

ROCK ISLAND-MILAN SCHOOL DISTRICT NO. 41



BOARD OF EDUCATION REGULAR MEETING

EUGENE FIELD ELEMENTARY SCHOOL
2900 - 31ST AVENUE
ROCK ISLAND, ILLINOIS 61201

TUESDAY, JANUARY 28, 2025

6:00 PM

Below is the link to the School Board Meeting:
<https://meet.google.com/fzb-nmks-pmq>

I. Preliminary

- A. Call to Order and Roll Call
- B. Pledge of Allegiance
- C. Approval of Board of Education Minutes

It is recommended that the Board of Education approve the minutes of the regular meeting as well as the executive session of January 14, 2025.

II. Special Items

- A. **Vision 2030 First Reading... Information**
- B. **Eugene Field Elementary School Presentation by Andy Campbell, Principal**

III. Committee of the Whole

Scholar Rights and Responsibilities Regarding Technology Use, Social Media, and Artificial Intelligence

IV. Reports

- A. Board Members
- B. Superintendent
- C. RIEA President

V. Communications

- A. Requests from persons wishing to speak on certain agenda items will be called upon at the appropriate time.
- B. Citizens wishing to address the Board of Education on items not on the agenda. Comments should be limited to three (3) minutes. *(Matters regarding specific employees or students are of a confidential nature and will not be heard in open session.)*

VI. Action of Routine Matters

- A. Approval of Additions and / or Deletions
- B. Approval of Agenda
- C. Nomination for Future Agenda Items
- D. Blanket Motion

Opportunity will be given for the selection of items that need no discussion to be approved at the appropriate time on the agenda. The following items are recommended for the Blanket Motion:

1. Bills for Payment

a. **Bills for Payment... Action**

It is recommended that the Board of Education authorize bills for payment dated January 15, 2025, in the amount of \$4,389,305.63.

2. **Donations... Action**

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

3. **Overnight Field Trip Request... Action**

It is recommended that the Board of Education approve the overnight field trip request for the Rock Island High School choir to compete in the All-State Music Conference in Peoria from January 29 - February 1, 2025.

4. **Rock Island High School Development Fund Sub Account Addition... Action**

It is recommended that the Board of Education approve the addition of a sub-account titled 'Girls Wrestling' to the Rock Island High School Development Fund.

5. **Certified Appointments... Action**

It is recommended that the Board of Education approve the certified appointments of Morgan Jefferson, Astrid Flowers, Logan Haskill, Douglas Roberts, and Lauren Parker for the 2024 -25 school year.

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

It is recommended that the Board of Education approve the following non-certified appointments of Carey Cook-Behrens, Cassandra Tester, Tia Johnson, Tiarra Burrage, Betty Miller, and Angela Nelson for the 2024 -25 school year.

7. **Certified Support Coach Appointment... Action**

It is recommended that the Board of Education approve the appointment of Benjamin Corlett as a certified support coach for the 2024 -25 school year.

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

It is recommended that the Board of Education approve the following appointments of Adam Schneider, Mitchell Smith, Tyler Hansen, Cameron Ruiz, and Ben Hobbs as non-certified support coaches for the 2024 -25 school year.

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

It is recommended that the Board of Education approve the following Non-Certified Internal Transfer of Jodie Doyle for the 2024 -25 school year.

10. **Non-Certified Retirement... Action**

It is recommended that the Board of Education approve the following non-certified retirement of Scott Bohlman, SPED Paraprofessional with six (6) years of continuous service during the 2024 - 25 school year.

11. Certified Resignation... Action

It is recommended that the Board of Education approve the following certified resignations during the 2024 -25 school year: Artur Golczewski, Substitute Teacher with five (5) years of continuous service.

12. Non-Certified Resignation... Action

It is recommended that the Board of Education approve the following non-certified retirement of Danielle McPherson, Food Service Lead with less than one (1) year of continuous service during the 2024 - 25 school year.

VII. Operations

A. Freedom of Information Act Requests (FOIA)... Information

The District received a FOIA request and responded within the five-day required time frame to Ms. Staci Clay who requested security camera footage of an alleged incident. The District did not share the footage as disclosure would compromise District security.

The District received a FOIA request and responded within the five-day required time frame to the Illinois Retired Teachers Association, who requested a list of certified staff who are planning to retire in 2025.

B. Rock Island High School Aquatic Center Proposal... Action

It is recommended that the Board of Education approve the additional Professional Architectural Services of Legat Architects and the change order from Terracon for the Aquatic Center at the Rock Island High School campus for \$309,000.

VIII. Executive Session

It is recommended that the Board of Education move to executive session to discuss pending litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probably or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. 5 ILCS120/2(c)(11). In addition to discuss the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body, including hearing testimony on a complaint lodged against an employee of the public body or against legal counsel for the public body to determine its validity. 5 ILCS 120/2(c)(1). Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2).

IX. Adjournment

Fulfilling the Promise of Public Education in Illinois

VISION 2030



illinoisvision2030.com

Vision 2030 represents the second time education stakeholders fostered collaboration and unity among education organizations across the state to create an advocacy framework for public education in Illinois. The first initiative, Vision 2020, resulted in numerous achievements, including the passage of the Evidence-Based Funding Formula, Illinois Balanced Accountability Model, and Postsecondary Workforce Readiness Act.

illinoisvision2030.com

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Letter from Vision 2030 Partners

In November 2012, statewide education organizations united to develop a comprehensive visioning process for enhancing public education in Illinois in the long term.

That effort resulted in Vision 2020, the first-of-its-kind blueprint for public education in Illinois that sparked legislative action on school funding, teacher recruitment policies, college and career readiness, and the state's accountability model.

However, in the aftermath of the COVID-19 pandemic, the landscape of public education has been significantly altered, presenting immense challenges and prompting increased scrutiny.

A new vision was needed to propel Illinois forward in designing a system that better serves the needs of diverse learners, attracts new people to the profession, enhances student opportunities, and continues the state toward long-term predictable funding.

In October 2023, the Illinois Association of School Administrators (IASA), Illinois Principals Association (IPA), Illinois Association of School Boards (IASB), Illinois Association of School Business Officials (IASBO), the Superintendents' Commission for the Study of Demographics and Diversity (SCSDD), Illinois Association of Regional Superintendents of Schools (IARSS), Illinois Alliance of Administrators of Special Education (IAASE), and The Association of Illinois Rural and Small Schools (AIRSS) launched Vision 2030 with the goal of articulating what the education community stands for and aspires to realize.

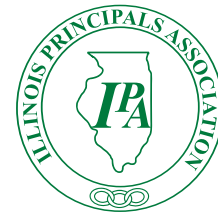
This Policy Framework is the culmination of multiple in-person sessions and a statewide engagement effort that included input from more than 1,000 stakeholders, ranging from the southern tip of Illinois through the northern Chicago suburbs. Most importantly, the ideas encapsulated in Vision 2030 represent priorities from the practitioners who work inside and outside of school buildings to improve the education outcomes of children from all backgrounds.

On behalf of the near 2 million school children in Illinois, the Vision 2030 partners encourage the General Assembly, the Governor, and all stakeholders to review this Policy Framework and begin to take action to build an even brighter future for Illinois students.



Brent Clark

Dr. Brent Clark
IASA Executive Director



Jason E. Leahy

Dr. Jason E. Leahy
IPA Executive Director



Illinois Association
of School Boards



Kimberly A. Small

Kimberly A. Small
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Kristopher P. Monn

Dr. Kristopher Monn
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Creg Williams

Dr. Creg Williams
SCSDD Executive Director



Gary Tipsord

Gary Tipsord
IARSS Executive Director



Melissa Taylor

Melissa Taylor
IAASE Executive Director



The Association
of Illinois Rural
and Small Schools

Jennifer Garrison

Dr. Jennifer Garrison
Association of Illinois Rural and Small Schools President

Statewide Representation

The Vision 2030 Workgroup included more than 100 representatives from statewide partner associations. Representatives of the Workgroup engaged in deep discussions on education issues that shaped this document. The idea and goals articulated by the Workgroup were then pressure tested by a statewide survey completed by more than 1,000 educational leaders.



Vision 2030 Centers Around:

**Keeping
students
safe**

**Keeping
high-quality
educators
in front of
students**

**Enhancing
post-secondary
success**

**Improving
measurement
of what is
working**

Future-Focused Learning



Priorities for the Future

- 1** Promote future-driven skills that allow for more college and career exploration
- 2** Enhance student safety and well-being
- 3** Attract and retain a high quality and diverse educator pipeline
- 4** Promote curriculum and instructional flexibility to meet the unique needs of local communities

The following pages contain recommendations for how to improve the current teaching and learning system in Illinois.

Recommended State Policy

1

Promote future-driven skills that allow for more college and career exploration

Encourage Career Exploration. Public education is responsible for preparing students for college and careers with the integration of emerging technologies, both known and unknown, as well as for global citizenship. Advocacy is needed for the development of more flexible certification pathways, industry credentials, and/or micro-credential programs to meet a greater pool of student needs.

Promote Dual Credit. Opportunities for students to experience college and careers while in high school support classroom learning and prepare students for post-secondary success. Currently, the decision to offer programming in conjunction with postsecondary institutions is still not delivered equitably nor is it focused on what is in the best interests of students. Our goal is to ensure equitable access for all students in Illinois within their current school district with funding to support free community college enrollment for students. Further develop the Dual Credit Quality Act or other alternative credentialing options to increase student access to these offerings.

Expand Dual Credit Teacher Pool. The ability of students to take dual-credit courses within the districts/schools in which they attend is important for expanding access to these opportunities. To accomplish this, advocacy for the expansion of the number of K-12 teachers eligible to teach dual credit courses is necessary, and advocacy for the removal of barriers to accreditation or eligibility is essential to achieving this goal.

Study the Impact of Artificial Intelligence (AI). Establish a task force to study the impact of AI on K-12 school communities in Illinois and produce a toolkit regarding the responsible use of AI in Illinois K-12 schools. The task force should analyze potential benefits and challenges/risks, ensuring the integration of AI supports educational goals.

2

Enhance student safety and well-being

Support Student Safety. All students have the right to be educated in quality facilities that are conducive to learning and safe for all students and personnel. Advocacy for the creation of a task force to develop and share a repository of best practices, or centralized network, with funding sources, for districts to meet the safety and security facility needs of their students will support equitable and flexible student safety statewide. Coordinating this responsibility offers several benefits:

- **Unified Strategy:** A group of relevant constituents and experts on schools and school safety, including ISBE, can develop a Comprehensive Security Plan, providing consistent guidance and best practices for all schools to be used as a framework for ensuring school safety.
- **Resource Management:** A central repository of tools, templates, and training materials can be created and managed, streamlining access for schools and school districts.
- **Consistency and Equity:** Community and need-based safety standards can be applied across all schools, reducing disparities and fostering an equitable environment.
- **Expertise and Innovation:** Coordinated responsibility can leverage specialized knowledge to develop forward-thinking strategies addressing emerging threats.
- **Enhanced Regional Support:** Coordinated responsibility can provide tailored assistance to ROEs and ISCs in implementing state-wide safety protocols.
- **Efficient Resource Allocation:** Coordinated responsibility allows for optimized funding and better tracking of safety programs' impact.

Support the Whole Child. As student outcomes expand from a pure academic focus to the “whole child,” the measures by which we evaluate school effectiveness should continue to diversify and evolve. Advocacy for the creation of a task force to develop and share a repository of best practices, or centralized network, with funding sources, for districts will better support meeting the physical and mental health needs of their students. This advocacy should promote and enhance community partnerships along with aligning appropriate instructional resources. The findings and funding sources should be made available to support districts interested in enhancing the resiliency of learners through best practices to meet the needs of the students in their communities.

3

Attract and retain a high quality and diverse educator pipeline

Develop a campaign to generate inspiration regarding careers in education. The state, in partnership with education associations, should develop a sustained marketing campaign highlighting the benefits and rewards of a career in public education.

Create a regional framework to successfully establish a grow-your-own program for 9-12 students to become educators. As part of a regional framework, include dual-credit partnerships for teacher preparation pathways, on-the-job training for teacher assistants, practical experience for high school students, and scholarships for students pursuing teacher licensure. Develop an equitable state-supported model for early-career educator financial support.

Restructure licensure in the state to provide flexibility. The state should restructure licensure and allow grade-band and endorsement flexibility as well as increased flexibility for district leaders to appropriately staff their buildings considering teacher shortages and the inability to fully staff buildings. Furthermore, the state should allow alternative professional development supports to increase endorsement and certification options, including, but not limited to, competency-based approaches, micro credentials, and job-embedded learning, especially for individuals with significant job experiences who are changing careers.

Evaluate and improve the efficiency of educator licensure pathways for traditional undergraduate and graduate programs. The state should grow alternative licensing programs to expand educator licensure options for candidates in higher education programs. Alternative teaching licensure programs must remain rigorous but allow for additional and more flexible pathways to credentialing beyond traditional programs.

Improve the educator’s professional experience. The state needs to ensure support for school leaders, and that educators receive appropriate benefits. This includes, but is not limited to, pension security, professional autonomy and flexibility within the classroom, and a commitment from leaders to improve all educators’ professional experience.

4

Promote curriculum and instructional flexibility to meet the unique needs of local communities

Protect Instructional Time. The flexibility to educate students throughout the state in ways that meet the unique needs of communities is an essential component to a high quality and equitable education for all students. The state must protect instructional time by eliminating burdensome mandates that prohibit local school districts from innovating their curriculum and instructional programs in ways that best meet the needs of students in their communities.

Advocate for Local Partnerships. Promoting district and student partnerships will increase the number of students, particularly low-income and marginalized students, reaping the long-term benefits of programs offered in conjunction with business, industry, military, and post-secondary institutions. Greater strides should be made to offer a wide-range of quality dual-credit and career and technical education programs (CTE) consistently throughout the state, so all students can benefit. The state should focus on the development of cross-agency and community/family partnerships (such as the community schools model) to become whole child per the statutory definition: using a child centered holistic equitable lens across all systems that prioritizes physical, mental and social emotional health to ensure that every child is healthy, safe, supported challenged, engaged and protected. (105, ILCS, 5/3-11(b)). Partnership opportunities need to be flexible enough to meet unique needs across the state.

Shared Accountability





Priorities for the Future

- 1** Reform the Illinois assessment system to be a timely and useful measure of student proficiency and growth over time
- 2** Reform the current accountability system to provide local flexibility for identifying indicators that create a more holistic view of student success
- 3** Reform the mandate process to ensure implementation procedures that promote flexibility and local decision making

The following pages contain recommendations for how to improve the current accountability system in Illinois.

Recommended State Policy

1

Reform the Illinois assessment system to be a timely and useful measure of student proficiency and growth over time

Provide unofficial student results to local school districts in near real-time. Timely reporting of student assessment data is critical if the state assessment is to be useful to local school districts. The state should provide local school districts the unofficial individual student scores immediately upon closing of the testing window similar to the process of local assessment vendors. Immediately providing the unofficial individual student scores balances the need for school districts to receive timely results while still preserving the ability for the state to take its time to implement a quality assurance process before official aggregate results are released to the public.

Align proficiency benchmarks to national distributions. Illinois proficiency benchmarks do not align to national proficiency distributions. Illinois outperforms the national average on the National Assessment of Educational Progress (NAEP) but, according to the Illinois Assessment of Readiness (IAR), roughly only 30 percent of students meet proficiency standards. Proficiency benchmarks should be established for grades 3 through 11 that have a transparent definition aligned to national distributions to ensure a more accurate reflection of student performance and growth in a way the broader public will understand.

Select an adaptive assessment that is an accurate measure of proficiency and growth both within and across grade levels. While the purpose of the Illinois assessment system is to measure academic proficiency and growth against grade-level learning standards, it must also accurately measure growth over time. The new state assessment system, guided by the State Assessment Review Committee (SARC), should allow an individual student to demonstrate proficiency on learning standards at, below, or beyond their grade level, and should report a vertically articulated scale score to longitudinally track proficiency and growth over time.

Allow district flexibility in administering the state assessment. A new state assessment system should be developed to provide local school districts with the option to administer periodic benchmark assessments throughout the year. Providing an option to forgo costly third-party assessments and instead administer benchmark state assessments leading up to the end-of-year summative assessment will alleviate complexities and costs associated with monitoring student progress.

2

Reform the current accountability system to provide local flexibility for identifying indicators that create a more holistic view of student success

Modify the accountability scoring system to differentially weight growth and proficiency. While student growth and proficiency represent different constructs of student learning, growth and proficiency must be considered jointly when judging student performance. Proficient students should meet or exceed expectations, while students below proficiency should accelerate rates of growth to achieve proficiency over time. Therefore, within the broader accountability scoring system, student growth should be given more weight for students below proficiency and less weight for proficient students.

Expand the construct of college and career readiness at the high-school level to include whole-child success indicators in grades 3 through 8. The multi-metric approach of college and career readiness indicators at the high school level should be generalized to include whole-child success indicators in grades 3 through 8. De-emphasize chronic absenteeism as an isolated metric and instead incorporate chronic absenteeism within the context of a set of whole-child student success and readiness indicators.

Shift the administration of the IL-Empower network and its resources to the ROEs/ISCs. The fundamental purpose of school accountability should be to provide underperforming schools with the resources and support needed to improve. Empowering ROEs and ISCs to oversee and coordinate school improvement services will result in greater consistency of school improvement efforts, promote professional learning communities, and provide a systemic structure that is more efficient and impactful.

Revise the criteria for annual summative designations to be fixed standards as opposed to normative rankings. The current school accountability system utilizes school rankings as an underlying method to determine annual summative designations. To be Exemplary under the current system, a school must be in the top 10 percent of all schools across the state, regardless of their underlying performance. Similarly, the bottom five percent of schools are designated as Intensive Support, regardless of their underlying performance. The state should forgo the current ranking system and instead establish clear performance thresholds for summative designations in a manner that does not mathematically prohibit schools from receiving favorable summative designations.

3

Reform the mandate process to ensure implementation procedures that promote flexibility and local decision making

Distinguish between Essential and Discretionary mandates. Schools are required to abide by numerous unfunded mandates. Since many mandates result in the pre-spending of Evidence-Based Funding (EBF) dollars, the state should create a subcommittee of the EBF Professional Review Panel to categorize each mandate as Essential or Discretionary. Essential mandates may include those that are fully funded, federal, safety, or civil rights. Local school districts should be provided the flexibility to opt out of discretionary mandates through the local board hearing process and board action.

Review all proposed mandates for their financial and operational impact. Balancing the financial and operational impact of mandates with their intended benefit is critical to ensure that state policies achieve their educational objectives without creating undue challenges or unintended consequences. Striking this balance requires careful consideration of both costs and benefits. The state should require a cost-benefit analysis of all proposed mandates consistent with the spirit of the State Mandates Act (30 ILCS 805).

Develop a modern application programming interface (API) to the Illinois State Board of Education (ISBE) Web Application Security (IWAS) system and require all data system vendors to support native integration. The cumbersome and redundant process of reporting student and other system data to the state through its IWAS system is a hidden mandate that diverts resources away from students. The General Assembly should provide funding to ISBE for it to modernize the IWAS system to ensure interoperability of IWAS with data system vendors through APIs. Furthermore, the state should require that all data system vendors provide native API support with IWAS.

Predictable Funding



Priorities for the Future

- 1** Protect the integrity and funding of the evidence-based funding formula
- 2** Strengthen public education through pension reforms
- 3** Establish equitable statewide funding sources for capital and safety needs
- 4** Enhance financial flexibility for all school districts

The following pages contain recommendations for how to improve current public school finance and funding in Illinois.

Recommended State Policy

1

Protect the integrity and funding of the Evidence-based funding formula

Fund the model at the annual statutory minimum of \$350 million (\$300 million into the formula; \$50 million into the Property Tax Relief Grant) before considering any revisions to its elements. The legislature has funded the EBF model since FY 18 and continues to increase funding on an annual basis. However, it must be fully funded to effectively analyze all the benefits to all students in Illinois.

Ensure that all students receive support at 90 percent of their adequacy target, calculated by the current EBF model's elements. Any student, regardless of their location in Illinois, should have equal access to a high-quality education. Additionally, the full investment in the Base Funding Minimum is essential to prevent a regressive funding plan that could harm districts and students.

Mandate the Professional Review Panel to review proposed changes to the EBF model, with the Illinois State Board of Education required to model any proposed alterations for the Panel's analysis. Any proposed changes to EBF must adhere to a process that models the impact to all school districts and all students in Illinois. Legislation to create this process is necessary to maintain the success of the formula.

Continue the EBF Distribution Model and mandated categorical payments annually to protect equitable distribution of funds. All funds to support public education in Illinois must be provided to local districts on an annual basis. Advocacy must focus on the timely and predictable distribution of funds without any proration or delay.

Require transparency and accountability through effective reporting on how evidence-based allocations are utilized. All school districts will provide an accounting for the use of state funds. Professional leadership organizations will support districts to be visible and open to communicate the impact of EBF funding.

2

Strengthen public education through pension reforms

Educate stakeholders, including educators, community members, and legislators, about pension systems that impact K-12, detailing their strengths and weaknesses. A comprehensive strategy must be developed to educate all school employees, school board members, and legislators on how the Teacher Retirement System (TRS) and Illinois Municipal Retirement Fund (IMRF) impacts public education. Understanding the complexities, historical context, and long-term impact of the pension systems is critical for K-12 education in Illinois.

Analyze issues with the Tier I and Tier II pension systems including, but not limited to, the benefits and harm of the TRS penalties, the impact of re-amortization of Tier I pension payments, and Tier II age and benefits. Critical analysis of the tiered system is essential to the long-term solution for Illinois. Financial obligations and benchmarks must be determined for the state and local school districts to establish a long-term solution that is viable for Illinois.

Identify a Tier II pension model that meets federal requirements for state pension plans, attracts and retains high-quality professionals and identifies new funding streams for pension systems. Revisions to the current pension model must be determined to attract and maintain the high-quality staff who educate our students. All revenue sources that do not adversely impact school districts should be considered.

3 Establish equitable funding sources for Capital and safety needs

Leverage the County School Facility Sales Tax to Address capital projects, school safety and mental health supports. Schools have benefited significantly from the funds to address their capital improvement needs. Consider the development of a statewide solution to provide these opportunities to all districts.

Fund School Maintenance Project Grants annually. The long-term maintenance needs of schools are at a critical point. The funding and allocation of school maintenance grants has been sporadic and inconsistent during the duration of the program.

Expand Federal Title IV funding to increase school safety measures. School safety continues to be the highest priority for all school districts in Illinois. A significant advocacy effort must be developed and prioritized to generate federal funding appropriations to address school safety needs for all schools in Illinois.

4 Enhance financial flexibility For all school districts

Make permanent interfund transferability for school districts to best manage federal, state and local resources. District leaders and board members own the responsibility to manage and use taxpayer funds to operate schools. Antiquated funding restrictions need to be addressed to allow for maximum flexibility at the local level to educate students.

Allow local boards to approve the use of HLS revenue to respond to 10-year Health Life Safety Survey or HLS Audit Finding. The long-term complex requirement of state oversight for the local improvement of facilities is burdensome to school districts. ISBE should not have the authority to regulate this important and critical responsibility of local school districts.

Create a process/mechanism to expand access to Debt Service Extension Base funding to all districts subject to PTELL and allow districts to levy certain costs outside of PTELL, such as Tort and IMRF/SS. Local school districts need the ability to create an annual levy based on needs of their local communities. Creating DSEB funding for all school districts for one-time local capital expenses is equitable and necessary. This will provide short-term and long-term financial stability to all school districts.

Vision 2030 Committee Members

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Joliet PSD #86

†Dr. Rachel Savage
Superintendent
Moline-Coal Valley CUSD #40

Dr. Anthony Scarsella
IASA President
Palos CCSD #118

Brian Schwartz
Deputy Executive Director/General Counsel
IPA

Amber Sensabaugh
Principal
Northeast Jr. High School

Jianan Shi
President-Board of Education
Chicago Public Schools

Dr. Brad Skertich
Superintendent
Collinsville CUSD #10

Kimberly Small
Executive Director
IASB

Dr. Angela Smith
Assistant Superintendent
Aurora West USD #129

Dr. Jeff Stawick
Superintendent
CCSD #146

Mike Stevens
Director Governmental Relations
IASB

Josh Temple
Superintendent
Riverdale CUSD #100

Marc Tepper
Board President
Kildeer Countryside CCSD #96
Dr. Clayton Theisinger
Superintendent
Putnam County CUSD #535

Dr. Kyle Thompson
Regional Superintendent
ROE #11

Gary Tipsord
Executive Director
IARSS

Emily Warnecke
Chief of Staff
IASA

Dr. Brian Waterman
Superintendent
Lyons Twp HSD #204

Chad Watkins
Associate Director/General Counsel
IASA

Dr. Sonya Whitaker
Deputy Superintendent
Dolton SD #148

Dr. Frank Williams
Assistant Superintendent
SD #U-46

Nathaniel Wilson
Superintendent
Herrin CUSD #4

Travis Wyatt
Field Service Specialist
IPA

Dr. Tron Young
Principal
Joseph Arthur Middle School



The Vision 2030 Process was Facilitated by ECRA Group

Headquartered in Illinois, ECRA Group is a premier K-12 research and analytics consulting firm that helps school districts and educational leaders improve student outcomes by adopting evidence-based practices.

ecragroup.com

**Rock Island – Milan School District #41
Board of Education Meeting
Committee of the Whole
Eugene Field Elementary School
January 28, 2025**

Sharon Williams, Ed. D.
Superintendent of Schools





Fulfilling the Promise of
Public Education In Illinois

AN ADVOCACY FRAMEWORK



Vision 2030 provides
a blueprint to enhance public education
through future-focused learning
with shared accountability
and predictable funding

AGENDA

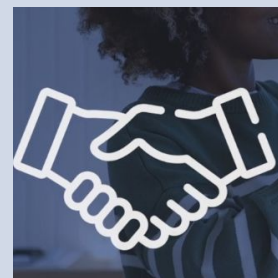
01 Background



02 Future Focused Learning



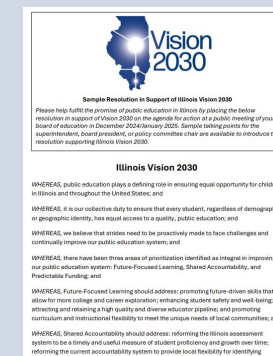
03 Shared Accountability



04 Predictable Funding



05 Take Action



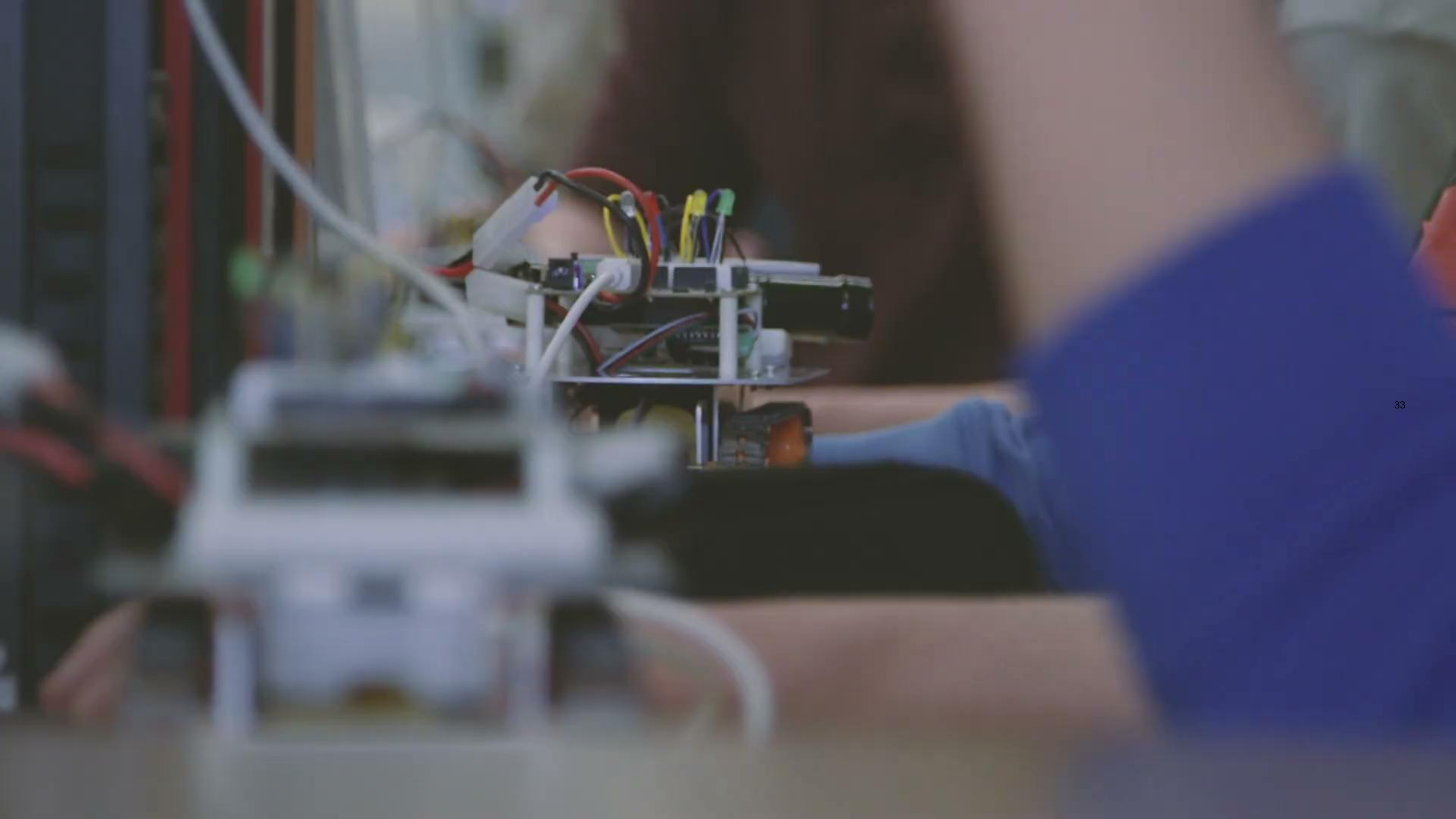
01



Background



The Association of Illinois Rural and Small Schools



Building on the Work of Vision 2020

Vision 2020 Goals and Outcomes



- Evidence Based Funding (EBF)
- Teacher Recruitment
- College and Career Readiness
- Illinois Balanced Accountability System

³⁴
EBF has increased State funding from \$5.9 billion in 2017 to \$8.28 billion in 2024

Call to Action

Goal: Grassroot support for Vision 2030 through local Board Resolutions across Illinois

- 90% of Boards in Illinois Supported Vision 2020
- Board Resolutions were critical in communicating to legislators the unified support for the Goals of Vision 2020
- School districts across Illinois are being asked to express support for the goals and priorities of Vision 2030 by passing a resolution at a public meeting.



Sample Resolution in Support of Illinois Vision 2030

Please help fulfill the promise of public education in Illinois by placing the below resolution in support of Vision 2030 on the agenda for action at a public meeting of your board of education in December 2024/January 2025. Sample talking points for the superintendent, board president, or policy committee chair are available to introduce the resolution supporting Illinois Vision 2030.

Illinois Vision 2030

WHEREAS, public education plays a defining role in ensuring equal opportunity for children in Illinois and throughout the United States; and

WHEREAS, it is our collective duty to ensure that every student, regardless of demographic or geographic identity, has equal access to a quality, public education; and

WHEREAS, we believe that strides need to be proactively made to face challenges and continually improve our public education system; and

WHEREAS, there have been three areas of prioritization identified as integral in improving our public education system: Future-Focused Learning, Shared Accountability, and Predictable Funding; and

WHEREAS, Future-Focused Learning should address: promoting future-driven skills that allow for more college and career exploration; enhancing student safety and well-being; attracting and retaining a high quality and diverse educator pipeline; and promoting curriculum and instructional flexibility to meet the unique needs of local communities; and

WHEREAS, Shared Accountability should address: reforming the Illinois assessment system to be a timely and useful measure of student proficiency and growth over time; reforming the current accountability system to provide local flexibility for identifying

new of student success; and reforming the mandate procedures that promote flexibility and local decision

address: protecting the integrity and funding of the strengthening public education through pension reforms; resources for Capital and safety needs; and

education improvement proposal for comprehensive led by not only the education community, but in es, businesses, and others whose priorities reflect

at the _____ Board of Education
ool Administrators (IASA), Illinois Association of
' Association (IPA), Illinois Association of School ³⁵
ociation of Regional Superintendents of Schools
for the Study of Demographics and Diversity
ducation Administrators (IAASE), and the Association
SS) in supporting the Vision 2030 education

_____ Board of Education urges
e the necessary legislative changes to implement
pillars of education improvement as contained in

_____.

_____, Board President

_____, Board Secretary

02



Future-Focused Learning

Future Focused Learning

Reshaping our schools and classrooms and redefining student success to reflect and prepare students for all the different ways that the world and economy continue to change.

1

Promote future-driven skills that allow for more college and career exploration

2

Enhance student safety and well-being

3

Attract and retain a high quality and diverse educator pipeline

4

Promote curriculum and instructional flexibility to meet the unique needs of local communities

Future Focused Learning: Ideals

Resources for Safe Buildings

Students learn best, and educators teach most effectively, when they feel safe and connected to one another and to their communities

Consider Mandates

We must encourage and preserve time and financial resources for local curriculum innovation and programming by allowing local educators and school boards to make opt-in decisions to best meet the needs of students in our communities

Emerging Career Fields

We want to engage students in thinking about their pathways to college and career sooner—as early as elementary school (grades K-5) - while having opportunities for vocational training and college-level courses while still in high school

Excellent Educators

Opportunities to develop new approaches to attract and retain excellent educators, encourage future career educators, provide innovative opportunities for educators to grow, while filling needs in special education, math and science, and bilingual education

Future Focused Learning: Policy

Promote future-driven skills that allow for more college and career exploration, flexible pathways, and early college opportunities

Attract and retain a high quality and diverse educator pipeline and an improved professional experience

Enhance student safety and well-being in quality facilities that are conducive to learning and are safe for all students and personnel

Promote curriculum and instructional flexibility to meet the unique needs of local communities

03



Shared Accountability

Shared Accountability

Thinking beyond annual standardized tests to more fairly and effectively measure student success by considering both growth and proficiency over time.

1

Reform the Illinois assessment system to be a timely and useful measure of student proficiency and growth over time

2

Reform the current accountability system to provide local flexibility for identifying indicators that create a more holistic view of student success

3

Reform the mandate process to ensure implementation procedures that promote flexibility and local decision making

Shared Accountability: Ideals

Growth and Proficiency

Academic progress does not always happen in a linear manner—both growth and proficiency should be measured over time within and across grade levels

Meaningful Assessments

Identifying and considering all the things that matter to a student's success in the elementary grades, early indicators of college and career readiness in middle school & keep students on-track toward high school graduation and a college/career pathway

Real Time Data

Timely insights from benchmark assessments—even if drawn from unofficial data—can be a powerful tool to inform teaching strategies and academic interventions at both classroom and individual student levels

School Ratings

Should be established based on clear performance thresholds rather than rankings that can pit schools within the same district against one another - with a focus on publicly recognizing all schools that achieve high levels of student achievement at or above grade-level

Shared Accountability: Policy

Reform the Illinois assessment system to be a timely and useful measure of student proficiency and growth over time

Reform the current accountability system to provide local flexibility for identifying indicators that create a more holistic view of student success

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04



Predictable Funding

Predictable Funding

Providing excellent education resources and future-focused learning opportunities for student success requires long-term predictable and sustainable funding.

1

Protect the integrity and funding of the evidence-based funding formula

2

Strengthen public education through pension reforms

3

Establish equitable statewide funding sources for capital and safety needs

4

Enhance financial flexibility for all school districts

Predictable Funding: **Ideals**

Fund EBF

The State must consistently fulfill its promise of allocating a **minimum of \$350 million in annual Evidence-Based Funding**

Pension Reform (Tier 2)

Changes to the current pension model must occur to **attract and retain high-quality staff** to educate our students, but it is not effective or realistic to divert local school district resources away from schools and students to shoulder this responsibility

Life Safety Projects

Health and life safety projects should not be subject to limitation by property tax caps or require ISBE approval and **rethink the current levy structure to address these urgent needs** without impacting educational funding

School Facility Sales Tax

All school districts deserve this option—and should have the flexibility to use these dollars not just **for capital projects**, but also to support **school safety and mental health initiatives** (this is already available to half of the school districts in the State)

Predictable Funding: Policy

Protect the integrity and funding of the evidence-based funding formula at the annual statutory minimum of \$350 million

Establish equitable funding sources for capital and safety needs with a statewide solution to provide for all districts

Strengthen public education through pension reforms including a Tier II pension model that attracts and retains high-quality professionals

Enhance financial flexibility for all school districts to allow for maximum flexibility at the local level to educate students

05



Take Action



The Association of Illinois Rural and Small Schools

Vision 2030
Centers Around

**Keeping
students
safe**

**Keeping
high-quality
educators
in front of
students**

**Enhancing
post-secondary
success**

**Improving
measurement
of what is
working**

Vision 2030

Priorities for the Future

01



Future Focused Learning

02



Shared Accountability

03



Predictable Funding

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_____, Board Secretary



To learn more and share your support please visit:

IllinoisVision2030.com

Questions?

Eugene Field Elementary

Eugene Field Mission Statement:

Eugene Field Eagles Learn, Lead and Succeed with the 7 Habits!

Eugene Field Vision:

To become a school that provides academic, social, and emotional growth through differentiated instruction and various leadership opportunities.

25 Teachers, 26 Support Staff Members

Andy Campbell, Principal

Chad Davis, Assistant Principal

I am proud that our staff puts smiles on student faces every day while maintaining a high standard of academic integrity!



Eugene Field Elementary

- **Leader In Me Seven Habits**

- **Be proactive:** Taking charge and be in control of your emotions
- **Begin with the end in mind:** Have a plan and set goals
- **Put first things first:** Prioritize and work on the most important things
- **Think win-win:** Consider what others want and collaborate to build trust
- **Seek first to understand, then to be understood:** Listen before you talk and develop an understanding of others' needs
- **Synergize:** Work together to develop innovative solutions
- **Sharpen the saw:** Balance your life by making time for renewing activities

- **Positive Behavior Assemblies**

- **Be Nice, Work Hard, Do Things Right**



Eugene Field Elementary

MAP Data - ELA

Tier 1

Fall

58.8%

Winter

59.6%

Tier 2

20.9%

21.1%

Tier 3

20.3%

19.3%

79.9% of students increased their RIT score

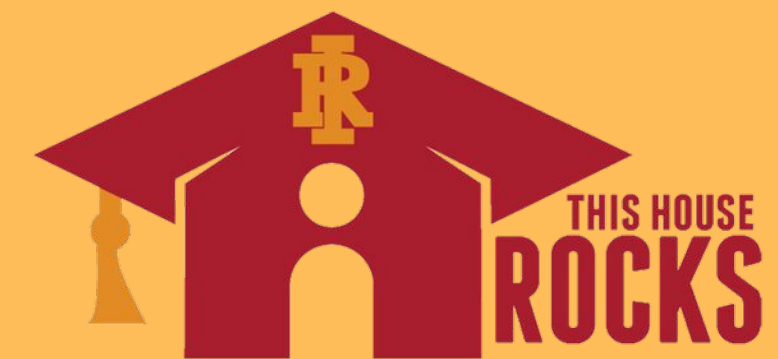
52% of students met their growth target



Eugene Field Elementary

MAP Data - Math	<u>Fall</u>	<u>Winter</u>
Tier 1	64.4%	70.0%
Tier 2	16.7%	15.1%
Tier 3	18.9%	14.9%

89.4% of students increased their RIT score
67% of students met their growth target



Eugene Field Elementary

460 Students

1st semester attendance rate - 94.5%

1st semester attendance 23/24 - 94.6%

1st semester behavior infractions - 69

1st semester infractions 23/24 - 179



Eugene Field Elementary

Continuous School Improvement Efforts

- **Collaborative Conversations**
 - Academic
 - Attendance
 - Behavior
- **Effective and efficient systems for improvement**
- **Data driven decisions with action plans**
- **Professional Learning Community (PLC) work**
- **Focusing on “best for kids” approaches**



Eugene Field Elementary



Scholar Rights and Responsibilities Regarding Technology Use, Social Media and Artificial Intelligence

Scott Vance, Ed. S.

Assistant Superintendent of Teaching and Learning



Our Discussion Topics

Technology Use

Social Media

Artificial Intelligence



Board Policy and Scholar Code of Conduct

- **Technology Use:**

- Staff: Board Policy 5:125 Personal Technology and Social Media; Usage and Conduct
- Students: Board Policies 7:180 (Prevention and Response to Bullying), 7:190 (Student Behavior), 7:345 (Use of Educational Technologies; Student Data Privacy), and Section 1 of the Student Code of Conduct



Board Policy and Scholar Code of Conduct

- **Social Media:**

- Staff: 5:125 Personal Technology and Social Media; Usage and Conduct
- Student: 7:180 (Cyberbullying)

- **Artificial Intelligence:**

- Staff: 5:30 (General Personnel)
- Students: 7:190 (Student Behavior)



What are the experts saying about technology use and our scholars?

- **AI in the Classroom**

- ChatGPT and other chatbot-Plagiarism Concerns
- Task automation: grading and lesson planning
- Need to teach students how to think critically regarding AI

- **Immersive Environments**

- Augmented, virtual, and mixed reality
- Create 360 degree interactive scenarios



What are the experts saying about technology use and our scholars?

- **Gamification**

- Turning learning activities into fun game like scenarios
- Think...“chocolate-covered broccoli”

- **Data-gathering and Analysis**

- Personalized learning aligned with student’s interests and skills levels
- Increased data collection leads to privacy concerns

Spector, C. (2024, February 14). Stanford Report. <https://news.stanford.edu/>



What are our next actions?

- Finalize our 1:1 technology plan and provide professional development for all.
- Invite teachers and leaders to attend AI workshops.
- Invite technology leaders to our School Leadership PLCs.
- Review and update the Scholar Code of Conduct to reflect current (and future) trends in technology use.
- Expanding the course offerings and learning opportunities for teachers and scholars through the Computer Science Equity Grant.



Discussion Prompts

- What are the impacts of Artificial Intelligence?
- What are the impacts of screen time on scholars?
- How are scholars accessing and using technology?
- Are there areas we didn't address that are important to talk about regarding scholar or staff use of technology?





ROCK ISLAND SCHOOLS

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Report Code: AP_CHECKREG

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205977	01/15/2025	Check	V - 10149	ILLINI CLINIC PHARMACY	1,930.00
205978	01/15/2025	Check	V - 19730	ILLINOIS DEPARTMENT OF REVENUE	346.15
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ROCK ISLAND SCHOOLS

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205993	01/15/2025	Check	V - 23379	MEDIACOM COMMUNICATIONS CORP	730.00
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205995	01/15/2025	Check	V - 24455	MIKE BOTTS	900.00
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205998	01/15/2025	Check	V - 24456	ONE STEP INC	487.00
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206001	01/15/2025	Check	V - 25389	PEPSI-COLA OF ROCK ISLAND	26.25
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206007	01/15/2025	Check	V - 26425	QUAD CORPORATION INC	184.48
206008	01/15/2025	Check	V - 11658	ROCK ISLAND FITNESS AND	954.45
206009	01/15/2025	Check	V - 10721	ROCK ISLAND BOARD OF EDUCATION	52.00
206010	01/15/2025	Check	V - 18465	ROCK ISLAND SCHOOL DISTRICT 41	75,557.88
206011	01/15/2025	Check	V - 10706	REGIONAL OFFICE OF EDUCATION-MOLINE	3,000.00
206012	01/15/2025	Check	V - 16972	SCHOLASTIC BOOK CLUBS, INC.	2,153.28
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206017	01/15/2025	Check	V - 20558	SUN LIFE FINANCIAL	1,281.82
206018	01/15/2025	Check	V - 24190	SWEETWATER SOUND, LLC	866.27
206019	01/15/2025	Check	V - 20539	TRANSITIONS	1,963.00

ROCK ISLAND SCHOOLS

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206025	01/15/2025	Check	V - 20598	VERIZON WIRELESS	2,257.23
206026	01/15/2025	Check	V - 26424	VLP CONSULTING AND LEADERSHIP DEVELOPMENT LLC	1,875.00
206027	01/15/2025	Check	V - 26291	WAYNE CORLETT	30.00
206028	01/15/2025	Check	V - 20134	WEST MUSIC	6,340.08
206029	01/15/2025	Check	V - 24843	WI SCTF	100.00
206030	01/15/2025	Check	V - 10945	XEROX CORPORATION	7,520.19
Total No. of Checks : 82				Total Amount :	392,906.00

ROCK ISLAND SCHOOLS

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38286	01/15/2025	Check	V - 26299	A&A MUFFLER AND LUBE	77.35
38287	01/15/2025	Check	V - 10018	ADEL WHOLESALERS, INC.	29.17
38288	01/15/2025	Check	V - 23054	REPUBLIC SERVICES	22,233.02
38289	01/15/2025	Check	V - 10409	AT&T	2,841.40
38290	01/15/2025	Check	V - 10519	CED OF THE QUAD CITIES	1,839.95
38291	01/15/2025	Check	V - 13783	DOORS, INC.	370.00
38292	01/15/2025	Check	V - 26262	FILTERBUY INC.	6,065.94
38293	01/15/2025	Check	V - 12258	GLASS SERVICE CENTER, INC.	454.00
38294	01/15/2025	Check	V - 10338	GRAINGER	59.68
38295	01/15/2025	Check	V - 22315	GRAVES ENVIRONMENTAL, INC.	450.00
38296	01/15/2025	Check	V - 23698	J.L. BRADY COMPANY, LLC	35,792.65
38297	01/15/2025	Check	V - 18292	LOWE'S	1,375.70
38298	01/15/2025	Check	V - 14673	MENARDS, INC.	149.72
38299	01/15/2025	Check	V - 23695	MIDWEST ALARM SERVICES	4,011.76
38300	01/15/2025	Check	V - 10551	VILLAGE OF MILAN	719.50
38301	01/15/2025	Check	V - 26389	NES ENVIROMENTAL	32,620.00
38302	01/15/2025	Check	V - 25119	O'REILLY AUTO PARTS	22.78
38303	01/15/2025	Check	V - 22570	PRO CLEAN CAR WASH AND DETAILING	90.00
38304	01/15/2025	Check	V - 10722	CITY OF ROCK ISLAND	6,030.27
38305	01/15/2025	Check	V - 25071	STERLING COMMERCIAL ROOFING, INC	520.58
38306	01/15/2025	Check	V - 20598	VERIZON WIRELESS	463.39
38307	01/15/2025	Check	V - 25735	XENOTRONICS COMPANY	1,011.00
Total No. of Checks : 23				Total Amount :	117,422.86

ROCK ISLAND SCHOOLS

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01/15/2025
12:07:05 PM

Report Code: AP_CHECKREG

Search Criteria:

Fiscal Year	: 2025
FY Period - Task	: 7 - A1
Start Due Date	: None
End Due Date	: None
Check Date	: 01/15/2025
Reprint Check Date	: None
Separate Check for Each Fund	: No
Group By	: FIN_INST_ACCT_ID, FIN_INST_TRAN_SOURCE
Sort By	: VENDOR_SHORT_NAME
Sort Employee Checks By Pay Location	: No

ROCK ISLAND SCHOOLS

Page 1 of 4
01/15/2025
12:07:11 PM

CHECK REGISTER FOR BH EDUCATION - VENDOR CHECKS - ACH

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
2709	01/22/2025	ACH	V - 25525	AMAZON.COM SERVICES, INC.	11,925.88
2710	01/22/2025	ACH	V - 20498	B&B DRAIN TECH, INC.	171.00
2711	01/22/2025	ACH	V - 25367	BACKUPIFY, INC	624.96
2712	01/22/2025	ACH	V - 10088	BLACK HAWK AREA SPECIAL ED.	194,663.00
2713	01/22/2025	ACH	V - 14613	BURKE CLEANERS, INC.	705.15
2714	01/22/2025	ACH	V - 17243	CDW GOVERNMENT, INC.	22,743.44
2715	01/22/2025	ACH	V - 10174	CONES REPAIR SERVICE, INC.	1,110.57
2716	01/22/2025	ACH	V - 26138	CONNECTWISE LLC	3,120.00
2717	01/22/2025	ACH	V - 26108	EMPIRICAL EDUCATION, INC.	53,254.00
2718	01/22/2025	ACH	V - 16777	HUGHES NETWORK TECHNOLOGIES	322.07
2719	01/22/2025	ACH	V - 18269	J.W. PEPPER & SON	345.79
2720	01/22/2025	ACH	V - 24908	KOHL WHOLESALE	17,252.18
2721	01/22/2025	ACH	V - 25213	LEGAT ARCHITECTS, INC	43,811.53
2722	01/22/2025	ACH	V - 25154	LEXIA LEARNING SYSTEMS LLC	16,010.53
2723	01/22/2025	ACH	V - 15989	MAINSTREAMUSA INC.	8,812.20
2724	01/22/2025	ACH	V - 26008	PAN-O-GOLD BAKING CO.	803.40
2725	01/22/2025	ACH	V - 26102	PITNEY BOWES GLOBAL FINANCIAL SVCS LLC	1,213.35
2726	01/22/2025	ACH	V - 25751	QUALITY CONTROLLED STAFFING, INC.	3,629.82
2727	01/22/2025	ACH	V - 19712	STAPLES ADVANTAGE	58.26
2728	01/22/2025	ACH	V - 26101	THE PITNEY BOWES RESERVE ACCOUNT	4,000.00

Total No. of Checks : 20

Total Amount : **384,577.13**

ROCK ISLAND SCHOOLS

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01/15/2025
12:07:11 PM

CHECK REGISTER FOR BH HEALTH INS - HEALTH INSURANCE - ACH

Report Code: AP_CHECKREG

<u>CHECK NO.</u>	<u>CHECK DATE</u>	<u>TYPE</u>	<u>VENDOR TYPE - ID</u>	<u>VENDOR NAME</u>	<u>AMOUNT</u>
56	01/22/2025	ACH	V - 22013	HEALTH CARE SERVICE CORP- BLUE	845,978.59

Total No. of Checks : 1

Total Amount : 845,978.59

ROCK ISLAND SCHOOLS

Page 3 of 4
01/15/2025
12:07:11 PM

CHECK REGISTER FOR BH OBM - OBM CHECKS - ACH

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
373	01/22/2025	ACH	V - 25525	AMAZON.COM SERVICES, INC.	3,720.70
374	01/22/2025	ACH	V - 20498	B&B DRAIN TECH, INC.	139.00
375	01/22/2025	ACH	V - 26267	C & J LANDSCAPING, LLC	25,848.75
376	01/22/2025	ACH	V - 17235	GREENWOOD CLEANING SYSTEMS, IN	1,209.00
377	01/22/2025	ACH	V - 10355	HANDY TRUE VALUE HARDWARE	773.50
378	01/22/2025	ACH	V - 24232	LAKEWOOD ELECTRIC & GENERATOR SVC, INC	6,307.20
379	01/22/2025	ACH	V - 25213	LEGAT ARCHITECTS, INC	1,250.00
380	01/22/2025	ACH	V - 16017	PHELPS CUSTOM IMAGE WEAR	5,784.91
381	01/22/2025	ACH	V - 10003	THYMET PEST CONTROL	636.00

Total No. of Checks : 9

Total Amount : 45,669.06

ROCK ISLAND SCHOOLS

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Report Code: AP_CHECKREG

Search Criteria:

Fiscal Year	: 2025
FY Period - Task	: 7 - A2
Start Due Date	: None
End Due Date	: None
Check Date	: 01/15/2025
Reprint Check Date	: None
Separate Check for Each Fund	: No
Group By	: FIN_INST_ACCT_ID, FIN_INST_TRAN_SOURCE
Sort By	: VENDOR_SHORT_NAME
Sort Employee Checks By Pay Location	: No

ROCK ISLAND SCHOOLS

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01/15/2025
12:13:06 PM

CHECK REGISTER FOR BH EDUCATION - VENDOR CHECKS - ACH

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
2729	01/17/2025	ACH	V - 26020	ANNA THIRTYACRE	300.00
2730	01/17/2025	ACH	V - 26278	COMBINED INSURANCE COMPANY OF AMERICA	1,330.19
2731	01/17/2025	ACH	V - 16777	HUGHES NETWORK TECHNOLOGIES	494.21
2732	01/17/2025	ACH	V - 11015	IMRF ACCOUNT	10,867.46
2733	01/17/2025	ACH	V - 26286	RELIANCE STANDARD LIFE INSURANCE COMPANY	14,896.78
Total No. of Checks : 5				Total Amount :	27,888.64

ROCK ISLAND SCHOOLS

Page 2 of 4
01/15/2025
12:13:06 PM

CHECK REGISTER FOR BH HEALTH INS - HEALTH INSURANCE - ACH

Report Code: AP_CHECKREG

<u>CHECK NO.</u>	<u>CHECK DATE</u>	<u>TYPE</u>	<u>VENDOR TYPE - ID</u>	<u>VENDOR NAME</u>	<u>AMOUNT</u>
57	01/17/2025	ACH	V - 18449	WORTHINTON-OLSON, INC.	246.50
				Total Amount :	246.50

ROCK ISLAND SCHOOLS

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01/15/2025
12:13:06 PM

CHECK REGISTER FOR BH OBM - OBM CHECKS - ACH

Report Code: AP_CHECKREG

<u>CHECK NO.</u>	<u>CHECK DATE</u>	<u>TYPE</u>	<u>VENDOR TYPE - ID</u>	<u>VENDOR NAME</u>	<u>AMOUNT</u>
382	01/17/2025	ACH	V - 16777	HUGHES NETWORK TECHNOLOGIES	9,258.64
383	01/17/2025	ACH	V - 24527	JOHNSON CONTROLS FIRE PROTECTION HOLDINGS LLC	2,957.32
Total No. of Checks : 2				Total Amount :	12,215.96

ROCK ISLAND SCHOOLS

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01/15/2025
12:13:06 PM

Report Code: AP_CHECKREG

Search Criteria:

Fiscal Year	: 2025
FY Period - Task	: 7 - A3
Start Due Date	: None
End Due Date	: None
Check Date	: 01/15/2025
Reprint Check Date	: None
Separate Check for Each Fund	: No
Group By	: FIN_INST_ACCT_ID, FIN_INST_TRAN_SOURCE
Sort By	: VENDOR_SHORT_NAME
Sort Employee Checks By Pay Location	: No

SUMMARY OF CHECKS AND WIRES

January 15, 2025

COMPUTERIZED CHECK RUN

EDUCATION

Ed Fund CHECKS

V205949-V206030

Education	\$	225,678.79
Transportation	\$	31,595.00
Debt Service Fund		
Capital Projects	\$	69,300.00
Life Safety		
Tort Immunity	\$	66,332.21
	\$	<u>392,906.00</u>

Ed Fund ACH

VA2709-VA2733

Education	\$	376,274.42
Transportation	\$	3,629.82
Debt Service Fund		
Capital Projects	\$	32,561.53
Life Safety		
Tort Immunity		
	\$	<u>412,465.77</u>

TOTAL EDUCATION \$ 805,371.77

O&M

O&M CHECKS

B38285-B38307

\$ 117,422.86

O&M Fund ACH

BA373-BA383

\$ 57,885.02

TOTAL O&M \$ 175,307.88

HEALTH

Health Fund CHECKS

Health Fund ACH

HA56-HA57

\$ 846,225.09

TOTAL HEALTH \$ 846,225.09

TOTAL COMPUTERIZED CHECK RUN

\$ 1,826,904.74

WIRES

Ed, Bldg, Tort Salary Checks	\$	1,754,979.33
Federal Income Tax	\$	232,840.00
OASDI/Medicare	\$	142,022.86
State Withholdings	\$	106,100.94
Teacher's Retirement Systems/IMRF	\$	233,706.91
Employee Deductions	\$	<u>92,750.85</u>

Benefits Payments

TOTAL WIRES

\$ 2,562,400.89

GRAND TOTAL

\$ 4,389,305.63

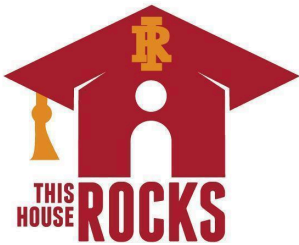


Proposal for Overnight/Extended Student Trips

Email Address	<i>pete.carlin@rimsd41.org</i>
Type of Trip	<i>All - State Musicians earned trip</i>
Proposed Departure Date	<i>Jan 29, 2025</i>
Return Date	<i>Feb 01, 2025</i>
Proposer	<i>Pete Carlin and Scott Voigt</i>
School	<i>RIHS</i>
Position	<i>Director of Bands and Director of Choirs</i>
Date By Which Response Is Needed	<i>Jan 28, 2025</i>
What is the major place to be visited or event to be attended?	<i>Illinois Music Education Conference - All State Convention in Peoria, IL</i>
How is the trip related to the educational program of the District?	<i>These students auditioned in October to qualify for this recognition and is the highest musical recognition in the State of Illinois.</i>
In what ways will the students benefit?	<i>Students will benefit from rehearsals with some of the top conductors in their music field, work with a diverse group of students from across the State of Illinois and met with opportunities to meet with different colleges as well.</i>
In what ways will the District benefit?	<i>The district will benefit from having these students recognized by the Illinois Music Education Association as well as bring back knowledge and experience to their musical ensembles.</i>
How will the trip be evaluated to determine the extent to which these benefits were realized?	<i>We will have the students to an evaluation/reflection of their experience in Peoria.</i>
Which students (grade, class, or organization) will be going?	<i>The All-State Musicians Group</i>
How many students in total?	<i>9</i>
How many students are currently experiencing academic problems?	<i>zero</i>
Which staff members will be in charge?	<i>Pete Carlin and Scott Voigt</i>
What previous experience has the staff member had in conducting overnight or extended field trips?	<i>We have done this specific trip with different students for the last 30 years.</i>
What other staff members will be going?	<i>Michael Tollenaer, Derek Ross</i>

How many chaperones, in addition to staff members, will be going?	<i>zero</i>
What are their names and affiliations with the students?	<i>N/A</i>
How many days of school will be missed?	<i>Two</i>
How will teachers be advised in advance that the students will be out of school?	<i>The students will speak with their teachers to get any and all missed assignments ahead of time.</i>
How will missed work be made up?	<i>Students will make up the missed work on the weekend.</i>
What special assistance will be provided to students with academic problems?	<i>N/A</i>
What is the destination?	<i>Peoria, IL</i>
What will be the mode of transportation? What liability insurance does the carrier have?	<i>School Bus</i>
Where will the group be housed and fed?	<i>Courtyard by Marriott Downtown Peoria</i>
What enroute or supplementary activities are planned?	<i>N/A</i>
What arrangements have been made for dealing with emergency situations?	<i>We have their emergency contact information</i>
If tour guides are involved, what liability insurance do they carry?	<i>N/A</i>
What is the estimated total cost and cost per student?	<i>Zero</i>
What is the source of funds?	<i>Rock Island Music Association pays for hotel and meals</i>
How will the funds be collected and safeguarded?	<i>N/A</i>
How will any shortfall be made up or excess funds used?	<i>N/A</i>
What provision has been made for students who are financially unable to pay any necessary costs?	<i>N/A</i>
How will you communicate to parents prior to, during, and after the trip?	<i>Remind App</i>
List telephone numbers at destination where	<i>877-504-9852</i>

group will be housed.	
What information will be provided to the media and the community?	<i>Whatever is requested by our district to provide our media team.</i>
Athletic Director approval	Approved by <i>Mike Emendorfer</i>
Principal approval	Approved by <i>Jeff Whitaker</i>
Superintendent/Designee approval	Approved by <i>Scott Vance</i> on Jan 23, 2025 16:07
Signature of School Board Representative	



Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Annaka Whiting, Chief Financial Officer
Date: January 28, 2025
Re: RIHS Development Fund Sub Account - Girls Wrestling

The Business Office has received a request from Mike Emendorfer, Athletic Director, and Jeff Whitaker, Principal of Rock Island - Milan High School to add a new sub account to their Developmental Fund titled Girls Wrestling. The funds from this account will go toward the purchase of uniforms and additional equipment for the team.

It is recommended that the Board of Education approve the creation of the sub account for Rock Island High School Girls Wrestling as presented.

Investment Period: N/A
Total Investment: N/A
Funding Source: N/A



PERSONNEL RECOMMENDATIONS
BOARD OF EDUCATION MEETING

January 28, 2025

Certified Appointments

It is recommended that the Board of Education approve the following Certified appointments for the 2024-25 school year.

Morgan Jefferson –	Substitute Teacher/Districtwide Salary - \$120-\$140/day
Astrid Flowers –	Substitute Teacher/Districtwide Salary - \$120-\$140/day
Logan Haskill –	Substitute Teacher/Districtwide Salary - \$120-\$140/day
Douglas Roberts –	Substitute Teacher/Districtwide Salary - \$120-\$140/day
Lauren Parker –	Substitute Teacher/Districtwide Salary - \$120-\$140/day

Non-Certified Appointments

It is recommended that the Board of Education approve the following Non-Certified appointments for the 2024-25 school year.

Carey Cook-Behrens –	Kitchen Manager at WJHS Salary - \$41,146.88/annual
Cassandra Tester –	Building Paraprofessional at EFES Salary - \$19.56/hr
Tia Johnson –	Substitute Secretary Salary - \$15.86/hr
Tiarra Burrage –	Substitute Secretary Salary - \$15.86/hr
Betty Miller –	Head Start Classroom Substitute at HMELC Salary - \$15.86/hr



Angela Nelson – General Help at the Administration Center
Salary - \$17.38/hr

Certified Support Coach Appointments

It is recommended that the Board of Education approve the following Certified Support Coach appointments for the 2024-25 school year.

Benjamin Corlett – Head Freshman Baseball Coach at RIHS
Salary - \$2,540.00/annual

Non-Certified Support Coach Appointments

It is recommended that the Board of Education approve the following Non-Certified Support Coach appointments for the 2024-25 school year.

Adam Schneider – Head Sophomore Baseball Coach Spilt Stipend at RIHS
Salary - \$3,402.50/annual

Mitchell Smith – Head Sophomore Baseball Coach Spilt Stipend at RIHS
Salary - \$3,402.50/annual

Ben Hobbs – Assistant Track and Field Coach Spilt Stipend at RIHS
Salary - \$3,402.50/annual

Tyler Hansen – Volunteer Baseball Coach at RIHS

Cameron Ruiz – Volunteer Baseball Coach at RIHS

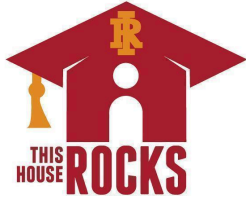
Non-Certified Internal Transfers

It is recommended that the Board of Education approve the following Non-Certified Internal Transfers for the 2024-25 school year.

Jodie Doyle – Transferring from Substitute Paraprofessional to Special Education Paraprofessional at RES
Salary - \$19.56/hr

Non-Certified Retirements

It is recommended that the Board of Education accept the following Non-Certified Retirements during the 2024-25 school year.



Staff Member
Scott Bohlman

Current Position
SPED Paraprofessional

Years of Continuous Service
6 Years

Certified Resignations

It is recommended that the Board of Education accept the following Certified Resignation during the 2024-25 school year.

Staff Member
Artur Golczewski

Current Position
Substitute Teacher

Years of Continuous Service
5 Years

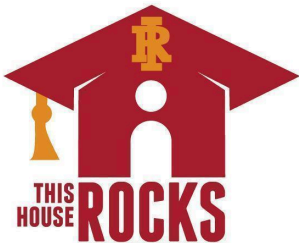
Non-Certified Resignations

It is recommended that the Board of Education accept the following Non-Certified Resignation during the 2024-25 school year.

Staff Member
Danielle McPherson

Current Position
Food Service Lead

Years of Continuous Service
<1 Year



Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Annaka Whiting, Chief Financial Officer
Date: January 28, 2025
Re: Architectural Services; Aquatic Center

On September 26, 2023, the Board of Education approved Legat Architects to design the new Aquatic Center at a cost of 6.75% of the estimated project cost, which was initially estimated at \$13,500,000. There was also an additional amount approved for specialty consultants, such as civil engineering, aquatic engineering, site surveys, and geotechnical engineering, totaling \$311,280. After the initial design was presented to the Board, the project was scaled back to reduce costs, and the location of the pool was changed. As a result of these changes, including the reconfiguration of the pool vessel, elimination of parking, and the relocation of the building, it is necessary to undergo a redesign process for the Rock Island High School New Aquatics Center.

Included on the agenda is a proposal from Legat Architects outlining the additional costs for design services, which amounts to \$299,250. Additionally, a change order in the amount of \$9,750 is proposed for Terracon to conduct additional soil borings in the new building location. Soil borings are essential to understand the conditions of the soil and how they might impact the building's structure. Having this information early in the process allows for more accurate structural planning and cost estimating.

It is recommended that the Board of Education approve the additional Professional Architectural Services of Legat Architects and the change order for Terracon for the Aquatic Center on the Rock Island High School campus, for a total of \$309,000 to be paid for from the Bond Proceeds.

Investment Period: N/A
Total Investment: \$309,000
Funding Source: Capital Improvement Fund, Bond Proceeds

LEGAT ARCHITECTS

Design with a Difference

January 23, 2025

VIA Email

Dr. Sharon Williams
Rock Island – Milan School District 41
2000 7th Avenue
Rock Island, IL 61201

RE RIHS Aquatic Center
Architect's Project Number: 22400100
Proposal to Provide Additional Professional Architectural Services

Dear Dr. Williams:

Legat Architects ("Architect") is pleased to have the opportunity to continue to provide professional architectural services to Rock Island-Milan School District 41 ("Client"). The purpose of this letter is to confirm our understanding of the scope of work and to identify the professional services to be provided and related fees.

1.0 Project Parameters

- 1.1 Project Objective: Remove building program and re-locate it on site.
 - 1.1.1 Program to be removed:
 - 1.1.1.1 General Classroom
 - 1.1.1.2 Meet Management Office
 - 1.1.1.3 Boys and Girls Team Locker Rooms
 - 1.1.1.4 Family Locker Rooms
 - 1.1.1.5 Reduce spectator seating by 50%
 - 1.1.1.6 Relocate diving to main pool vessel
 - 1.1.2 Building Location
 - 1.1.2.1 Move building to the north side of the site.
 - 1.1.2.2 Eliminate new parking lot.
- 1.2 Locations:
 - 1.2.1 Rock Island High School 1400 – 25th Avenue, Rock Island, IL 61210

2.0 Architect's Scope of Services

- 2.1 Project Verification Phase (Re-Design)
 - 2.1.1 The Architect will review the re-design scope of work line items as proposed to the Client; and
 - 2.1.2 The Architect will assist the Client in prioritizing the scope of work line items to match the available funds as identified by the Client; and
 - 2.1.3 The Architect will attend two meetings to complete this phase and receive initial approval of the scope of work from the Board of Education.
- 2.2 Construction Documents Phase (Re-Design):
 - 2.2.1 The Architect will complete drawings and specifications suitable for bidding; and

- 2.2.2 The Architect will consult as required with authorities which may jurisdiction over scope of work line item(s); and
- 2.2.3 The Architect will facilitate the review of drawings and specifications by the Client at significant milestones as determined by the Client and Architect.

2.3 Bidding & Negotiations Phase:
2.3.1 Included in the base contract.

2.4 Construction Phase:
2.4.1 Included in the base contract.

3.0 Deliverables

- 3.1 Construction Documents will consist of drawings and specifications setting forth in detail the quality levels of materials and systems and other requirements for the construction of the Work.

4.0 Project Schedule

- 4.1 Once approved, the design team will need 3-4 months to complete these changes and have documents ready to bid.

5.0 Compensation

- 5.1 The Client will compensate the Architect for additional services on a Lump Sum basis in the amount of \$299,250. Legat Architects reserves the right to renegotiate the lump sum amount should the Scope of Work as currently defined be reasonably altered.

Design Team

- 5.1.1 Structural Engineering = \$29,000
- 5.1.2 Architectural = \$116,000
- 5.1.3 Mechanical, Electrical, Plumbing, Fire Protection = \$66,000
- 5.1.4 Total = \$211,000

Reimbursable Consultants

- 5.1.5 Civil Engineering = \$42,000
- 5.1.6 Aquatics = \$46,250
- 5.1.7 Total = \$88,250

6.0 Miscellaneous Provisions

- 6.1 Unless otherwise provided in this Agreement, Legat Architects and Legat Architects' consultants will have no responsibility for the discovery, presence, handling, removal or disposal of or exposure of persons to hazardous materials in any form at the Project site, including but not limited to asbestos, asbestos products, polychlorinated biphenyl (PCB) or other toxic substances.

RIMSD #41
Additional Services to RIHS Aquatic Center
Proposal to Provide Additional Professional Architectural Services
January 23, 2025
Page 3 of 3

If you have any questions regarding this proposal, please contact me at your earliest convenience.

Thank you.

Sincerely,

Legat Architects, Inc.



Kalyssa Worden
Project Associate
Legat Architects, Inc.
1515 5th Avenue, Suite 108
Moline, IL 61265

ATTACHMENTS Board presentation of project re-design.

AUTHORIZATION We accept the terms of this Proposal:

OWNER
Rock Island – Milan SD 41
2000 7th Avenue
Rock Island, IL 61201

ARCHITECT
Legat Architects, Inc.
1515 5th Avenue, Suite 108
Moline, IL 61265

SIGNATURE

PRINT NAME

TITLE

DATE



SIGNATURE

Kalyssa Worden

PRINT NAME

Project Associate

TITLE

January 23, 2025

DATE

CHANGE ORDER No. 1

This **Change Order No. 1** to the Agreement for Services dated 02/29/2024 ("Agreement") is between Legat Architects ("Client") and Terracon Consultants, Inc. ("Consultant") for additional or changed Services to be provided by Consultant for Client on the Rock Island High School Addition Project, as described in Agreement for Services. This Change Order is incorporated into and made part of the Agreement.

- 1. Scope of Services.** The scope of the additional or changed Services is described in the Scope of Services section of Consultant's Change Order Proposal, unless Services are otherwise described below or in Exhibit B to this Change Order (which section or exhibit are incorporated into the Change Order).

Subsequent to issuing our Geotechnical Engineering Report (GER) dated April 17, 2024, an updated site plan was provided. Mr. Bryan Archibald from Legat Architects requested 4 additional borings be performed near the new potential pool location with 3 borings to extend to an approximate depth of 40 feet below the grade and one boring to extend to an approximate depth of 60 feet below the grade.

Our supplemental subsurface exploration, laboratory testing, and further analyses will be performed in general accordance with Terracon Proposal No. P07245020, dated February 19, 2024. The results of our supplemental subsurface exploration, laboratory testing, and analysis will be provided in an updated report. Global stability analyses are not included in this scope of services.

- 2. Compensation.** Client shall pay compensation for the additional or changed Services performed at the fees stated in the Change Order Proposal unless fees are otherwise stated below or in Exhibit C to this Change Order (which section or exhibit are incorporated into the Change Order).

The scope of service as described above will be invoiced at lump sum fee of \$9,750, which includes a Private Utility locate fee of \$1,750.

All terms and conditions of the Agreement shall continue in full force and effect. This Change Order is accepted and Consultant is authorized to proceed.

Consultant: Terracon Consultants, Inc.
By:  Date: 1/13/2025
Name/Title: Sara J Somsky / Geotechnical Department Manager
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Bettendorf, IA 52722-1607
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Client: Legat Architects
By: _____ Date: _____
Name/Title: Bryan Archibald
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