonstrate Fundamentals	Proficient in Task	Completion Date	N/A
A. Sets up and carries out, between centers and with chucks, turning operations				
B. Uses the principles of Cartesian coordinates to develop a program for the manufacture of a simple part				
C. Operates a CNC lathe or turning center				
D. Writes sophisticated programs				
E. Creates programs using a manufacturing modeling software package				
<b>JOB FUNCTION 6: Conducts general housekeeping and maintenance</b>				
Competencies	Demonstrate Fundamentals	Proficient in Task	Proficient in Task	N/A
A. Keeps the duty station, tools, workbenches, and manual equipment clean and safe for work				
B. Inspects and assesses the general condition of an assigned machine tool				
C. Inspects and assesses the condition of tooling				



<b>JOB FUNCTION 7: Miscellaneous (Optional per Company Request, Request must be approved by the Sponsor)</b>				
Competencies	Demonstrate Fundamentals	Proficient in Task	Proficient in Task	N/A
This section reserved for companies to add company specific skills that will aid in the retention of employee post apprenticeship in addition to above requirements.				

Date Completed: \_\_\_\_\_

Apprentice: \_\_\_\_\_

Mentor: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Sponsor: \_\_\_\_\_

*Participating Employer must return this form to the Sponsor*



**Apprenticeship Competencies – Behavioral**

In addition to mastering all of the essential technical competencies, an apprentice must consistently demonstrate at an acceptable level the following behavioral competencies in order to complete the apprenticeship.

Ratings are: (4) Exceeds targets; (3) consistently achieves targets; (2) Meets some targets; (1) Not meeting targets; or (N/A) Not applicable.

Apprentices need to receive at least a "3" ranking in each category in order to be considered for any merit increases or to have successfully completed the apprenticeship.

Apprentice Name: \_\_\_\_\_ Ranking: \_\_\_\_\_

Item #	Behavioral Competencies	4	3	2	1	N/A
1.	Participation in team discussions/meetings					
2.	Focus in team discussions/meetings					
3.	Focus during independent work					
4.	Openness to new ideas and change					
5.	Ability to deal with ambiguity by exploring, asking questions, etc.					
6.	Knows when to ask for help					
7.	Able to demonstrate effective group presentation skills					
8.	Able to demonstrate effective one-on-one communication skills					
9.	Maintains an acceptable attendance record					
10.	Reports to work on time					
11.	Completes assigned tasks on time					
12.	Uses appropriate language					
13.	Demonstrates respect for customers, co-workers and supervisors					
14.	Demonstrates trust, honesty and integrity					
15.	Requests and performs work assignments without prompting					
16.	Appropriately cares for personal dress, grooming and hygiene					
17.	Maintains a positive attitude					
18.	Cooperates with and assists co-workers					
19.	Follows instructions/directions					
20.	Able to work under supervision					
21.	Able to accept constructive feedback and criticism					
22.	Able to follow safety rules					
23.	Able to take care of equipment and workplace					
24.	Able to keep work area neat and clean					
25.	Able to meet supervisor's work standards					
26.	Adheres to work policies/rules/regulations					

Supervisor/Trainer: \_\_\_\_\_

**Section 2 – Apprenticeship Approach and Term - 29 CFR § 29.5(b)(2) 29.5(b)(16)**

1. The term of Apprenticeship shall be a period of reasonably continuous employment, including the probationary period as stated on this “On-the-Job” Learning outline, plus the required hours of “Related Training Instruction”.
2. The program is premised on competencies demonstrated in lieu of time considerations. Title 29, CFR Part 29 requires programs be no less than 2000 hours. Estimated Years 3
3. An Apprentice, who, by exceptional aptitude or as a result of past education and/or practical experience, achieves the desired level of competency in a phase of the Apprenticeship Program in less than the time designated or illustrates existing competency on the initial assessment, may be advanced to the appropriate level.

**Section 3- Probationary Period – (29 CFR § 29.5 (b)(8) and (20)**

Every applicant selected for apprenticeship will serve a probationary period of 500 hours, which may not exceed 25 percent of the length of the program or 1 year, whichever is shorter. This period will be credited toward completion of the apprenticeship program.

**Section 4 – Apprentice to Professional Ratio - 29 CFR § 29.5(b)(7)**

1. A numeric ratio of apprentices to fully skilled professionals in the occupation consistent with proper supervision, training, safety, and continuity of employment except where such ratios are expressly prohibited by collective bargaining agreements. The ratio language must be specific and clearly described as to its application to the job site, employer’s total workforce, department, or plant.
2. The ratio of apprentices employed to fully skilled professionals in the employers’ total workforce will be 1:1.

**Section 5 – Apprentice Wage Progression - 29 CFR § 29.5(b)(5)**

1. Apprentices shall be paid a progressively increasing schedule of wages for on the job learning during their apprenticeship based on the acquisition of increased skill and competence as the training progresses.
2. Before an apprentice is advanced to the next segment of training or to fully proficient professional, the sponsor will evaluate all progress to determine whether advancement has been earned by satisfactory performance in OJL and in RTI courses. In determining whether satisfactory progress has been made, the sponsor will be guided by the work experience and Related Training Instruction records and reports.
3. At no time will the starting wage rate be less than that required by any minimum wage law which may be legally applicable.

Levels	Minimum Starting Wage(s)	On-the-Job Learning Benchmark	Education Timeline
1	\$12.00	With supervision, begin field training and become familiar with all required competencies.	Junior year
2	\$13.00	With supervision, demonstrate proficiency in all required tasks.	Senior year
3	\$14.00	With little or no supervision, demonstrate proficiency in all required tasks.	Post-Graduation from High School

The current minimum Wage Rate for an employee at the full performance level will be no less than for this occupation which is \$15.00 per hour.

*Note: Participating Employers will annotate wages on the Company Participation Agreement.*

*Section 6 - Related Training Instruction-29 CFR § 29.5(b)(4)*

Provider(s): Moline-Coal Valley Unit School District/Blackhawk Community College  
Address: 3600 Avenue of the Cities, Moline, IL 61265

Method: Classroom

1. During the term of apprenticeship, each Apprentice is required to complete approximately 375 hours of related training instruction.
2. Each Apprentice's attendance and progress in related training instruction must be tracked and appropriate records maintained.
3. Time devoted to the related training instruction shall not be considered as part of the on-the-job learning (OJL).
4. Failure on the part of the Apprentice to fulfill their obligation as to the related training and instruction and/or attendance, or their failure to maintain passing grades therein, shall constitute adequate cause for cancellation of their Apprenticeship Agreement.
5. Related Training Instruction courses supplement the on-the-job learning and lists courses that provide technical ability.
6. The sponsor will secure competent instructors whose knowledge, experience, and ability to teach will be carefully examined and monitored.
7. The sponsor will secure the instructional aids and equipment it deems necessary to provide quality instruction.
8. Each Apprentice's attendance and progress in related training and instruction must be tracked and appropriate records maintained.
9. Any apprentice who is absent from related instruction will satisfactorily complete all coursework missed before being advanced to the next period of training. In cases of failure of an apprentice to fulfill the obligations regarding related instruction without due cause, the sponsor will take appropriate disciplinary action and may terminate the apprenticeship agreement after due notice to the apprentice and opportunity for corrective action.
10. To the extent possible, related instruction will be closely correlated with the practical experience and training received on the job. The sponsor will monitor and document the apprentice's progress in related instruction classes.
11. Time devoted to the Related Training Instruction shall not be considered as part of the on-the-job learning (OJL).
12. The sponsor will inform each apprentice of the availability of college credit through the Registered Apprenticeship College Consortium (RACC).
13. Apprentices will not be paid for hours spent attending related training instruction.

The course listings outline the related training and instruction that supplements the on-the-job learning. It is through the combination of both the on-the-job learning and the related training instruction that the apprentice can reach the skilled level of the occupation. The following is the required course curriculum during the term of apprenticeship.

<b>Related Training and Instruction</b>	
<b>Math and Numeracy Skills</b>	
Arrange, add, subtract, multiply and divide whole numbers	
Solve practical problems using addition, subtraction, multiplication and division of whole numbers	
Solve practical problems involving fractions	
Solve problems using operations with decimal fractions	
Analyze problems to determine whether they are direct or inverse proportions, set up proportions and solve for unknowns	
Solve practical applied customary length, area, volume, capacity and weight problems	
Solve practical applied metric length, , area, volume, capacity and weight problems	
Compute areas of more complex figures that consist of two or more common polygons	
Solve practical applied problems involving tolerances and limits (customary and metric)	
Read and interpret data from given vertical and horizontal bar graphs	
Draw and label vertical and horizontal bar graphs using given data	
Read and interpret data from given circle graphs	
Read and interpret data from given broken-line, straight-line and curved-line graphs	
<b>LANGUAGE ARTS and COMMUNICATIONS SKILLS</b>	
Prepare and deliver an informative speech	
Give and accept constructive criticism	
Identify strategies for different types of conflict	
Define the term nonverbal communication and explain how it differs in each of the three cultural levels: technical, formal and informal	
Create a resume appropriate for a high school student going to the next steps of their life	
Define the term small group and list the uses and values of small group communication in an effective organization	
Actively participate in small group, problem-solution process and present the results to an audience	
Summarize the communication skills needed by effective team members in a leadership position and why these skills are so important	
Identify the leader's responsibilities during a team meeting	
Formulate a message while writing a business letter	
Demonstrate proficiency in a job interview	
<b>FINANCIAL LITERACY</b>	
Explain the three basic reasons for saving money	
Develop a plan for spending and saving that has both long-term and short-term components	
Evaluate investment alternatives: money markets, bonds, single stocks, mutual funds, annuities and real estate	
Identify the costs of using various credit	
Understand that integrity and honesty are important when it comes to negotiating with others	
Analyze the components of an employer benefits package	
Differentiate between term and cash life insurance	
Describe factors affecting take-home pay	
<b>HEALTH</b>	
CPR instruction	
Understand the characteristics of positive mental, social, and physical wellness	

Identify stress management techniques
Recognize how a person's choices can affect our environment and what we individually and collectively can do to improve our environment.
Describe how the skills of communication, cooperation and compromise are essential for healthy relationships
Identify what is and is not sexual harassment

APPRENTICESHIP SPECIFIC SKILLS		
Required BHC Dual Credit Courses taught at MHS: 5.5 Credit Hours		Articulated Credit for Internship Completion: 6.0 Credit Hours
WLD 109 Blueprint Reading - 1.0 Credits	WLD 102 Basic Arc Welding Flat Position - 0.5 Credits	WLD 120 Introduction to GMAW - 1 Credit
WLD 114 Basic Precision Measurement - 1.0 Credits	WLD 103 Arc Welding Flat & Horizontal Position - 2.0 Credits	WLD 121 GMAW with Spray Arc Process - 3 Credits
WLD 101 Intro to Arc Welding - 0.5 Credits	WLD 110 Weld Testing and Preparation - 0.5 Credits	WLD 122 GMAW Short Circuit & Spray Arc - 2.0 Credits

Date Completed: \_\_\_\_\_

Apprentice: \_\_\_\_\_

Mentor: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Sponsor: \_\_\_\_\_

*Participating Employer must return this form to the Sponsor*



<i>Occupation</i>	<i>O*Net Code</i>	<i>RAPIDS Code</i>
<i>Welder</i>	<b>51-4121.06</b>	<b>0622CB</b>

**Section I – On-the-Job Learning (Work Experience) - 29 CFR § 29.5(b)(4)**

1. Every apprentice is required to participate in on the job learning in the occupation or industry in which the apprentice is to be trained.
2. The sponsor/participating employer must ensure Apprentices are rotated throughout the various work processes to ensure a well-rounded professional upon completion of the Apprenticeship, and identify what methodology will be used to track progression of experience on-the-job.
3. Such on-the-job learning shall be carried on under the direction and guidance of a qualified professional.

The following identifies the major work processes in which Apprentices will be trained.

**Apprenticeship Competencies – Technical**

The below on-the-job-learning (OJL) work process competencies are intended as a guide. It need not be followed in any particular sequence, and it is understood that some adjustments may be necessary in the hours allotted for different work experience. In all cases, the apprentice is to receive sufficient experience to make them fully competent and use good workmanship in all work processes, which are a part of the trade. In addition, the apprentice shall be fully instructed in safety and OSHA requirements.

Ratings are:

- Demonstrates Fundamentals** – Apprentice can perform the task with some coaching.
- Proficient in Task** – Apprentice performs task properly and consistently.
- Completion Date** – Date apprentice completes final demonstration of competency.

Apprentices need to be “proficient in task” in each category, by each of their twelve month reviews during the apprenticeship in order to be considered for any merit increases or to have successfully completed the apprenticeship. **The evaluation will be conducted in accordance with the employer’s competency-based performance evaluation system.**

Apprentice Name: \_\_\_\_\_

Start Date \_\_\_\_\_

Item	Welder Combination: Technical Competencies	Demonstrated Fundamental	Proficient in Tasks	Completion Date	N/A
A.	<b>Air Carbon Arc Cutting (CAC-A) - Gouging</b> A) set-up, adjust, and regulate air pressure, power source, torch; B) identify appropriate electrode, proper current settings, and travel speed; C) perform maintenance on CAC-A equipment;				
B.	<b>Oxy-Fuel Cutting (OFC)</b> A) set-up, adjust, and regulate tanks, hoses and torch; B) perform manual straight cutting; C) perform manual bevel cutting; D) perform manual washing; E) how to pierce;				
C.	<b>Mechanical Cutting</b> A) Demonstrate the ability to select and properly utilize a variety of mechanical cutting equipment. Examples include but not limited to: Sawzall, Chop Saw, Abrasive Cutoff Wheel, Port-a-Band, Horizontal Bandsaw, Vertical Bandsaw; B) Demonstrate the ability to maintain a variety of mechanical cutting pieces of equipment to include blade changes; C) Operate mechanical methods of pipe weld joint preparation equipment <i>(if applicable)</i>				
D.	<b>Plasma Cutting (PAC)</b> A) Demonstrate the ability to make successful cuts utilizing manual plasma cutting equipment, B) Demonstrate the ability to apply a straight edge to plate steel for precision cutting. C) Demonstrate the ability to set-up, identify electrode failure, and change out plasma cutting electrodes.				
E.	<b>Shielded Metal Arc Welding (SMAW)</b> A) set-up, operate, and maintain S.M.A.W. equipment; B) identify electrode; C) fillet weld plate in designated positions; D) groove weld plate in designated positions; E) weld pipe in the vertical and horizontal positions; F) cut and gouge using carbon arc-air method; G) demonstrate the ability to operate pipe weld joint preparation tools. <i>(If applicable)</i>				
F.	<b>Gas Metal Arc Welding (GMAW-S)</b> A) set-up, operate, and maintain GMAW equipment; B) identify and utilize different diameters of wire electrode; C) fillet weld pipe-to-plate in designated positions; D) weld pipe in the vertical and horizontal positions; E) demonstrate the ability to operate weld joint preparation tools.				
F-1	<b>Gas Metal Arc Welding (GMAW-S) or (GMAW-P)</b> A) Weld a 3/16" (0.2") [5 mm] horizontal fillet weld in T joint in the horizontal position in a straight line;				

	<p><b>B)</b> Weld a 5/16" (0.3") [8 mm] horizontal fillet weld in Lap joint in the horizontal position in a straight Line;</p> <p><b>C)</b> Weld square groove butt joint in the flat position; <b>D)</b> Weld flare bevel groove T joint in the flat and horizontal positions;</p> <p><b>E)</b> Weld a 3/16" (0.2") [5 mm] horizontal fillet weld in T joint in the horizontal position around a small diameter pipe;</p> <p><b>F)</b> Weld a 5/16" (0.3") [8 mm] horizontal fillet weld in T joint in the horizontal position around a small diameter pipe</p>				
<b>F-2</b>	<p><b>Gas Metal Arc Welding (GMAW-S) or (GMAW-P)</b></p> <p><b>(A)</b> Weld a 5/16" (0.3") [8 mm] horizontal fillet weld in T joint in the horizontal position in a straight line;</p> <p><b>(B)</b> Weld a 3/8" (0.4") [10 mm] horizontal fillet weld in T joint in the horizontal position in a straight line (2 pass);</p> <p><b>(C)</b> Weld a 1/2" (0.5") [13 mm] horizontal fillet weld in T joint in the horizontal position in a straight line (3 pass);</p> <p><b>(D)</b> Weld a 5/16" (0.3") [8 mm] horizontal fillet weld in T joint in the horizontal position around a small diameter pipe;</p> <p><b>(E)</b> Weld bevel (single, Vee, flair) groove welds in The flat position</p>				
<b>G.</b>	<p><b>Flux Cored Arc Welding (FCAW)</b></p> <p><b>A)</b> set-up, operate, and maintain F.C.A.W. equipment;</p> <p><b>B)</b> identify electrode;</p> <p><b>C)</b> fillet weld plate in designated positions;</p> <p><b>D)</b> groove weld plate in designated positions;</p> <p><b>E)</b> Weld pipe in the designated positions;</p>				
<b>H.</b>	<p><b>Dual Shield Arc Welding (FCAW-G)</b></p> <p><b>A)</b> set-up, operate, and maintain FCAW-G equipment;</p> <p><b>B)</b> identify electrode;</p> <p><b>C)</b> fillet weld plate in designated positions;</p> <p><b>D)</b> groove weld plate in designated positions;</p> <p><b>E)</b> Weld pipe in the designated positions;</p>				
<b>I.</b>	<p><b>Gas Tungsten Arc Welding (GTAW)</b></p> <p><b>A.</b> Set-up and operate GTAW equipment to include foot pedal systems and scratch start systems.</p> <p><b>B)</b> Demonstrate the ability to complete GTAW fillet welds in the flat position on carbon steel.</p> <p><b>C)</b> Demonstrate the ability to GTAW fillet welds in multiple positions.</p> <p><b>D)</b> Obtain instruction on the proper techniques for TIG welding on stainless steel.</p> <p><b>E)</b> Obtain instruction on the proper techniques for TIG welding aluminum.</p>				
<b>J.</b>	<p><b>Submerged Arc Welding (SAW)</b></p> <p><b>A)</b> set-up, operate, and maintain SAW equipment;</p> <p><b>B)</b> identify welding wire;</p> <p><b>C)</b> fillet weld plate in designated positions;</p> <p><b>D)</b> groove weld plate in designated positions;</p> <p><b>E)</b> weld pipe in the vertical and horizontal positions;</p>				
<b>K.</b>	<p><b>Tools and Equipment</b></p> <p><b>A)</b> operate grinders, de-bur stock, rough removal of material;</p> <p><b>B)</b> use and care for hand tools; wrenches, hammers, punches, pliers, etc.;</p> <p><b>C)</b> use and care for measuring devices; tape measures, rules, scales, caliper, dividers, etc.;</p> <p><b>D)</b> use and care for precision measurement equipment.</p>				



I.	<b>Fabrication and Assembly</b> A) layout stock from blueprints, sketches, and templates; B) drill, ream, countersink, counter-bore, spot face, and tap holes using portable equipment; C) chip and grind material using hand held tools; D) set-up and target piping assemblies; E) basic rigging and crane signaling;				
M.	<b>Hoists and Rigging</b> (A) Safety Training; (B) Use of straps, cables, and chains; (C) Use of lifting devices; (D) Load weights and center of gravity proficiency; (E) Operation of lifting devices to proficiency				
N.	<b>Weld Layout, Jigs, and Fixtures</b> (A) Verify components match blueprint specs; (B) Assemble parts using jigs and fixtures; (C) Tack weld parts in a fixture; (D) Identify jig and fixture process improvements; (E) Finish weld parts in a fixture				
O.	<b>Lean Manufacturing</b> (A) Understand the principles of 5S; (B) Weld to specified welding intervals; (C) Participate in company incentive programs;				
P.	<b>Weld Inspection</b> (A) Understand the acceptance criteria required for weld completion; (B) Communicate effectively with weld inspection personnel; (C) Examine joint fit-up and surface preparation prior to welding operations;				
Q.	<b>Miscellaneous (Optional per Company Request, Request must be approved by the Sponsor)</b> This section reserved for companies to add company specific skills that will aid in the retention of employee post apprenticeship in addition to above requirements. For example, finishing, NDE inspection, material acquisition, welder certifications...the possibilities are endless that will help the company build a stronger employee.				

Date Completed: \_\_\_\_\_

Apprentice \_\_\_\_\_

Mentor: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Sponsor: \_\_\_\_\_

*Participating Employer must return this form to the Sponsor*



**Apprenticeship Competencies – Behavioral**

In addition to mastering all of the essential technical competencies, an apprentice must consistently demonstrate at an acceptable level the following behavioral competencies in order to complete the apprenticeship.

Ratings are: (4) Exceeds targets; (3) consistently achieves targets; (2) Meets some targets; (1) Not meeting targets; or (N/A) Not applicable.

Apprentices need to receive at least a "3" ranking in each category in order to be considered for any merit increases or to have successfully completed the apprenticeship.

Apprentice Name: \_\_\_\_\_ Ranking: \_\_\_\_\_

Item #	Behavioral Competencies	4	3	2	1	N/A
1.	Participation in team discussions/meetings					
2.	Focus in team discussions/meetings					
3.	Focus during independent work					
4.	Openness to new ideas and change					
5.	Ability to deal with ambiguity by exploring, asking questions, etc.					
6.	Knows when to ask for help					
7.	Able to demonstrate effective group presentation skills					
8.	Able to demonstrate effective one-on-one communication skills					
9.	Maintains an acceptable attendance record					
10.	Reports to work on time					
11.	Completes assigned tasks on time					
12.	Uses appropriate language					
13.	Demonstrates respect for customers, co-workers and supervisors					
14.	Demonstrates trust, honesty and integrity					
15.	Requests and performs work assignments without prompting					
16.	Appropriately cares for personal dress, grooming and hygiene					
17.	Maintains a positive attitude					
18.	Cooperates with and assists co-workers					
19.	Follows instructions/directions					
20.	Able to work under supervision					
21.	Able to accept constructive feedback and criticism					
22.	Able to follow safety rules					
23.	Able to take care of equipment and workplace					
24.	Able to keep work area neat and clean					
25.	Able to meet supervisor's work standards					
26.	Adheres to work policies/rules/regulations					

Supervisor/Trainer: \_\_\_\_\_

**Section 2 – Apprenticeship Approach and Term - 29 CFR § 29.5(b)(2) 29.5(b)(16)**

1. The term of Apprenticeship shall be a period of reasonably continuous employment, including the probationary period as stated on this “On-the-Job” Learning outline, plus the required hours of “Related Training Instruction”.
2. The program is premised on competencies demonstrated in lieu of time considerations. Title 29, CFR Part 29 requires programs be no less than 2000 hours. Estimated years 3
3. An Apprentice, who, by exceptional aptitude or as a result of past education and/or practical experience, achieves the desired level of competency in a phase of the Apprenticeship Program in less than the time designated or illustrates existing competency on the initial assessment, may be advanced to the appropriate level.

**Section 3- Probationary Period – (29 CFR § 29.5 (b)(8) and (20)**

Every applicant selected for apprenticeship will serve a probationary period of 500 hours, which may not exceed 25 percent of the length of the program or 1 year, whichever is shorter. This period will be credited toward completion of the apprenticeship program.

**Section 4 – Apprentice to Professional Ratio - 29 CFR § 29.5(b)(7)**

1. A numeric ratio of apprentices to fully skilled professionals in the occupation consistent with proper supervision, training, safety, and continuity of employment except where such ratios are expressly prohibited by collective bargaining agreements. The ratio language must be specific and clearly described as to its application to the job site, employer’s total workforce, department, or plant.
2. The ratio of apprentices employed to fully skilled professionals in the employers’ total workforce will be 1:1.

**Section 5 – Apprentice Wage Progression - 29 CFR § 29.5(b)(5)**

1. Apprentices shall be paid a progressively increasing schedule of wages for on the job learning during their apprenticeship based on the acquisition of increased skill and competence as the training progresses.
2. Before an apprentice is advanced to the next segment of training or to fully proficient professional, the sponsor will evaluate all progress to determine whether advancement has been earned by satisfactory performance in OJL and in RTI courses. In determining whether satisfactory progress has been made, the sponsor will be guided by the work experience and Related Training Instruction records and reports.
3. At no time will the starting wage rate be less than that required by any minimum wage law which may be legally applicable.

Levels	Minimum Starting Wage(s)	On-the-Job Learning Benchmark	Education Timeline
1	\$12.00	With supervision, begin field training and become familiar with all required competencies.	Junior year
2	\$13.00	With supervision, demonstrate proficiency in all required tasks.	Senior year
3	\$14.00	With little or no supervision, demonstrate proficiency in all required tasks.	Post-Graduation from High School

The current minimum Wage Rate for an employee at the full performance level will be no less than for this occupation which is \$15.00 per hour.

*Note: Participating Employers will annotate wages on the Company Participation Agreement.*



**Section 6 - Related Training Instruction-29 CFR § 29.5(b)(4)**

Provider(s): Moline-Coal Valley Unit School District/Blackhawk Community College  
Address: 3600 Avenue of the Cities, Moline, IL 61265

Method: Classroom

1. During the term of apprenticeship, each Apprentice is required to complete approximately 375 hours of related training instruction.
2. Each Apprentice's attendance and progress in related training instruction must be tracked and appropriate records maintained.
3. Time devoted to the related training instruction shall not be considered as part of the on-the-job learning (OJL).
4. Failure on the part of the Apprentice to fulfill their obligation as to the related training and instruction and/or attendance, or their failure to maintain passing grades therein, shall constitute adequate cause for cancellation of their Apprenticeship Agreement.
5. Related Training Instruction courses supplement the on-the-job learning and lists courses that provide technical ability.
6. The sponsor will secure competent instructors whose knowledge, experience, and ability to teach will be carefully examined and monitored.
7. The sponsor will secure the instructional aids and equipment it deems necessary to provide quality instruction.
8. Each Apprentice's attendance and progress in related training and instruction must be tracked and appropriate records maintained.
9. Any apprentice who is absent from related instruction will satisfactorily complete all coursework missed before being advanced to the next period of training. In cases of failure of an apprentice to fulfill the obligations regarding related instruction without due cause, the sponsor will take appropriate disciplinary action and may terminate the apprenticeship agreement after due notice to the apprentice and opportunity for corrective action.
10. To the extent possible, related instruction will be closely correlated with the practical experience and training received on the job. The sponsor will monitor and document the apprentice's progress in related instruction classes.
11. Time devoted to the Related Training Instruction shall not be considered as part of the on-the-job learning (OJL).
12. The sponsor will inform each apprentice of the availability of college credit through the Registered Apprenticeship College Consortium (RACC).
13. Apprentices will not be paid for hours spent attending related training instruction.

The course listings outline the related training and instruction that supplements the on-the-job learning. It is through the combination of both the on-the-job learning and the related training instruction that the apprentice can reach the skilled level of the occupation. The following is the required course curriculum during the term of apprenticeship.

<b>Related Training and Instruction</b>	
<b>Math and Numeracy Skills</b>	
Arrange, add, subtract, multiply and divide whole numbers	
Solve practical problems using addition, subtraction, multiplication and division of whole numbers	
Solve practical problems involving fractions	
Solve problems using operations with decimal fractions	
Analyze problems to determine whether they are direct or inverse proportions, set up proportions and solve for unknowns	
Solve practical applied customary length, area, volume, capacity and weight problems	
Solve practical applied metric length, , area, volume, capacity and weight problems	
Compute areas of more complex figures that consist of two or more common polygons	
Solve practical applied problems involving tolerances and limits (customary and metric)	
Read and interpret data from given vertical and horizontal bar graphs	
Draw and label vertical and horizontal bar graphs using given data	
Read and interpret data from given circle graphs	
Read and interpret data from given broken-line, straight-line and curved-line graphs	
<b>LANGUAGE ARTS and COMMUNICATIONS SKILLS</b>	
Prepare and deliver an informative speech	
Give and accept constructive criticism	
Identify strategies for different types of conflict	
Define the term nonverbal communication and explain how it differs in each of the three cultural levels: technical, formal and informal	
Create a resume appropriate for a high school student going to the next steps of their life	
Define the term small group and list the uses and values of small group communication in an effective organization	
Actively participate in small group, problem-solution process and present the results to an audience	
Summarize the communication skills needed by effective team members in a leadership position and why these skills are so important	
Identify the leader's responsibilities during a team meeting	
Formulate a message while writing a business letter	
Demonstrate proficiency in a job interview	
<b>FINANCIAL LITERACY</b>	
Explain the three basic reasons for saving money	
Develop a plan for spending and saving that has both long-term and short-term components	
Evaluate investment alternatives: money markets, bonds, single stocks, mutual funds, annuities and real estate	
Identify the costs of using various credit	
Understand that integrity and honesty are important when it comes to negotiating with others	
Analyze the components of an employer benefits package	
Differentiate between term and cash life insurance	
Describe factors affecting take-home pay	
<b>HEALTH</b>	
CPR instruction	
Understand the characteristics of positive mental, social, and physical wellness	

Identify stress management techniques
Recognize how a person's choices can affect our environment and what we individually and collectively can do to improve our environment.
Describe how the skills of communication, cooperation and compromise are essential for healthy relationships
Identify what is and is not sexual harassment

APPRENTICESHIP SPECIFIC SKILLS		
Required BHC Dual Credit Courses taught at MHS: 5.5 Credit Hours		Articulated Credit for Internship Completion: 6.0 Credit Hours
WLD 109 Blueprint Reading - 1.0 Credits	WLD 102 Basic Arc Welding Flat Position - 0.5 Credits	WLD 120 Introduction to GMAW - 1 Credit
WLD 114 Basic Precision Measurement - 1.0 Credits	WLD 103 Arc Welding Flat & Horizontal Position - 2.0 Credits	WLD 121 GMAW with Spray Arc Process - 3 Credits
WLD 101 Intro to Arc Welding - 0.5 Credits	WLD 110 Weld Testing and Preparation - 0.5 Credits	WLD 122 GMAW Short Circuit & Spray Arc - 2.0 Credits

Date Completed: \_\_\_\_\_

Apprentice: \_\_\_\_\_

Mentor: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Sponsor: \_\_\_\_\_

*Participating Employer must return this form to the Sponsor*

## **ETA-671 APPRENTICESHIP AGREEMENT**

(This is an example only. ETA 671 Generated by RAPIDS. Contact your ATR for assistance)  
<https://dol.appiancloud.com/suite/>



Program Registration and  
Apprenticeship Agreement

U.S. Department of Labor  
Employment and Training Administration  
Office of Apprenticeship



APPRENTICE AGREEMENT AND REGISTRATION – SECTION II OMB No. 1205-0223 Expiration Date: 06/30/2024

**PART A: APPRENTICE'S INFORMATION**

1. First Name		Last Name		Answer Both 4a. and 4b. below  4. a. Ethnicity (Select One) <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Not Hispanic or Latino <input type="checkbox"/> Participant Did Not Self-Identify  b. Race (Select One or More) <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Native Hawaiian or other Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> Participant Did Not Self-Identify	5. Veteran Status (Select All That Apply)  <input type="checkbox"/> Non Veteran <input type="checkbox"/> Veteran <input type="checkbox"/> Non Veteran, Other Eligible Individual <input type="checkbox"/> Veteran, Eligible <input type="checkbox"/> Participant Did Not Self-Identify
Middle Name (Optional)		Suffix (Optional)			
Address (No., Street, City, State, Zip Code)					
Telephone Number (Optional)		E-mail Address (Optional)			
*Social Security Number				6. Education Level (Select One)  <input type="checkbox"/> Not High School graduate <input type="checkbox"/> High School graduate (including equivalency) <input type="checkbox"/> Some College or Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> Master's degree <input type="checkbox"/> Doctorate or professional degree	
2. Date of Birth (Mo., Day, Yr.)		3. Sex (Select One)			
		<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Participant Did Not Self-Identify			

7. Employment Status of Apprentice (Select One)

New Employee     Current Employee

8. Did the apprentice complete a pre-apprenticeship program prior to their registration in this apprenticeship program?

Yes     No

If yes, please provide the Pre-Apprenticeship Program Name and Address:





d. Wage Rate (Select One)  
 % of Journeyworker (i.e., Experienced Worker) wage  
 \$ amount of wage  
 Both % and \$ amount of wage

Wage Rate										
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11. Name and Contact Information of the Individual Designated by the Program Sponsor to Receive Complaints

**PART C: AGREEMENT AND SIGNATURES**

The program sponsor's Apprenticeship Standards, which the sponsor certifies are in conformity with the requirements for program registration contained in 29 Code of Federal Regulations (CFR) part 29, subpart A and 29 CFR part 30, are attached and are hereby incorporated into this agreement. The program sponsor and apprentice hereby agree to the terms of the Apprenticeship Standards that are incorporated as part of this agreement, as those Standards existed on the date of the agreement.

These Apprenticeship Standards may be amended during the period of this agreement with the consent of the parties to the agreement, provided that such amendments are also in conformity with the requirements for program registration contained in 29 CFR part 29, subpart A and 29 CFR part 30.

The apprentice will be accorded equal opportunity in all phases of apprenticeship employment and training by the program sponsor, without discrimination because of race, color, religion, national origin, sex (including pregnancy and gender identity), sexual orientation, age (40 or older), genetic information, or disability.

This agreement may be canceled by either of the parties, citing cause(s), with written notice to the registration agency, in compliance with 29 CFR part 29, subpart A.

During the probationary period described in Part B above, this apprenticeship agreement may be cancelled by either party upon written notice to the registration agency. After the probationary period, this agreement may be cancelled at the request of the apprentice, or suspended or cancelled by the sponsor, for good cause, with due notice to the apprentice and a reasonable opportunity for corrective action, and with written notice to the apprentice and to the Registration Agency of the final action taken.

This apprenticeship agreement does not constitute a certification under 29 CFR part 5 for the employment of the apprentice on Federally financed or assisted construction projects. Current certifications must be obtained from the Office of Apprenticeship (OA) or the recognized State Apprenticeship Agency.

1. Signature of Apprentice	Date	2. Signature of Parent/Guardian (If minor)	Date
3. Signature of Sponsor's Representative(s)	Date	4. Signature of Sponsor's Representative(s)	Date
5. Signature of Employer's Representative(s) (If Applicable)	Date	6. Signature of Employer's Representative(s) (If Applicable)	Date

**PART D: TO BE COMPLETED BY REGISTRATION AGENCY**

1. Registration Agency and Address	2. Signature (Registration Agency)	3. Date Registered
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4. Apprentice Identification Number:

**NOTE:** The collection and maintenance of the data on ETA-671, Apprentice Agreement and Registration – Section II Form, is authorized under the National Apprenticeship Act, 29 U.S.C. 50, and 29 CFR part 29, subpart A. The data is used for apprenticeship program statistical purposes and is maintained, pursuant to the Privacy Act of 1974 (5 U.S.C. 552a), in a systems of records entitled, DOL/ETA-31, The Enterprise Business Support System (EBSS) (encompassing RAPIDS), at the U.S. Department of Labor, Office of Apprenticeship. Data may be disclosed to Federal, state, and local agencies and community-based organizations, including State Apprenticeship Agencies, to facilitate statistical research, audit, and evaluation activities necessary to ensure the success,



integrity, and improvement of employment and training programs. Data may also be disclosed to these organizations to determine an assessment of skill needs and program information, and in connection with federal litigation or when required by law.

#### Definitions / Instructions

#### Part A: Apprentice's Information

##### Item 4a. Ethnicity

**Hispanic or Latino:** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term, "Spanish origin," can be used in addition to "Hispanic or Latino."

##### Item 4b. Race

**American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment. This category includes people who indicate their race as "American Indian or Alaska Native" or report entries such as Navajo, Blackfeet, Inupiat, Yup'ik, or Central American Indian groups or South American Indian groups.

**Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. This includes people who reported detailed Asian responses such as: "Asian Indian," "Chinese," "Filipino," "Korean," "Japanese," "Vietnamese," and "Other Asian" or provide other detailed Asian responses.

**Black or African American:** A person having origins in any of the Black racial groups of Africa. It includes people who indicate their race as "Black or African American," or report entries such as African American, Kenyan, Nigerian, or Haitian.

**Native Hawaiian or Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. It includes people who reported their race as "Fijian," "Guamanian or Chamorro," "Marshallese," "Native Hawaiian," "Samoan," "Tongan," and "Other Pacific Islander" or provide other detailed Pacific Islander responses.

**White:** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. It includes people who indicate their race as "White" or report entries such as Irish, German, Italian, Lebanese, Arab, Moroccan, or Caucasian.

##### Item 5. Veteran Status

A **Veteran** is a person who has served in the active military, naval, or air service of the United States, and who was discharged or released therefrom under conditions other than dishonorable.

A **Non Veteran, Other Eligible Individual** is a person who is a dependent spouse or child—or the surviving spouse or child—of a Veteran, and who is eligible for certain G.I. Bill and other VA-administered educational assistance benefits provided under Title 38 of the U.S. Code.

A **Veteran, Eligible** is a Veteran who is eligible for certain G.I. Bill and other VA-administered educational assistance benefits provided under Title 38 of the U.S. Code.

##### Item 8.

**Pre-Apprenticeship:** A program or set of strategies designed to prepare individuals to enter and succeed in a Registered Apprenticeship program and has a documented partnership with at least one, if not more, Registered Apprenticeship program(s).

#### Part B: Program Sponsor's Information

**Item 1.** A **Program Number** is a generated number assigned to a program sponsor when a program is registered in the Office of Apprenticeship's Registered Apprenticeship Partners Information Data System (RAPIDS).

**Item 1.** A **Sponsor Name** is any person, association, committee, or organization operating an apprenticeship program and in whose name the program is (or is to be) registered or approved.

**Item 1b.** An **Employer** is any person or organization employing an apprentice whether or not such person or organization is a party to an Apprenticeship Agreement with the apprentice.

**Item 2.** An **Occupation** refers to the occupation an apprentice will be trained in, and the occupation will be listed in the sponsor's program standards.

**Item 2a.** A **RAPIDS Code** is the numeric code of the occupation in the apprenticeable occupation list.

**Item 2b.** An **Occupational Information Network (O\*NET) Code** is an 8-digit code in the O\*NET data system (<https://www.onetonline.org/>).

**Item 2c.** **Interim Credentials (Certificate of Training)** applies to career lattice occupations. These credentials are issued by the Registration Agency upon request by the program sponsor. Interim credentials provide certification of competency attainment by an apprentice, but does not necessarily indicate completion of the program.

**Item 3.** **Occupation Type** refers to the following three training approaches listed below.

**Item 3a.** A **Time-based Approach** measures skill acquisition through the individual apprentice's completion of at least 2,000 hours of on-the-job learning as described in a work process schedule.

**Item 3b.** A **Competency-based Approach** measures skill acquisition through the individual apprentice's successful demonstration of acquired skills and knowledge, as verified by the program sponsor. Programs utilizing this approach must still require apprentices to complete an on-the-job learning component of Registered Apprenticeship. The program standards must address how on-the-job learning will be integrated into the program, describe competencies, and identify an appropriate means of testing and evaluation for such competencies. An apprentice must be registered in an approved competency-based occupation for 12 calendar months of on-the-job-learning.

**Item 3c.** A **Hybrid Approach** measures the individual apprentice's skill acquisition through a combination of specified minimum number of hours of on-the-job learning and the successful demonstration of competency as described in a work process schedule.

**Item 4.** A **Term Length (Hrs., Mos., Yrs.)** of the occupation is based on the program sponsor's training approach as approved by the Registration Agency.

**Item 5.** A **Probationary Period (Hrs. or Wks.)** is the number of hours or weeks of on-the-job learning during the apprentice's probationary period. A probationary period cannot exceed 25 percent of the term length of the occupation or one year, whichever is shorter.

**Item 6.** **Credit for Previous On-the-Job Learning Experience (Hrs., Mos., Yrs.)** is granted by the program sponsor based upon documented evidence provided by the apprentice. An apprentice must complete a minimum of six months on-the-job learning regardless of credits for previous experience awarded.

**Item 6a.** The **Term Remaining (Hrs., Mos., Yrs.)** is the difference between the term length of the on-the-job learning and the credits for previous experience awarded.

**Item 7.** **Credit for Previous Related Instruction Experience (Hrs., Mos., Yrs.)** is granted by the program sponsor based upon documented evidence provided by the apprentice.



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- Item 9a.** **Total Length of Related Instruction** is the duration spent in related instruction in technical subjects related to the occupation, which is recommended to be not less than 144 hours per year.
  - Item 10.** **Progressive Wage Schedule:**
  - Item 10a.** **Apprentice's Entry Wage** (dollar amount paid): A sponsor enters this apprentice's entry wage.
  - Item 10b.** **Journeyworker's (i.e., Experienced Worker's) Wage:** A sponsor enters the wage per unit (i.e., hourly, weekly, monthly, quarterly, semi-annually, or annually).
  - Item 10c.** **Wage Rate Units:** A sponsor enters the apprentice schedule of pay for each advancement period based on the program sponsor's training approach (i.e., hourly, weekly, monthly, quarterly, semi-annually, annually, or competencies).
  - Item 10d.** **Wage Rate:** Sponsor selects either percent of journeyworker (i.e., experienced worker) wage, dollar amount of wage, or both the percent of journeyworker wage and dollar amount of wage. If the sponsor selects "Both the percent of journeyworker wage and \$ amount of wage," the sponsor can enter a percentage or dollar amount for the wage in each period.
  - Item 11.** **Complaints:** Identifies the individual or entity responsible for receiving complaints (29 CFR 29.7(k)).

**Part D: To Be Completed By Registration Agency**

- Item 4.** **Apprentice Identification Number:** RAPIDS encrypts the apprentice's social security number and generates a unique identification number to identify the apprentice. It replaces the social security number to protect the apprentice's privacy.

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\*The submission of the apprentice's social security number is requested. The apprentice's social security number will be used for program management purposes, such as verification of the apprentice's period of employment and earnings to align with Department of Labor's job training and employment program performance indicators for measuring performance outcomes. The Office of Apprenticeship will use wage records through the State Wage Interchange System needs the apprentice's social security number to match this number against the employers' wage records. Also, the apprentice's social security number will be used, if appropriate, for purposes of the Davis Bacon Act of 1931, as amended, U.S. Code Title 40, Sections 276a to 276a-7, and Title 29 CFR part 5, to verify and certify to the U.S. Department of Labor, Wage and Hour Division, that the apprentice is a registered apprentice to ensure that the employer is complying with the geographic prevailing wage of the occupational classification. Failure to disclose an apprentice's social security number on this form will not affect the right to be registered as an apprentice. Civil and criminal provisions of the Privacy Act apply to any unlawful disclosure of social security numbers, which is prohibited.

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Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. Public reporting burden for this collection of information is estimated to average five minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond is required to obtain or retain benefits under 29 U.S.C. 50. Send comments regarding this burden or any other aspect of this collection of information including suggestions for reducing this burden to the U.S. Department of Labor, Employment and Training Administration, Office of Apprenticeship, 200 Constitution Avenue, N.W., Room C-5321, Washington, D.C. 20210 (OMB Control Number 1205-0223).

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Voluntary Disability Disclosure

OMB No. 1205-0223 Expiration Date: 03/31/2023

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Please check one of the boxes below:

- YES, I HAVE A DISABILITY (or previously had a disability)
- NO, I DON'T HAVE A DISABILITY
- I DON'T WISH TO ANSWER

Your name: \_\_\_\_\_

Date: \_\_\_\_\_

**Why are you being asked to complete this form?**

Because we are a sponsor of a registered apprenticeship program and participate in the National Registered Apprenticeship System that is regulated by the U.S. Department of Labor, we must reach out to, enroll, and provide equal opportunity in apprenticeship to qualified people with disabilities.<sup>(1)</sup> To help us learn how well we are doing, we are asking you to tell us if you have a disability or if you ever had a disability. Completing this form is voluntary, but we hope that you will choose to fill it out. If you are applying for apprenticeship, any answer you give will be kept private and will not be used against you in any way.

If you already are an apprentice within our registered apprenticeship program, your answer will not be used against you in any way. Because a person may become disabled at any time, we are required to ask all of our apprentices at the time of enrollment, and then remind them yearly, that they may update their information. You may voluntarily self-identify as having a disability on this form without fear of any punishment because you did not identify as having a disability earlier.

**How do I know if I have a disability?**

You are considered to have a disability if you have a physical or mental impairment or medical condition that substantially limits a major life activity, or if you have a history or record of such an impairment or medical condition. Disabilities include, but are not limited to: blindness, deafness, cancer, diabetes, epilepsy, autism, cerebral palsy, HIV/AIDS, schizophrenia, muscular dystrophy, bipolar disorder, major depression, multiple sclerosis (MS), missing limbs or partially missing limbs, post-traumatic stress disorder (PTSD), obsessive compulsive disorder, impairments requiring the use of a wheelchair, and intellectual disability (previously called mental retardation).

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<sup>(1)</sup> Part 30 – Equal Employment Opportunity in Apprenticeship. For more information about this form or the equal employment obligations of Federal contractors, visit the U.S. Department of Labor's Office of Apprenticeship website at <https://www.doleta.gov/OA/eo/>.



# Participation Agreement

Choose one

CNC Set-Up Programmer Milling and Turning

Welder, Combination

The undersigned employer hereby subscribes to the provisions of the Apprenticeship Standards formulated and registered by Moline-Coal Valley Unit School District and agree(s) to carry out the intent and purpose of said Standards and accompanying Appendices and to abide by the rules and decisions of the Sponsor established under these Apprenticeship Standards. The Employer affirms they have been furnished a copy of the Standards and have read and understood them, and request approval to train apprentices under the provisions of these Standards. On-the-job, the apprentice is hereby assured qualified training personnel and adequate supervision during the apprenticeship. The training should follow the approved Work Process Schedule and Related Instruction Outline including the rotation of tasks. The employer further agrees to follow the selection procedures per the approved Standards that are consistent with the requirements set forth in 29 CFR § 30.10(b). This employer participation agreement will remain in effect until canceled voluntarily or revoked by the Sponsor, Employer or the Office of Apprenticeship.

Company Name \_\_\_\_\_

Employer's Name \_\_\_\_\_

Title \_\_\_\_\_

Federal Tax ID Number (EIN): \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip Code: \_\_\_\_\_

Phone Number: \_\_\_\_\_

E-mail: \_\_\_\_\_

Journeyworker/Mentor Wage (Apprentice Completion Wage) \$ \_\_\_\_\_

Signature \_\_\_\_\_ Date: \_\_\_\_\_

*Reviewed and Approved by:*

**Moline-Coal Valley Unit School District**

Signature \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_

*All Employer Participation Agreement must be uploaded in RAPID's 2.0 by the Sponsor*

## **9.Reports, Requests and Open Discussion**

### **A.Superintendent's Report**

## **10.Adjournment**

#### **NOTICE OF NONDISCRIMINATION PRACTICES**

The Moline-Coal Valley School District No. 40 does not discriminate against employees, students or the general public in its programs or practices, including vocational education opportunities, on the basis of race, color, religion, gender, disability, age, marital status, citizenship status, military status, unfavorable discharge from the military service, national origin or ancestry in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, any individual who is in need of assistance or reasonable accommodations to be able to participate in a school district-related activity, including the employment application or interview process, should contact the Superintendent of Schools at the District administrative offices. Any individual who wishes to file a complaint of unlawful discrimination should contact the Superintendent of Schools or the Secretary of the Board of Education at the District administrative offices, 1619 Eleventh Avenue, Moline, IL 61265.