

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, October 14, 2024, at the Bartlett Performing Arts Center (Black Box), 3600 Avenue of the Cities, Moline, Illinois 61265.

Dr. Matthew DeBaene
Secretary, Board of Education

AGENDA AND RECOMMENDATIONS

Board of Education
Moline, Illinois
Monday, October 14, 2024

Join from a device please click this

URL. <https://us02web.zoom.us/j/88964433164?pwd=annT3ZUhMxOIKb3qGb159BTHHj5EX9.1>

Passcode: 194555

Description: School Board meeting to be held on October 14, 2024.

Or One tap mobile:

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Or join by phone:

Dial: US: +1 309 205 3325 or +1 312 626 6799 or +1 301 715 8592 or

Webinar ID: 889 6443 3164

1. Opening of Meeting - Roll Call

A. Approval of any Board of Education Member Participating Remotely

2. Recitation of Pledge of Allegiance

3. Approval of Minutes

A. Minutes of the Regular Meeting of the Board of Education of September 23,
2024

Moline, Illinois, September 23, 2024
Minutes
Board of Education
School District No. 40

The meeting of the Board of Education was called to order by Board President Andrew Waeyaert at 6:00 p.m. at the Bartlett Performing Arts Center (Black Box) 3600 Avenue of the Cities, Moline, IL 61265.

Roll Call

Members Present: Audrey Adamson, Chet DeSmet, Ramona Dixon, Jason Farrell, Lindsey Hines, Andrew Waeyaert, Erin Waldron-Smith

Member Absent: Lindsey Hines

Student Member Present: Abigail Greenlee

Student Member Absent: Akhil Kumar

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

APPROVAL OF MINUTES

The minutes of the Open Session of the Regular Board of Education Meeting of September 09, 2024 were presented for approval as presented.

A motion was made by Jason Farrell, seconded by Erin Waldron-Smith, all in favor, that the minutes of the Open Session of the Regular Board of Education meeting of September 09, 2024 be approved as presented and placed on file.

COMMUNICATION, PUBLIC COMMENT AND PARTICIPATION

Community member Wayne Marlow, has five children in the school district. Mr. Marlow spoke against the proposed changes to the Board of Education Policy 2:230 - Public Participation at School Board Meetings and Petitions to the Board.

CONSENT AGENDA

The Board of Education considered Consent Agenda Items **A** through **N** as presented:

A motion was made by Audrey Adamson, seconded by Chet DeSmet, that the Board of Education approve the actions contained in Consent Agenda Items **A** through **N** as presented.

A. Employment – Certified Staff

- 1) the temporary employment of the following named certified substitute teachers for the 2024-2025 school year with wages in accordance with District schedules:

Iams, Jill

Laird, Julie

- 2) the temporary employment of the following named Certified Hourly Instructor for the 2024-2025 school year with wages in accordance with District schedules:

<u>Name</u>	<u>Location</u>
VanDaele, Denise	High School

B. Salary Reclassification – Certified Staff

a change in salary classification for the following certified staff effective the second semester of the 2024-2025 school year:

- Feller, Jared from M.A. to M.A. +30
- Freeman, Christina from M.A. to M.A. +30
- Gunneman, Connor from B.A. to B.A. +15

C. Appointment of Additional Assignment - Certified Staff

- 1) the appointment of the additional named certified staff member to Sixth Assignment for the First Semester of the 2024-2025 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>
Timerman, Jason	Industrial Technology	High School

- 2) the appointment of the additional named certified staff member to Sixth Assignment for the Second Semester of the 2024-2025 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>
Timerman, Jason	Industrial Technology	High School

D. Appointment to Differential Assignment - Certified Staff

the appointment of the following named certified staff members to differential assignment, effective for the 2024-2025 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>
Feller, Jared	Head Grade 7 Boys Track	Wilson

E. Approval of Family Medical Leave Act – Certified Staff

that the Board of Education grant approval of a family medical leave for the following certified staff members:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
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Palmer, Shelly Library/Media Lincoln-Irving/Washington Beginning 09/06/24
and not to exceed
60 days, tentative
return date 12/10/24

F. Employment – Educational Support Personnel

- 1) the employment of the following named educational support personnel for the 2024-2025 school year with wages in accordance with District schedules:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Bitner, Connie	Library Paraprofessional	Franklin/Hamilton	09/11/24
Myers, Brandi	Special Ed Paraprofessional	John Deere	09/09/24
Redell, Noell	Special Ed Paraprofessional	Hamilton	09/09/24

- 2) the temporary employment of the following named educational support personnel for the 2024-2025 school year with wages in accordance with District schedules:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Bull, Madison	Classroom Paraprofessional	Franklin	09/09/24
Bullock, Bridget	Classroom Paraprofessional	Bicentennial	08/21/24
Downen, Kathleen	Classroom Paraprofessional	Willard	09/16/24
Ernst, Alexis	Classroom Paraprofessional	Butterworth	09/12/24
Feaster, Julie	Classroom Paraprofessional	Bicentennial	08/22/24
Gonzalez, Gavin	Classroom Paraprofessional	Lincoln-Irving	08/30/24
Harris, Gabriella	1:1 Special Ed Paraprofessional	Hamilton	09/03/24
Harris, Kailyn	Classroom Paraprofessional	Bicentennial	09/12/24
Hillyer, Juliann	Classroom Paraprofessional	Jane Addams	09/06/24
Hotchkiss, Emily	Classroom Paraprofessional	Franklin	09/09/24
Luna, Lily	Classroom Paraprofessional	Franklin	09/10/24

- 3) the temporary employment of the following named substitute educational support personnel for the 2024-2025 school year with wages in accordance with District schedules:

<u>Name</u>	<u>Position</u>
Lavin, Christine	Classroom Paraprofessional
Merrill, Teresa	Lunchroom Aide
Schaefer, Michelle	Breakfast Aide/Lunchroom Aide/Classroom Paraprofessional
Wahlen, Lawrence	Classroom Paraprofessional

- 4) the temporary employment of the following named interpreter for the 2024-2025 school year with wages in accordance with District schedules:

<u>Name</u>	<u>Position</u>	<u>Effective Date</u>
Lian, Chin	Burmese	09/24/24
Mang, Ki	Burmese, Dai	09/24/24

G. Resignation/Termination - Educational Support Personnel

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
VanDeVoorde-Stoner, Alexa	Lunchroom Aide	John Deere	09/10/24

H. Appointment to Differential Assignment - Non-Certified Staff

the temporary appointment of the following named non-certified staff member to differential assignment, effective for the 2024-2025 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>
O'Brien, Ryleigh	Head Grade 7 Boys Basketball	John Deere

I. Payments for Board Approval

approval of payments:

Fund 1 Educational	1,690,479.15
Fund 2 Operations & Maintenance	163,863.43
Fund 3 Debt Service	0.00
Fund 4 Transportation	13,484.62
Fund 5 Retirement	0.00
Fund 6 Capital Projects	269,796.42
Fund 7 Working Cash	0.00
Fund 8 Tort Fund	162,895.60
Fund 9 Life Safety Code	1,140.00
Fund 10 Group Insurance	62,110.95
Fund 11 Student Activity	<u>21,580.42</u>
TOTAL	2,385,350.59

See Exhibit A in the official minutes.

J. Freedom of Information Act Requests

No Freedom of Information Act Requests at this time.

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

Jane Addams Elementary by ASSC for an after school club on one Monday a month starting, October 21, 2024 through March 03, 2025 from 3:30 p.m. until 4:30 p.m. Compensation to be received in the amount of \$30 per hour for rental. If necessary, custodial fees will be billed at \$54 per hour.

L. **Approval of Purchase - Instrumental Repairs**

that the Board of Education approve the purchase of instrumental repairs from West Music, Davenport, Iowa, Kidder Music, Peoria, Illinois, and Larson Band Instrument Repair, Geneseo, Illinois, from the general education fund for a total cost not to exceed \$25,000. **See Exhibit B in the official minutes.**

M. **Engage Services - Juli Smith, Mental Health Consultant**

that the Board of Education approve the Agreement with Juli Smith, Mental Health Consultant, to provide mental health consulting services not to exceed \$11,250 for the 2024-2025 school year. **See Exhibit C in the official minutes.**

N. **Engage Services - Love Your Classroom LLC**

that the Board of Education engage the services of Love Your Classroom, LLC of Cary, Illinois, on October 3, 2024, to conduct a professional development training service at a total cost not to exceed \$10,500. **See Exhibit D in the official minutes.**

Ayes: Chet DeSmet, Ramona Dixon, Jason Farrell, Erin Waldron-Smith, Audrey Adamson, Andrew Waeyaert

Nays: None

Absent: Lindsey Hines

RESOLUTION OF INTENT TO ISSUE WORKING CASH FUND BOND

A motion was made by Jason Farrell, seconded by Chet DeSmet, that the Board of Education approve the Resolution authorizing the issuance of working cash fund bonds of Community Unit School District Number 40, Rock Island County, Illinois, in an amount not to exceed \$50,000,000 pursuant to the Local Government Debt Reform Act of the State of Illinois. **See Exhibit E in the official minutes.**

Ayes: Ramona Dixon, Jason Farrell, Erin Waldron-Smith, Audrey Adamson, Chet DeSmet, Andrew Waeyaert

Nays: None

Absent: Lindsey Hines

APPROVAL OF UPDATED BOARD OF EDUCATION POLICY 2:230 - PUBLIC PARTICIPATION AT SCHOOL BOARD MEETING AND PETITIONS TO THE BOARD

A motion was made by Erin Waldron-Smith, seconded by Ramona Dixon, that the Board of Education waive the first reading and allow the first reading to stand for both the first and second reading, for Board of Education Policy 2:230 - Public Participation at School Board Meetings and Petitions to the Board, as presented. **See Exhibit F in the official minutes.**

Ayes: Jason Farrell, Erin Waldron-Smith, Audrey Adamson, Chet DeSmet, Ramona Dixon, Andrew Waeyaert

Nays: None

Absent: Lindsey Hines

APPROVAL OF UPDATED BOARD POLICY 7:70 - ATTENDANCE AND TRUANCY

A motion was made by Chet DeSmet, seconded by Jason Farrell, that the Board of Education waive the first reading and allow the first reading to stand for both the first and the second reading, for Board of Education Policy 7:70 - Attendance and Truancy, as presented. **See Exhibit G in the official minutes.**

Ayes: Erin Waldron-Smith, Audrey Adamson, Chet DeSmet, Ramona Dixon, Jason Farrell, Andrew Waeyaert

Nays: None

Absent: Lindsey Hines

REPORTS, REQUESTS, AND OPEN DISCUSSION

Superintendent's Report

Dr. Savage, Superintendent, spoke about homecoming week and what a great opportunity it was to see the students shine and celebrate their involvement and successes. Despite the heat, the students are enjoying their community celebrating them.

Dr. Savage congratulated the Quad Cities Best winners; teacher Zahra Suss was voted Best Teacher in the QC by the Quad City Times and Moline High School was voted Best High School for the 4th year in a row by the Quad City Times. She also took a moment to celebrate our preschool program for its positive recognition by the Illinois State Board of Education. Both Jefferson and Butterworth preschool programs received the Circle of Quality by ExceleRate Illinois, the state's quality recognition and improvement system for early learning and development programs. ExceleRate unifies all of the state's early learning programs under a common set of standards across multiple settings to provide families with important information about quality early learning programs in their community. Jefferson received the Gold Circle of Quality and Butterworth Preschool Expansion Site received the Silver Circle of Quality.

Dr. Savage spoke about the draft copy of the final Vision 2030 proposals that were handed out. This work will be rolled out to Superintendents later this week at the annual state Superintendent Conference in Springfield and then formally presented to School Board members and other stakeholders at this year's Triple I conference. Dr. Savage believes after the Joint Annual Conference that School Boards will be asked to pass a resolution supporting the final proposal.

Lastly, Dr. Savage reminded anyone who wished to attend the Blackhawk Division event at UT on the evening of October 22nd at 6:00 p.m. to let her know.

Student BOE Member Report

Student Board Member Abigail Greenlee, felt there was a lot of student participation during Homecoming and that Homecoming week was fun.

Open Discussion

Rebecca Pleshe, a retired teacher of Lincoln-Irving passed away. Ms. Pleshe retired from the District with 25 years of service.

Jason Farrell, Board Member, stated that the District's Parent Mentor Program has the most participation this school year and what an amazing program it is.

Ramona Dixon, Board Member, gave a shout-out to the Moline High School staff and Principal Mr. Moore for an outstanding job during Homecoming week and with the social media threats.

A motion was made by Erin Waldron-Smith, seconded by Audrey Adamson, all in favor, that the Board of Education meeting be adjourned. Time: 6:19 p.m.

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** through **R** as presented:

A. **Employment - Certified Staff**

the temporary employment of the following named certified substitute teachers for the 2024-2025 school year with wages according to District schedules:

Devlin, Christina
Ellison, Andrew
Frieden, Ben
Graham, Holly
Sanders, Kristin
Swanberg, Jennifer
Webster-Case, Mindy

B. **Salary Reclassification – Certified Staff**

a change in salary classification for the following certified staff effective the second semester of the 2024-2025 school year:

Budka, Michael from M.A. to M.A. +30
Frakes, Anthony from B.A. to B.A. +15

C. **Appointment to Differential Assignment - Certified Staff**

the appointment of the following named certified staff members to differential assignment, effective for the 2024-2025 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>
Claude, Rachel	Academic Team Leader	Jane Addams
Zelnio, Zoe	Head Grade 7 Girls Track	Wilson

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

that the Board of Education grant approval of a family medical leave for the following certified staff members:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Dudley, Grace	Grade 1	Roosevelt	Beginning tentatively 03/14/25 and not to exceed 60 days.

Erb, Hillary	Vocal Music	Wilson	Beginning tentatively 01/21/25 and not to exceed 60 days.
Garcia, Ellen	PE	High School	Beginning tentatively 03/14/25 and not to exceed 60 days.
Parker, Dina	Social Worker	Washington/ John Deere/MEC	Beginning date to be determined and to exceed 60 days or 08/31/25.
Ulam, Jennifer	Cross Categorical	High School	Beginning tentatively 09/11/24 with a return date upon 60 accumulated days or 08/31/25.

E. Employment – Educational Support Personnel

- 1) the employment of the following named educational support personnel for the 2024-2025 school year with wages in accordance with District schedules:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Vols, Christy	Custodian	Logan	08/16/24

- 2) the temporary employment of the following named educational support personnel for the 2024-2025 school year with wages in accordance with District schedules:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Broddy, Owen David	Student Worker	BPAC	10/14/24

- 3) the temporary employment of the following named substitute educational support personnel for the 2024-2025 school year with wages in accordance with District schedules:

<u>Name</u>	<u>Position</u>
Awi, Law	Classroom Paraprofessional
Clark, Angela	Administrative Assistant
Hannah, Taylor	Custodian
Lavin, Christine	Classroom Paraprofessional
Merrill, Teresa	Lunchroom Aide
Saguilan-Vargas, Anna	Custodian
Schaefer, Michelle	Breakfast Aide/Lunchroom Aide/ Classroom Paraprofessional
Sizemore, Johnathan	Custodian
Stottlemyre, Amber	Custodian
Swanberg, Jennifer	Classroom Paraprofessional
Wahlen, Lawrence	Classroom Paraprofessional
Wallace, Casey	Custodian

F. Resignation/Termination - Educational Support Personnel

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Frank, Malia	Breakfast Aide	Franklin	10/03/24
Guerrero, Adriana	Special Ed Paraprofessional	Lincoln-Irving	09/16/24
McGill, Jasmine	Elementary Building Supervisor	Butterworth/ Logan	10/04/24
Nava, Christina	Special Ed Paraprofessional	Butterworth	09/30/24

G. Approval of Family Medical Leave Act – Educational Support Personnel

that the Board of Education grant approval of a family medical leave for the following educational support personnel:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Nickell, Tiffany	Custodian	ASPIRE	Beginning 09/26/24 and not to exceed 60 days.

H. Appointment to Differential Assignment - Non-Certified Staff

the temporary appointment of the following named non-certified staff member to differential assignment, effective for the 2024-2025 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>
Wheeler, Bradley	Assistant Varsity Boys Tennis	High School

I. Transfer/Reassignment

the transfer of Greg Langfitt from General Maintenance at Moline High School to 2nd Shift General Maintenance position at Coolidge, effective September 30, 2024.

J. Payments for Board Approval

approval of payments:

Fund 1 Educational	1,825,039.80
Fund 2 Operations & Maintenance	231,884.68
Fund 3 Debt Service	0.00
Fund 4 Transportation	131,319.64
Fund 5 Retirement	236,913.54
Fund 6 Capital Projects	204,641.61
Fund 7 Working Cash	0.00
Fund 8 Tort Fund	70,201.83
Fund 9 Life Safety Code	82,277.14
Fund 10 Group Insurance	855,420.78
Fund 11 Student Activity	<u>51,490.86</u>

TOTAL 3,689,189.88
See Attachment No. 1.

K. Freedom of Information Act Requests

- 1) A Freedom of Information Act request was received from Rock Island Today requesting a PDF copy of student evacuation plan in the case of active shooting. The District has responded to this request.
- 2) A Freedom of Information Act request was received from Walz Label & Mailing System requesting electronic copies of the lease agreement for the postage machine at Moline-Coal Valley School District and copies of the most recent postage meter rental lease invoice. The District has responded to this request.

L. Acceptance of Gifts

A donation in the amount of \$500 from C. and J. Myers to be used for the Art Department at Wilson Middle School.

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

- 1) Wilson Middle School gymnasium beginning November 1, 2024 through December 13, 2024, from 6:00 p.m. until 8:30 p.m on Fridays by the Two Rivers YMCA for Youth Basketball. Building rental fees are to be waived. Compensation to be received only for custodial services required as a result of their program in the amount of \$54 per hour.
- 2) Roosevelt Elementary School beginning October 16, 2024 through May 28, 2025, from 6:00 p.m. until 7:30 p.m. on Wednesdays by the Cub Scouts. Building rental fees are to be waived. Compensation to be received only for custodial services required as a result of their program in the amount of \$54 per hour.
- 3) Wharton Field House by Quad City Youth Sports Foundation on Saturday, January 11, 2025 from 9:00 a.m. until 8:00 p.m. for IHMVU Shoot Out. Building rental fees and custodial fees as stated in contract.

N. School Improvement Plan for 2024-2025

that the Board of Education approve the 2024-2025 School Improvement Plan as presented.
See Attachment No. 2.

O. **Approval to Purchase - CDW-Administration and Teacher Laptop Replacements**

that the Board of Education approve the purchase of 82-Dell Latitude Laptops as part of the District's hardware cycle from CDW, Chicago, Illinois, for a total cost not to exceed \$85,000. **See Attachment No. 3.**

P. **Award of Bid - Crawford Company-Moline Education Center Rooftop Units**


that the Board of Education award the bid for the Moline Education Center rooftop unit replacements to Crawford Company, Rock Island, Illinois, in the amount of \$18,909. **See Attachment No. 4.**

Q. **Approval of Purchase - Paragon-Moline Education Center Heritage Room Furniture**

that the Board of Education approve the purchase for the Moline Education Center Heritage Room furniture to Paragon Interiors, Bettendorf, Iowa, in the amount of \$31,000. **See Attachment No. 5.**

R. **Engage Services - Morland Environmental Services-Moline High School Asbestos Abatement Design**

that the Board of Education engage the services of Morland Environmental Services, Woodhull, Illinois, for Moline High School rooms D101, D107, and D118 asbestos abatement design and for monitoring services for D101 in the amount of \$13,500. **See Attachment No. 6.**

TO: Members of the Board of Education
FROM: Dr. Brian Prybil, Deputy Superintendent 
DATE: October 10, 2024
SUBJECT: School Improvement Plans for 2024-2025

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

Action Necessary: Approval is requested for the 2024-2025 School Improvement Plans.

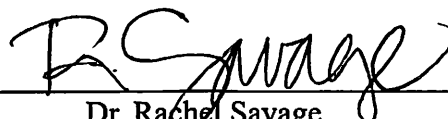
Facts: The Board is being asked to approve the School Improvement Plans as part of the District's 'Plan on a Page' process. This action item is included in the consent agenda. The schools have aligned their plans with district objectives, and principals have aligned their professional goals with their respective School Improvement Plans. The school improvement process focuses on achieving building goals. School teams develop plans and regularly meet to refine and revise their goals and actions throughout the year.

State Title guidelines require School Improvement Plans to be annually approved by the Board of Education.

Cost: There is no cost associated with the approval of School Improvement Plans.

Recommended Motion: That the Board of Education approve the 2024-2025 School Improvement Plans as presented.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools



Moline - Coal Valley Schools

2024-2025 District PACE Goals and Equity Focus Areas

Butterworth Elementary School



What?	Why?	Action Plan	Measurable Outcomes
P eople	<p style="text-align: center;">Collaborative Teachers and Staff</p> <p>The staff is committed to the school, receives strong professional development, and works together to improve.</p>	<p>*Staff collaboration to redefine our behavior matrix as outlined with our work with RIROE SEL Hub.</p> <p>*Based on the SEL staff survey from the RIROE SEL hub, Butterworth staff will participate in professional learning about how to best reach students that experience trauma.</p>	Butterworth's score on the 5 Essentials survey in the area of Academic Personalism will experience an upward trend.
A chievement	<p style="text-align: center;">Ambitious Instruction</p> <p>Classes are academically demanding and engage students by emphasizing the application of knowledge.</p>	<p>*Full implementation of Bridges to Reading curriculum</p> <p>*K-2 teachers will review reading data quarterly and adjust small groups as needed</p>	55% of K-2 students will meet their fall to winter Reading goals on the MAP reading assessment. And then, 65% of K-2 students will meet their winter to spring Reading MAP goals.
C ommunity	<p style="text-align: center;">Involved Families and Community</p> <p>Strong relationships are built across the community to support learning.</p>	<p>*Implement BTW attendance committee flow chart</p> <p>*Quarterly opportunities for families to meet with staff and outside community resource providers</p> <p>*Grade level groups (K-1, 2-3, and 4-5) will meet at least quarterly to find solutions for</p>	Chronic absenteeism at Butterworth will be reduced from 27.4% in SY 23/24 to 24%.

		behavior issues and plan for student celebrations.	
E nvironment	<p>Supportive Environments</p> <p>The school environment is safe, clean, and conducive to student learning. Teachers have high expectations for students. Students have the support of their teachers as well as their peers.</p>	<p>*The Butterworth counselor will teach students in grades 2-5 about academic personalism and how it looks in the classroom</p> <p>*Students in grades 2-5 will participate in quarterly surveys using the language from the 5 Essentials survey about academic personalism</p>	Butterworth's score on the 5 Essentials survey in the area of Academic Personalism will experience an upward trend.

Effective Leadership sets the PACE

School leaders work with staff to implement a clear and strategic vision for school success.

Moline - Coal Valley Schools

2024-2025 District PACE Goals and Equity Focus Areas

Bicentennial Elementary

What?	Why?	Smart Goal	Action Plan/Critical Moves
<p>People</p>	<p>Collaborative Teachers and Staff The staff is committed to the school, receives strong professional development, and works together to improve.</p>	<p>Bicentennial will increase our Teacher Influence score on 5 Essentials from 66 to 70.</p>	<p>Teacher Influence</p> <ul style="list-style-type: none"> Survey staff to collect data about professional development needs for Wednesday meetings Implement differentiated professional development based on survey data collected (see above) and school data Once a quarter, we host open-door sessions in our classrooms. Follow up these observations with vertical articulation discussions on what's working Ensure Wednesday meetings are applicable to all stakeholders
<p>Achievement</p>	<p>Ambitious Instruction Classes are academically demanding and engage students by emphasizing the application of knowledge.</p> <p>K-2 5E-Students interact with course material</p> <ul style="list-style-type: none"> and one another to build and apply critical reading and writing skills. <p>3-5 5E Goal: Students participate in classroom discussions that build their critical thinking skills in reading. Teachers will aim to improve student-to-student</p>	<p><u>K-2:</u> 60% of the students will meet or exceed the spring grade level expectations on the phonics/word recognition portion of the MAP fluency assessment.</p> <p><u>3-5:</u> 65% of students will meet or exceed their end of year MAP reading growth goals.</p>	<p>Literacy-MAP fluency K-2</p> <ul style="list-style-type: none"> Provide PD for K-3 on MAP Fluency Utilize Bridge-to-Reading curriculum to improve foundational skills. Utilize targeted skills instruction in small groups MAP Fluency assessments 3 times a year Periodical benchmark assessments done with students who are flagged as below

	<p>constructive feedback and most students participating in classroom discussions.</p>		<p>Ambitious Instruction 3-5</p> <ul style="list-style-type: none"> • Utilize the Rigor Rubric from ICLE • Provide 3-5 PD on the Rigor Rubric • Utilize Kagan Cooperative Learning structures on 15 day challenges • Complete learning walks once per semester to observe student discussion techniques within classrooms
<p>Community</p>	<p>Involved Families and Community Strong relationships are built across the community to support learning. 5E: Students are active participants in their own learning and regularly attend class prepared to learn. 5E: Teachers and parents are partners in improving student learning.</p>	<p>Bicentennial will decrease the number of at-risk students who are chronically absent students from 16% to 13%.</p>	<ul style="list-style-type: none"> • Attendance challenges • BLT will review attendance data monthly • Review truancy process at staff meeting • Classroom incentives for half days (ex extra recess) • May attendance reward for students with less than 5 days absent • Transportation • Attendance meeting with families to help eliminate barriers
<p>Environment</p>	<p>Supportive Environments The school environment is safe, clean, and conducive to student learning. Teachers have high expectations for students. Students have the support of their teachers as well as their peers.</p>	<p>Dr. Furlong, as a new principal, will demonstrate confidence in the expertise of her staff by completing the following by December 2024.</p> <p>Dr. Furlong will ensure teachers feel respected and supported by December 2024.</p>	<p>Teacher/Principal Trust</p> <ul style="list-style-type: none"> • Providing constructive feedback • Entrusting staff members to make building decisions • Entrusting staff members with leadership roles • Supporting teacher relationships with difficult and challenging behaviors among students

			<ul style="list-style-type: none">• Supporting teacher relationships with parents/guardians• Will ensure transparent communication• Maintaining consistent visibility within classrooms
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Effective Leadership sets the PACE

School leaders work with staff to implement a clear and strategic vision for school success.

Moline - Coal Valley Schools

2024-2025 District PACE Goals and Equity Focus Areas

Franklin Elementary School

What?	Why?	Smart Goal	Action Plan/Critical Moves
<p>People</p>	<p>Collaborative Teachers and Staff The staff is committed to the school, receives strong professional development, and works together to improve.</p>	<p>1) Franklin staff will collaborate with their grade level partners during a monthly data-dive as a school.</p> <p>2) Each grade level team will utilize 1 planning meeting for a total of 30 minutes each per month, to discuss student groupings and scope/sequence.</p>	<p>Pace:</p> <p>1) Principal will create and lead data dives utilizing grade level teams, and add the meetings to the Franklin SIP calendars.</p> <p>2) Each grade level team will utilize 2 planning periods per month to discuss student grouping and how to meet learning goals. The Principal will be invited to each of the 2 meetings.</p> <p>5 Essentials:</p> <p>1) Teachers will look at data with their partner teacher to make instructional decisions 5 times during the school year during the data dive Wednesday training.</p>
<p>Achievement</p>	<p>Ambitious Instruction Classes are academically demanding and engage students by emphasizing the application of knowledge.</p>	<p>1) On NWEA's Winter and Spring MAP tests, Franklin students will meet or exceed their growth targets at a rate of over:</p> <ul style="list-style-type: none"> ● 70% in Math ● 53% in ELA ● Teachers and Principal will meet individually to discuss MAP growth goals and how those targets will be met. <p>2) Franklin staff will integrate 1 Kagan structure per week during Math and ELA block to increase</p>	<p>Pace:</p> <p>1) Teachers will utilize the class report to create data diamonds, set goals with their students, unpack the standards presented on MAP testing, and design instruction to best meet the needs of their classes.</p> <p>2) Building Kagan Coaches will show 4 different structures throughout the course of the year. Each teacher will integrate 1 Kagan structure per month for classbuilding, academic work, or teambuilding.</p> <p>5 Essentials:</p> <p>1) Teachers will integrate the rigor rubric and become familiar with it during the course of the year. Principal will lead debriefs and co-observation periods with teachers during their prep periods if they have flexibility.</p>

		student-centered collaboration time.	
C ommunity	<p>Involved Families and Community Strong relationships are built across the community to support learning.</p>	<p>1) Franklin staff, students, and community will host 1 Cultural Heritage Night during the school year</p> <p>2) Connecting with the local Franklin community and business partners, we will plan 3 days to invite a local business/speaker into Franklin for an assembly to learn about them.</p>	<p>Pace:</p> <p>1) Franklin staff and PTA will coordinate a day in the Spring of 2025 to invite students in for Culture Night. Invites will be sent out by the Franklin staff, and PTA will provide treats/raffle/incentives.</p> <p>2) Franklin staff will send out invitations to each of the 3 visitors. 1 event before Christmas break, 1 before spring break, and 1 before the end of school.</p> <p>5 Essentials:</p> <p>1) Teachers and Principal will continue to seek support via PTA to incentivize room parent sign up, "Fall Fest" involvement, and continued strong parent support.</p>
E nvironment	<p>Supportive Environments The school environment is safe, clean, and conducive to student learning. Teachers have high expectations for students. Students have the support of their teachers as well as their peers.</p>	<p>1) Franklin staff will have weekly check-ins with at-risk students based upon data we collect through our new district SEL probe. The counselor will share data and lead efforts on identifying students. Our targeted metric will be "low sense of belonging" on Nextpath.</p> <p>2) Franklin staff will make the building a ML-friendly place by creating welcome-signs for the office, bathroom, classrooms, library, and other important areas that are multilingual friendly. All ML students will make a video for the lobby TV saying welcome to Franklin in their home language.</p>	<p>Pace:</p> <p>1) Franklin staff will monitor their students with a low sense of belonging, self, or any other type of at risk behavior. They will check in with these students for 2 minutes per day during their AM routine/morning rotations.</p> <p>2) Principal will lead a 1/2 day SIP meeting for teacher work time to create/display materials in each of the focus areas.</p> <p>5 Essentials:</p> <p>1) Parents will continue to be involved to be a part of school functions, sign up for PTA events, and be kept well informed on the happenings of the school. We will target students through nextpath data to check in with students who have a low sense of belonging.</p>
A ttendance Goal	<p>Daily Attendance Is the important foundation for success at School.</p>	<p>1) Franklin students will increase their class attendance rates based</p>	<p>Action Steps:</p>

		upon unexcused and tardy number counts.	1) Principal will share nextpath 2023-24 school year data with teachers. Last year, there were 56 total Franklin students that were either labeled high risk or at risk. Through targeted phone calls, incentivizing good attendance, and marketing the attendance plan to educate parents, the goal is for this number to be cut in half this year.
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Effective Leadership sets the PACE

School leaders work with staff to implement a clear and strategic vision for school success.



Moline - Coal Valley Schools

2024-2025 District PACE Goals and Equity Focus Areas

Hamilton Elementary School



What?	Why?	Action Plan	Measurable Outcomes
P eople	<p style="text-align: center;">Collaborative Teachers and Staff</p> <p>The staff is committed to the school, receives strong professional development, and works together to improve.</p>	<ol style="list-style-type: none"> 1. Continue to use Kagan structures to promote engagement /ownership. 2. Include DOK 3 & 4 questions within small group 3. Explicitly communicate students' roles in the Gradual Release Model. 4. Continue to track data with students to set and monitor learning goals. 5. Employ Round Robin for students to respond to peers when answering and asking questions. 6. Utilize the Rigorous Learning Toolkit to identify strategies that promote rigor. 	<p>We will increase our overall score by 12 points in order to move from neutral to strong on Academic Press per the 5 Essential Survey.</p> <p><small>*focus will be on 3rd- 5th grade</small></p>
A chievement	<p style="text-align: center;">Ambitious Instruction</p> <p>Classes are academically demanding and engage students by emphasizing the application of knowledge.</p>	<ol style="list-style-type: none"> 1. Counselor will provide a tier 1 counselor series based on regulation to read. 2. Continue ELA standard alignment to ensure mastery across grade levels. 3. Focus on reading foundational skill instruction in grades K-2 per our new Heggerty Bridge to Reading curriculum.. 4. Continue to use ELA MAP data to drive and differentiate instruction. 	<p>Our building MAP reading RIT will increase by 1.3 points from the spring of 2023-2024 school year to the spring of 2024- 2025 school year.</p>
C ommunity	<p style="text-align: center;">Involved Families and Community</p> <p>Strong relationships are built across the community to support learning.</p>	<ol style="list-style-type: none"> 1. Attendance squad will meet regularly to discuss attendance 2. Host Kindergarten Parent Night in September to discuss attendance 3. Counselor lessons to discuss attendance 4. Academic accountability for kinder families for what students miss 5. Increase teacher/parent communication about absences 6. Kindergarten monthly attendance celebration and rewards 7. Send home building- wide quarterly colored attendance paper for report cards 8. Report attendance monthly in the school newsletter 	<p>70% of Kindergarten students will be past the <i>on watch</i> or <i>above</i> the attendance line per Next Path.</p>

<p>EEnvironment</p>	<p>Supportive Environments</p> <p>The school environment is safe, clean, and conducive to student learning. Teachers have high expectations for students. Students have the support of their teachers as well as their peers.</p>	<ol style="list-style-type: none"> 1. Survey students frequently and circling back with students who don't feel safe 2. Counselor do a six week safety lesson series 3. Continue walking students out at the end of each day 4. Place dots outside of the cafeteria bathroom and fifth grade hallway 5. Nominate a patrol person who rides the city bus and reports back to staff 6. All students will be in a "house" to meet and work with students from other classes and grade levels. 	<p>On the 2024-2025 5E Survey, we will rate a 61 or higher on student safety. This will move us from neutral to strong.</p>
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Moline - Coal Valley Schools

2024-2025 District PACE Goals and Equity Focus Areas

Jane Addams School



What?	Why?	Action Plan	Measurable Outcomes
P eople	<p style="text-align: center;">Collaborative Teachers and Staff</p> <p>The staff is committed to the school, receives strong professional development, and works together to improve.</p>	<ul style="list-style-type: none"> -Staff collaboration on ways to connect with students (Kagan, Class Buddies, Mentor Program) -Provide PD for SEL topics and also Trauma Informed care -Develop extra ways for students to engage with staff (Clubs: Tutoring Club, Gaming Club, Choir, Student Council, Cup Stacking, Book Buddies, Academic Team, etc..) 	<p>Professional development is essential for ongoing learning and growth of teachers. The Jane Addams school staff will focus on professional development in the area of “Academic Personalism” on the 5Essentials Survey to improve from 49% in 2023 to 60% in 2024.</p>
A chievement	<p style="text-align: center;">Ambitious Instruction</p> <p>Classes are academically demanding and engage students by emphasizing the application of knowledge.</p>	<ul style="list-style-type: none"> -Staff will do three data dives to review student progress on MAP benchmarks along with other assessments -Students who are struggling with math or reading will be part of MTSS services -Fall and spring conferences will provide a chance to update families on student progress 	<p>The best way to measure academic success is through student growth. Our goal is increasing the number of students who reach their growth goal by 3% from fall to spring on the MAP (Measures of Academic Progress) benchmark assessment.</p>
C ommunity	<p style="text-align: center;">Involved Families and Community</p> <p>Strong relationships are built across the community to support learning.</p>	<ul style="list-style-type: none"> -Staff will reach out to parents at Unpack Your Backpack Night, Family Nights, and Conferences to get everyone connected on Class Dojo -Each classroom teacher will be asked to update class story 	<p>The best way to improve our community involvement is with ongoing communication and outreach to our school families. We will continue to focus on Class Dojo and want 95% of our school families using this resource and</p>

		<p>each week. Principal will update school story 2-3 times a week and will keep the calendar up to date for events</p> <ul style="list-style-type: none"> -Staff will have PLC opportunities each quarter to discuss Dojo use -At semester, we will have a Dojo party to celebrate home/school connection and use this opportunity to recognize outstanding usage 	<p>100% of our school staff using it regularly.</p>
<p>Environment</p>	<p>Supportive Environments</p> <p>The school environment is safe, clean, and conducive to student learning. Teachers have high expectations for students. Students have the support of their teachers as well as their peers.</p>	<ul style="list-style-type: none"> -Staff will promote a school wide emphasis on inclusion and belonging -The school counselor will help target at risk students using the MTSS and provide 1:1 relationships with school staff -Our Class Buddy Program will expand and be used quarterly -Installation and class lessons regarding the Buddy Bench 	<p>Our student's social and emotional well being is more important than ever. Our goal is to have a 10% positive increase in our 5 Essentials data in the area of "Peer Support" (Spring 2024 was 40%)</p>

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2024-2025 District PACE Goals and Equity Focus Areas

Jefferson Early Childhood Center

What?	Why?	Smart Goal	Action Plan/Critical Moves
<p>People</p>	<p>Collaborative Teachers and Staff The staff will build a supportive network fostering a culture of continuous learning for both the adults and children.</p>	<p>Jefferson Early Childhood will focus on collaborative practices on the 5 Essential Survey to improve from 20% to 60% or above in 2025.</p>	<ul style="list-style-type: none"> ● Provide opportunities for staff to develop passion projects aligned with early childhood best practices. ● Implement a schedule where teachers have an opportunity to view other teacher's classrooms ● Celebrate individual teachers passion project learning by each teacher sharing/presenting what she has learned ● Collaborate on building wide projects (Outdoor Classroom, Science of Reading, Pyramid Strategies) to align with Teaching Strategies Gold.
<p>Achievement</p>	<p>Ambitious Instruction Classes are academically demanding and engage students by emphasizing the application of knowledge.</p>	<p>Student's growth will increase as measured by Teaching Strategies Gold Widely Held Expectations growth report from Fall 2024 to Spring 2025.</p> <p>The cognitive growth target is set at 70% of children meeting or above growth rate (66% Spring 2024).</p> <p>The language growth target is set at 75% of children meeting or above growth rate</p>	<ul style="list-style-type: none"> ● Ongoing progress monitoring ● Professional Development focusing cross curriculum strategies. ● Expanding family engagement events to include STEAM activities ● Include parenting workshops focusing child development ● Expanding home to school activities to include family game nights, hands on

		(71% Spring 2024).	activities, literature groups among other collaborative family activities.
C ommunity	<p>Involved Families and Community</p> <p>Strong relationships are built across the community to support learning.</p>	In the 2024-2025 school year, 75% of Jefferson students will have 9 or less absences (increase of 72% from SY24)	<ul style="list-style-type: none"> • Parent and student incentives for students who miss fewer than 2 days per month. (Pizza and PJ day, Ice Cream and Superheroes day,ect) • Parent incentives for parents who get their child to school on time (Coffee in the Parking Lot, Gift Cards to local restaurants or business) • Class Dojo Attendance Reminders sent home • Quarterly Recognition Sent Home for missing fewer than 3 days. • Gather teacher feedback to develop an attendance incentive bank
E nvironment	<p>Supportive Environments</p> <p>The school environment is safe, clean, and conducive to student learning. Teachers have high expectations for students. Students have the support of their teachers as well as their peers.</p>	<p>Student's social emotional growth will increase as measured by Teaching Strategies Gold Widely Held Expectations growth report from Fall 2024 to Spring 2025</p> <p>We will increase the number of children that exceed typical social emotional growth as measured by Teaching Strategies Gold to 32%. (26% Spring 2024)</p>	<ul style="list-style-type: none"> • Staff will reflect on Tier 2 and Tier 3 Pyramid strategies that promote child independence and role modeling. • Staff will define opportunities for children to be role models and preschool leaders. • Introduction of Skillstreaming in Early Childhood to staff and parents • Children will be recognized for being a "Preschool Leader"

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Moline - Coal Valley Schools

2024-2025 PACE Goals and Equity Focus Areas

Raising the Bar and Closing the Achievement for All Students

Lincoln-Irving



What?	Why?	Smart Goal	Action Plan/Critical Moves
<p>People</p>	<p>Collaborative Teachers and Staff <i>The staff is committed to the school, receives strong professional development and works together to improve.</i></p>	<p>Show improvement in 5E areas of Collective Responsibility by the end of 2024 - 2025.</p> <p>Collective responsibility will improve from a performance score of 44 (neutral) to a performance score between 60- 80 (strong).</p>	<ul style="list-style-type: none"> • Classes will have a buddy class. Buddy rooms will be a safe p;ace for students to go to and either work on assignments, take breaks, or act as classroom helpers. • Monthly SEL PD with Hannah Reade and Jessica White to focus on the guidelines to address low level behaviors and review list of behaviors that will be handled by the building principal • Continue with invisible mentors • Teachers participating in Ambitious Instruction walkthroughs will report to

Achievement

			BLT and offer suggestions to improve the school
	<p>Ambitious Instruction <i>Classes are academically demanding and engaged students by emphasizing the application of knowledge.</i></p>	<p>By the end of the 2024 - 2025 school year, the percentage of students who are meeting growth projections will increase by 3%, as measured by the MAP Reading Assessment.</p> <p>The percentage of students who are meeting MAP Reading growth projections will increase from 65.3% (Spring 2024) to 68% (Spring 2025).</p> <p>On MAP Math, the percentage of students meeting or exceeding projected RIT score will increase by 3%. The percentage of students who are meeting or exceeding the projected RIT score</p>	<p>For reading:</p> <ul style="list-style-type: none">● K- 2 will fully implement the Bridges to Reading curriculum.● Review MAP reading data and identify areas of focus.● Teachers participating in Ambitious Instruction PD will share out new learning and ideas to staff on Wednesday PD.● Utilize the rigor rubric to improve instructional practices● For 3rd- 5th grade, teachers will use IAR Blueprint to do a standards audit review.● For ML 3rd - 5th grade, ML students will use Summit 3rd - 5th to develop listening, speaking, reading and writing. <p>For Math:</p> <ul style="list-style-type: none">● Review MAP Math data and identify areas of focus.● ST Math Champions will provide teacher and building

		in MAP MATH will increase from 54% (Spring 2024) to 57% (Spring 2025).	support to promote ST Math journey advancement throughout the year.
C ommunity	<p>Involved Families and Community <i>Strong relationships are built across the community to support learning.</i></p>	Chronic absenteeism will be reduced from 31% (high to some risk in Next Path) to 27%	<ul style="list-style-type: none"> ● Review NextPath attendance data with staff and identify students high to some risk. ● Promote and incentivize good attendance by students and class. ● Collaborate with ROE to inform parents about the importance of attending school in parent meetings and communications.
E nvironment	<p>Supportive Environments <i>The school environment is safe, clean and conducive to student learning. Teachers have high expectations for students. Students have the support of their teachers as well as their peers.</i></p>	<p>Student incident reports (referrals) will decrease by 20% from 199 referrals in 2023-2024 to 159 referrals for 2024- 2025.</p> <p>Show improvement in 5E areas of Teacher Safety and Classroom Disruption by the end of 2023 - 2025</p>	<ul style="list-style-type: none"> ● Monthly SEL PD with Hannah Reade and Jessica White ● Class agreements created and reviewed to ensure teacher and student accountability ● Staff will participate in PD for behavior management strategies. ● Review all behavior expectations along with ClassDojo quarterly and address any staff not

		<p>Teacher safety will improve from a performance score of 1 (very weak) to a performance score between 40 - 60 (neutral - strong). 5 Essentials measure Classroom disruptions (supplemental measure) will improve from a performance score of 44 (very weak) to a performance score between 60 - 80 (strong).</p>	<p>following building behavior guidelines.</p> <ul style="list-style-type: none"> • Teachers participating in 5E Cohort will share out new learning in Wednesday PD.
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Moline - Coal Valley Schools

2024-2025 District PACE Goals and Equity Focus Areas

Logan Elementary School

What?	Why?	Smart Goal	Action Plan/Critical Moves
<p>People</p>	<p>Collaborative Teachers and Staff The staff is committed to the school, receives strong professional development, and works together to improve.</p>	<p>Increase opportunities for staff to share responsibility for student's emotional, behavioral, and academic needs</p>	<ul style="list-style-type: none"> ● Create schedules for classroom support times and student work opportunities to be shared by all classroom teachers ● Rotation of all staff for after school reflection room ● Involvement of all staff in monthly rewards and CICO plans for students ● Utilization of Buddy Classroom activities and competitions
<p>Achievement</p>	<p>Ambitious Instruction Classes are academically demanding and engage students by emphasizing the application of knowledge.</p>	<p>Student's will increase achievement as measured by the MAP assessment from Fall 2024 to Spring 2025.</p> <p>The literacy target is set at 50% of students building wide meeting or exceeding the predicted growth target. (44.6% Spring 2024)</p>	<ul style="list-style-type: none"> ● Ongoing progress monitoring ● Addition of full time ML staffing ● Addition of special ed resource staffing ● Extended family literacy nights with food provided ● Introduction of K-2 foundational skills curriculum ● Introduction of K-5 MAP Reading Fluency benchmarking ● Scholastic take home kits with family literacy instruction

			<ul style="list-style-type: none"> ● Addition of school-wide literacy events throughout the year
C ommunity	<p>Involved Families and Community Strong relationships are built across the community to support learning.</p>	In the 2024-2025 school year, 60% of Logan students will have 9 or less absences (increase of 14% from SY24)	<ul style="list-style-type: none"> ● Parent and student incentives for on-time attendance ● Parent of the Month recognition ● Utilization of Parent Coordinator for parent communication and follow up ● Popcorn and Lu interactive playground incentives ● Monthly attendance reports to be sent home ● Establish an attendance committee ● Form letters to go home at every 4 days absent and 5 days tardy
E nvironment	<p>Supportive Environments The school environment is safe, clean, and conducive to student learning. Teachers have high expectations for students. Students have the support of their teachers as well as their peers.</p>	We will achieve a decrease in office discipline referrals in the category of non-compliance by 10% each quarter (approx. 8 per quarter)	<ul style="list-style-type: none"> ● Create after school reflection opportunities for students receiving referrals ● Introduction of Building Supervisor support for students 3 days a week ● Introduction of sensory room support for students in need ● Monthly reward programs for classrooms

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Moline - Coal Valley Schools

2024-2025 District PACE Goals and Equity Focus Areas

Roosevelt Elementary

What?	Why?	Smart Goal	Action Plan/Critical Moves
P eople	<p>Collaborative Teachers and Staff The staff is committed to the school, receives strong professional development, and works together to improve.</p>	<p>We will increase opportunities for teacher collaboration by sharing successful strategies and techniques with each other to build teacher relationships and trust across ALL grade levels with the intent of positively impacting student growth. Collaborative Practices will trend upward from the 2023 - 2024 to the 2024 - 2025 IL 5 Essentials Survey.</p>	<ul style="list-style-type: none"> -Classroom buddies: classrooms from different grade levels will pair up for academic and SEL./Community building activities Teachers will collaborate to plan and implement these activities. -Teachers will sign-up to share something working well in their classroom (strategies or techniques) at our Wednesday SIP meetings. Teachers will have the opportunity to ask questions or set up a time to observe or plan with that teacher. -Each teacher will plan or observe in another teacher's classroom (not in their grade level) at least once each semester.
A chievement	<p>Ambitious Instruction Classes are academically demanding and engage students by emphasizing the application of knowledge.</p>	<p>We will work to improve the quality of student discussions by creating opportunities for students to building on each other's discussions and use text evidence to support their ideas. The improved discussions will increase student participation and understanding, therefore, positively impacting student achievement. Ambitious Instruction: Quality of Student Discussions will trend upward from the 2023 - 2024 to the 2024 - 2025 IL 5 Essentials Survey.</p>	<ul style="list-style-type: none"> -The Ambitious Instruction Team will gather materials, strategies, and techniques to facilitate student discussions and present these to staff during Wednesday SIP times. -The Ambitious Instruction Team will facilitate staff discussions about how teachers are implementing student discussion techniques in their classrooms/lessons.
C ommunity	<p>Involved Families and Community Strong relationships are built across the community to support learning.</p>	<p>We will work to connect 95% of our families on Class Dojo. Each classroom will make at least one Class Story post per week. Our</p>	<ul style="list-style-type: none"> -Staff will work to ensure parents are able to connect to Class Dojo

		<p>Involved Families metric on the 5 E will trend upward in the 2024 - 2025 IL 5E Survey.</p>	<p>-Staff will post classroom learning on Class Dojo once per week. -As a building we will explore the use of Class Dojo Portfolios to increase parent involvement in student learning.</p>
<p>EEnvironment</p>	<p>Supportive Environments The school environment is safe, clean, and conducive to student learning. Teachers have high expectations for students. Students have the support of their teachers as well as their peers.</p>	<p>We will work to improve Student-Teacher trust and various aspects of the IL 5E Supportive Environment Survey by implementing regular classroom meetings and an “Invisible Mentor” program. Supportive Environment on the IL 5 Essentials Survey will trend upward from the 2023 - 2024 to the 2024 - 2025 IL 5 Essentials Survey.</p>	<p>-Classrooms will have regular classroom meetings to ensure opportunities for student voice and discussion about various topics building community and Student-Teacher Trust. -The Supportive Environment Team will develop a classroom meeting template and focus calendar for targeted discussion. -Teachers will sign up to become “Invisible Mentors” to students that have indicated a diminished sense of belonging.</p>

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Moline - Coal Valley Schools

2024-2025 District PACE Goals and Equity Focus Areas

Washington Elementary

What?	Why?	Smart Goal	Action Plan/Critical Moves
P eople	<p>Collaborative Teachers and Staff The staff is committed to the school, receives strong professional development, and works together to improve.</p>	<p>We will work to improve our foundation of discipline process and have a process in place by October 1, 2024</p> <p>We will see a decrease in major vs minor referrals by up to 5% and an increase in positive constructive feedback by use of positive office referrals by up to 8% from last year before the end of 3rd quarter</p>	<p>By increasing use of positive office referrals</p> <p>Working toward common goals and processes for discipline procedures</p>
A chievement	<p>Ambitious Instruction Classes are academically demanding and engage students by emphasizing the application of knowledge.</p>	<p>We will work to improve the quality of student academic discussions through building wide staff chosen Kagan expectations and targeted Kagan structures. The improved discussions will increase student participation and understanding therefore positively impacting student achievement. Quality of Student Discussions will trend upward 10-15% from 2023-2024 to 2024-2025 on the IL 5 Essentials Survey.</p>	<p>-Teachers will explicitly use academic and 5E language when introducing the classroom discussion structure. Example: (debating, constructive feedback)</p> <p>- Utilizing Kagan coaches to mentor or model Kagan strategies/structures.</p>
C ommunity	<p>Involved Families and Community Strong relationships are built across the community to support learning.</p>	<p>We will work to increase positive interactions with parents/guardians by 5-8%, from previously reported 47%, via</p>	<p>-Focus on parents who are giving positive Dojo interactions (liking, viewing, responding) with possible rewards</p> <p>-Guardian of the Month</p>

		parental involvement in students' education throughout the 1st semester of the 2024-2025 school year.	<ul style="list-style-type: none"> -Continued Family Nights (5) and include parents with volunteering/planning -Increase positive messages/phone calls home with good news -Having tangibles or incentives for those who come to Family Night
E nvironment	<p>Supportive Environments The school environment is safe, clean, and conducive to student learning. Teachers have high expectations for students. Students have the support of their teachers as well as their peers.</p>	We will increase our Safety data from 37% to a percentage within the range of our results for safety in the 2021/2022 surveys (between 40% and 49%) based on 5Essential survey results	<ul style="list-style-type: none"> -Continued use of bathroom/nurse/counselor passes -Continuous enforcing of school-wide procedures for safety (boot camp, in-class reminders, etc) -Reinforcement and modeling of safety expectations in class through classroom lessons

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Moline - Coal Valley Schools

2024-2025 District PACE Goals and Equity Focus Areas

Willard Elementary



What?	Why?	Smart Goal	Action Plan/Measurable Outcomes
<p>People</p>	<p>Collaborative Teachers and Staff The staff is committed to the school, receives strong professional development, and works together to improve.</p>	<p>Under Collaborative Teachers and Staff we will improve up to 5 points in the realm of Collaborative Practices from last year on the 5Essentials (up to 52).</p>	<p>We will increase opportunities for team building within the school day and outside the school day.</p> <p>We will increase opportunities to check in with each other weekly.</p> <p>We will increase opportunities quarterly to take responsibility for improving the school (hallways, contests, themes in school, etc).</p>
<p>Achievement</p>	<p>Ambitious Instruction Classes are academically demanding and engage students by emphasizing the application of knowledge.</p>	<p>We will increase our Spring 2025 MAP Reading School wide percentile up to 2 percentile points (currently at 34th percentile).</p>	<p>We will:</p> <ol style="list-style-type: none"> 1. Hold MAP assembly before the Winter & Spring Map Window. 2. We will incentivise our students to meet their goal (prizes). 3. We will conference with our students using MAP data sheets. 4. We added an additional part-time CHI this year to help with reading.

<p>Community</p>	<p>Involved Families and Community Strong relationships are built across the community to support learning.</p>	<p>We will increase our attendance and tardies by up to 5% for the 2024-2025 school year.</p>	<ol style="list-style-type: none"> 1. The principal will initiate attendance warning letters 1st and 2nd for certain thresholds (tardies, unexcused, excused absences). 2. The ROE will intervene once students have been referred to truancy. 3. We will incentivize students on a monthly basis based on perfect attendance/no tardies.
<p>Environment</p>	<p>Supportive Environments The school environment is safe, clean, and conducive to student learning. Teachers have high expectations for students. Students have the support of their teachers as well as their peers.</p>	<ol style="list-style-type: none"> 1. We will increase the Safety measure on the 5E data up to 6 points (from 34) for the 2024-2025 school year. 2. We will move up to 5 points under Student Teacher Trust on the 5E data for the 2024-2025 school year. 	<ol style="list-style-type: none"> 1. We will post class rules for all students to see. 2. We will implement Bootcamp each semester. 3. We will implement SEL lessons to validate student's feelings and support them to feel safe. (use 5Essential questions during Counselor time). <ol style="list-style-type: none"> 1. We will be empathetic but hold our students responsible for their choices. 2. We will connect with students outside of school (Party on the Playground, Oktoberfest, Lunch on the Lawn, Winter Dance, Pastries with Parents, School Carnival, McKids Night, Grandfriends Day).

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John Deere Middle School

2024-2025 PACE Goals and Equity Focus Areas

Moline - Coal Valley School District

What?	Why?	Smart Goal	Action Plan/Critical Moves
<p>People</p>	<p>Collaborative Teachers and Staff The staff is committed to the school, receives strong professional development, and works together to improve.</p>	<p><u>Prioritize Team Meeting Time</u> The JDMS teams will meet at least once a month for 60 minutes. The shared agendas and student concern sheet will allow for consistent, open communication. Staff will have flexibility to attend alternate team meetings. Agendas will be released two days prior and response to inquiries and feedback within one week. As a result of these meetings, there will be an increase in staff-wide communication.</p>	<ul style="list-style-type: none"> -At a BLT meeting prior to August 16, team leaders will be presented with the changes for team meetings. -Building will move to a half hour staff meeting and half hour team meeting twice a month. -Team leaders will share agendas to pertinent staff. -Admin and Team Leaders will send back responses to inquiries and feedback on the agendas. -Student Concern Spreadsheet will have four categories: Academic, Behavior, Social/Emotional, and Attendance. There will be a separate tab for each team.
<p>Achievement</p>	<p>Ambitious Instruction Classes are academically demanding and engage students by emphasizing the application of knowledge.</p>	<p><u>Reading & Math (1 for each)</u> Academic instruction will support and increase in achievement in reading as measured by MAP assessment from Fall 2024-Spring 2025 Literacy baseline: all students 53.67%%; black/african-american 47%; multi-ethnic 53.67%, ML 49%, CWD 39.42% Math baseline: all students 61.67%; black or</p>	<ul style="list-style-type: none"> -All core subject areas will utilize the IXL IAR skill plan and/or MAP skill plan for Reading and Math 20 minutes/week/core subject. -PBIS will implement a reading initiative in conjunction with ELA teachers and community partners. -Progress monitoring will be ongoing and will consist of analysis of common district

		<p>african-american 59%; multi-ethnic 63%; ML 57.66%; CWD 50.46%. Goals result in an increase on the IAR test and support all sub-groups.</p>	<p>assessment data, classroom performance data, MAP test data, IXL learning, and ongoing formative assessment.</p> <ul style="list-style-type: none"> -Presented curriculum will be aligned to the Common Core State Standards. Students will be scheduled into intervention periods for Reading based on the analysis of objective and subjective performance measures. Specific interventions to address skill deficits will include the Read180/System 44 program, Waterford, ALEKS, and the IXL program. -Professional Development time will be utilized for revision of curriculum to include spiraling of the curricular content. -Professional Development time will be utilized for development of Standards Based formative assessments for determining mastery of essential skills in English/Language Arts. -Professional Development time will be used to complete deeper dives into MAP data to better understand the skill deficits needing to be addressed.
<p>Community</p>	<p>Involved Families and Community Strong relationships are built across the community to support learning.</p>	<p><u>Provide more opportunities for family engagement within the building</u> In the 2024-2025 school year, the JDMS staff will ensure that each child receives at least one positive home contact during the first quarter of the school year. We will host five school-wide family activities.</p>	<ul style="list-style-type: none"> -Set our conference lists (point of contact students) earlier in the year, so that teachers can use those to drive positive home communications. -Make a menu of options for communicating with parents that staff can reference (i.e. positive office referrals, caught being good, etc) -Track positive contacts home on a spreadsheet to guarantee one per child.

			-Measure what we offer for families this year and track participation numbers, so we can use that data point in the following year.
E Environment	<p>Supportive Environments</p> <p>The school environment is safe, clean, and conducive to student learning. Teachers have high expectations for students. Students have the support of their teachers as well as their peers.</p>	<p><u>Increase the school community's ownership and pride in the learning environment</u></p> <p>Within the 2024-2025 school year, 25% of our student population will be involved in community service opportunities. This will be driven by extra-curricular student groups and volunteers which will positively impact student and staff safety and our learning environment.</p>	Each sports team/extracurricular club to complete campus-based or community service at least 1 per season. For example, visiting retirement centers, collecting donations for local charity, attending Kiwanis meetings, participating in United Way, campus spring-clean, etc.

Effective Leadership sets the PACE

School leaders work with staff to implement a clear and strategic vision for school success.



Moline - Coal Valley Schools

2024-2025 PACE Goals and Equity Focus Areas

Wilson Middle School



What?	Why?	Smart Goal	Action Plan/Critical Moves
<p>People</p>	<p>Collaborative Teachers and Staff The staff is committed to the school, receives strong professional development, and works together to improve.</p>	<p>Teachers will participate in instructional team and department meetings focusing on instructional practices, data collection and analysis (common district assessments analysis, standardized test data, classroom data), departmental goal setting, and progress monitoring on at least 8 occasions during the 2024-2025 school year with 100% staff participation.</p>	<ul style="list-style-type: none"> Professional development sessions and building wide implementation plan focusing on the model school's rigorous and relevant instruction rubrics Professional development session focusing on priority Kagan structures Professional development focusing on ML instruction, differentiated instruction, and SEL priorities Revisit and revise common district assessments to ensure alignment with standards. Analyze data from MAP assessments Utilize conference and planning time, Early Release Wednesday time, and ½ day in-service time to collaborate and refine common units of instruction, CDAs, and monitor progress toward departmental goals.
<p>Achievement</p>	<p>Ambitious Instruction Classes are academically demanding and engage students by emphasizing the application of knowledge.</p>	<p>Students will increase achievement in Reading as measured by the MAP assessment from Fall 2024 to Spring 2025. The literacy target is set at 65.6% of the All Student Group meeting/exceeding predicted growth targets during the assessment interval. This target represents a level that is 15.6% above the nationally normed expected growth level in literacy and a 3.0% increase from the 2023-2024 totals.</p> <p>Students will increase achievement in Math as measured by the MAP assessment from Fall 2024 to Spring 2025. The math target is set at 68.1% of the All Student Group meeting/exceeding predicted growth targets during the assessment interval. This target represents a level that is 18.1% above the nationally normed expected growth level in math and a 3.0% increase from the 2023-2024 totals.</p>	<ul style="list-style-type: none"> Progress monitoring will be ongoing and will consist of analysis of common district assessment data, classroom performance data, MAP test data, IXL learning, and ongoing formative assessment. The presented curriculum will be aligned with the Common Core State Standards. Students will be scheduled into intervention periods for Reading based on the analysis of objective and subjective performance measures. Specific interventions to address skill deficits will include the Read180/System 44 program and the IXL program The Kagan Support Team will develop a building-specific plan to include training, modeling, formal coaching, and implementation of specific Kagan structures to be implemented in instruction by all staff Professional Development time will be utilized for revision of the curriculum to include spiraling of the curricular content. Professional Development time will be utilized for the development of Standards-Based formative assessments for determining mastery of essential skills. Professional Development time will be used to complete deeper dives into MAP data to better understand the skill deficits that need to be addressed.

<p>Community</p>	<p>Involved Families and Community Strong relationships are built across the community to support learning.</p>	<p>To help foster a supportive school community, we will increase parental involvement opportunities in academic and extracurricular activities by providing a structured program that encourages families to participate in school events, provide volunteer opportunities, and improve parent-teacher communication with 50% of families participating in one or more academic, extracurricular, or volunteer opportunities.</p>	<ul style="list-style-type: none"> • Launch a survey to understand parent interests, availability, and barriers to participation. • Set up a system for monthly family communication via WMS newsletter • Pilot Class Dojo for incoming 6th-grade families as the primary communication tool • Set up a system for Weekly team reports (for classrooms not using Class Dojo) • Partner with WIU to pilot a "Parent Mentor Program" at the middle level with a Parent Coordinator assigned to work within the school each day. • Develop 4 parent nights focusing on issues and concerns that middle school students face (i.e. responsible social media use). • Start a parent Involvement committee to plan and organize school events • Develop a volunteer sign-up system in concert with the PTA to track participation. • Develop academic and extracurricular showcase nights • Review participation data, gather feedback, and make necessary adjustments. • Host a mid-year appreciation event for parents who have been actively involved in events • Evaluate the year's efforts, compile a report on participation increases, and plan for the next academic year's parental involvement initiatives.
<p>Environment</p>	<p>Supportive Environments The school environment is safe, clean, and conducive to student learning. Teachers have high expectations for students. Students have the support of their teachers as well as their peers.</p>	<p>By June 1, 2025, Wilson Middle School will decrease the chronic absenteeism rate by 5% to 27% as compared to the 2023-2024 school year.</p>	<ul style="list-style-type: none"> • Track attendance daily using the school's attendance software, and compile monthly reports to monitor progress towards the goal. • Implement targeted interventions such as parent meetings, attendance rewards, and a peer mentorship program to support students with frequent absences. • Develop partnerships with community businesses to provide incentives for increased attendance. • Attendance Committee will meet monthly to analyze attendance data • Use technology to enhance communication with students and families, such as Class Dojo or automated messaging systems. • Partner with local organizations to provide additional resources and support for students and families. • Clearly communicate attendance policies to students and families. • Offer tutoring and academic support to help students who are struggling academically. Implement mentorship programs where students can connect with positive role models. • Regular check-ins will be conducted monthly to monitor and ensure progress towards the goal.

Effective Leadership sets the PACE

School leaders work with staff to implement a clear and strategic vision for school success.

Moline - Coal Valley Schools

2024-2025 District PACE Goals and Equity Focus Areas


Moline High School

What?	Why?	Smart Goal	Action Plan/Critical Moves
P eople	<p>Collaborative Teachers and Staff The staff is committed to the school, receives strong professional development, and works together to improve.</p>		
A chievement	<p>Ambitious Instruction Classes are academically demanding and engage students by emphasizing the application of knowledge.</p>	By the end of the 2024-2025 school year, all teachers will have been familiarized with the rigor rubric from Dr., Thornell, and peer-to-peer feedback will be given based on the rubric.	<ol style="list-style-type: none"> 1. 1st year: Rigor Rubric <ol style="list-style-type: none"> a. Leadership Team will visit classrooms, focusing on the "Thoughtful Work" section of the rubric. b. Department chairs will invite department members into their classrooms to observe using the rubric. c. Time will be provided for teachers to observe colleagues using the rubric.
C ommunity	<p>Involved Families and Community Strong relationships are built across the community to support learning.</p>	By the end of the 2024-2025 school year,	<ol style="list-style-type: none"> 1: Choose period 1 to focus on for parent outreach. PD time will be given to teachers to contact period 1 students with multiple absences or tardies. The administration will also reach out to these families via Remind and Google form to get more feedback on the causes of absences to first period. 2: Form a committee to consider modifications to the attendance incentive policy.
E nvironment	<p>Supportive Environments The school environment is safe, clean, and conducive to student learning. Teachers have high expectations for students. Students have the support of their teachers as well as their peers.</p>	Academic Personalism: student 5essentials survey results from this school year will reflect a 5-point increase in the category of Academic Personalism.	<ol style="list-style-type: none"> 1. Give interim surveys to check on student perceptions of academic personalism in October and January. 2. Create posters for each classroom for teacher reference to the elements of academic personalism.

Effective Leadership sets the PACE

School leaders work with staff to implement a clear and strategic vision for school success.

TO: Members of the Board of Education

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

DATE: October 10, 2024

SUBJECT: Approval to Purchase Administration and Teacher Laptop Replacements

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

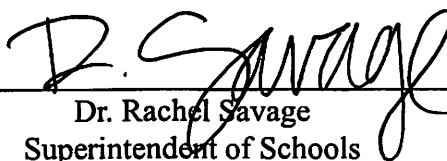
Action Necessary: Board of Education approval is requested to purchase laptop replacements as part of the Moline-Coal Valley School District hardware cycle.

Facts: The District maintains a hardware cycle for staff and computer labs, including laptops for administrators and teachers. The Board of Education approved the purchase of 550 teacher laptops in June of 2024 through Federal Title allocations. The Educational Technology Department requests permission to purchase the remaining teacher laptops of the same vintage to complete the teacher device hardware cycle. An additional 16 devices are required for specialty positions and administration devices in cycle. An Illinois Technology Purchase Program (ILTPP) bid was submitted to align this purchase with master state contracts.

Cost: CDWG provided the lowest total cost for the desired specification, priced at \$67,000 for teachers and \$18,000 for administration and specialty positions. These prices include a three-year warranty. Funds from the Educational Technology Capital Outlay accounts have been budgeted for this hardware refresh.

Recommended Action: That the Board of Education approve the purchase of 82-Dell Latitude Laptops as part of the District's hardware cycle from CDW, Chicago, Illinois, for a total cost not to exceed \$85,000.


Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

Vendor	Model	Price
<i>CDW</i>	<i>Dell Latitude 540</i>	<i>\$980</i>
Best Buy	Dell Latitude 540	\$1,320
Bluum	Dell Latitude 540	\$1,205
Bradfield's	Dell Latitude 540	\$1,110

TO: Members of the Board of Education

FROM: Vincent Gallo, Chief Financial Officer 
Keith Karstens, Director of Facilities

DATE: October 10 , 2024

SUBJECT: Award of Bid – Moline Education Center Replacement of Rooftop Units 14 and 16

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

Action Necessary: Board of Education approval is requested.

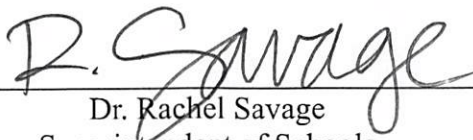
Facts: As part of the evaluation of the Moline Education Center purchase, several inspections were performed on the building's mechanical and electrical systems. During the equipment inspection, two (2) rooftop units were identified as having cracked heat exchangers (units 14 and 16). As part of the negotiations for the purchase of the building, funds were allocated for the replacement of these units. Quotes were received for the replacement of the two (2) rooftop units.

Therefore, it is the recommendation of the administration that the Board of Education award the contract for the installation of two (2) rooftop units to the lowest qualified bidder, as identified in the attached bid tab.

Cost: The total base bid cost is \$18,909 and will be supported with Capital Projects (Fund 6).

Recommended Motion: That the Board of Education award the bid for the Moline Education Center rooftop unit replacements to Crawford Company, Rock Island, Illinois, in the amount of \$18,909.


Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

October 10, 2024	Attachment No. 4
Moline-Coal Valley School District	10/14/24 Brd. Mtg.
Moline Education Center RTU's	
Name and Address of Bidder	Total
Crawford Company	\$18,909.00
Davenport, Iowa	
Ruyle Mechanical	\$20,370.00
Rock Island, IL	

TO: Members of the Board of Education

FROM: Vincent Gallo, Chief Financial Officer 
Keith Karstens, Director of Facilities

DATE: October 10, 2024

SUBJECT: Award of Bid – Moline Education Center Heritage Room Furniture

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


Action Necessary: Board of Education approval is requested.

Facts: After reviewing the needs for the Heritage Room which will be used for professional development training and the Board of Education meetings, furniture selection was made using the Omina contract discount process. A quantity of sixty (60) Motivate 4 leg stackable chairs and thirty (42) Huddle 30" x 60" table tops with thirty (42) Huddle flip top bases were selected.

Cost: The total cost is \$37,100. This will be paid through the Operation & Maintenance Fund (Fund 2).


Recommended Motion: That the Board of Education award the bid for the Moline Education Center Heritage Room furniture to Paragon Interiors, Bettendorf, Iowa in the amount of \$37,100.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

TO: Members of the Board of Education

FROM: Vincent Gallo, Chief Financial Officer 
Keith Karstens, Director of Facilities

DATE: October 10, 2024

SUBJECT: Engage Services – Moline High School Rooms D101, D107, and D118 Asbestos Abatement Design

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

Action Necessary: Board of Education approval is requested.

Facts: Morland Environmental Service has performed an inspection at Moline High School in rooms D101, D107, and D118. In preparation to repurpose D101 for additional education space, the wood flooring needs to be removed and the layer of mastic under the flooring needs to be abated.

As part of the design fee, Morland will include the design for abatement for all three (3) rooms; D101, D107, and D118 for future abatement projects.

The Illinois Department of Public Health requires project design during the abatement process, which consists of providing a design and bidding process. Morland Environmental Services, Woodhull, Illinois, will provide design services for the sum of \$3,500. Once the project is approved, additional monitoring services will be required for the sum of \$10,000. Therefore, it is the recommendation of the administration that the Board of Education approve the District to engage services with Morland Environmental for these services.

Cost: The cost of these design services is \$3,500, plus \$10,000 for the state required monitoring and documentation which will be supported through funding received from the lease funds and paid out of the Capital Projects Fund (Fund 6).

Recommended Motion: That the Board of Education engage the services of Morland Environmental Services, Woodhull, Illinois, for Moline High School rooms D101, D107, and D118 asbestos abatement design and for monitoring services for D101 in the amount of \$13,500.

Approved for Submission to the Board of Education




Dr. Rachel Savage
Superintendent of Schools

6. Engage Services - Legat Architects - Wilson Middle School Secure Entry

57

Recommended Motion: that the Board of Education engage the services of Legat Architects, Moline, Illinois, for schematic design services for the Wilson Middle School secure entry for a cost of \$48,500. **See Attachment No. 7.**

TO: Members of the Board of Education

FROM: Vincent Gallo, Chief Financial Officer 
Keith Karstens, Director of Facilities

DATE: October 10, 2024

SUBJECT: Engage Services - Architectural Design Services for Wilson Middle School Secure Entry

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

Action Necessary: Board of Education approval is requested.

Facts: After an assessment of the main entry doors at Wilson Middle School, it was determined that the door assembly is in need of replacement. According to the assessment, the structural steel for the main entry needs to be repaired. Due to the amount of work required, it is recommended to improve this entry by upgrading it to a secure entry. This would require adding approximately 300 sq ft to the front exterior of the building. This would be similar to the Moline High School front entry which has a vestibule with a secure double door entry. The budget for the construction of this project is approximately \$500,000 to \$600,000.

Therefore it is the recommendation of the administration that the Board of Education approve Legat Architects for professional services which includes (Architectural, Structural, Mechanical, Electrical, and Plumbing Engineering services) for the Wilson Middle School Secure Entry. There is a potential that a Civil engineer may be required as part of this project, and will be carried in the Legat contract.

Cost: The cost of these services is \$43,500. An estimate for consulting with a civil engineer is potentially \$5,000, which will be supported from the Capital Projects Fund (Fund 6).

Recommended Motion: That the Board of Education engage the services of Legat Architects, Moline, Illinois, for schematic design services for the Wilson Middle School secure entry for a cost of \$48,500.

Approved for Submission to the Board of Education





Dr. Rachel Savage
Superintendent of Schools

7. Approval of Group Insurance Premium for Active & Retiree Under 65 Plan for 2025

59

Recommended Motion: that the Board of Education approve the District Insurance Committee's recommendation to increase the Active and Retiree premium contributions to the Group Insurance Fund for the 2025 calendar year for group insurance premium rates. **See Attachment No. 8.**

TO: Members of the Board of Education

FROM: Vincent Gallo, Chief Financial Officer 
Todd DeTaeye, Assistant Superintendent for Administration & Human Resources 

DATE: October 10, 2024

SUBJECT: Approval of Group Insurance Premiums for Active & Retiree Under 65 Plan for 2025

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


Action Necessary: Board of Education approval is requested.

Facts: The District Insurance Committee met October 2, 2024 to discuss projected claims, other group insurance costs, and revenues for the Group Insurance Fund for 2025. As a result of current Moline-Coal Valley Board of Education and bargaining agreements in place, the Committee recommends the group insurance individual deductible increase from \$500 to \$1,000, and the individual Out of Pocket Maximum increase from \$1,800 to \$4,000 effective January 1, 2025.

Cost/Revenue: The annual Group Medical Insurance premium from the Board of Education and employees and retirees is projected at \$11,086,432 for 2025. This overall premium should generate an increase of approximately \$468,813 depending on future enrollment. All costs are supported through the Group Insurance Fund.

Recommended Action: That the Board of Education approve the District Insurance Committee's recommendation to increase the Active and Retiree premium contributions to the Group Insurance Fund for the 2025 calendar year for group insurance premium rates, as attached.

Approve for Submission to the Board of Education





Dr. Rachel Savage
Superintendent of Schools

8. Approval of Group Dental Insurance for 2025

61

Recommended Motion: that the Board of Education approve MetLife for Group Insurance for a total projected cost of \$589,543 for the 2025 calendar year. **See Attachment No. 9.**

TO: Members of the Board of Education

FROM: Vincent Gallo, Chief Financial Officer 
Todd DeTaeye, Assistant Superintendent for Administration & Human Resources 

DATE: October 10, 2024

SUBJECT: Approval of Group Dental Insurance for 2025

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

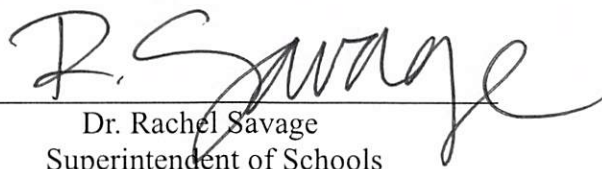
Action Necessary: Board of Education approval is requested.

Facts: The District Insurance Committee met October 2, 2024, to discuss the renewal for 2025 Group Dental Insurance. The Committee's recommendation is to accept the proposed rates from MetLife for the calendar year 2025 with fully insured dental being \$44.44/month for single coverage, \$116.46/month for family coverage. This reflects a 5% increase from the 2024 calendar year.

Cost: The total projected cost is \$589,543 for the 2025 calendar year based on current member participation. Premiums will be paid from the Group Insurance Fund.

Recommended Action: That the Board of Education approve MetLife for Group Dental Insurance for a total projected cost of \$589,543 the 2025 calendar year.

Approved for Submission to the Board of Education





Dr. Rachel Savage
Superintendent of Schools

9. Approval of Voluntary Vision Insurance - United Healthcare for 2025

63

Recommended Motion: that the Board of Education approve the renewal for Voluntary Vision Insurance through United Healthcare for the 2025 calendar year. **See Attachment No. 10.**

TO: Members of the Board of Education

FROM: Vincent Gallo, Chief Financial Officer 
Todd DeTaeye, Assistant Superintendent for Administration & Human Resources 

DATE: October 10, 2024

SUBJECT: Approval of Voluntary Vision Insurance with United Healthcare for 2025

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

Action Necessary: Board of Education approval is requested.

Facts: The District Insurance Committee met October 2, 2024, to discuss the renewal for Voluntary Vision Insurance. As a result, it is the Committee's recommendation to renew with United Healthcare for Voluntary Vision for 2025.

Cost: Premiums are covered solely by the employees who participate in the program.

Recommended Action: That the Board of Education approve the renewal for Voluntary Vision Insurance through United Healthcare for the 2025 calendar year.

Approved for Submission to the Board of Education





Dr. Rachel Savage
Superintendent of Schools

10. Approval of Group Health Insurance Renewal for 2025

65

Recommended Motion: that the Board of Education approve the renewal of the Group Health Insurance Administrative Services Only and Individual Stop Loss with Blue Cross Blue Shield of Illinois for a total projected cost of \$450,410.76 for the 2025 calendar year. **See Attachment No. 11.**

TO: Members of the Board of Education

FROM: Vincent Gallo, Chief Financial Officer 
Todd DeTaeye, Assistant Superintendent for Administration & Human Resources 

DATE: October 10, 2024

SUBJECT: Approval of Group Health Insurance Renewal for 2025

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

Action Necessary: Board of Education approval is requested.


Facts: The District Insurance Committee met October 2, 2024 to discuss the renewal of 2025 Administrative Services of the District's Group Health Insurance Plan and Individual Stop Loss coverage. Blue Cross Blue Shield of Illinois has successfully provided the administrative services and Stop Loss services this past year.

As a result, the Committee's recommendation is to accept the renewal offer for the calendar year 2025 from Blue Cross Blue Shield of Illinois for the administrative fees and as our Individual Stop Loss carrier.

Cost: The total projected cost is \$450,410.76 for the 2025 calendar year, based on current member participation. This represents a decrease of approximately \$110,555, or -19.7% from 2024. Premiums will be paid from the Group Insurance Fund which is a shared cost between the Board of Education and employees.

Recommended Motion: That the Board of Education approve the renewal for the Group Health Insurance Administrative Services Only, and Individual Stop Loss with Blue Cross Blue Shield of Illinois for a total projected cost of \$450,410.76 for the 2025 calendar year.

Approved for Submission to the Board of Education





Dr. Rachel Savage
Superintendent of Schools

11. Approval to Renew the Prescription Drug Plan Coverage for Retirees Over 65 to Medicare Part D

67

Recommended Motion: that the Board of Education approve the District Insurance Committee's recommendation to renew the prescription drug plan coverage for Retirees over 65 to Medicare Part D. **See Attachment No. 12.**

TO: Members of the Board of Education

FROM: Vincent Gallo, Chief Financial Officer 
Todd DeTaeye, Assistant Superintendent for Administration and Human Resources 

DATE: October 10, 2024

SUBJECT: Approval of 2025 Medicare Part D for Retirees over 65

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

Action Necessary: Board of Education approval for group insurance plan renewal.

Facts: The District Insurance Committee met October 2, 2024, to discuss the renewal for Retirees Over age 65 Medicare Part D coverage. The committee's recommendation is to accept the proposed rates from Medicare Part D for the calendar year 2025 at \$141.80 per person. This reflects a 5% increase from the 2024 calendar year.

Cost/Revenue: The 2025 calendar year total projected cost is \$124,217 based on current enrollment.

Recommended Action: That the Board of Education approve the District Insurance Committee's Recommendation to renew the prescription drug plan coverage for Retirees over 65 to Medicare Part D.

Approve for Submission to the Board of Education




Dr. Rachel Savage
Superintendent of Schools

12. Approval of Updated Board of Education Policy 4:140 - Waiver of Student Fees

69

Recommended Motion: that the Board of Education accepts for first reading the revised Board of Education Policy 4:140 - Waiver of Student Fees, as presented. **See Attachment No. 13.**

TO: Members of the Board of Education
FROM: Vincent Gallo, Chief Financial Officer 
DATE: October 10, 2024
SUBJECT: Approve Updated Board Policy 4:140 – Waiver of Student Fees

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

Action Necessary: Board of Education approval is requested to accept Board Policy updates.

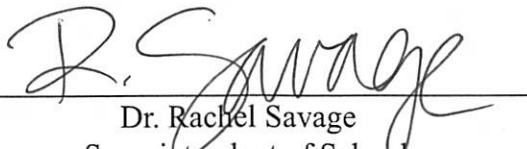
Facts: In the continuing quest to update the District's Board Policies, a policy of Section 4 with suggested changes based on PRESS recommendations is attached. The administration requests the Board accept updates for Section 4, as listed. These changes are minor and part of a PRESS Correction Draft Update.

Attached are the suggested changes based on PRESS recommendations. The administration requests the Board accept updates for Policies 4:140 - Waiver of Student Fees. Recall the underlined text represents suggested new additions; whereas, the ~~striketrough~~ text represents suggested deletions.

Cost: None.

Recommended Action: That the Board of Education accepts for first reading, the revised Board of Education Policy 4:140 - Waiver of Student Fees, as presented.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

Document Status: Draft Update

OPERATIONAL SERVICES

4:140 Waiver of Student Fees

The Superintendent will recommend to the Board of Education a schedule of fees, if any, to be charged students for the use of textbooks, consumable materials, extracurricular activities, and other school student fees. Students must also pay fines for the loss of or damage to school books or other school-owned materials.

Fees for textbooks, and other instructional materials, and driver education, as well as fines for the loss or damage of school property are waived for students who meet the eligibility criteria for a waiver as described in this policy. In order that no student is denied educational services or academic credit due to the inability of parents/guardians to pay student fees and fines, the Superintendent will recommend to the Board which additional fees and fines, if any, the District will waive for students who meet the eligibility criteria for a waiver.

Notification

The Superintendent shall ensure that a notice of waiver applicability is provided to parents/guardians with every bill for fees and/or fines, and that applications for waivers are widely available and distributed according to State law and Ill. State Board of Education (ISBE) rule and that provisions for assisting parents/guardians in completing the application are available.

Eligibility Criteria

A student shall be eligible for a fee and fine waiver when:

1. The student currently lives in a household that meets the same income guidelines, with the same limits based on household size, that are used for the federal free meals program;
2. The student's parents/guardians are veterans or active-duty military personnel with income at or below 200% of the federal poverty line; or
3. The student is homeless, as defined in the McKinney-Vento Homeless Assistance Act ([42 U.S.C. §11434a](#)).

The Superintendent or designee will give additional consideration when one or more of the following factors are present:

- Illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Unemployment;
- Emergency situations;
- When one or more of the parents/guardians are involved in a work stoppage.

Verification

The Superintendent or designee shall establish a process for determining a student's eligibility for a

waiver of fees and fines in accordance with State law requirements.

If a student receiving a waiver is found to be no longer eligible during the school year, the Superintendent or designee shall notify the student's parent/guardian and charge the student a prorated amount based upon the number of school days remaining in the school year.

Determination and Appeal

Within 30 calendar days after the receipt of a waiver request, the Superintendent or designee shall mail a notice to the parent/guardian whenever a waiver request is denied. The denial notice shall include: (1) the reason for the denial, (2) the process and timelines for making an appeal, and (3) a statement that the parent/guardian may reapply for a waiver any time during the school year if circumstances change. If the denial is appealed, the District shall follow the procedures for the resolution of appeals as provided in the ISBE rule on waiver of fees.

LEGAL REF.:

[42 U.S.C. §11434a](#), McKinney-Vento Homeless Assistance Act.

[105 ILCS 5/10-20.13](#), [5/10-22.25](#), [5/27-24.2](#), and [5/28-19.2](#).

[23 Ill.Admin.Code §1.245](#) [may contain unenforceable provisions].

CROSS REF.: 4:130 (Free and Reduced-Price Food Services), 6:140 (Education of Homeless Children), 6:220 (Bring Your Own Technology (BYOT) Program; Responsible Use and Conduct)

ADOPTED: June 26, 2023

Adopted: August 12, 2024

13. Approval of Memorandum of Agreement - United Way Quad Cities

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Recommended Motion: that the Board of Education approve the Memorandum of Agreement between the Moline-Coal Valley School District and United Way Quad Cities related to a collaboration to embed the Communities In Schools model of integrated student supports (CIS Model) in the School District. **See Attachment No. 14.**

UNITED WAY QUAD CITIES
MEMORANDUM OF UNDERSTANDING
WITH MOLINE-COAL VALLEY SCHOOL DISTRICT

THIS MEMORANDUM OF UNDERSTANDING (“Agreement”), effective **September 30, 2024** (“Effective Date”) sets forth the respective obligations of **United Way Quad Cities** and **Moline-Coal Valley School District** (“School District”) related to a collaboration to embed the Communities In Schools model of integrated student supports (“CIS Model”) in the School District. The Organization and School District may collectively be referred to as the “Parties” or separately as “Party” throughout this Agreement.

About Communities In Schools

Communities In Schools (CIS) is the nation’s leading dropout prevention organization, helping kids stay in school and achieve in life through the evidence-based CIS Model.

As a CIS Licensed Partner, **United Way Quad Cities** partners with superintendents, principals and key school staff, to place site coordinators in schools to facilitate CIS Model implementation (integrated student supports, site and partnership coordination, and case management).

Implementing Integrated Student Supports with United Way Quad Cities

Through a Licensed Partnership with Communities In Schools, **United Way Quad Cities** successfully secured funding to introduce the CIS Model in **1 school** in the **Moline-Coal Valley School District**.

In consideration of the mutual promises stated herein and, in any exhibits, incorporated into this Agreement, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree to the following:

I. Term of Agreement

This Agreement shall remain in effect starting **9/30/24** and continuing through **6/30/28**, unless sooner terminated in accordance with Section VI below.

II. United Way Quad Cities Responsibilities:

Organization agrees to:

- A. Facilitate the completion of the CIS Self-Assessment of Integrated Student Supports in School District from **Fall 2024 Semester through Spring 2028 Semester**.
- B. Establish and maintain sound management and student support practices while implementing the CIS Model in School District. This includes:

- i. Implementation of the CIS Model (school needs assessment, school support plan, three tiers of supports, case management, full-time site coordinator, community partnership development).
 - ii. Utilizing school-based site coordinators to deliver the full CIS model at the school.
 - iii. Utilizing the CIS data management system (CISDM); and
 - iv. Engaging in long-term sustainability planning with CIS.
- C. Hire or designate a full-time Program Manager for implementation of the CIS Model.
- D. Hire one site coordinator per school to implement the CIS Model of integrated student supports.
- E. Facilitate annual in-person training for district and school leadership and site coordinators.
- F. Encourage and cultivate local engagement of parents, community leaders and local agencies in the social and academic development of students served through the CIS Model as implemented by Organization.
- G. Maintain the confidentiality of all student education records and student information obtained from Organization in connection with the activities governed by this Agreement as provided in the data sharing agreement (Exhibit A) to be developed and incorporated into this Agreement as Exhibit A, and in accordance with federal, state, and local laws.
- H. Facilitate regular in-person and virtual training for district and school leadership, and provide School District with a calendar of all training and support events to support implementation of the CIS Model; and
- I. Coordinate with Communities In Schools and School District to conduct periodic visits to CIS Model school sites to provide technical assistance.

III. Moline-Coal Valley School District Responsibilities:

School District will:

- A. Participate in and use Self-Assessment of Integrated Student Supports in planning activities from **Fall 2024 Semester through Spring 2028 Semester** as directed by Organization.
- B. Ensure that 100% of site coordinator(s) allocated work time on-site is dedicated exclusively to implementation of the CIS Model, including but not limited to, direct student support, coordinating and brokering services, collaborating with school staff, and related administrative duties necessary for the effective delivery of integrated student supports.
- C. Collaborate with Organization and site coordinator(s), as well as CIS National, to provide the necessary resources and support to enable site coordinator(s) to implement the CIS Model, and

monitor the effectiveness of implementation of integrated student supports, making adjustments as necessary.

- D. Collect, share and use school-level and student level data with **United Way Quad Cities** for the purposes of supporting CIS model implementation.
- E. Locate and provide meeting space, on-site equipment and/or meals/snacks to facilitate student and community engagement with programming offered through implementation of the CIS Model.
- F. Facilitate employee access to target students in identified schools for the purposes of case management. Target students may include but are not limited to those who: are chronically late or absent; have a lack of interest in traditional school and learning strategies; demonstrate poor academic achievement; are facing non-academic challenges to success (pregnancy, poverty, lack of healthcare, etc.); or are at-risk of dropping out of school.
- G. Encourage and cultivate local engagement of parents, community leaders and local agencies in the social and academic development of students served through the CIS Model as implemented by Organization; and
- H. Create new or designate an existing school support team that includes site coordinator(s) to provide input and direction for the implementation of the CIS Model.
- I. Collaborate with United Way Quad Cities to establish sustainability measures for the program, ensuring that resources, funding, and support systems—including the strategic utilization of school budgets—are in place to maintain the program's effectiveness and impact beyond the initial implementation period.

IV. Authority

Each Party hereto represents and warrants that it has the authority to execute this Agreement.

V. Entire Agreement

This Agreement and the Exhibits incorporated herein constitute the entire agreement between the Parties with respect to the matters contained herein and, except as otherwise provided, may not be modified, or amended other than by a written instrument executed by the Parties. The Parties represent that they have read this Agreement, understand it, and agree to be bound by its terms and conditions.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed.

United Way Quad Cities

Moline-Coal Valley School District

By:

By:

Name: Name: Title: Title:

Date:

Date:

**Exhibit A
Data Sharing Agreement**

**UNITED WAY QUAD CITIES
DATA SHARING AGREEMENT**

WITH MOLINE-COAL VALLEY SCHOOL DISTRICT

1. OVERVIEW

1.1 Parties Involved. This memorandum of understanding (“the Agreement”) regarding data sharing for services is entered into by and between **Moline-Coal Valley School District** (“School District”) and **United Way Quad Cities** (“Insert Organization Name”).

This Agreement amends and supersedes all prior data-sharing agreements between the **Moline-Coal Valley School District** and **United Way Quad Cities**.

1.2 Purpose and Intended Use of Data-Sharing. The purpose of the Agreement is to establish the procedures, protections, and requirements governing the access, use and sharing of confidential student information from the School District to **United Way Quad Cities**.

- School District will provide **United Way Quad Cities** with individual-level and individually identifiable student data for all students served by CIS Model implementation in the district

- in grades k-12 pursuant to the MOU (and all Addendums and Exhibits) between School District and **United Way Quad Cities** as may be amended from time to time.
- School District acknowledges that for the purposes of this Agreement, **United Way Quad Cities** will be designated as a “school official” with “legitimate educational interests” in students’ education records, as those terms have been defined under FERPA and its implementing regulations, and **United Way Quad Cities** agrees to abide by the FERPA limitations. School District will determine whether parent/guardian consents must be collected by School District staff implementing the CIS Model (“Site Coordinators”) prior to case managing students and will inform **United Way Quad Cities** of its decision.
 - Data provided by School District will be used for the purposes of informing technical assistance to School District relating to (1) Conducting needs assessments for students and schools; (2) Identifying students exhibiting early warning signs of academic failure or dropout; (3) Tracking academic and social resources provided to schools and students; (4) Monitoring and adjusting academic and support services for students; and (5) Tracking student academic progress and outcomes (**Attachment A**). Additionally, data may be used for conducting research and program evaluation of provided services and support; linking with third-party data sources such as the National Student Clearinghouse to track long-term outcomes for schools and students and for general data administration purposes.

1.3 Term of Agreement and Termination. The Agreement shall be in effect from **September 30, 2024** until **June 30, 2028**, or until terminated in writing by either organization. This is for the purpose of determining if implementation of the CIS Model is resulting in post-secondary success for students as part of a continuous improvement process. Either party may give thirty (30) days written notification of termination of this Agreement to the other party at any time and for any reason, provided that any licenses granted by School District to **United Way Quad Cities** will survive such termination unless otherwise prohibited by law. Without limiting the foregoing, in the event School District notifies **United Way Quad Cities** that an individual record owner has requested the deletion of his or her data and records, **United Way Quad Cities** will promptly delete such data and records unless otherwise required by law.

Note example: Your School District may have established contract termination policies.

2. DATA-SHARING AND USE

2.1 Data. **United Way Quad Cities** is hereby authorized by **Moline-Coal Valley School District** to share all Data provided by **Moline-Coal Valley School District** to Communities In Schools, Inc. (“CIS”), the licensor of **United Way Quad Cities’** services, for the purpose of CIS Model implementation (including housing data on the CISDM platform) and subject to all confidentiality and security requirements of this Agreement. **Moline-Coal Valley School District** agrees that CIS may sub-contract to an authorized IT vendor, which is currently Caseworthy (“Authorized IT Vendor”) to remotely connect to or to receive pre-approved scheduled data extracts from School District data systems to retrieve files relating to participating students.

If remote connection to School District’s data system is agreed upon by both parties, at **United Way Quad Cities** request School District will provide CIS (or Authorized IT Vendor) with access to raw data

files and fields at pre-determined intervals set forth in a future attachment. The specific record and file formats of the data(sets) will be negotiated between designated representatives of School District and **United Way Quad Cities** in consultation with CIS. Additional data elements may be added as addenda to this Agreement when necessary.

2.2 Constraints and Access to Data. All data shared as part of this Agreement (the “Data”) remains the property of School District. **United Way Quad Cities** and CIS will not disclose, release, reveal, sell, rent, lease, or loan any Data to any other person or organization except: (1) as specifically authorized herein; (2) as otherwise authorized in writing by School District; or (3) as required by law. Site Coordinators will enter and maintain Data shared as part of this Agreement in the CIS Data Management System (“CISDM”), a secure online database developed specifically for CIS and hosted by the Authorized IT Vendor (currently Caseworthy), for the purposes of tracking and assessing CIS Model implementation.

The **Moline-Coal Valley School District** hereby authorizes CIS to disclose Data to Authorized IT Vendor(s), if necessary for maintenance and troubleshooting.

All **United Way Quad Cities** and CIS employees, contractors, or agents using the Data shall be required to sign a Confidentiality Agreement in the form set forth in Attachment B acknowledging that s/he shall comply with the restrictions within this Agreement on disclosure of such Data. Access to personally identifiable information shall be restricted to only those **United Way Quad Cities** and CIS employees or representatives with a need to know such information to carry out the purposes of this Agreement. The safeguards to protect the information and the civil and criminal sanctions for noncompliance are contained in applicable Federal and state laws. Employees and agents of **United Way Quad Cities** and CIS will be notified that criminal penalties exist for the release of confidential information.

The **Moline-Coal Valley School District** hereby represents and warrants that it has sufficient rights and permissions to grant **United Way Quad Cities** and CIS access to and use of the Data in accordance with the terms of this Agreement, and that its disclosure and provision of such Data to **United Way Quad Cities** and CIS and CIS’s authorized use of the Data in accordance with this Agreement complies with all applicable laws.

2.3 Data License. As between the parties, School District retains all right, title and interest in and to the Data, and **United Way Quad Cities** and CIS acknowledges that it neither owns nor acquires any additional rights in and to the Data not expressly granted by this Agreement. School District hereby grants to **United Way Quad Cities** and CIS a non-exclusive, non-transferable right and license to: (a) use, reformat, display, transform, and create derivative works of the Data during the Term for the limited purpose of exercising **United Way Quad Cities** and CIS’s rights under this Agreement; and (b) on a perpetual basis, (i) use, display, modify and create derivative works of the Data (including Records) solely to create and compile Aggregate Data; and (ii) copy, display, disclose, modify and distribute the Aggregate Data. “**Aggregate Data**” means aggregated statistics and/or data created or derived by **United Way Quad Cities** or CIS from Data and is not personally attributable to or identified with any individual record owner.

2.4 Data Confidentiality and Security. **United Way Quad Cities** and CIS will implement reasonable precautions to safeguard all information received from School District. To ensure that the required confidentiality of personally identifiable information shall always be maintained, **United Way Quad Cities** and CIS agrees to comply with the guidelines specified in the Family Educational Rights and Privacy Act (FERPA).

2.5 Conditions for Release of the Data. Aggregate Data will not contain fewer than 10 students, except for enrollment counts disaggregated by grade level, and/or gender, which are reportable down to one. **United Way Quad Cities** and CIS will suppress data in the form of percentages when the percent is 0 or 100 for any student demographic categories.

2.6 United Way Quad Cities and/or CIS Analytics. **United Way Quad Cities** and/or CIS may provide School District with access to certain analytics and benchmarking data, including Aggregate Data and derivative works thereof, and other standard and/or customized reports prepared by **United Way Quad Cities** and/or CIS for School District (all such reports, analytics, data, content and information, "Analytics"). As between School District and **United Way Quad Cities** and/or CIS, **United Way Quad Cities** and/or CIS retains all right, title and interest in and to the Analytics, including all intellectual property rights therein, except for any underlying Data therein. To the extent **United Way Quad Cities** and/or CIS provides School District with access to any Analytics, **United Way Quad Cities** and CIS hereby grant School District a limited, non-exclusive, non-transferable license, subject to the terms and conditions of this Agreement, to use and reproduce the Analytics solely for School District's internal business use and for no other purpose. School District acknowledges that the Analytics are the confidential information of **United Way Quad Cities** and/or CIS and contain valuable trade secrets and other intellectual property of **United Way Quad Cities** and/or CIS and its licensors. School District agrees that it will not, and will not permit any third party to: (a) reproduce (except as expressly permitted herein), modify, translate, or create any derivative work of all or any portion of the Analytics; or (b) sell, rent, lease, distribute, sublicense, disclose, assign, transfer, or otherwise make available to any third party all or any portion of the Analytics. The foregoing restrictions will not limit how School District can use the Data to the extent it is not included in the Analytics. School District will immediately notify **United Way Quad Cities** in the event of any loss or unauthorized disclosure of any Analytics.

The **Moline-Coal Valley School District** will not require payment from **United Way Quad Cities** or CIS for the work necessary for gathering, collecting and transmitting data to **United Way Quad Cities** or CIS.

3. LIABILITY

To the maximum extent permitted by law, (i) neither Party shall be liable to the other party for any incidental, indirect, special, consequential or punitive damages, regardless of the nature of the claim, including, without limitation, lost profits, costs of delay, any failure of delivery, business interruption, costs of lost or damaged data or documentation or liabilities to third parties arising from any source, even if such party has been advised of the possibility of such damages and (ii) the cumulative liability of **United Way Quad Cities** for all claims arising from or relating to this Agreement, including, without

limitation, any cause of action sounding in contract, tort, or strict liability, shall not exceed one thousand dollars (U.S. \$1,000.00). The disclaimers, exclusions and limitations of liability set forth in this Agreement form an essential basis of the bargain between the Parties, and, absent any of such disclaimers, exclusions or limitations of liability, the provisions of this Agreement, including, without limitation, the economic terms, would be substantially different.

4. GENERAL

This Agreement and the rights and obligations of the Parties hereunder shall be construed in accordance with, and shall be governed by, the laws of the State of Iowa, without giving effect to its rules regarding conflicts of laws. The Parties further acknowledge and agree that any legal action arising out of or relating to this Agreement shall be brought in either the state or federal courts in Iowa, and both Parties hereby agree to submit to the jurisdiction thereof. If any provision of this Agreement is invalid or unenforceable for any reason in any jurisdiction, such provision will be construed to have been adjusted to the minimum extent necessary to cure such invalidity or unenforceability. The invalidity or unenforceability of one or more of the provisions contained in this Agreement will not have the effect of rendering any such provision invalid or unenforceable in any other case, circumstance, or jurisdiction, or of rendering any other provisions of this Agreement invalid or unenforceable whatsoever.

IN WITNESS WHEREOF, in consideration of the terms, conditions, and covenants contained herein, or attached and incorporated and made a part hereof, the parties have executed this Agreement by having their representative affix their signatures below.

United Way Quad Cities:

Moline-Coal Valley School District:

Signature

Signature

Date

Date

ATTACHMENT A: CIS Standard Metrics for Case Managed Students

Standard Metrics: Case Managed Students	
Attendance	<ul style="list-style-type: none"> • Tardies • Chronic Absenteeism • Attendance Rate

Behavior	<ul style="list-style-type: none">• Suspension Days (# days, OSS, ISS)• Disciplinary Referrals• Other Behavior Incidents• Conduct• Social-Emotional Learning Data (building surveys, conditions of learning survey, SABERS, etc)
Course Performance/Academics	<ul style="list-style-type: none">• Kindergarten Readiness• GPA• Core Course Grades/Proficiency: ELA/Reading/Writing• Core Course Grades/Proficiency: Math• Core Course Grades/Proficiency: Science• Core Course Grades/Proficiency: Social Studies/History• Standardized Test Score: ELA• Standardized Test Score: Math• Standardized Test Score: Social Studies/History• Reading Level
High-Risk Behavior	<ul style="list-style-type: none">• Drank Alcohol (# of times past 30 days)• Used Tobacco (# of times in past 30 days)• Used Other Drugs (# times past 30 days)• Displayed Violence (# of times in past 30 days)• Bullied Someone (# of times in past 30 days)• Carried a Weapon (# times past 30 days)• Other High-Risk Behavior

<p style="text-align: center;">Enrollment</p>	<ul style="list-style-type: none"> ● Other SEL ● Grade ● Public Assistance Program ● Living Situation ● Sex/Gender ● Birth Date ● Languages ● Race/Ethnicity ● Address ● School Name ● Student ID
<p style="text-align: center;">End-of-Year Status</p>	<ul style="list-style-type: none"> ● Graduated, Expelled, Transferred, Dropped Out ● Student Promotion/Retention Within Grade
<p style="text-align: center;">Family & Community Partnerships</p>	<ul style="list-style-type: none"> ● UWQC volunteers in the school ● Level of parent engagement in school (PTO, back to school, family events, surveys, etc)

ATTACHMENT B: UFS Standard Metrics for School Building

Standard Metrics: Building Data	
<p style="text-align: center;">Attendance</p>	<ul style="list-style-type: none"> ● Tardies ● Chronic Absenteeism ● Attendance Rate
<p style="text-align: center;">Behavior</p>	<ul style="list-style-type: none"> ● Suspension Days (# days, OSS, ISS) ● Disciplinary Referrals ● Other Behavior Incidents ● Conduct ● Social-Emotional Learning Data (building surveys, conditions of learning survey, SABERS, etc)

<p>Course Performance/Academics</p>	<ul style="list-style-type: none">• Kindergarten Readiness• GPA• Core Course Grades/Proficiency: ELA/Reading/Writing• Core Course Grades/Proficiency: Math• Core Course Grades/Proficiency: Science• Core Course Grades/Proficiency: Social Studies/History• Standardized Test Score: ELA• Standardized Test Score: Math• Standardized Test Score: Social Studies/History
<p>Family & Community Partnerships</p>	<ul style="list-style-type: none">•• UWQC volunteers in the school <p>Level of parent engagement in school (PTO, back to school, family events, surveys, etc)</p>

14. Reports, Requests and Open Discussion

A. Superintendent's Report

B. Student BOE Member Report

15. * * * Closed Session * * *

to consider the purchase or lease of real property for the use of the public body, including meetings held for the purpose of discussing whether a particular parcel should be acquired. 5ILCS 120/2(c)(5)

and

to consider setting a price for sale or lease of property owned by the public body. 5ILCS 120/2(c)(6)

16. Return to Open Session

17. 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.