

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, at 6:00 PM, on Monday, September 28, 2026, at the Moline Education Center, 1900 52nd Avenue, Moline, Illinois 61265.

Dr. Brian Prybil
Secretary, Board of Education

AGENDA AND RECOMMENDATIONS

Board of Education
Moline, Illinois
Monday, September 28, 2026

Topic: Moline-Coal Valley CUSD Board Meeting (Remote)

Description: School Board meeting to be held on September 28, 2026.

Join from PC, Mac, iPad, or Android:

<https://us02web.zoom.us/j/84164885833?pwd=STaj0ZQwrpaOBQnKKAlebz1kl7a3cf.1>

Passcode:094843

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 for September 14,
2026

Moline, Illinois, September 14, 2026
Minutes
Board of Education
School District No. 40

The meeting of the Board of Education was called to order by Board President Chet DeSmet at 6:17 p.m. at the Moline Education Center 1900 52nd Avenue, Moline, IL 61265.

Roll Call

Members Present: Audrey Adamson, Chet DeSmet, Ramona Dixon, Jason Farrell,
Geoff Manis, Laura Sivertsen

Member Absent: Lindsey Hines

Student Member Present: Brisa DeJesus, Varun Mekala

Student Member Absent: None

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 August 24, 2026 were presented for approval as presented.

A motion was made by Jason Farrell, seconded by Laura Sivertsen, all in favor, that the minutes of the Open Session of the Regular Board of Education meeting of August 24, 2026 be approved as presented and placed on file.

The minutes of the Closed Session of the Regular Board of Education Meeting on August 24, 2026 were presented for approval as presented.

A motion was made by Audrey Adamson, seconded by Geoff Manis, all in favor, that the minutes of the Closed Session of the Regular Board of Education meeting of August 24, 2026 be approved as presented and placed on file.

COMMUNICATION, PUBLIC COMMENT AND PARTICIPATION

Traffic Congestion at Roosevelt Elementary:

Crystal Anderson, community member and parent to students of the district, described significant traffic congestion on the Avenue of the Cities at drop off. Ms. Anderson proposed two potential solutions: extending the drop-off window by at least 10 minutes or establishing additional safe drop-off locations. She requested that this issue be added to the next school board agenda for further discussion, including potential experiments to assess the effectiveness of different approaches.

CONSENT AGENDA

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

A motion was made by Audrey Adamson, seconded by Ramona Dixon, that the Board of Education approve the actions contained in Consent Agenda Items A through L as presented.

A. Employment – Certified Staff

- 1) the temporary employment of the following named certified substitute teachers for the 2026-2027 school year with wages in accordance with District schedules:

Name

Cook, Kelly
Gandara, Anita
Landon, Teresa
Miller, Andrew
Miller, Sydney
Pierson, Emerald
Whitesitt, Arlene

- 2) the temporary employment of the following named Certified Hourly Instructor for the 2026-2027 school year with wages in accordance with District schedules:

Name

Ford, Phyllis

Location

Homebound

B. Salary Reclassification – Certified Staff

a change in salary classification for the following certified staff effective the second semester of the 2026-2027 school year:

Carpenter, Bailey from B.A. +15 to M.A.
Conant, Julianne from M.A. to M.A. +30
Keeling, Darci from M.A. to M.A. +30
Klossner, Jacob from B.A. to B.A. +15
Peña, Anthony from M.A. to M.A. +30

C. Appointment to Differential Assignment - Certified Staff

the appointment of the following named certified staff member to differential assignment, effective for the 2026-2027 school year:

Name

Miles, Katie
Teed, Jace

Position

Head Grade 7 Girls Track
Assistant Grade 7/8 Boys/Girls Cross Country

Location

John Deere
John Deere

D. Appointment of Additional Assignment - Certified Staff

- 1) the appointment of the following named certified staff members to Overload for the First Semester of 2026-2027 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>
Spiegel, Luke	Special Ed ED	ASPIRE
Moreland, Tegan	Special Ed ED	John Deere

- 2) the appointment of the following named certified staff member to Overload for the Second Semester of the 2026-2027 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>
McCormick, Maggie	Special Ed ED	ASPIRE

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>
Cook Gregory, Jennifer	Science	High School	Beginning intermittently 09/08/26 and end upon 60 Accumulated days or 08/31/27
Marsiglio, Jamie	Special Education	John Deere	Beginning tentatively 01/01/27 and not to exceed 60 days.
Pearce, Mikayla	Grade 2	Jane Addams	Beginning tentatively 12/09/26 and not to exceed 60 days.
Putnam, McKayla	Math	Wilson	Beginning tentatively 12/08/26 and not to exceed 60 days.
Salinas, Sylvia	World Language	High School	Beginning tentatively 12/26/26 and not to exceed 60 days.
Wharfield, Jennifer	FACS	High School	Beginning intermittently 09/01/26 and end upon 60 accumulated days or 08/31/27

F. Employment – Non-Certified Staff

- 1) the employment of the following named non-certified staff for the 2026-2027 school year with wages in accordance with District schedules:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Berhenke, Allyson	Special Ed LFI ESP	Logan	08/26/26
Ganahl, Daphne	Administrative Assistant	Wilson	08/26/26

Haynes, Trena	Special Ed Resource ESP	Jefferson	08/25/26
Kerker, Gretchen	Special Ed Resource ESP	Hamilton	08/27/26
Mendoza, Ricardo	Lunchroom Aide	Franklin	09/15/26
Phillips, Shirley	Lunchroom Aide	Logan	08/24/26
Vozikis, Annie	Lunchroom Aide	Butterworth	08/24/26

- 2) the temporary employment of the following named non-certified staff for the 2026-2027 school year with wages in accordance with District schedules:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Azzaoui, Samira	Classroom ESP	Hamilton	08/26/26
Carizey, Duwen	Special Ed ESP	Hamilton	08/17/26
Monroe, Karie	Classroom ESP	Jane Addams	09/01/26
Morrissey, Jessica	Classroom ESP	Hamilton	08/27/26
Perez, Monica	Classroom ESP	Lincoln-Irving	09/08/26
Powell, Megan	Classroom ESP	Hamilton	09/16/26
Ross, Jamie	Classroom ESP	Bicentennial/Franklin	09/16/26
Wynn, Sara	Classroom ESP	Hamilton	09/02/26

- 3) the temporary employment of the following named substitute non-certified staff for the 2026-2027 school year with wages in accordance with District schedules:

<u>Name</u>	<u>Position</u>
Adams, Michael	Custodian
Boyle, Julie	Classroom ESP
Brandt, McKenzie	Custodian
Clopton, Gay	Breakfast/Lunchroom Aide
DeClerck-Davis, Skyler	Custodian
Duyvejonck, Trystan	Custodian
Gamboe, Brenda	Health Professional (RN)
Garnette, Paula	Custodian
Gieseman, Jennifer	Health Professional (RN)
Gonzalez, Leonardo	Custodian
Guzman, Candie	Custodian
Haskins, Isaiah	Custodian
Henderson, Tate	Custodian
Hernandez Ruiz, Rogelio	Custodian
Mosley, Sydney	Classroom ESP
Stahr, Brian	Custodian

G. **Transfer/Reassignment**

the transfer of Brooke Mosher from the Health Professional (RN) position at Willard to the Health Professional (RN) position at Wilson, effective September 16, 2026

H. **Approval of Family Medical Leave Act – Non-Certified Staff**

- 1) that the Board of Education grant approval of a paid/unpaid family medical leave for the following non-certified staff members:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Perez, Jaquelin	Preschool ESP	Butterworth	Beginning 08/24/26 and lasting until approximately 10/30/26
Seifert, Aunica	Preschool ESP	Butterworth	Beginning approximately 12/10/26 and ending 03/19/27

- 2) that the Board of Education grant approval of a paid family medical leave for the following non-certified staff member:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
O'Brien, Tamera	DSLA	Franklin	Beginning 09/16/26 and ending 10/28/26

I. Resignation/Termination - Non-Certified Staff

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Dean, Letzlie	Lunchroom Aide	Franklin	09/04/26
Hannah, Taylor	Custodian	Wilson	09/04/26

J. Payments for Board Approval

approval of payments:

Fund 1 Educational	2,259,565.51
Fund 2 Operations & Maintenance	985,309.17
Fund 3 Debt Service	157,850.00
Fund 4 Transportation	5,612.74
Fund 5 Retirement	246,388.76
Fund 6 Capital Projects	2,279,723.68
Fund 7 Working Cash	0.00
Fund 8 Tort Fund	64,429.94
Fund 9 Life Safety Code	50,730.00
Fund 10 Group Insurance	1,208,427.69
Fund 11 Student Activity	<u>34,750.82</u>
TOTAL	7,292,788.31

See Exhibit A in the official minutes.

K. Freedom of Information Act Requests

- 1) A Freedom of Information Act Request has been received from The Data Branch requesting all records including executed contracts, purchase orders, invoices, and solicitation/RFP documents for products or services purchased from Centegix, Raptor Technologies, Singlewire, Boxlight, Quicklert, Vivi, Audio Enhancement, CareHawk, and Valcom, covering the past three years to present. Spreadsheet exports preferred; PDF,

Word, or standard ERP/finance reports also work. The District has responded to this request.

- 2) A Freedom of Information Act Request has been received from The Data Branch requesting all records, including executed contracts, purchase orders, invoices, and solicitation/RFP documents for products or services purchased from Capital StreetScapes, Signature StreetScapes, Hall Signs, and Custom Products Corporation, covering the past three years to present. Spreadsheet exports preferred; PDF, Word, or standard ERP/finance reports also work. The District has responded to this request.
- 3) A Freedom of Information Act Request has been received from the Quad Cities Foundation for Fair Contracting Trust requesting a copy of the signed contract for new turf at Logan Elementary. The District has responded to this request.

L. Approval to Purchase - Veeam On-Site and Off-Site Backup Renewals

that the Board of Education approve the annual renewal of the Veeam application for both on-site and off-site backups from Heartland Business Systems, Niles, Illinois, for a total cost not to exceed \$54,000. **See Exhibit B in the official minutes.**

Ayes: Geoff Manis, Laura Sivertsen, Audrey Adamson, Ramona Dixon, Jason Farrell, Chet DeSmet

Nays: None

Absent: Lindsey Hines

APPROVAL OF MEMORANDUM OF UNDERSTANDING BETWEEN FAMILY RESOURCES AND THE MOLINE-COAL VALLEY SCHOOL DISTRICT NO. 40

A motion was made by Jason Farrell, seconded by Laura Sivertsen, that the Board of Education approve the Memorandum of Understanding between Family Resources and the Moline-Coal Valley School District No. 40 for the 2026-2027 school year. **See Exhibit C in the official minutes.**

Ayes: Geoff Manis, Laura Sivertsen, Audrey Adamson, Ramona Dixon, Jason Farrell, Chet DeSmet

Nays: None

Absent: Lindsey Hines

APPROVAL OF MEMORANDUM OF UNDERSTANDING BETWEEN YOUTH SERVICE BUREAU AND THE MOLINE-COAL VALLEY SCHOOL DISTRICT NO. 40

A motion was made by Audrey Adamson, seconded by Ramona Dixon, that the Board of Education approve the Memorandum of Understanding between Youth Service Bureau and the Moline-Coal Valley School District No. 40 for the 2026-2027 school year. **See Exhibit D in the official minutes.**

Ayes: Laura Sivertsen, Audrey Adamson, Ramona Dixon, Jason Farrell, Geoff Manis, Chet DeSmet

Nays: None

Absent: Lindsey Hines

APPROVAL OF SECOND READING OF UPDATED BOARD OF EDUCATION POLICIES

A motion was made by Laura Sivertsen, seconded by Geoff Manis, that the Board of Education accept for second reading the updated Board of Education Policies, which are the result of a five-year review with no changes; minor style changes; footnote update; or legal reference update, as presented. **See Exhibit E in the official minutes.**

Ayes: Audrey Adamson, Ramona Dixon, Jason Farrell, Geoff Manis, Laura Sivertsen, Chet DeSmet

Nays: None

Absent: Lindsey Hines

REPORTS, REQUESTS, AND OPEN DISCUSSION

Superintendent's Report

Dr. Rachel Savage, Superintendent, discussed upcoming events and opportunities for board members, including the BlackHawk division event in Kewanee on September 23rd (registration is still open), and a need for a potential delegate selection for the Board of Education for the upcoming Triple I Conference in November.

The district is launching a "Portrait of a Parent and Community Engagement" initiative, seeking volunteers to help with the process, and is encouraging responses to a "Great Place to Work" survey which closes Friday.

Dr. Savage stated that a crises communications class taught by the Moline Police Department chief is being offered on September 24th, providing professional development opportunities for employees and enhancing district safety.

Student Board of Education Member Report

Varun Mekala, Student Board of Education Member, spoke about the celebration of the start of homecoming at Moline High School, highlighting key events like the soccer team's field debut, the homecoming football game, the dance and the parade. Varun expressed gratitude to the student congress for their hard work organizing these activities.

Brisa DeJesus, Student Board of Education Member, includes announcements about the activities affair for underclassmen, the opening of the Maroon Market, and the upcoming coronation ceremony tomorrow at the PE Center at 2:30 p.m. Brisa also expressed gratitude to the student congress for their hard work.

Board of Education Member Open Discussion

Ramona Dixon, Board Member, discussed a rollout event for Infinite Campus aimed at educating parents about communication mechanisms and opportunities. This event would help parents become more familiar with available communication tools within the school community.

A motion was made by Geoff Manis, seconded by Audrey Adamson, all in favor, that the Board of Education go into Closed Session. Time: 6:33 p.m.

*****CLOSED SESSION*****

(to consider litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal. 5 ILCS 120/2(c)(11))

and

(to consider student disciplinary case(s). 5 ILCS 120/2(c)(9))

A motion was made by Jason Farrell, seconded by Audrey Adamson, all in favor, that the Board of Education return to Open Session. Time: 8:12 p.m.

RETURN TO OPEN SESSION FOR POSSIBLE ACTION

Possible Action - Case #1 Student A

A motion was made by Jason Farrell, seconded by Laura Sivertsen, that the Board of Education approve Student A to be expelled from Moline-Coal Valley School District 40 for the remainder of the 2026-2027 school year, with a return to ASPIRE for the 2027-2028 school year, should Student A reside in the district and wish to reenroll.

Ayes: Geoff Manis, Laura Sivertsen, Audrey Adamson, Ramona Dixon, Jason Farrell, Chet DeSmet

Nays: None

Absent: Lindsey Hines

Possible Action - Case #2 Student B

A motion was made by Ramona Dixon, seconded by Audrey Adamson, that the Board of Education approve Student B to be expelled from Moline-Coal Valley School District 40 for the remainder of the 2026-2027 school year, with a return to ASPIRE for the 2027-2028 school year, should Student B reside in the district and wish to reenroll.

Ayes: Geoff Manis, Laura Sivertsen, Audrey Adamson, Ramona Dixon, Jason Farrell, Chet DeSmet

Nays: None

Absent: Lindsey Hines

Possible Action - Case #3 Student C

A motion was made by Laura Sivertsen, seconded by Geoff Manis, that the Board of Education approve Student C to be expelled from Moline-Coal Valley School District 40 for the remainder of the 2026-2027 school year, and the entirety of the 2027-2028 school year, with a return to ASPIRE for the 2028-2029 school year, should Student C reside in the district and wish to reenroll.

Ayes: Laura Sivertsen, Audrey Adamson, Ramona Dixon, Jason Farrell, Geoff Manis, Chet DeSmet

Nays: None

Absent: Lindsey Hines

A motion was made by Geoff Manis, seconded by Audrey Adamson, all in favor, that the Board of Education meeting be adjourned. Time: 8:15 p.m.

President

Secretary

B. Minutes of the Closed Session of the Regular Meeting of the Board of Education for
September 14, 2026

4. Communications, Public Comment and Participation

5. Ontiveros Elementary Construction Update - Mr. Gallo

6. Consent Agenda

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

6. **Consent Agenda**

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

A. Employment – Certified Staff

the temporary employment of the following named certified substitute teachers for the 2026-2027 school year with wages in accordance with District schedules:

Brown, Kate
Gandara, Anita

B. Salary Reclassification – Certified Staff

a change in salary classification for the following certified staff effective at the beginning of the Second Semester of the 2026-2027 school year:

Dobereiner, Cori from M.A. to M.A. +30
Saberton, Chelena from M.A. to M.A. +30

C. Appointment to Additional Overload Assignment - Certified Staff

the appointment of the following named certified staff members to an additional overload assignment:

Semester 1

<u>Name</u>	<u>Position</u>	<u>Location</u>
Quinlin, Tom	Credit Recovery	High School

Semester 2

<u>Name</u>	<u>Position</u>	<u>Location</u>
Wharfield, Jennifer (Ali)	FACS	High School

Semester 1 & 2

<u>Name</u>	<u>Position</u>	<u>Location</u>
Griswold, Katie	Vocal Music	Washington/Jane Addams

D. Resignation for the Purpose of Retirement - Certified Staff

the resignation for the purpose of retirement of the following named certified staff member, effective at the end of the 2026-2027 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>
Bahnks, Tara	Principal	Washington

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 member:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Hatfield, Tami	At Risk	Butterworth	Beginning tentatively 02/22/27 and not to exceed 60 days

F. Employment – Non-Certified Staff

- 1) the employment of the following named non-certified staff for the 2026-2027 school year with wages in accordance with District schedules:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Garcia, Stephany	Special Ed ED ESP	ASPIRE	09/30/26
Gieseman, Jennifer	Health Professional (RN)	Willard	09/29/26
Glenn, Shawntel	Special Ed Life Skills/Health ESP	Wilson	09/21/26
Holgorsen, William	Reading/Math Interventionist	Lincoln-Irving	09/22/26
Schroeder, Brandon	Lunchroom Aide	Butterworth	09/15/26

- 2) the temporary employment of the following named interpreter for the 2026-2027 school year with wages in accordance with District schedules:

<u>Name</u>	<u>Languages</u>
Manirambona, Eveline	Kirundi, Sawhili

- 3) the temporary employment of the following name non-certified staff for the 2026-2027 school year with wages in accordance with District schedules:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Awate, Essoyomewe	Student Worker	High School	09/29/26
Petersen, Brantley	Student Worker	High School	09/29/26

- 4) the temporary employment of the following named substitute non-certified staff for the 2026-2027 school year with wages in accordance with District schedules:

<u>Name</u>	<u>Position</u>
Davidson, Kristina	Health Professional (RN)
Desmond, Bryan	Custodian
Groh, Christina	Health Professional (RN)
Jackson, Angela	Classroom ESP
Lawhorn, Ashley	Classroom ESP
Martinez, Ana	Custodian
Mendoza, Erika	Custodian
Trask, Cody	Custodian

G. Approval of Family Medical Leave Act – Non-Certified Staff

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

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
O'Brien, Lisa	Preschool ESP	Jefferson	Beginning intermittently 09/23/26 and ending upon 60 accumulated days

H. Resignation/Termination - Non-Certified Staff

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Casas, Dianna	Parent Liaison	Jefferson	09/18/26
Devlin, Lily	Lunchroom Aide	Franklin	10/02/26
Fitzgerald, Andrew	Student Worker	High School	09/14/26
Leach, Jon	Substitute Campus Attendance Supervisor	High School	09/18/26

I. Payments for Board Approval

approval of payments:

Fund 1 Educational	479,336.32
Fund 2 Operations & Maintenance	2,135,099.70
Fund 3 Debt Service	0.00
Fund 4 Transportation	18,110.00
Fund 5 Retirement	0.00
Fund 6 Capital Projects	431,552.04
Fund 7 Working Cash	0.00
Fund 8 Tort Fund	14,866.82
Fund 9 Life Safety Code	0.00
Fund 10 Group Insurance	11,692.00
Fund 11 Student Activity	<u>10,682.76</u>
TOTAL	3,101,339.64

See Attachment No. 1.

J. Freedom of Information Act Requests

- 1) A Freedom of Information Act request was received from Starbridge requesting payment records for all vendor entities (including companies, organizations, contractors, and other non-person payees) made by Moline-Coal Valley School District 40 from January 1, 2026 to current date including at minimum: purchase date, vendor name, line-item description, line-item amount. The District has responded to this request.
- 2) A Freedom of Information Act request was received from Deb Schwake for security camera footage on August 25, 2026, of the parking lot on the right side of the PE Center. The District has responded to this request.

- 3) A Freedom of Information Act request was from Jordan Reese for 1. Any contracts or agreements in effect at any time between January 1, 2023 and the present, between Moline - Coal Valley School District 40 and third-party providers or individual independent contractors for speech-language pathology (SLP), occupational therapy (OT), and/or physical therapy (PT) services, including but not limited to staffing agencies and independent practitioners. 2. The associated hourly rate(s) or fee schedule(s) paid under each such agreement. If more than 10 such contracts exist within this date range, please provide the 10 most recent. The District has responded to this request.

K. Engage Services - Professional Services for the Jane Addams Elementary Roof Replacement

that the Board of Education engage the services of Legat Architects, Moline, Illinois, for professional services for the design of the Jane Addams Elementary Roof replacement for an estimated cost of \$37,400. See Attachment No. 2.

L. Engage Services - Professional Services for the 2027 Facility Improvements at Jane Addams Elementary

that the Board of Education engage the services of Legat Architects, Moline, Illinois, for professional services for the 2027 Facility Improvements at Jane Addams Elementary for an estimated cost of \$85,000. See Attachment No. 3.

M. Engage Services - Professional Services for the Enhanced Secure Entry at Logan Elementary

that the Board of Education engage the services of Legat Architects, Moline, Illinois, for professional services for the Enhanced Secure Entry at Logan Elementary for an estimated cost of \$38,000. See Attachment No. 4.

N. Engage Services - Professional Services for the 2026-2027 District Wide Facility Master Plan

that the Board of Education engage the services of Legat Architects, Moline, Illinois, for professional services for the 2026-2027 District Wide Facility Master Plan for an estimated cost of \$40,000. See Attachment No. 5.

O. School Improvement Plans for 2026-2027 School Year

that the Board of Education approve the 2026-2027 School Improvement Plans as presented. See Attachment No. 6.

TO: Members of the Board of Education

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

DATE: September 24, 2026

SUBJECT: Engage Services - Professional Services for the Jane Addams Elementary Roof Replacement

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

Action Necessary: Board of Education approval is requested.

Facts: Jane Addams' last roof replacement was installed in July 2002 and is now approaching 10 years past the roof warranty period. Regular maintenance and repairs to the seams have been made and it is now in the district roofing cycle that Jane Addams Elementary's roof is next to be replaced.

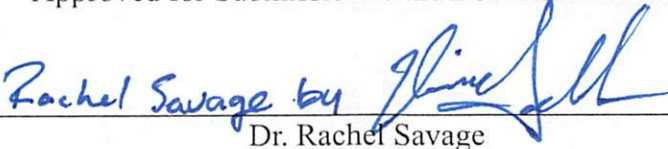
The district was able to negotiate a reduced fee for this project due to our long-standing partnership with Legat Architects. In addition, the volume of ongoing projects currently underway with their firm allowed us to reach a lower overall fee agreement.

Therefore, it is the recommendation of the administration that the Board of Education approve Legat Architects for architectural professional services for the Jane Addams Elementary roof professional services replacement design. The estimated roof replacement is about (\$750,000) plus professional services.

Cost: The estimated cost of Legat Architectural professional services is \$37,400 (\$34,000 design fees and \$3,400 for miscellaneous deliverables. This project will be supported from Health Life Safety Funds (Fund 9).

Recommended Motion: That the Board of Education engage the services of Legat Architects, Moline, Illinois, for professional services for the design of the Jane Addams Elementary Roof replacement for an estimated cost of \$37,400.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

TO: Members of the Board of Education

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

DATE: September 24, 2026

SUBJECT: Engage Services - Professional Services for the 2027 Facility Improvements at Jane Addams Elementary

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

Action Necessary: Board of Education approval is requested.

Facts: Jane Addams Elementary School was identified as a District facility requiring further evaluation and future investment, with a particular focus on updating instructional spaces to better support 21st Century Learning. The intent of these improvements is to provide learning environments that are flexible, functional, and responsive to the instructional needs of students and staff.

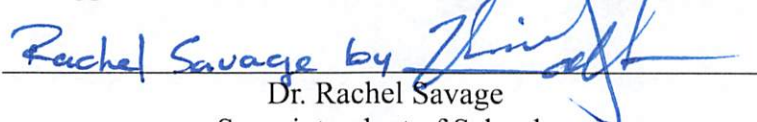
The proposed improvements include upgrades to classrooms to create more modern and functional learning environments, as well as replacement of flooring throughout the building. Additional improvements would include expanding and improving the nurse's office, updating the teachers' lounge, renovating the front office area, and enhancing the security of the school's main entrance. The preliminary construction budget for the proposed improvements at Jane Addams Elementary is approximately \$1,000,000, excluding architectural and design fees.

Therefore, it is the recommendation of the Administration that the Board of Education approve Legat Architects to provide professional architectural services for the 2027 Facility Improvements at Jane Addams Elementary School.

Cost: The estimated cost of Legat Architectural services is \$85,000 (\$80,000 for design fees and \$5,000 for Reimbursable Expenses) which will be supported from Capital Funds (Fund 6).

Recommended Motion: That the Board of Education engage the services of Legat Architects, Moline, Illinois, for professional services for the 2027 Facility Improvements at Jane Addams Elementary for an estimated cost of \$85,000.

Approved for Submission to the Board of Education


Dr. Rachel Savage
Superintendent of Schools

TO: Members of the Board of Education

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

DATE: September 24, 2026

SUBJECT: Engage Services - Professional Services for the Enhanced Secure Entry at Logan Elementary

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

Action Necessary: Board of Education approval is requested.

Facts: As part of the 2021 Facilities Committee Executive Summary, Logan Elementary School was identified as a District facility requiring further evaluation to address improvements to the building's front entrance and administrative office space.

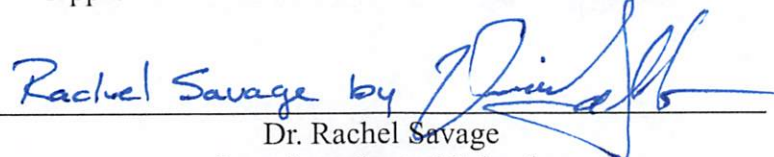
As the District moves forward with the next phase of facility improvements at Logan Elementary, the proposed scope of work includes remodeling and reconfiguring the existing front office area, including the nurse's office, to improve functionality and better support the needs of students, staff, and families. Additional improvements include constructing an additional student restroom and enhancing the building's main entrance to provide a more secure and controlled point of entry for students, staff, families, and visitors. The preliminary budget for these improvements is estimated at approximately \$350,000, excluding architectural and design fees.

Therefore, it is the recommendation of the Administration that the Board of Education approve Legat Architects to provide professional architectural services for the Enhanced Secure Entry at Logan Elementary School.

Cost: The estimated cost of Legat Architectural services is \$35,000 (\$38,000 for design fees and \$3,000 for Reimbursable Expenses) which will be supported from Capital Funds (Fund 6).

Recommended Motion: That the Board of Education engage the services of Legat Architects, Moline, Illinois, for professional services for the Enhanced Secure Entry at Logan Elementary for an estimated cost of \$38,000.

Approved for Submission to the Board of Education


Dr. Rachel Savage
Superintendent of Schools

TO: Members of the Board of Education

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

DATE: September 24, 2026

SUBJECT: Engage Services - Professional Services for the 2026-2027 District Wide Facility Master Plan

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

Action Necessary: Board of Education approval is requested.

Facts: As part of the District's P.A.C.E. goals for the 2026–2027 school year, the District plans to revisit and update its 10-Year Facility Master Plan. This process will provide an opportunity to conduct a comprehensive and strategic review of District facilities, identify both short- and long-term needs, and establish priorities to guide future facility improvements and investments.

To support this initiative, the District is proposing to engage Legat Architects to provide professional architectural services and assist in the development of an updated District-Wide Facility Master Plan. Legat Architects will collaborate with District administration and key stakeholders to assess existing facilities, identify future needs and opportunities, and develop recommendations that align with the District's educational priorities, operational needs, and long-term vision.

The goal of this process is to establish a comprehensive, data-informed roadmap that will support responsible planning, informed decision-making, and the strategic allocation of resources for District facilities over the next 10 years.

Through discussions with Legat Architects, the District was able to negotiate a reduced professional services fee for this work. The reduced fee reflects the District's long-standing partnership with Legat Architects, as well as the volume of ongoing District projects currently being completed by the firm. These factors provided an opportunity to negotiate a more favorable overall fee for the proposed master planning services.

Therefore, it is the recommendation of the Administration that the Board of Education approve Legat Architects to provide professional architectural services for the development of the District-Wide Facility Master Plan for the 2026–2027 school year.

Cost: The estimated cost of Legat Architectural services is \$40,000 (\$35,000 for design fees and \$5,000 for Reimbursable Expenses) which will be supported from Capital Funds (Fund 6).

Recommended Motion: That the Board of Education engage the services of Legat Architects, Moline, Illinois, for professional services for the 2026-2027 District Wide Facility Master Plan for an estimated cost of \$40,000.

Approved for Submission to the Board of Education

Rachel Savage by [Signature]

Dr. Rachel Savage
Superintendent of Schools

TO: Members of the Board of Education

FROM: Dr. Brian Prybil, Deputy Superintendent 

DATE: September 24, 2026

SUBJECT: School Improvement Plans for 2026-2027 School Year

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

Action Necessary: Approval is requested for the 2026-2027 School Improvement Plans.

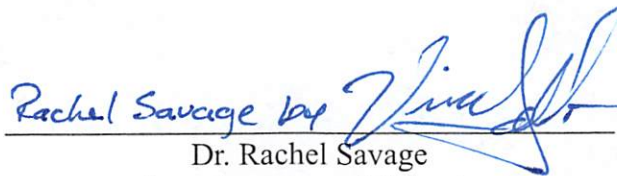
Facts: Each year, school improvement plans are developed using building-level data, district priorities, and 5Essentials survey results. The plans also support alignment with the district's Consolidated District Plan and the grant requirements connected to school improvement efforts.

Following the release of updated 5Essentials data in May, building leadership teams began developing their 2026–2027 School Improvement Plans. That work continued throughout the summer and into the beginning of the school year. Last week, school administrators shared their plans with district leadership and fellow principals to receive feedback and strengthen alignment across the district. The final plans being presented reflect each building's individual data and needs while also aligning with the district's new PACE goals for the 2026–2027 school year.

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

Recommended Motion: That the Board of Education approve the 2026-2027 School Improvement Plans, as presented.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

Jefferson Early Childhood | 2026-2027 P.A.C.E. Goals



MOLINE - COAL VALLEY SCHOOL DISTRICT Jefferson Early Childhood 2026-2027 STRATEGIC P.A.C.E. GOALS



Aligned to the Illinois 5 Essentials for School Improvement, Effective Leadership Sets the PACE

People	Achievement	Community	Environment
Collaborative Teacher/Staff Staff is committed to school, receives strong professional development, works together to improve.	Ambitious Instruction Classes are academically demanding, engaging for students by emphasizing application of knowledge.	Involved Families and Community Strong relationships are built across the community to support learning.	Supportive Environments School is safe, clean, and conducive to learning. Teachers have high expectations; students have support.
School Improvement Goal: By Spring 2027, Jefferson's 5 Essential 'Collective Responsibility' Measure score will have an upward trend from 53% as measured by the annual teacher survey. By Spring 2027, Jefferson's 5 Essential 'Teacher-to - Teacher Trust' Measure score will have an upward trend from 62% as measured by the annual teacher survey.	School Improvement Goal: The percentage of students meeting or exceeding growth in TS Gold Language will increase by 10 percentage points to 66% in SY 26-27 as measured from Fall 2026 to Spring 2027 checkpoints.	School Improvement Goal: By Spring 2027, Jefferson will increase the percentage of children with good attendance to 70% as measured by annual attendance records. By Spring 2027, Jefferson will increase the percentage of families participating in 3 or more activities to 65% as measured by family engagement records.	School Improvement Goal: By Spring 2027, 85% of Jefferson classrooms will score in the Good-to-Excellent range (5.0 to 7.0) on the ECERS-3, and no classroom will score below a 4.0, maintaining the program's overall Gold Rating status.
SY 25-27 Data: 53 % of staff reported a neutral score related to Collective Responsibility. 62% of staff reported a strong score related to Teacher-to-Teacher trust.	SY 25-26 Data: 56% of students met or exceeded growth in TS Gold Language as measured from Fall 2025 to Spring 2026 checkpoints.	SY 25 -26 Data: 62% of children maintained good attendance, missing 15 days or less. 58% of families participated in 3 or more family engagement activities.	Fall 23 Compliance Review Data: Classroom scores ranged from 3.0 to 6.0; the average of the scores placed Jefferson in the Excellent range.

Bicentennial Elementary | 2026-2027 P.A.C.E. Goals



MOLINE - COAL VALLEY SCHOOL DISTRICT 2026-2027 STRATEGIC P.A.C.E. GOALS



Aligned to the Illinois 5 Essentials for School Improvement, Effective Leadership Sets the PACE

People	Achievement	Community	Environment
Collaborative Teacher/Staff Staff is committed to the school, receives strong professional development, and works together to improve.	Ambitious Instruction Classes are academically demanding, engaging for students by emphasizing application of knowledge.	Involved Families & Community Strong relationships are built across the community to support learning.	Supportive Environments School is safe, clean, and conducive to learning. Teachers have high expectations; students have support.
Increase the relevance and effectiveness of professional development by providing targeted learning opportunities based on grade-level bands (K-2 and 3-5), roles, and staff needs.	<u>K-2:</u> 70% of the students will meet or exceed the spring grade-level expectations on the phonics/word recognition portion of the MAP fluency assessment. <u>K-5:</u> 60% of students will meet or exceed their end-of-year MAP reading growth goals. <u>K-5:</u> 70% of students will meet or exceed their end-of-year MAP math growth goals.	Bicentennial will build strong relationships across the community to support learning. We will improve in the area of Parent Influence on Decision Making in Schools to strengthen our performance in the Involved Families category.	Supportive Environment Bicentennial will go from neutral to strong in the category of Academic Personalism on the 5Essentials survey.
- Professional development should have a clear connection to participants' daily responsibilities while supporting and strengthening current practices rather than creating unnecessary additional responsibilities or workload. - When appropriate, K-2 and 3-5 will break out into individualized groups for	- Implement the new curriculum with fidelity. - Utilize W.I.N. time to meet the needs of all students in both reading and math. - Utilize the instructional coach when necessary to provide instructional support. - Use the MAP data to drive instructional decisions. - Incorporate Kagan Strategies throughout daily lessons.	- Continue to host quarterly family events using the Family Engagement Committee. - Continue to partner with the Robert R. Jones Library - Goal to host a Curriculum Night: In addition to the quarterly family events, there will be an evening event opportunity for	- Create a Google Form for all 3rd-5th graders to gain a baseline of how they feel their teacher helps them in their work. - Data review during Tuesday grade level PLC to identify specific needs and create a plan to meet specific student needs. - Once needs have been identified, we will utilize WIN time, staff, and peers to offer support.

more specific, meaningful PD topics

- Use a brief survey or needs assessment to identify the topics teachers and support staff feel would most benefit their current work.

families to learn more about our curriculum.

- Possibilities: fall focus on math, tie in with the book fair, bring a food truck? ELA later in the year, or next year, once teachers have had a chance to work with it
- Goal focus: Parent involvement in academic decisions (lowest area in 5E)

- We will survey the students Fall, Winter, and Spring.

Butterworth Elementary | 2026-2027 P.A.C.E. Goals



MOLINE - COAL VALLEY SCHOOL DISTRICT 2026-2027 STRATEGIC P.A.C.E. GOALS



Aligned to the Illinois 5 Essentials for School Improvement, Effective Leadership Sets the PACE

People	Achievement	Community	Environment
<u>Collaborative Teacher/Staff</u> Staff is committed to school, receives strong professional development, works together to improve.	<u>Ambitious Instruction</u> Classes are academically demanding, engaging for students by emphasizing application of knowledge.	<u>Involved Families and Community</u> Strong relationships are built across the community to support learning.	<u>Supportive Environments</u> School is safe, clean, and conducive to learning. Teachers have high expectations; students have support.
<i>Wednesday professional development sessions will:</i> <i>Support the full implementation of Boys Town - Well Managed Schools</i> <i>Support the year 1 implementation of Amplify-CKLA with the focus of student engagement</i> <i>Measures of Success:</i> • Quality Professional Development measure in the 5 Essentials will have an upward trend from 55 • Collective Responsibility measure in the 5 Essentials will have an upward trend from 51 • Each classroom teacher will work with a BTW Kagan coach two times during the school year	<i>The percentage of students in grades 3-5 meeting the proficient benchmark in ELA on the IAR will increase by 10%.</i> <i>Measures of Success:</i> • 60% of students at all grade levels will increase stamina on writing activities to: ○ PK - 10 minutes ○ K - 15 minutes ○ 1 - 25 minutes ○ 2 - 35 minutes ○ 3 - 45 minutes ○ 4 - 60 minutes ○ 5 - 60 minutes • 40% of K-5 staff will participate in a coaching cycle with the instructional coach	<i>Butterworth will continue to increase family and community engagement by strengthening regular student attendance and increasing participation in school-sponsored family events.</i> <i>Measures of Success:</i> • 80% of students in PK-5 will have fewer than 15 absences for the school year • 70% of families will participate in one or more family event	<i>Butterworth will strengthen a safe, positive, and supportive school environment through full implementation of Boys Town - Well Managed Schools, coordinated WIN and SEL supports, and consistent use of data-informed MTSS practices.</i> <i>Measures of Success:</i> • Academic Personalism measure in the 5 Essentials will have an upward trend from 34 • Safety measure in the 5 Essentials will have an upward trend from 37
<i>The Building Leadership Team (BLT) will be revamped to better support staff, encourage open communication and collaboration, and help create a stronger, more positive culture at Butterworth.</i>			

<i>Measures of Success:</i> • <i>School Commitment will demonstrate an upward trend in the 5 Essentials survey from 40</i> • <i>BLT will review results from all-staff check-in surveys at the end of September and November and use the feedback to make timely adjustments to practices, supports, and communication</i>			

Franklin Elementary | 2026-2027 P.A.C.E. Goals



MOLINE - COAL VALLEY SCHOOL DISTRICT 2026-2027 STRATEGIC P.A.C.E. GOALS



Aligned to the Illinois 5 Essentials for School Improvement, Effective Leadership Sets the PACE

People	Achievement	Community	Environment
<u>Collaborative Teacher/Staff</u> Staff is committed to school, receives strong professional development, works together to improve.	<u>Ambitious Instruction</u> Classes are academically demanding, engaging for students by emphasizing application of knowledge.	<u>Involved Families and Community</u> Strong relationships are built across the community to support learning.	<u>Supportive Environments</u> School is safe, clean, conducive to learning. Teachers have high expectations; students have support.
Goal Title: Franklin staff targets Amplify planning -Franklin staff will utilize 1 monthly Wednesday SIP meeting to plan with their grade level partner for upcoming Amplify units of instruction.	Goal Title: Franklin continues MAPPING success -85% of Franklin students will meet their NWEA Math MATH targets in either the winter or spring. -70% of Franklin students will meet their NWEA RDG targets for either the winter or spring.	Goal Title: Franklin earns a Purple Star Award -Franklin staff will earn a Purple Star School recognition as an Arsenal (Military) affiliated school.	Goal Title: 5 Essentials Supportive Environment. - Peer Support -Franklin staff will increase the 5 Essentials Supportive environment metric from “green” to dark green this school year. This will be based upon our recent 5 Essentials report HERE . We will target: peer support for academic work.
Goal Title: Franklin staff works together to understand the IAR assessment -During Wednesday Professional learning. Mr. Putnam will update the staff as they learn about the new changes to IAR testing in Illinois.	Goal Title: Franklin moves the needle on IAR -Franklin will earn an “exemplary” or “approaching exemplary” status on the Illinois Assessment of Readiness as an overall designation.	Goal Title: Attendance Needle Movement -Using the Franklin Absence-Reduction system, we will cut the number of “truant” students (between 9-17 days absent) by 50%.	Goal Title: 5 Essentials Supportive Environment - Safety -Franklin staff will increase the 5 Essentials Supportive environment metric from “green” to dark green this school year.
Goal Title: Franklin staff hacks MAP -Franklin classroom teachers will utilize common planning time to have “MAP data planning” within 3 weeks of the fall MAP testing window to sort data/plan for instruction.	Goal Title: Franklin moves the needle on IAR ISA -Franklin will increase science proficiency by 20% during the 2026-27 testing window. (It was was 23% last year).	X	X



MOLINE - COAL VALLEY SCHOOL DISTRICT
2026-2027 STRATEGIC P.A.C.E. GOALS



Aligned to the Illinois 5 Essentials for School Improvement, Effective Leadership Sets the PACE

People	Achievement	Community	Environment
<u>Collaborative Teacher/Staff</u> Staff is committed to school, receives strong professional development, works together to improve.	<u>Ambitious Instruction</u> Classes are academically demanding, engaging for students by emphasizing application of knowledge.	<u>Involved Families and Community</u> Strong relationships are built across the community to support learning.	<u>Supportive Environments</u> School is safe, clean, conducive to learning. Teachers have high expectations; students have support.
Goal Title We will increase our overall self assessment rating of our daily use of “Everyone Answers” structures from 3.1 up to 3.5 (pair share and pair coach) and 2.95 up to 3.25 (time pair share, rally robin, rally coach).	Goal Title Grade 4 IAR Reading scores will increase up to 5% from 60% proficient. Grade 5 IAR Reading scores will increase up to 5% from 65% proficient.	Goal Title We will increase up to 5 points under Math Instruction on the 5E (from 57 up to 62).	Goal Title We will move from Weak to Neutral in Peer Support for Academic Work and Student Peer Relationships.



MOLINE - COAL VALLEY SCHOOL DISTRICT JANE ADDAMS ELEMENTARY SCHOOL 2026-2027 STRATEGIC P.A.C.E. GOALS

Aligned to the Illinois 5 Essentials for School Improvement



People

Collaborative Teacher/Staff

The staff is committed to the school, receives strong professional development, works together to improve.

1 By the end of the 2026–2027 school year, Jane Addams Elementary School will enhance peer collaboration and teacher to teacher trust under the Collaborative Teachers 5 Essentials metric by protecting PLC time, ensuring 100% of teachers participate in quarterly grade-band strategy sharing, and complete at least three non-evaluative peer learning walks supported by instructional coaches and administration.

ACTION STEPS / CRITICAL MOVES:

- Grade levels will meet every Tuesday in their PLC with active, ongoing support from administration and the instructional coach. Teachers, coach, and admin will work together to look at and use data to drive instruction and improvement, as well as plan and share instructional strategies, practices, and materials.
- Once per quarter, teachers will participate in grade level band (K–1, 2–3, 4–5) sharing with their teams to increase teacher to teacher learning.
- By the end of the 26-27 school year, all teachers will participate in at least three peer learning walks, [utilizing the HMH debrief form](#): one with a focus of teacher's choice and two focused on the [Learner Engagement Rubric from HMH](#) (connects to our environment goal)

Achievement

Ambitious Instruction

Classes are academically demanding, engaging for students by emphasizing application of knowledge.

1 By the end of the 2026–2027 school year, Jane Addams Elementary students will improve NWEA MAP growth percentiles in both reading and math - We will increase the schoolwide median student growth percentile in ELA from the current 61st percentile to the 70th percentile. We will increase the schoolwide median student growth percentile in Math from the current 70th percentile to the 75th percentile.

2 By the end of the 2026–2027 school year, Jane Addams Elementary 4th grade IAR ELA scores will increase proficient and above scores by 5%.

ACTION STEPS / CRITICAL MOVES:

- Teach the Amplify and Envision curriculums with fidelity, including having the appropriate supports to onboard the new Amplify curriculum.
- Instructional coach's schedule is planned around Amplify lessons in order to be in classrooms to model, co-teach, and assist.
- Teachers will use their WIN time at least once a week to directly teach and focus on "approaching proficiency" students.
- One Wednesday PD a month will be dedicated to Amplify planning.
- Grade levels will meet every Tuesday in their PLC with active ongoing support from administration and the instructional coach to look at data to drive instruction/improvement.

Community

Involved Families and Community

Strong relationships are built across the community to support learning.

1 By the end of the 2026–2027 school year, Jane Addams Elementary School will decrease overall chronic absenteeism by 5% from 9.5% to 4.5% by maintaining up-to-date truancy follow-ups, conducting regular family outreach, and monitoring student attendance metrics bi-monthly.

ACTION STEPS / CRITICAL MOVES:

- Clearly communicate attendance policies to students and families.
- The admin assistant will send absentee letters and principal will make phone calls to students who are reaching designated number of absences and tardies at particular dates.
- Implement targeted interventions such as attendance reward and a peer mentorship lunch group program to support students with frequent absences.

2 Throughout the 2026–2027 school year, Jane Addams Elementary School will increase family engagement by ensuring 100% of classroom teachers post on ClassDojo Story at least once per week in families' home languages, the principal posting a "Inside the Den" Jaguar Podcast two times a month, hosting an annual Multicultural Night, and placing active parent mentors in classrooms.

Environment

Supportive Environments

School is safe, clean, conducive to learning. Teachers have high expectations, students have support.

1 By the end of the 2026–2027 school year, Jane Addams Elementary School will increase the 'Peer Support for Academic Work' metric on the 5 Essentials survey from Neutral to Strong by holding quarterly professional development sessions on Kagan cooperative learning structures, direct classroom coaching, and implementing counselor-led lessons.

ACTION STEPS / CRITICAL MOVES:

- School counselor will lead a unit with the focus being on the importance of attending school every day and paying attention in class.
- Grade levels will use ClassDojo points and a points reward system to motivate paying attention in class, homework/work completion, and trying hard to learn standards.
- Quarterly PD that focuses on Kagan structures to help increase peer-to-peer interactions.
- Kagan coaches will come in quarterly to each class to lead a Kagan structure.
- Create and implement a quarterly "[Jaguar Pride Awards](#)" assembly to celebrate students with Honor Roll: (e.g., at least 80% of standards at a 3 or 4), an attendance award (Show Up Award), and a paying attention/top participation award (All In Award).

Effective Leadership sets the PACE

Lincoln-Irving Elementary | 2026-2027 P.A.C.E. Goals

Moline - Coal Valley Schools

2026-2027 District PACE Goals and Equity Focus Areas
Y27 Lincoln-Irving SIP-PACE

What?	Why?	Action Plan	Measurable Outcomes
People	Collaborative Teachers and Staff Staff members work together, build curriculum knowledge, and create trusting relationships that improve learning.	• Use Boys Town and SOAR consistently and implement two shared Kagan practices each quarter. • Provide coaching cycles, model lessons, peer observations, onboarding, and professional learning in enVision, Amplify, and Benchmark. • Survey students in grades 3-5 and use the results to create action plans. • Use PLCs and consultation from ECCRA, the ROE, and the District to strengthen staff knowledge and practice.	Maintain Academic Personalism at Strong. Increase Student-Teacher Trust to 60 or higher and Strong. Increase Peer Support for Academic Work to 60 or higher and Strong. Review training, coaching, PLC, and survey evidence quarterly.
Achievement	Ambitious Instruction Students receive rigorous, standards-aligned Tier 1 instruction and responsive intervention in English reading, Spanish reading, and math.	• Protect ELA, SLA, and math instruction; provide daily WIN and coordinated support services. • Select and implement an extended response model in grades 3-5 ELA and math. • Use common Tier 2 and Tier 3 criteria, 25-30 minute interventions, weekly monitoring, and family meetings. • Use PLCs and NextPath to review data, adjust groups, and monitor intervention and tutoring growth. • Prioritize ML push-in and co-teaching; use pull-out support for newcomers or identified needs.	By May 2027: 54% meet or exceed English reading growth. 50% meet or exceed Spanish reading growth. 60% meet or exceed math growth. Exceed the state IAR average and earn Commendable or higher.
Community	Involved Families and Community Strong family and community partnerships improve attendance, access to support, and student learning.	• Review attendance and chronic absenteeism monthly through NextPath. • Provide prompt family outreach, attendance incentives, and breakfast access through 8:15 a.m. • Include families in Tier 2 and Tier 3 meetings and decisions. • Use external partnerships to strengthen learning, intervention, and student support.	Maintain attendance at 85% or higher. Reduce chronic absenteeism to 15% or lower. Review family contact, participation, and partnership evidence monthly and quarterly.
Environment	Supportive Environment The school is safe, consistent, supportive, and grounded in high expectations and equitable support.	• Maintain consistent Tier 1, Boys Town, SOAR, SEL, attendance, and behavior systems. • Create consistent classroom expectations and agreements and provide scheduled SEL lessons. • Review behavior and ClassDojo data quarterly.	Increase Peer Support for Academic Work to 60 or higher and continue toward Strong.

Lincoln-Irving Elementary | 2026-2027 P.A.C.E. Goals

		• Use academic, behavior, attendance, and student-perception data to allocate support and adjust systems.	Review behavior, student-perception, and implementation data quarterly. Provide equitable academic and behavioral support.
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Effective Leadership Sets the PACE

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

Logan Elementary | 2026-2027 P.A.C.E. Goals



MOLINE - COAL VALLEY SCHOOL DISTRICT 2026-2027 STRATEGIC P.A.C.E. GOALS



Aligned to the Illinois 5 Essentials for School Improvement, Effective Leadership Sets the PACE

People	Achievement	Community	Environment
<u>Collaborative Teacher/Staff</u> Staff is committed to school, receives strong professional development, works together to improve.	<u>Ambitious Instruction</u> Classes are academically demanding, engaging for students by emphasizing application of knowledge.	<u>Involved Families and Community</u> Strong relationships are built across the community to support learning.	<u>Supportive Environments</u> School is safe, clean, conducive to learning. Teachers have high expectations; students have support.
Collaboration Throughout the 2026-2027 school year Logan Staff will facilitate monthly collaborative planning sessions, incorporating grade-level teachers, ML Specialists, Special Education teachers, Counselors, Instructional Coaches, and Principal.	Achievement- Math By the end of the 2026-2027 school year, 77% of Logan students will meet or exceed their Fall-to-Spring growth targets in Mathematics.	Improved Attendance By the end of the 2026-2027 school year, Logan Elementary will reduce the chronic truancy rate by 5% (decreasing from 21% to 16%).	The Road to Green By the end of the 2026-2027 school year, Logan Elementary will improve the "Supportive Environment" rating on the 5 Essentials Survey from "Weak" to "Neutral".
Ambitious Instruction By the conclusion of the 2026-2027 school year, all certified teachers will complete at least two instructional walkthroughs followed by collaborative reflections on instructional strategies observed during lessons.	Achievement- ELA By the end of the 2026-2027 school year, 65% of Logan students will meet or exceed their Fall-to-Spring growth targets in ELA	Improved Community Engagement By the end of the 2026-2027 school year, Logan staff will assist in designing and/or executing at least one staff led family engagement event per semester.	Improved Behavior By the end of the 2026-2027 school year, 85%+ of the student body receives two or fewer major behavior referrals
	Achievement- IAR Proficiency By the conclusion of the 2026-2027 school year, Logan students in grades 3-5 will achieve a 10% increase in proficiency levels in both Math and ELA, as measured by the Illinois Assessment of Readiness (IAR).		



Washington

MOLINE - COAL VALLEY SCHOOL DISTRICT 2026-2027 STRATEGIC P.A.C.E. GOALS



Aligned to the Illinois 5 Essentials for School Improvement, Effective Leadership Sets the PACE

People	Achievement	Community	Environment
<u>Collaborative Teacher/Staff</u> Staff is committed to the school, receives strong professional development, and works together to improve.	<u>Ambitious Instruction</u> Classes are academically demanding, engaging for students by emphasizing application of knowledge.	<u>Involved Families and Community</u> Strong relationships are built across the community to support learning.	<u>Supportive Environments</u> School is safe, clean, and conducive to learning. Teachers have high expectations; students have support.
Goal Title: Collaborative Practices By the end of the 2026-2027 school year, we will improve our teachers' opportunity to observe another teacher's classroom for feedback and instructional ideas. We aim to decrease those who selected "Never" from 27% down to between 18%-15% by offering more opportunities to observe others' classrooms.	Goal Title: Rigor By the end of the 2026-2027 school year, we will utilize the challenge portion of enVision Math to facilitate comprehensive and cross-curricular student learning which will lead to an increase of ambitious instruction up to 71-75%. 4th grade IAR Math students will decrease from 50% below proficient to a range of 35-40% with 2027 IAR	Goal Title: Parent Involvement at School By the end of the school year, improve teacher-parent communication regarding student academic performance by establishing consistent communication with parents/guardians at least once per month, sharing timely updates on student progress, strengths, and areas for improvement, to increase parent engagement and support improved student academic outcomes via ClassDojo or calls directly home. (Action below)	Goal Title: Safety Data We will increase our Safety data from within the range of our results of safety in the 2026 survey from 52% up to 60% or higher.
		Increase community involvement at Springbrook and Highland Manor by creating more opportunities for residents, families, staff, and community partners to participate in meaningful activities and events. (Action below)	

Willard Elementary | 2026-2027 P.A.C.E. Goals



WILLARD SCHOOL

2026-2027 STRATEGIC P.A.C.E. GOALS

Aligned to the Illinois 5 Essentials for School Improvement, Effective Leadership Sets the PACE



People	Achievement	Community	Environment
Collaborative Teacher/Staff Staff is committed to school, receives strong professional development, works together to improve.	Ambitious Instruction Classes are academically demanding, engaging for students by emphasizing application of knowledge.	Involved Families and Community Strong relationships are built across the community to support learning.	Supportive Environments School is safe, clean, conducive to learning. Teachers have high expectations; students have support.
Goal Title Collaborative Teachers / Collaborative Practices School Improvement Goal: By Spring 2027, 100% of instructional staff will report collaborating with colleagues on instructional strategies at least 3 times during the school year, with at least 60% reporting 10 or more collaborative experiences, as measured by the 5Essentials Staff Survey.	Goal Title - MATH IAR School Improvement Goal: By Spring 2027, 35% or less of students in Grades 3–5 will score in the Needs Improvement performance category on the Illinois Assessment of Readiness (IAR) Mathematics assessment.	Goal Title - Community Support of Attendance School Improvement Goal: By the end of the 2026–2027 school year, Willard Elementary will increase overall student attendance from 93.2% in 2025–2026 to at least 94% in 2026–2027 by strengthening partnerships with families and community resources, proactively communicating the importance of regular attendance, and identifying and addressing barriers that prevent students from attending school consistently and on time.	Goal Title- Peer Support for Academic Work Attendance & School Connectedness School Improvement Goal: By the end of the 2026–2027 school year, Willard Elementary will strengthen a supportive school environment in which students feel connected, valued, and motivated to attend school each day. As measured by the 5Essentials Survey, the percentage of students reporting that “Most” or “All” students feel it is important to attend school every day will increase from 78% to at least 83%.
Previous Data Worked on instructional strategies with other teachers - 1-2: 20% 3-9: 40% 10+: 40%	Previous Data Spring 2026 Math IAR 3- 35% Below Proficient 4- 42% Below Proficient 5- 28% Below Proficient	Previous Data 91.6% 2024-2025 93.2% - 2025-2026	Previous Data 5 Essentials Survey Feels it is important to attend school everyday. None- 2% A Few- 11% About Half - 9% Most- 46% All- 32%

Roosevelt Elementary | 2026-2027 P.A.C.E. Goals



Roosevelt Elementary MOLINE - COAL VALLEY SCHOOL DISTRICT 2026-2027 STRATEGIC P.A.C.E. GOALS



Aligned to the Illinois 5 Essentials for School Improvement, Effective Leadership Sets the PACE

People	Achievement	Community	Environment
<u>Collaborative Teacher/Staff</u> Staff is committed to school, receives strong professional development, works together to improve.	<u>Ambitious Instruction</u> Classes are academically demanding, engaging for students by emphasizing application of knowledge.	<u>Involved Families and Community</u> Strong relationships are built across the community to support learning.	<u>Supportive Environments</u> School is safe, clean, conducive to learning. Teachers have high expectations; students have support.
Goal We will increase opportunities for teachers to build relationships and trust across ALL grade levels with the intent of positively impacting student growth. Collaborative Teachers: Teacher-Teacher Trust will move from neutral to strong or very strong on the 2026-2027 IL 5 Essentials Survey.	Goals ELA: We will improve our overall ELA proficiency on the 2027 Illinois Assessment of Readiness by 10%. Math: Math Instruction will move from neutral to strong or very strong on the 2026-2027 IL 5 Essentials Survey Ambitious Instruction measure of Math Instruction.	Goals We will reduce the percentage of students who are chronically absent from 15.3% in 2025–26 to 12% or less in 2026–27. 98% of parents will be connected on Class Dojo	Goal Peer-to-Peer Academic Support will move from "Neutral" to "Strong" or "Very Strong" on the 26-27 Supportive Environment 5E measure.
	Notes ELA: 2025 - 28.6% proficiency 2026 - 38% proficiency Goal 2027 - 48% proficiency	Notes Attendance Last year 25-26: 15.3 % Chronic Truancy Year Before 24-25: 20.2% Chronic Truancy	
Action Plan -Classroom Walks with reflections -Continue 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.	Action Plan - District IAR writing prep continuum (grades 3-5) with instructional coach and ML push-in support - Write a word problem once a week for a classmate ("Wordy Wednesday" or "Word Problem Wednesday") - We will implement building-wide Ambitious Instruction Walk-throughs sharing celebrations and feedback to improve instruction. - Each student will have a data binder in which they will collect and monitor various pieces of data to help them understand their goals and progress and to help them take ownership of their learning and achievement.	Action Plan -Prevent - Maroons Show Up messaging on DOJO and Facebook, Unpack Your Backpack kindergarten message/speech, monthly classroom competition, quarterly 90% celebrations. -Identify Early - monitor attendance in Infinite Campus and Next Path -Intervene - Monthly Attendance Committee uses Tier 1/2/3 supports based on student need and identified barriers. -Monitor Response - Every student receiving intervention has an owner, intervention, and follow-up.	Action Plan -Using rubrics to provide peer feedback -Kagan Structures: Increase structured peer-to-peer academic interaction through consistent use of Kagan structures and explicit instruction in productive academic discourse and peer support. Everyone participates. Students explain their thinking. Students listen and respond to peers. Students will ask one another academic questions. Once a week, teachers will lead students in a peer-to-peer discussion on one of the four peer support for academic work questions. The Supportive Environment Team will

- Staff will implement and utilize language/vocabulary consistent with the 5 Essentials survey.
- Staff will receive PD on data use and best practices in literacy instruction and be given time to work with their grade levels to design lessons using these methods. (Rigor Rubric and CKLA PD)

Masked Reader: Launch a masked reader activity utilizing DOJO

create some reflection topics for classroom teachers.

John Deere Middle School | 2026-2027 P.A.C.E. Goals



JDMS 2026-2027 STRATEGIC P.A.C.E. GOALS

Aligned to the Illinois 5 Essentials for School Improvement, Effective Leadership Sets the PACE

People	Achievement	Community	Environment
<u>Collaborative Teacher/Staff</u> Staff is committed to school, receives strong professional development, works together to improve.	<u>Ambitious Instruction</u> Classes are academically demanding, engaging for students by emphasizing application of knowledge.	<u>Involved Families and Community</u> Strong relationships are built across the community to support learning.	<u>Supportive Environments</u> School is safe, clean, conducive to learning. Teachers have high expectations; students have support.
Goal Title Enhancing Teacher-to-Teacher Trust	Goal Title Strengthening ELA, Math, and Science Core Instruction and Achievement	Goal Title Improving Parent-School Partnerships	Goal Title Strengthening Meaningful Student-Teacher Relationships
By May 2027, increase Teacher-to-Teacher Trust on the 5Essentials Survey by at least 4 points, compared to the previous year. This will be achieved by implementing strategies that promote collaboration, transparency, and shared decision-making, with progress monitored through mid-year staff feedback and leadership team reflections.	<u>Reading & Math (1 for each)</u> SMART Goal: Strengthen Core Instruction and Student Achievement By the end of the 2026–2027 school year, John Deere Middle School will strengthen core instruction by implementing the K–8 ELA Amplify curriculum with fidelity and continuing K–12 mathematics curriculum alignment, resulting in higher percentage of students reaching	By May 2027, parent communication and collaborative partnerships between families and staff will improve as measured by an increase of at least 3 points on the 5Essentials Survey. This goal will be achieved through intentional efforts to strengthen consistent communication, provide meaningful opportunities for parent engagement, and foster a school	Increase the 5 Essentials Supportive Environment rating from neutral to strong by strengthening student belonging, peer support for academic work, through implementation of CKH school wide with fidelity. By May 2027, the Academic Personalism rating on the 5Essentials Survey will increase by

Teacher-Teacher Trust

2024	2025	2026
56	61	71

proficiency in English Language Arts, Mathematics, and Science as measured by the Illinois Assessment of Readiness (IAR) and the Illinois Science Assessment (ISA).

6th grade ELA: Increase by 6%

7th Grade ELA: Increase by 6%

8th Grade ELA: Increase by 8%

6th Grade Math: Increase by 2%

7th Grade Math: Increase by 2%

8th Grade Math: Increase by 3%

8th Grade Science: Increase by 2%

[School Wide IAR Data](#)

culture built on trust and collaboration

Parent Involvement in School

2024	2025	2026
63	77	75

at least 5 points compared to the previous year, by implementing quarterly strategies that increase meaningful student-teacher connections (e.g., structured check-ins, use of affirmations, and consistent progress feedback). Progress will be monitored through mid-year student feedback and leadership team reflections.

Academic Personalism

Details

2024	2025	2026
41	39	48

-100% of certified staff participate in peer observations/learning walks to build professional respect and shared practices

Timeline: 2026-2027 School Year

Evidence: Participation records, teacher reflections collected

-Provide consistent opportunities for teachers to collaborate across grade levels and departments

Timeline: Monthly

-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.

-Before school RTI classes offered in both ELA and Math.

-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.

-Presented curriculum will be aligned to the Common Core State Standards.

Students will be scheduled into intervention periods for Reading

Ensure teachers provide weekly communication with families about student progress and classroom updates. Dojo, phone calls, conferences, etc

Timeline: Ongoing

Evidence: Logs of newsletters, parent contact records, communication samples

Create at least two structured opportunities for parents to engage with staff beyond conferences (family nights, workshops, open house events)

Timeline: Fall & Spring

-Conferences

-School wide implementation of CKH

Conduct structured student check-ins to strengthen academic and personal connections

Once per quarter

Documentation through advisory/classroom check-ins; Leadership team collects sample reflections

John Deere Middle School | 2026-2027 P.A.C.E. Goals

Evidence: Agendas/attendance from PLCs and cross-team meetings

-Celebrate and highlight examples of collaboration and peer support during staff meetings/newsletters

Timeline: Monthly

based on the analysis of objective and subjective performance measures.

Specific interventions to address skill deficits will include the Read180/System 44 program, 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.

Evidence: Attendance records, parent feedback surveys

Intentionally use affirmations and provide actionable academic feedback

Ongoing, weekly

Wilson Middle School | 2026-2027 P.A.C.E. Goals



MOLINE - COAL VALLEY SCHOOL DISTRICT 2026-2027 STRATEGIC P.A.C.E. GOALS



Aligned to the Illinois 5 Essentials for School Improvement, Effective Leadership Sets the PACE

People	Achievement	Community	Environment
<u>Collaborative Teacher/Staff</u> Staff is committed to school, receives strong professional development, works together to improve.	<u>Ambitious Instruction</u> Classes are academically demanding, engaging for students by emphasizing application of knowledge.	<u>Involved Families and Community</u> Strong relationships are built across the community to support learning.	<u>Supportive Environments</u> School is safe, clean, conducive to learning. Teachers have high expectations; students have support.
<u>Learning Walks</u> 100% of certified staff will engage in a minimum of two classroom observations and/or opportunities to host fellow teachers in their rooms to share instructional insights and strategies as a part of our Rigor and Relevance Learning Walks	<u>Ambitious Instruction</u> Wilson Middle School will move from Neutral to Strong in the area of Ambitious Instruction as reported on the 2027 Illinois 5 Essentials survey.	<u>Connecting to Infinite Campus</u> By the end of the 2026-2027 school year we will have 80% of parents connected to classrooms utilizing Infinite Campus to monitor student progress.	<u>Reducing Chronic Truancy</u> By June 1, 2027, Wilson Middle School will decrease the chronic truancy rate by 5% to 21% as compared to the 2025-2026 school year.
	<u>IAR Reading Proficiency</u> 50% of Wilson students will reach the proficient benchmark in ELA as measured by the 2027 Illinois Assessment of Readiness. Up from our building average of 47% proficiency in the 2025-2026 school year		
	<u>IAR Math Proficiency</u> 30% of Wilson students will reach the proficient benchmark in math as measured by the 2027 Illinois Assessment of Readiness. Up from our building average of 25% proficiency in the 2025-2026 school year		

Moline - Coal Valley Schools

2026-2027 District PACE Goals and Equity Focus Areas

Moline High School

What?	Why?	Smart Goal	Action Plan/Critical Moves
P eople	Collaborative Teachers and Staff The staff is committed to the school, receives strong professional development, and works together to improve.	ML Services 100% of 9th grade ML students will receive services from an ML certified teacher in at least one core subject.	● Increase co-teaching opportunities for ML Students ● Offer on-going high-quality ML PD to support all students
A chievement	Ambitious Instruction Classes are academically demanding and engage students by emphasizing the application of knowledge.	Graduation Rate Return the District's graduation rate to 90% or above through the use of an enhanced early warning system, the implementation of revised credit recovery guidelines, improved communication through the new Student Information System, Infinite Campus; and the reorganization of the ASPIRE Alternative Education Program.	● Implement Credit Recovery System with fidelity ● Continue implementation of Early Warning System (9th & 10th grade) ● Offer high quality PD and continuous learning opportunities for new Student Information System, Infinite Campus
C ommunity	Involved Families and Community Strong relationships are built across the community to support learning.	Increase the amount of support for the Moline Market to provide resources to students in need with a specific focus on ML students by employing a qualified individual to obtain resources, building community relationships, home visits, and stock and distribute items in the Moline Market	● Hire and train a parent coordinator to run Maroon Market as well as help with ML students as needed. ● Use strategic funds to promote community events run through Maroon Market.
E nvironment	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.	Increase the 5Essentials Supportive Environment Category from Neutral to Strong in the specific areas of Peer support for Academic Work (students demonstrate behaviors that lead to academic achievement) and School-wide Future Orientation (schools engage all students in planning for life after graduation).	● Offer PD to support "Peer Support for Academic Work" ● Implement counselor for Advanced Advising and WBL ● Continue SEL lessons and engage students in future planning through CCR platform

Effective Leadership sets the PACE

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

7. Approval of New Job Description for the Facility Rental and Technology User Support Specialist within the Educational Technology Department

43

Recommended Motion: that the Board of Education approve the new job description for Facility Rental and Technology User Support Specialist within the Educational Technology department. **See Attachment No. 7.**

TO: Members of the Board of Education

FROM: Dr. Brian Prybil, Deputy Superintendent 

DATE: September 24, 2026

SUBJECT: Approval of New Job Description for the Facility Rental and Technology User Support Specialist within the Educational Technology Department

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

Action Necessary: Board of Education approval is required.

Facts: The proposed Facility Rental and Technology User Support Specialist position redefines an existing 10.5-month technology education support professional (formerly paraprofessional) role at Moline High School, elevating it to a full-time, 12-month technician position within the Educational Technology Department. This redefinition strengthens two critical areas of district support: facility event management and technology systems support.

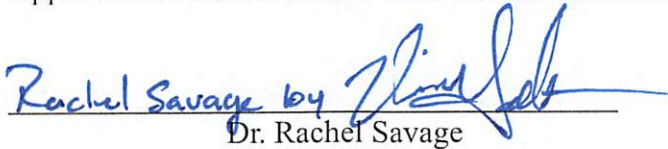
This position shall be responsible for the district-wide administration of facility rentals through the district's existing online rental system, encompassing space reservations, inquiry response, invoicing, and cancellations. In fulfilling this responsibility, the position shall support events at the Bartlett Performing Arts Center as required, including evenings and weekends. This scope of responsibility extends beyond the current 10.5-month schedule.

The second priority of this position is to provide technical support for the district's technology systems, specifically at Moline High School, but will also extend to all schools as time allows. This will ensure the continuation of classroom technology support at the secondary level consistent with prior practice, while also expanding support for student devices, device loaner programs, and the deployment of new student devices across the district.

Cost: N/A

Recommended Action: That the Board of Education approve the new job description for Facility Rental and Technology User Support Specialist within the Educational Technology department.

Approved for Submission to the Board of Education


Dr. Rachel Savage
Superintendent of Schools

JOB DESCRIPTION

Facility Rental and Technology User Support Specialist

Reports to: Director of Technology
Also Reports to: Business & Facilities Office

Qualifications

The Facility Rental and Technology User Support Specialist must have formal training and experience in user support, hardware repair, and auditorium systems. Individuals filling this position should be self-motivated and able to complete complex tasks on time and without direct supervision. Position candidates should have good interpersonal skills and be able to relate readily to others. Position candidates should be willing and able to supervise and instruct others in the operation of the District's technology components and auditorium controls. The demands of this position will require flexible working hours to support various auditorium events, including evenings and weekends. Candidates shall possess the personal characteristics and ability to work closely and cooperatively with district staff, students, and external stakeholders.

Duties and Responsibilities

The Facility Rental and User Support Specialist will report directly to the Director of Technology. This position works closely with internal and external stakeholders throughout the District. All qualifications and duties are considered essential to fulfill the requirements for the position. The duties and responsibilities include, but are not limited to, the following:

1. Manages daily rental requests for facility use via the District's integrated Follett Schedules system.
2. Coordinates with internal and external stakeholders to set up, monitor, troubleshoot, and manage events in-person. This includes understanding the advanced controls of our auditorium systems and large spaces.
3. Maintains a flexible work schedule that will include evenings and weekends as needed to support the various events that both the District hosts and are hosted by external stakeholders.
4. Maintains accurate records and required forms for internal and external groups requesting our facility spaces.
5. Responsible for managing invoicing and special requests for facility usage. This will require regular coordination with the Facilities Department and the Business Office.
6. Provides on-site software and hardware support to the District's instructional and/or administrative applications and computer users.

7. Provides on-site support of the District's LEAD Moline program. This includes LEAD Moline inventory, device repairs, fee tracking, new student devices, the LEAD Moline loaner program, and supporting the secondary student-led help desks as needed.
8. Must be able to lift and transport up to 60 lbs.
9. Administration of the District's end-user clients, including PC devices, Apple devices, tablets, student devices, classroom technology, and other devices integrated into the District's various systems.
10. Prepares various written materials (e.g., documentation, inventory, service requests, installation activities, etc.) to provide written support and/or convey information.
11. Document users' needs throughout the District and recommend, design, and implement system enhancements.
12. Participate in training on computer operations as needed and attend user's group meetings when appropriate.
13. Requires the ability to troubleshoot equipment failures and resolve issues related to the equipment failure.
14. Install computers and classroom technology hardware including, but not limited to; laptops, projectors, sound systems, network connections, interactive whiteboard systems, and media presentation software.
15. Maintains high customer service standards in person and over the phone.
16. Work with hardware vendors in hardware problem determination and resolution.
17. Plans and implements the use of new hardware technologies in support of District staff and programs.
18. Analyze procedures and systems for potential automation and make hardware and software modifications upon approval.
19. Coordinate operations with the Director of Technology and Director of Facilities.
20. Must have a valid driver's license, proof of active insurance, and reliable transportation for travel to district locations (mileage is reimbursed).
21. Perform other duties as may be assigned by the Director of Technology, which the User Support Specialist is qualified to perform.

WORK ENVIRONMENT:

The work environment characteristics described here represent those an

employee encounters while performing the essential functions of this job.
Reasonable accommodations may be made to enable individuals with disabilities
to perform essential functions.

The employee works in an office environment with a moderate noise level.
Occasional travel for the school district may also be required.

Employee Acknowledgment _____
Date _____

The above statements reflect the general details necessary to describe the
principle functions of the occupation described and shall not be construed as a
detailed description of all the work requirements that may be inherent in the
occupation.

8. Approval of the Cooperative Agreement between University of Northern Iowa and the Moline-Coal Valley School District No. 40

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Recommended Motion: that the Board of Education approve the Cooperative Agreement between the University of Northern Iowa and the Moline-Coal Valley School District No. 40. **See Attachment No. 8.**

Cooperative Agreement

by and between UNIVERSITY OF NORTHERN IOWA (UNI) and COOPERATING EDUCATIONAL AGENCIES

Agreement Duration: (Please select one) *

- ☐ Automatic Renewal, does not expire unless either party cancels (see 1.2 below)
- ☐ Three year duration, expiring July 31, 2029

1. Scope of Agreement

1.1 This Agreement sets forth the roles, responsibilities, and rights of personnel associated with the cooperating educational agency, personnel associated with the University of Northern Iowa and of any student enrolled at UNI, while assigned as a student teacher, administrative intern, or for any other educational clinical experience with a cooperating educational agency.

1.2 For automatic renewal selection, this agreement will remain in effect unless cancelled by either party. Cancellation of agreement can be done through email contact with district leadership and the UNI College of Education associate dean of educator preparation.

2. Options of Student Teachers and other Educational Experience Students

Student teachers must register for a full semester experience in student teaching. Students seeking additional endorsement may register for four (4) hours of credit. Student teachers are responsible for transportation and housing.

3. Placement of Students

3.1 Placement of student teachers shall be accomplished on a cooperative basis between the University and Cooperating Educational Agency.

3.2 Placement shall be initiated by the University coordinator upon completion of an application from each student teacher setting out his/her qualifications/backgrounds and the assignment(s) needed to meet certification, endorsement, and approval area standards. The Cooperating Educational Agency reserves the right to refuse assignment to any given student teacher.

4. Termination or Change of Assignment

4.1 The coordinator or cooperating educational agency may, for good cause, terminate or change the assignment of any practicing intern. Prior to reaching a decision the coordinator and the cooperating educational agency designee shall consult with the cooperating teacher/educational agency supervisor and all other concerned parties regarding the reason(s) for termination or change in assignment. If the district desires to terminate or change an assignment, the practicing intern will not return to the District Facility while awaiting the required consultation before the termination/change of assignment.

5. Supervision of Practicing Interns

5.1 A member of the university faculty, or designee, will serve as the coordinator or supervisor of the clinical or educational experiences for the purpose of administering the program and supervising/evaluating the practicing interns in cooperation with the cooperating teachers/educational agency supervisors who guide and direct the practicing interns.

5.2 The identification, selection and continued use of qualified mentor professionals/educational agency

supervisors shall be the joint responsibility of the coordinator and the administrators of the cooperating educational agencies.

5.3 The practicing intern remains subject to all UNI applicable policies, rules and regulations, and Professional Code of Ethics as well as those of the cooperating educational agency.

5.4 All interaction between the mentoring professional/educational agency supervisor or nonpublic cooperating educational agency and the practicing intern shall occur without regard to religious education, religious indoctrination, religious beliefs, or involvement with religious activities. Practicing interns shall not be present or participate in the instruction or discussion of religious subjects or any other religious activity of the cooperating educational agency.

5.5 Interns shall be appropriately supervised and supported as they engage in the clinical experience. Supervision by the cooperating educational agency while on site is expected as appropriate for the position. The cooperating educational agency should remain in close communication with the university throughout the duration of the experience.

6. Evaluation

6.1 Evaluation of the practicing intern shall be a shared responsibility. The coordinator or supervisor, the mentoring professional/educational agency supervisor, the practicing intern, and others knowledgeable about the performance of the intern shall be involved. Evaluation is comprehensive, continuous, specific, and individualized. The evaluation in the nonpublic educational agency shall be based on non-religious criteria.

7. Insurance

7.1 The Cooperating Agency will accept placement of only students who are insured against liability for actions or omissions occurring in the internship and field experience setting. University students participating in the internship or field experience program will acquire liability insurance (verified by the University) prior to the commencement of the internship or field experience. The limits of such coverage shall be a minimum of 1,000,000 per occurrence.

7.2 Students are responsible for carrying their own health insurance.

8. Confidentiality

8.1 Practicing interns are expected to maintain and uphold the level of confidentiality that is appropriate to the policies and regulations of the experience in which they are engaged. This confidentiality includes protection of identities, likeness, records, and any additional information that would be classified as confidential information for the participating educational agency.

9. Compensation to Cooperating Agency

9.1 The University agrees to pay a stipend to the cooperating teacher for the student teaching placement. Payment is made by the University to the cooperating teacher at the completion of the student teaching assignment.

9.2 For placements in which monetary compensation is provided, cooperating educational agencies agree to allow the University of Northern Iowa to request from the individual mentor their home address for direct payment.

10. Workload expectations and settings

10.1 For clinical placements that carry a workload (ie student teaching, social work) it is not expected that an intern would carry a workload that is as extensive with the degree of independence as the mentor. This is to allow time for the practicing intern to adequately reflect and grow in their own practices.

10.2 The intern setting provides a space that affirms and respects diversity and differences in staff, populations served, and interns completing their clinical experiences.

10.3 Mentors are open and share expectations with their assigned practicing intern(s) while also providing guidance and support needed to allow for a productive and educational experience.

10.4 Assure that the candidate is able to engage in the necessary activities, procedures, and protocols as appropriate to the placement.

10.5 Assure that the candidate is appropriately supervised and supported during their experience.

10.6 Abide by program specific roles and responsibilities (such as logging hours, orientation to the educational setting, etc)

Cooperating Educational Agency Name: *

Agency Name

Agency type (school, AEA, etc)

Printed Name of Signing Official *

First Name

Last Name

Email address of signing official: *

example@example.com

Date *

Month

Day

Year

University of Northern Iowa, Designated Signing Official:

Karinne Tharaldson

Assistant Dean of Educator Preparation

College of Education

Submit

9. Reports, Requests and Open Discussion

A.Superintendent's Report

1) Board - School Connections Program

B. Student Board of Education Member Report

C. Board of Education Member Open Discussion

10. Adjournment

NOTICE OF NONDISCRIMINATION PRACTICES

The Moline-Coal Valley Unit School District No. 40 does not discriminate against employees, students, or the general public in its programs or practices, including vocational education, on the basis of race, color, religion, sex, gender, gender identity, disability, age, marital status, pregnancy status, citizenship status, military status, unfavorable discharge from the military service, national origin or ancestry in accordance with Title IX, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. The Moline-Coal Valley School District prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment. Moline-Coal Valley School District's nondiscrimination policy and grievance procedures can be located on the District website under Board Policy. 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 Assistant Superintendent for Student Services and Special Education 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, 1900 52nd Avenue, Moline, IL 61265.