

Notice of Meeting

Members of the Board of Education

Ladies and Gentlemen:

You are hereby notified that there will be a Meeting of the Board of Education, School District No. 40, at 6:00 PM, on Monday, June 23, 2025, 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, June 23, 2025

Join from a device:

<https://us02web.zoom.us/j/86858151827?pwd=0nwR66zXNnMH3eymzttYaogRiEoPOd.1>
Passcode:223799

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 Open Session of the Regular Board of Education meeting of May 27, 2025

Moline, Illinois, May 27, 2025
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 6:00 p.m. at the Moline Education Center 1900 52nd Avenue, Moline, IL 61265.

Roll Call

Members Present: Audrey Adamson, Chet DeSmet, Jason Farrell, Lindsey Hines, Geoff Manis, Laura Sivertsen

Member Absent: Ramona Dixon

Student Member Present: Abigail Greenlee

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 May 12, 2025 were presented for approval as presented.

A motion was made by Audrey Adamson, seconded by Lindsey Hines, all in favor, that the minutes of the Open Session of the Regular Board of Education meeting of May 12, 2025 be approved as presented and placed on file.

COMMUNICATION, PUBLIC COMMENT AND PARTICIPATION

-Ellen Garcia, MHS PE Teacher and Department Chair, spoke about the potential increase in class sizes for next year, with class sizes expected to be in 50-55 students per PE class. The school's PE department is concerned about the safety and well-being of students in such large classes, as it makes it difficult to monitor them and provide adequate instruction for all general education, ML students and students with, IEP's and 504 plans . The PE staff is requesting that the district hire an additional PE teacher to cap class sizes at 45 students, which would allow for a better PE experience for all students.

-Tracy SantAmour, MHS PE and Wellness Teacher, advocates for smaller class sizes in her Mind and Body class to provide students with more support, connection, and growth. Ms. SantAmour emphasizes the importance of creating a safe space for students to process their emotions and experiences, which is difficult to achieve in large classes. Ms. SantAmour shared personal stories of students who have benefited from her Mind and Body class, highlighting its ability to help them feel seen, valued, and connected to themselves and others.

-Mike Morrissey, MHS PE Teacher and Varsity Football Coach, believes that additional teachers are necessary to provide students with the best possible education, especially in smaller class sizes. Mr. Morrissey emphasizes the importance of relationships in education and believes that smaller class sizes

allow teachers to get to know their students better and build stronger connections. Mr. Morrissey also acknowledges the challenges of managing a large class size, including the stress on teachers and the difficulty of providing individualized attention to all students.

PRESENTATION ON DESIGN AND DEVELOPMENT OF THE LINCOLN-IRVING PROJECT - LEGAT ARCHITECTS

Mr. Vince Gallo, Chief Financial Officer, introduced Legat Architects and Estes Construction and distributed a handout to board members.

The Lincoln-Irving project is progressing well, with the team working closely with the community, administration, and Legat Architects to refine the building's design and program. The project's collaborative design process projected all dates of meetings going to be held throughout the process along with the four themes for the design: cultural, flexible, visionary, and affordability. Legat Architects also engaged the community for input and ideas. There were seven possible designs with the ARC option being the best fit for the project, so the project will feature a new learning tree concept, incorporating cultural threads and visual learning elements throughout the building. The budget for the project is being updated regularly with the next budget goal check being in September, and the team is working to ensure that the project stays on track within budget. The team is excited about the potential of the Lincoln-Irving project to create a premier 21st-century learning environment for the community.

The proposed schedule of next steps of the project will be finishing up design development, then June through October 2025 will be the development of construction documents, with November being the projected date for the bidding process to start. March/April 2026 will be the start of construction weather permitting with the hopes of occupancy being August 2027.

CONSENT AGENDA

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

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

A. Employment – Certified Staff

the regular employment of the following named certified staff member for the 2025-2026 school year with wages in accordance with District schedules:

Avila, Skyler

Counselor, Butterworth Elementary
M.A. Degree, Western Illinois University
To serve on a regular contract basis
Eleven years previous experience

Corwin, Timothy

Math, John Deere Middle School
M.A. Degree, American College of Education
To teach on a regular contract basis

Twelve years previous teaching experience

Jennings-Pēna, Faith

Kindergarten, Washington Elementary
 B.A. Degree, Illinois State University
 To teach on a regular contract basis
 No previous teaching experience

McCormick, Maggie

Special Education, Secondary (Building To Be Determined)
 B.A. Degree, University of Northern Iowa
 To teach on a regular contract basis
 Six year previous teaching experience

Smith, Summer

Social Worker, District
 M.A. Degree, University of Iowa
 To serve on a regular contract basis
 Twenty-two years previous experience

B. Approval of Administrative Recommendation for the Appointment of Assistant Principal of Roosevelt Elementary School for the 2025-2026 school year

that the Board of Education approve David J. Brown to the Assistant Principal of Roosevelt Elementary School for the 2025-2026 school year.

C. Resignation for the Purpose of Retirement - Certified Staff

the resignation for the purpose of retirement of the following named certified staff members, effective at the end of the 2028-2029 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>
Martel, Laura	Grade 3	Bicentennial
Osborn, Betsy	Language Arts	Wilson

D. Resignation/Termination - Certified Staff

the resignation/termination of the following named certified staff members:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Adams, Teri	Vocal Music	Butterworth/Logan	05/30/25
Stone, Casey	Counselor	High School	06/04/25
Thieme, Sarah	Life Skills	Hamilton	05/30/25
Wetzel, Carmen	Grade 5	Lincoln-Irving	05/30/25

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>	Effective <u>Date</u>
Bennison, Jenna	Kindergarten	Franklin	Beginning tentatively 10/2025 and not to exceed 60 days.

F. Employment - Educational Support Personnel

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

<u>Name</u>	<u>Position</u>	<u>Location</u>	Effective <u>Date</u>
Brown, Aaron	Maintenance Technician	High School	06/02/25
Sanguilan-Vargas, Anna	Custodian	High School	05/28/25
Waydeman, Megan	Custodian	High School	06/04/25

G. Resignation/Termination - Educational Support Personnel

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

<u>Name</u>	<u>Position</u>	<u>Location</u>	Effective <u>Date</u>
Gehrke, Robyn	Special Ed Paraprofessional	Franklin	05/30/25
Gonzales, Helen	Breakfast/Lunchroom Aide	Hamilton	05/29/25
Gonzalez, Michele	Administrative Assistant	Jane Addams	05/12/25
Lear, Barbara	Lunchroom Aide	Butterworth	05/29/25
Messmer, Laurie	Special Ed Paraprofessional	Hamilton	05/30/25
Newberry, Karista	Lunchroom Aide	Butterworth	05/29/25
Reyes, Keyla	Preschool Paraprofessional	Butterworth	05/30/25
Teague, Diamon	Lunchroom Aide	Butterworth	05/29/25

H. Appointment to Differential Assignment - Non-Certified Staff

the temporary appointment of the following named non-certified staff member to differential assignment, effective for the 2025-2026 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>
Alvarez, Eduardo	Head 7/Assistant 8 Football	Wilson

I. Resignation of Differential Assignment - Non-Certified Staff

the resignation from differential assignment of the following named non-certified staff member:

<u>Name</u>	<u>Position</u>	<u>Location</u>
McDermott, Josie	Assistant Girls Soccer	Wilson

J. Payments for Board Approval

approval of payments:

Fund 1 Educational	534,568.58
Fund 2 Operations & Maintenance	291,055.31
Fund 3 Debt Service	0.00
Fund 4 Transportation	170,739.79
Fund 5 Retirement	0.00
Fund 6 Capital Projects	138,814.00
Fund 7 Working Cash	0.00
Fund 8 Tort Fund	47,801.61
Fund 9 Life Safety Code	0.00
Fund 10 Group Insurance	64,338.01
Fund 11 Student Activity	<u>37,641.54</u>
TOTAL	1,284,958.84

See Exhibit A in the official minutes.

K. Freedom of Information Act Requests

- 1) A Freedom of Information Act request was received from SmartProcure for general purchasing records for Hamilton Elementary School from 11/20/2023 to 05/07/2025. The District has responded to this request.
- 2) A Freedom of Information Act request was received from the Indiana-Illinois-Iowa Foundation for Fair Contracting for packets and supporting documents submitted by all contractors for Browning Field and Shipley Track renovations. All documents generated by the contractor selection committee, specifically notes and completed scoring rubrics. The District has responded to this request.
- 3) A Freedom of Information Act request was received from the Quad Cities Foundation for Fair Contracting Trust for any communication between Bush Sports, Vince Gallo, Keith Karstens, Todd Thompson, and Andrew Waeyaert on Browning Field and Coolidge practice field within the last year. The District has responded to this request.
- 4) A Freedom of Information Act request was received from Starjump requesting all district purchasing transactions from January 1, 2022 to May 16, 2025. The District has responded to this request.
- 5) A Freedom of Information Act request was received from SmartProcure requesting general purchasing records from January 30, 2025 to May 21, 2025. The District has responded to this request.

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

Holmgren Field at Moline High School by Moline Legion Baseball for practice and tournaments. Practice will be held Tuesday through Friday starting June 10, 2025 through August 8, 2025 from 1:00 p.m. until 8:00 p.m. Tournaments will be held June 14, 2025, June 28, 2025, June 29, 2025, and July 19, 2025 from 7:30 a.m. until 8:00 p.m. Compensation to be received only if custodial services are required as a result of their program. Custodial fees will be billed in the amount of \$54 per hour (Monday through Saturday) and \$62 per hour (Sunday).

M. Acceptance of Gift

A donation of \$2,400 from the William Butterworth Foundation to be divided among the elementary school art and library teachers to be used to purchase supplies.

N. Approval of Risk Management Plan

that the Board of Education approve the Moline-Coal Valley School District No. 40 Risk Management Plan for the 2025-2026 school year. **See Exhibit B in the official minutes.**

O. Approval to Purchase - Pearson's Digital Assessment Library for Schools

that the Board of Education approve the one-year subscription to Pearson's Digital Assessment Library from Pearson, San Antonio, Texas, for a cost not to exceed \$25,000 for the 2025-2026 school year. **See Exhibit C in the official minutes.**

P. Approval to Purchase - Benchmark Adelante Dual Language ELA Curriculum for Lincoln-Irving Elementary School

that the Board of Education approve the purchase of Adelante, Express, and Advance for Lincoln-Irving dual Language classroom students from Benchmark Education Company, New Rochelle, New York, at a cost not to exceed \$140,000. **See Exhibit D in the official minutes.**

Q. Approval of Updating Flexible Savings Account

that the Board of Education approve the District Insurance Committee's recommendation to update the Flexible Savings Account and use HSA Bank, Sheboygan, Wisconsin, for administering and processing reimbursements. **See Exhibit E in the official minutes.**

R. Approval of the Renewal of District Memberships & Authorization to Pay Dues

that the Board of Education approve the renewal of District Memberships and authorize payment of dues for the fiscal year July 1, 2025 through June 30, 2026, for the various amounts listed. **See Exhibit F in the official minutes.**

S. **Approval of Payment of Property Taxes**

that the Board of Education approve the payment of 2024 property taxes for a total amount not to exceed \$57,153. **See Exhibit G in the official minutes.**

T. **Change Order from Previously Approved Infinite Campus Engaged Services**

that the Board of Education approve the increased cost of engaged services of Infinite Campus, Blaine, Minnesota, to replace Skyward at the District's new student information system for the 2025-2026 school year at a total first-year cost of \$191,000. **See Exhibit H in the official minutes.**

U. **Engage Services - Property & Casualty Insurance**

that the Board of Education engage services for Property & Casualty Insurance with IPMG, through USI Midwest, LLC, Moline, Illinois, for the policy year July 1, 2025 through June 30, 2026, as listed. **See Exhibit I in the official minutes.**

Ayes: Jason Farrell, Lindsey Hines, Geoff Manis, Laura Sivertsen, Audrey Adamson, Chet DeSmet

Nays: None

Absent: Ramona Dixon

APPOINTMENT OF BOARD SECRETARY PRO TEMPORE

A motion was made by Audrey Adamson, seconded by Lindsey Hines, that the Board of Education appoint Vince Gallo as Board Secretary Pro Tempore for the June 23, 2025, Board of Education meeting.

Ayes: Lindsey Hines, Geoff Manis, Laura Sivertsen, Audrey Adamson, Jason Farrell, Chet DeSmet

Nays: None

Absent: Ramon Dixon

APPROVAL OF THE CHECK SIGNATURE AUTHORIZATION RESOLUTION

A motion was made by Audrey Adamson, seconded by Lindsey Hines, that the Board of Education approve the Resolution authorizing Cheston DeSmet, President, and Vincent P. Gallo, Board Treasurer, to be designated as officers authorized to sign checks and legal papers. **See Exhibit J in the official minutes.**

Ayes: Geoff Manis, Laura Sivertsen, Audrey Adamson, Jason Farrell, Lindsey Hines, Chet DeSmet

Nays: None

Absent: Ramona Dixon

APPROVAL OF MEMORANDUM OF AGREEMENT WITH EASTERN IOWA COMMUNITY COLLEGE

A motion was made by Geoff Manis, seconded by Laura Sivertsen, that the Board of Education approve the Memorandum of Agreement between Eastern Iowa Community College and the Moline-Coal Valley School District #40 for the 2025-2026 school year. **See Exhibit K in the official minutes.**

Ayes: Laura Sivertsen, Audrey Adamson, Jason Farrell, Lindsey Hines, Geoff Manis, Chet DeSmet

Nays: None

Absent: Ramona Dixon

APPROVAL OF COOPERATIVE AGREEMENT REGARDING PRE-STUDENT TEACHING PLACEMENTS AND STUDENT TEACHING WITH ST. AMBROSE UNIVERSITY FOR THE 2025-2026 SCHOOL YEAR

A motion was made by Lindsey Hines, seconded by Jason Farrell, that the Board of Education approve the Cooperative Agreement Regarding Pre-Student Teaching Placements and Student Teaching between St. Ambrose University and the Moline-Coal Valley School District for the 2025-2026 school year. **See Exhibit L in the official minutes.**

Ayes: Audrey Adamson, Jason Farrell, Lindsey Hines, Geoff Manis, Laura Sivertsen, Chet DeSmet

Nays: None

Absent: Ramona Dixon

REPORTS, REQUESTS, AND OPEN DISCUSSION

Superintendent's Report

Dr. Savage, Superintendent, thanked all for an excellent graduation evening and she is proud of all graduating students. The last day of school is Friday, May 30th which is an early dismissal day. The school district is offering free lunch to anyone under 18 years of age in the community. There is no requirement to register and no requirement for identification. This program will run from June 4th-July 2nd (no lunch served on June 19th). All meals can be picked up at Moline High School cafeteria between 10:00 a.m. and 10:30 a.m. Monday through Friday.

Lastly, registration will open on Monday, June 2nd, for the Joint Annual Conference (Triple I) that will be held in November in Chicago, please send your intent to attend by Friday to Tarrah or Brian.

Student Board of Education Member Report

Abigail Greenlee, Student Board of Education member, stated that the district sent about 10 athletes to the State Track Meet last weekend.

Board of Education Member Open Discussion

Dr. Brian Prybil, Deputy Superintendent, stated that two boats qualified for the State Bass Fishing competition which is being held at a new location this year.

Board Member Audrey Adamson stated that despite the late start of graduation on Friday everyone remained calm and everything ran smoothly.

A motion was made by Audrey Adamson, seconded by Jason Farrell, all in favor, that the Board of Education go into Closed Session. Time: 6:47 p.m.

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

(to consider 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))

A motion was made by Audrey Adamson, seconded by Lindsey Hines, all in favor, that the Board of Education return to Open Session. Time: 7:05 p.m.

RETURN TO OPEN SESSION FOR POSSIBLE ACTION

A motion was made by Audrey Adamson, seconded by Geoff Manis, that the Board of Education approve a three-year agreement between the Moline Education Support Personnel (MESPA) and the Moline-Coal Valley Board of Education for the 2025-2026, 2026-2027, and 2027-2028 school years.

Ayes: Lindsey Hines, Geoff Manis, Laura Sivertsen, Audrey Adamson, Jason Farrell, Chet DeSmet

Nays: None

Absent: Ramona Dixon

Board Member Audrey Adamson, stated that it was great to work with Michele Stanley on the MESPA contract negotiations.

A motion was made by Geoff Manis, seconded by Laura Sivertsen, all in favor, that the Board of Education meeting be adjourned. Time: 7:07 p.m.

President

Secretary

B. Minutes of the Closed Session of the Regular Board of Education meeting of May 27, 2025

4. Communications, Public Comment and Participation

5. Single Bid Opening

A. Transportation Services

6. Public Hearing of Proposed 2025-2026 School District Budget

A. Open Hearing

B. Public Comment

C. Close Hearing

7. Consent Agenda

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

7. **Consent Agenda**

Recommended Motion: that the Board of Education approve the actions contained in Consent Agenda Items **A** through **I**, **J2** through **R**, and **T** through **OO** as presented:

A. Employment – Certified Staff

- 1) the regular employment of the following named certified staff members for the 2025-2026 school year with wages in accordance with District schedules:

Alongi, Jennifer

ML Specialist, Washington Elementary
M.A. Degree, Western Illinois University
To serve on a regular contract basis
Thirty-five years previous experience

Bolden, Aaron

Music, Logan and Butterworth Elementary
M.A. Degree, Northern Illinois University
To teach on a temporary contract basis
Twenty years previous experience

Fritz, Shelby

Life Skills, Bicentennial Elementary
M.A. Degree, Western Illinois University
To teach on a regular contract basis
Two years previous teaching experience

Stone Gallagher, Lillie

Counselor, High School
M.A. Degree, Western Illinois University
To serve on a regular contract basis
Eleven years previous experience

Stroup, Carin

Grade 3 Dual Language, Lincoln-Irving Elementary
M.A. Degree, Grand Canyon University
To teach on a regular contract basis
Sixteen years previous teaching experience

- 2) the temporary employment of the following named certified substitute teachers for the 2025-2026 school year with wages according to District schedules:

Porter, Max

Young, Emily

- 3) the temporary employment of the following named Certified Hourly Instructors for the 2025-2026 school year with wages in accordance with District schedules:

<u>Name</u>	<u>Location</u>
Anderson, Adrienne	Willard
Baker, Kimberly	Seton
Claude, Matthew	Washington
Crawford, Amy	Hamilton
DeRoo, Janice	Hamilton
Do, Brian	Franklin/Willard
Fairbairn, Mattie Shirley	Franklin
Fischer, Jessica	Bicentennial
Haines, Karen	Jane Addams
Hull, Elneta	Logan
Hull, Emily	Butterworth
Larvenz, Casandra	Roosevelt
Luebbers, Jennifer	Willard
Mosley, Elizabeth	Roosevelt
Murphy, Cynthia	Hamilton
Nelson, Christine	Lincoln-Irving
Papish, Michelle	Jane Addams
Peralta-Gonzalez, Luis	Lincoln-Irving
Steele, Patricia	Logan
Stuedemann, Erin	Logan
Tiry, Michael	High School
VanDaele, Denise	High School

B. Salary Reclassification - Certified Staff

a change in salary classification for the following certified staff effective at the beginning of the 2025-2026 school year:

McCollum, Timothy from B.A. to B.A. +15
Perea-Vyncke, Patricia from B.A. +15 to M.A.

C. Approval of Appointment to Position of Dean of Students at Wilson Middle School

that the Board of Education approve the appointment of Jamie Trost to the position of Dean of Students at Wilson Middle School, effective for the 2025-2026 school year.

D. Summer Employment – Certified Staff

- 1) the employment of the following named certified staff members for the Extended School Year Special Education Summer Learning Program with wages as determined in accordance with established rates of pay:

<u>Name</u>	<u>Position</u>	<u>Location</u>
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Anderson, Adrienne	Certified Hourly Instructor	Hamilton
Anderson, Stacey	Teacher	Hamilton
Claude, Matthew	Certified Hourly Instructor	Washington
Claude, Rachael	Teacher	Jane Addams
Larson, Jessica	Teacher	Jane Addams
Reiff, Kendra	Substitute Teacher	Hamilton/High School
Ulam, Jennifer	Teacher	Hamilton

- 2) the employment of the following named substitute personnel for the Extended School Year Summer Learning Program with wages as determined in accordance with established rates of pay:

<u>Name</u>	<u>Position</u>
Agent, Jadelyn	Substitute Teacher

E. 2025-2026 Administrator Assignments

that the Board of Education approve the 2025-2026 administrator assignments as contained in **Attachment No. 1.**

F. 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 2028-2029 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>
Pfaff, Wendy	High School	Math

G. Resignation/Termination - Certified Staff

the resignation/termination of the following named certified staff members:

<u>Name</u>	<u>Position</u>	<u>Location</u>
Carlin, Sarah	ELA	John Deere
Lewis, Gabrielle	Vocal Music	Hamilton

H. Resignation from Differential Assignment - Certified Staff

the resignation from differential assignment of the following named certified staff member:

<u>Name</u>	<u>Position</u>	<u>Location</u>
Finneran, Shannon	Interact Club Adviser	High School

I. 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>
Putnam, McKayla	Math	Wilson	Beginning tentatively 09/25/25 and not to exceed 60 days

J. Employment – Education Support Professionals

2) the temporary employment of the following named education support professional for the 2025-2026 school year with wages in accordance with District schedules:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Schaefer, Michelle	Elementary Building Supervisor	Butterworth	08/13/25

3) the temporary employment of the following named substitute education support professionals for the 2025-2026 school year with wages in accordance with District schedules:

<u>Name</u>	<u>Position</u>	<u>Effective Date</u>
Phillips, Shirley	Lunchroom Aide	08/15/25
Ramirez, Marcy	Lunchroom Aide	08/15/25
Rangel, Maria	Custodian	06/24/25

K. Transfer/Reassignment

- 1) the transfer of Tyler Hahn from 1st Shift Custodial position at Lincoln-Irving Elementary to the 1st Shift Custodial position at Roosevelt Elementary, effective August 1, 2025.
- 2) the transfer of Richard Rea from 2nd Shift Custodial position at Wilson Middle School to the 1st Shift Custodial position at Lincoln-Irving Elementary, effective August 1, 2025.
- 3) the transfer of Taylor Hannah from 2nd Shift 1st floor Custodial position at Wilson Middle School to the 2nd Shift 2nd floor position at Wilson Middle School, effective August 1, 2025.

L. Summer Employment - Education Support Professionals

the employment of the following named education support professionals for the Extended School Year Special Education Summer Learning Program with wages as determined in accordance with established rates of pay:

<u>Name</u>	<u>Position</u>	<u>Location</u>
Braud, David	Paraprofessional	Hamilton
Reiff, Kendra	Paraprofessional	Hamilton/High School

M. Resignation/Termination - Education Support Professionals

the resignation/termination from employment of the following named education support professionals:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Chaudhary, Amitaben	Lunchroom Aide	Jefferson	05/29/25
Davis, Alice	Parent Coordinator	Jefferson	06/13/25
DePrez, Rebecca	Lunchroom Aide	Logan	05/29/25
Evans, Mary Ann	Lunchroom Aide	Roosevelt	06/11/25
Hotchkiss, Emily	Lunchroom Aide	Franklin	05/20/25
Urban, Lisa	Reading/Math Interventionist	Washington	05/30/25
Wiborg, Jane	Special Ed Paraprofessional	Roosevelt	05/30/25

N. Appointment to Differential Assignment - Non-Certified Staff

the temporary appointment of the following named non-certified staff members to differential assignment, effective for the 2025-2026 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>
Geever, Miranda	Assistant Varsity Girls Basketball	High School
McCoy, George	Varsity Boys Bowling	High School
Parkins, David	Assistant Grade 7 Football	John Deere
Phelps, Jacqueline	Assistant Sophomore Girls Basketball	High School

O. Payments for Board Approval

approval of payments:

Fund 1 Educational	2,269,288.12
Fund 2 Operations & Maintenance	833,823.18
Fund 3 Debt Service	0.00
Fund 4 Transportation	186,573.37
Fund 5 Retirement	0.00
Fund 6 Capital Projects	153,326.06
Fund 7 Working Cash	0.00
Fund 8 Tort Fund	13,207.27
Fund 9 Life Safety Code	114,220.11
Fund 10 Group Insurance	56,910.55
Fund 11 Student Activity	<u>98,079.08</u>
TOTAL	3,725,427.74

See Attachment No. 2.

P. Freedom of Information Act Requests

- 1) A Freedom of Information Act request was received from the Indiana-Illinois-Iowa Foundation for Fair Contracting for any Request for Qualifications (RFQ) posted for the Browning Field/Shipleigh tract project, administrative procedures concerning procurement

of construction services and technical services that were in place from January 1, 2024 to May 22, 2025, and all interview notes and scoring rubrics used for evaluation and selection of construction services (including architectural, engineering, and construction management services) for the last five years to May 22, 2025. The District has responded to this request.

- 2) A Freedom of Information Act request was received from Records Retrieval Solutions for all purchase orders issued by the Moline-Coal Valley School District 40 from January 1, 2020, through March 31, 2025, across all departments. The District has responded to this request.
- 3) A Freedom of Information Act request was received from Califf Harper for the School District's grading criteria used to evaluate contractors for past construction projects; 2. The School District's ordinance or rules regarding bids for construction work; 3. The School District's ordinance or files governing the evaluation process for contractors that submitted a bid for the Moline Schools 2025 Improvements Project; 4. Copies of responses given to the School District from the five (5) references Valley Commercial Construction submitted with regard to the Moline Schools 2025 Improvements Project; 5. Any and all notices "to cure", emails, text messages or other correspondence sent to Valley Commercial Construction regarding performance issues relating to the Welding Lab Project; 6. Copies of the letter from the Orion School District to the School District referenced during the meeting with Valley Commercial Construction on May 12, 2025 at Legat Architects in Moline; 7. Copies of any and all emails, text messages and phone records between Builders Sales and Service (Moline) and any and all School District officials between February 1, 2025 and May 14, 2025; and 8. Copies of any and all emails, text messages and phone records between any School District officials in reference to Valley Commercial Construction or Valley Construction Co. between February 1, 2025 and May 14, 2025. The District has responded to this request.
- 4) A Freedom of Information Act request was received from Califf Harper for any and all communications (of any format) between Moline School District and Legat Engineering regarding Valley Commercial Construction and Valley Construction from October 1, 2024 to June 6, 2025. The District has responded to this request.

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

- 1) Coolidge gymnasium beginning October 6, 2025 through March 19, 2026 from 5:30 p.m. until 9:00 p.m. on Mondays through Thursdays by the Moline Girls Basketball Association (MGBA). Building rental fees are to be waived. Compensation to be received only for custodial services required as a result of their program in the amount of \$54 per hour.
- 2) Hamilton Elementary gymnasium beginning October 6, 2025 through March 18, 2026 from 5:30 p.m. until 9:00 p.m. on Mondays and Wednesdays by the Moline Girls Basketball Association (MGBA). Building rental fees are to be waived. Compensation to be received only for custodial services required as a result of their program in the amount of \$54 per hour.

- 3) Bicentennial Elementary gymnasium beginning October 7, 2025 through March 19, 2026 from 5:30 p.m. until 9:00 p.m. on Tuesdays and Thursdays by the Moline Girls Basketball Association (MGBA). Building rental fees are to be waived. Compensation to be received only for custodial services required as a result of their program in the amount of \$54 per hour.
- 4) Roosevelt Elementary gymnasium beginning October 6, 2025 through March 19, 2026 from 5:30 p.m. until 9:00 p.m. on Mondays through Thursdays by the Moline Girls Basketball Association (MGBA). Building rental fees are to be waived. Compensation to be received only for custodial services required as a result of their program in the amount of \$54 per hour.
- 5) Lincoln-Irving Elementary gymnasium beginning October 6, 2025 through March 19, 2026 from 5:30 p.m. until 9:00 p.m. on Tuesdays and Thursdays by the Moline Girls Basketball Association (MGBA). Building rental fees are to be waived. Compensation to be received only for custodial services required as a result of their program in the amount of \$54 per hour.
- 6) John Deere Middle School gymnasium beginning September 29, 2025 through December 31, 2026 from 6:30 p.m. until 9:00 p.m. on Mondays through Thursdays by the Moline Girls Basketball Association (MGBA). Building rental fees are to be waived. Compensation to be received only for custodial services required as a result of their program in the amount of \$54 per hour.
- 7) Wilson Middle School gymnasium beginning September 29, 2025 through December 31, 2026 from 6:30 p.m. until 9:00 p.m. on Mondays through Thursdays by the Moline Girls Basketball Association (MGBA). Building rental fees are to be waived. Compensation to be received only for custodial services required as a result of their program in the amount of \$54 per hour.
- 8) Bicentennial Elementary parking lot by Robert R. Jones Library on Saturday, June 21, 2025 from 10:00 a.m. until noon for Under the Helmet: Motorcycle Awareness and Stop the Bleed Program. Rental fees are to be waived.
- 9) Bicentennial Elementary parking lot by Robert R. Jones Library on Monday, July 28, 2025 and Tuesday, July 29, 2025 from 11:00 a.m. until 5:00 p.m. each day for the Mobile Museum of Tolerance. Rental fees are to be waived.
- 10) Butterworth Elementary field by Moline Youth Football and Cheer beginning July 7, 2025 through October 23, 2025 on Mondays through Thursdays from 5:30 p.m. until 8:00 p.m. for practices. Rental fees are to be waived.
- 11) John Deere Middle School field by Moline Youth Football and Cheer beginning September 6, 2025 through October 18, 2025 on Saturdays from 8:00 a.m. until 5:00 p.m. for games. Rental fees are to be waived.
- 12) Browning Field by Moline Youth Football and Cheer on Saturday, October 25, 2025 from 8:00 a.m. until 8:00 p.m. for end of the season games. Rental fees are to be waived.

R. Approval to Purchase Pilot Materials for K-8 ELA

that the Board of Education approve the purchase of K-8 Amplify ELA pilot materials from Amplify, Brooklyn, New York, at a cost not to exceed \$35,000. Additionally, the Board of Education approves the purchase of Arts & Letters from Great Minds, Richmond Virginia, at a cost not to exceed \$20,000. **See Attachment No. 3.**

T. Approval to Purchase Vista Higher Learning Newcomer Resource

that the Board of Education approve the purchase of Vista Higher Learning, the multilingual K-5 resource, from Vista Higher Learning, Boston, Massachusetts, for a total cost not to exceed \$38,000. **See Attachment No. 5.**

U. Approval to Purchase HMH English 3D Secondary Multilingual Resource

that the Board of Education approve the purchase of HMH English 3D, the multilingual grade level 6-12 resource, from HMH Education Company, Chicago, Illinois, for a total cost not to exceed \$85,000. **See Attachment No. 6.**

V. Approval of Corrected Fees for the 2025-2026 School Year and Summer 2026

that the Board of Education approve the recommendation of the Administration for corrected fees in the 2025-2026 school year and for summer 2026. **See Attachment No. 7.**

W. Authorize Release of Payments - Fiscal Year 2025-2026

that the Board of Education authorizes the Chief Financial Officer to release payments to pay bills within the approved budget for the 2026 Fiscal Year (2025-2026 school year) for those months the Board only meets once a month. **See Attachment No. 8.**

X. Award of Bid - 3-Year Chiller Service Preventive Maintenance Contract

that the Board of Education award the bid for the 3-year chiller service preventive maintenance contract to Ruyle Mechanical Services, Rock Island, Illinois, in the amount of \$95,214. **See Attachment No. 9.**

Y. Engage Educational Services & Software Agreements - Various Vendors

that the Board of Education approve the various educational services and software agreements used districtwide for the fiscal year July 1, 2025 through June 30, 2026, at the various amounts listed on the attached sheet. **See Attachment No. 10.**

Z. Engage Services - Athletic Training Services

that the Board of Education engage the services of Genesis Physical Therapy, Moline, Illinois to perform the athletic training services for the 2025-2026 school year for a cost of \$38,000. **See Attachment No. 11.**

AA. Engage Services - Treasurer's Bond

that the Board of Education approve the renewal of the Treasurer's Bond for fiscal year July 1, 2025 through June 30, 2026 with Lohman Companies, Moline, Illinois, not to exceed \$35,000, as required by the Illinois School Code. **See Attachment No. 12.**

BB. Engage Services - Center for Model Schools Professional Learning: Leadership & Instructional Support in Building a Culture of Excellence for Ambitious Instruction

that the Board of Education approve engaging the services of the Center for Model Schools, Boston, Massachusetts, a division of Houghton Mifflin Harcourt, to provide leadership coaching and support for the 2025-2026 school year, including 12 on-site coaching days and virtual support with the flexibility to add additional coaching days as needed, for a total cost not to exceed \$79,500. **See Attachment No. 13.**

CC. Engage Services - VLP Consulting and Leadership Development, LLC

that the Board of Education engage the services of Victor Simon III of VLP Consulting and Leadership Development, LLC, Lockport, Illinois, for 5Essentials professional development services for a total cost not to exceed \$26,500. **See Attachment No. 14.**

DD. Engage Services - Professional Services for the 2025 Hamilton Parking Lot

that the Board of Education engage the services of Legat Architects, Moline, Illinois, for professional services for the 2025 Hamilton Parking Lot Improvement for an estimated cost of \$38,100. **See Attachment No. 15.**

EE. Expansion Purchase of Imagine Learning - Homebound Students

that the Board of Education approve the purchase of Imagine Learning license from Imagine Learning Inc., Provo, Utah, for homebound services at a cost of \$8,000. **See Attachment No. 16.**

FF. Resolution Directing Transfer (Temporary Loan) of Funds from the Working Cash Fund of Moline-Coal Valley School District No. 40, Rock Island County, Illinois

that the Board of Education approve the Resolution Directing the Transfer of Funds (Temporary Loan) from the Working Cash Fund of Moline-Coal Valley School District No. 40, Rock Island County, Illinois. **See Attachment No. 17.**

GG. Resolution Authorizing Expenditures for the Group Insurance Fund

that the Board of Education approve the Resolution authorizing the expenditures of staff salaries and other expenses directly attributable to the operation of the Group Insurance Fund as listed. **See Attachment No. 18.**

HH. Resolution Authorizing Interest Income

that the Board of Education approve the Resolution stating that interest earned on monies invested in any District fund and accrued to the balance of such District fund during fiscal year 2026 (July 1, 2025 - June 30, 2026) or during any fiscal year prior to fiscal year 2026, shall remain interest during fiscal year 2026, and is available for transfer as interest to other funds. **See Attachment No. 19.**

II. Resolution Authorizing Expenditures for the Operations & Maintenance Fund

that the Board of Education approve the Resolution authorizing the expenditures of the custodial salaries and other expenses from the Operations and Maintenance Fund, consistent with the Illinois School Code and prior practice as listed. **See Attachment No. 20.**

JJ. Resolution to Regulate Travel Expense Reimbursement

that the Board of Education approve the Resolution to Regulate Expense Reimbursement as required by the Local Government Travel Expense Control Act. **See Attachment No. 21.**

KK. School Improvement Plans for 2025-2026 School Year

that the Board of Education approve the first draft 2025-2026 School Improvement Plans, as presented. **See Attachment No. 22.**

LL. Approval to Purchase - CLEAR Residency Verification

that the Board of Education approve the one-year subscription for the CLEAR Residency Verification system from Thomas Reuters, Ann Arbor, Michigan, for a cost not to exceed \$15,000 for the 2025-2026 school year. **See Attachment No. 23.**

MM. Engage Services and Agreements - Facilities Department

that the Board of Education approve the various engaged services and agreements in the Facilities Department for the fiscal year July 1, 2025 through June 30, 2026, at the various amounts listed. **See Attachment No. 24.**

NN. Engage Services - GoFan and NFHS Camera East Gym

that the Board of Education engage in services with GoFan and the NFHS network. **See Attachment No. 25.**

OO. Engage Services - High School Athletic Charter Bus Services

that the Board of Education engage the services of Tri-State Travel, Davenport, Iowa, to provide Moline High School athletic charter transportation services for a cost not to exceed \$80,000 to support the winter/spring sports for 2025-2026 school year. **See Attachment No. 26.**

Recommended Motion: that the Board of Education approve the actions contained in Consent Agenda Item **J1** as presented:

J. Employment – Education Support Professionals

- 1) the employment of the following named education support professionals for the 2025-2026 school year with wages in accordance with District schedules:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Abel, Amber	Digital Learning Support Assistant	Hamilton	08/14/25
Adams, Christine	Special Ed Paraprofessional	High School	08/14/25
Adams, Rachel	Health Professional (RN)	Hamilton	08/14/25
Ainke, Elida	Safe Schools Paraprofessional	ASPIRE	08/14/25
Aittarhouzaft, Loubna	Special Ed Paraprofessional	Washington	08/14/25
Alvarez, Maria	Preschool Paraprofessional	Butterworth	08/14/25
Andrews, Tresa	Parent Coordinator	Wilson	08/14/25
Antle, Anna	Special Ed Paraprofessional	Butterworth	08/14/25
Aumuller, Tim	Ed Tech Paraprofessional	High School	07/08/25
Avila, Kelli	Health Professional (RN)	High School	08/14/25
Awil, Law	Parent Coordinator I	Jane Addams	08/14/25
Barbosa, Antonia	Lunchroom Aide	Lincoln-Irving	08/15/25
Bargren, Mary	Special Ed Paraprofessional	High School	08/14/25
Bauer, Dixie	Special Ed Paraprofessional	Bicentennial	08/14/25
Benson, Sarah	Parent Coordinator II	Roosevelt	08/14/25
Bitner, Connie	Library Paraprofessional	Hamilton/Franklin	08/14/25
Blackert, Jamie	Health Professional (RN)	Wilson	08/14/25
Blucker, Courtney	Special Ed Paraprofessional	Hamilton	08/14/25
Boehle, Kerri	Lunchroom Aide	Roosevelt	08/15/25
Bowman, Theresa	Special Ed Paraprofessional	Roosevelt	08/14/25
Braud, David	Special Ed Paraprofessional	Washington	08/14/25
Brooke, Charles	DLSA	Roosevelt	08/14/25
Brotherton, Jessica	Health Professional (RN)	Roosevelt	08/14/25
Bryant, Elizabeth	Academic/Behavior Para	John Deere	08/14/25
Bullock, Bridget	Elementary Building Supervisor	Bicentennial	08/12/25
Burrill, Jennifer	Reading/Math Interventionist	Roosevelt	08/14/25

Calderone-Williams, Margaret	Special Ed Paraprofessional	Bicentennial	08/14/25
Callahan, Amie	Accompanist	High School	08/14/25
Campbell, Heidi	Special Ed Paraprofessional	Roosevelt	08/14/25
Campos, Lindsay	Special Ed Paraprofessional	Roosevelt	08/14/25
Carnahan, Dawn	Health Professional (RN)	John Deere	08/14/25
Carpenter, Sarah	Special Ed Paraprofessional	Washington	08/14/25
Carroll, Mary	Accompanist	John Deere/Wilson	08/14/25
Castillo, Nikki	Academic/Behavior Para	Wilson	08/14/25
Chappell, Lydia	Special Ed Paraprofessional	Roosevelt	08/14/25
Clendenny, Elizabeth	Health Clinic Clerk	John Deere/Hamilton/Wilson	08/14/25
Compton, Christin	Special Ed Paraprofessional	Wilson	08/14/25
Condit, Alyssa	Administrative Assistant	Jane Addams	07/22/25
Connor, Isabelle	Special Ed Paraprofessional	Jefferson	08/14/25
Covington, John	Special Ed Paraprofessional	Washington	08/14/25
Cruz, Ashley	Digital Learning Support Assistant	Roosevelt	08/14/25
Cruz, Morgan	Special Ed Paraprofessional	Bicentennial	08/14/25
Cruz, Tara	Special Ed Paraprofessional	Hamilton	08/14/25
Curtin, Rosa	Special Ed Paraprofessional	Jefferson	08/15/25
Daniels, Ikuyo	Reading/Math Interventionist	Jane Addams	08/14/25
Dare, Kayla	Health Professional (RN)	Butterworth	08/14/25
Davis, Stephanie	Reading/Math Interventionist	Jane Addams	08/14/25
DeGryse, Becky	Special Ed Paraprofessional	Jefferson	08/14/25
Devlin, Christina	Special Ed Paraprofessional	Franklin	08/14/25
DeVrieze, Tara	Digital Learning Support Assistant	Logan	08/14/25
Douglas, Karin	Lunchroom Aide	Willard	08/15/25
Duffy, Beverly	Special Ed Paraprofessional	Bicentennial	08/14/25
Duyvejonck, Kimberly	Breakfast/Lunchroom Aide	Logan	08/15/25
Dykhuizen, Tara	Special Ed Paraprofessional	Logan	08/14/25
Ekstrom, Jennifer	Lunchroom Aide	Bicentennial	08/15/25
Ellis, Aminn	Lunchroom Aide	Franklin	08/15/25
Engling, Tracy	Lunchroom Aide	Butterworth	08/15/25
Evans, Mary Ann	Elementary Building Supervisor	Logan	08/12/25
Evans, Sydney	Breakfast/Lunchroom Aide	Jane Addams	08/15/25
Farrell, Kate	Parent Coordinator II	Butterworth	08/15/25
Ferry, Mary	Breakfast/Lunchroom Aide	Washington	08/14/25
Finch, Elizabeth	Hall Security	Wilson	08/14/25
Finch, Julia	Special Ed Paraprofessional	High School	08/14/25
Flores, Martha	Lunchroom Aide	Lincoln-Irving	08/15/25
Fox, Traci	Ed Tech Paraprofessional	High School	07/08/25
Francis, Robyn	Lunchroom Aide	Hamilton	08/15/25
Franks, Dorinda	Lunchroom Aide	Wilson	08/15/25
Freeborn, Erin	Special Ed Paraprofessional	Butterworth	08/14/25
Garcia Vargas, Maria	Lunchroom Aide	Lincoln-Irving	08/15/25
Garcia, Griselda	Special Ed Paraprofessional	Lincoln-Irving	08/14/25
Garrison, Lynn	DLSA	Butterworth	08/14/25
Gellerstedt, Sabrina	Special Ed Paraprofessional	Wilson	08/14/25
Giza, Elizabeth	Health Professional (RN)	Bicentennial	08/14/25
Gonzales, Helen	Lunchroom Aide	Hamilton	08/15/25
Gottwalt, Christine	Lunchroom Aide	Franklin	08/15/25
Greiner, Samantha	Lunchroom Aide	Jefferson	08/15/25
Griffin, Dana	Special Ed Paraprofessional	Roosevelt	08/14/25

Gutierrez, Camila	Special Ed Paraprofessional	Lincoln-Irving	08/14/25
Hacker, Catalina	Digital Learning Support Assistant	Willard	08/14/25
Harper, Karlee	Special Ed Paraprofessional	Jane Addams	08/15/25
Hawotte, Terri	Lunchroom Aide	Butterworth	08/15/25
Hayes, Amy	Special Ed Paraprofessional	Roosevelt	08/14/25
Hernandez, Susanna	Special Ed Paraprofessional	Bicentennial	08/14/25
Hernandez Villasenor, Veronica	Lunchroom Aide	John Deere	08/15/25
Hodson, Katie	Lunchroom Aide	Logan	08/15/25
Hoffstatter, Lauryn	Special Ed Paraprofessional	Logan	08/14/25
Holman, Julie	Reading/Math Interventionist	Roosevelt	08/14/25
Holman, Julie	Breakfast Aide	Roosevelt	08/15/25
Hoogheem, Amber	Health Professional (RN)	High School	08/14/25
Hovonick, Brandy	Special Ed Paraprofessional	John Deere	08/14/25
Hoyt, Amber	Special Ed Paraprofessional	Bicentennial	08/14/25
Hull, Elizabeth	Special Ed Paraprofessional	Hamilton	08/14/25
Hunt, Cynthia	Special Ed Paraprofessional	John Deere	08/14/25
Hurd, Lori	Special Ed Paraprofessional	High School	08/14/25
Irambona, Jeanine	ML Paraprofessional	John Deere	08/14/25
Jackson, Pamela	Health Professional (RN)	Logan	08/14/25
Jacobs, Patricia	Breakfast/Lunchroom Aide	Willard	08/15/25
Jasper, Matthew	Special Ed Paraprofessional	ASPIRE	08/14/25
Jecks, Aunica	Parent Liaison	Butterworth	08/14/25
Johanson, Lindsey	Special Ed Paraprofessional	High School	08/14/25
Johnson, Julie	Bilingual Paraprofessional	Jefferson	08/14/25
Kale, Stephen	Special Ed Paraprofessional	High School	08/14/25
Keesecker, David	Special Ed Paraprofessional	Willard	08/14/25
Kelly, Rhonda	Special Ed Paraprofessional	High School	08/14/25
Killian, Erica	Health Professional (RN)	Washington	08/14/25
King, Beverly	Hall Security	Wilson	08/14/25
Koffecto, Delali	ML Paraprofessional	Roosevelt	08/14/25
Kooken, Leslie	Reading/Math Interventionist	Hamilton	08/14/25
Kpego, Paula	Preschool Paraprofessional	Jefferson	08/14/25
Krontz, Joni	Lunchroom Aide	Bicentennial	08/15/25
Lahoti, Rajeshree	Preschool Paraprofessional	Jefferson	08/14/25
Lamrabet, Zainab	Parent Coordinator I	Washington	08/14/25
Lara, Ana	Special Ed Paraprofessional	John Deere	08/14/25
Lara, Miguel	Alternate Ed Paraprofessional	ASPIRE	08/14/25
Lara, Monica	Reading/Math Interventionist	Lincoln-Irving	08/14/25
Larson, Connie	Special Ed Paraprofessional	John Deere	08/14/25
Lauer, Kathryn	Special Ed Paraprofessional	High School	08/14/25
Lawhorn, Ashley	Reading/Math Interventionist	Washington	08/14/25
Leslie, Wilma	Special Ed Paraprofessional	High School	08/14/25
Liendo, Jessica	Health Professional (RN)	Willard	08/14/25
Limon, Maria	Preschool Paraprofessional	Jefferson	08/14/25
Lopez de Villagomez, Marina	Lunchroom Aide	Hamilton	08/15/25
Lopez, Anita	Breakfast Aide	Jane Addams	08/15/25
Lopez, Baily	Special Ed Paraprofessional	Hamilton	08/14/25
Lopez, Carrie	Special Ed Paraprofessional	Wilson	08/14/25
Lueth, Lana	Lunchroom Aide	Logan	08/15/25
Luzano, Kelly	Special Ed Paraprofessional	Hamilton	08/14/25
Mandle, Catherine	Lunchroom Aide	Logan	08/15/25

Mandolini, Anthony	Special Ed Paraprofessional	High School	08/14/25
Marlow, Eden	Lunchroom Aide	Jane Addams	08/15/25
Martinez, Lilia	Preschool Paraprofessional	Butterworth	08/14/25
Martinez, Linda	Breakfast/Lunchroom Aide	Franklin	08/15/25
Masias, Heidi	Special Ed Paraprofessional	High School	08/14/25
McBride, Janice	Hall Security	John Deere	08/14/25
McGrew, Essence	Reading/Math Interventionist	Franklin	08/14/25
McGuire, Jeanne	Reading/Math Interventionist	Hamilton	08/14/25
McMillion, Joe	Breakfast Aide	Butterworth	08/15/25
Medina, Concepcion	Digital Learning Support Assistant	Lincoln-Irving	08/14/25
Mendoza, Erica	Personal Care Attendant	Hamilton	08/15/25
Mielke, Amber	Health Professional (RN)	Jefferson	08/14/25
Miley, Tara	Library Paraprofessional	Butterworth/L-I/Willard	08/14/25
Miller, Isaac	Preschool Paraprofessional	Butterworth	08/14/25
Miner, Carrie	Special Ed Paraprofessional	Wilson	08/14/25
Mock, Jennifer	Health Professional (RN)	Jane Addams	08/14/25
Moore, Charles	Ed Tech Paraprofessional	John Deere	07/08/25
Moreno, Maria	Special Ed Paraprofessional	Wilson	08/14/25
Morris, Heather	Reading/Math Interventionist	Logan	08/15/25
Moseng, Lisa	Breakfast/Lunchroom Aide	Washington	08/14/25
Myers, Brandi	Special Ed Paraprofessional	John Deere	08/14/25
Naab, Ethan	Hall Security	High School	08/14/25
Navarro, Rico	Reading/Math Interventionist	Butterworth	08/14/25
Neal, Tammy	Special Ed Paraprofessional	Washington	08/14/25
Nelson, Deanne	Special Ed Paraprofessional	Logan	08/14/25
O'Brien, Lisa	Preschool Paraprofessional	Jefferson	08/14/25
O'Brien, Tamera	Digital Learning Support Assistant	Franklin	08/14/25
Padilla, Ashley	Special Ed Paraprofessional	Hamilton	08/14/25
Pancrazio, Jennifer	Health Professional (RN)	Lincoln-Irving	08/14/25
Park, Margery	Reading/Math Interventionist	Bicentennial	08/14/25
Parry, Beth	Library Paraprofessional	High School	08/14/25
Pearson, Michelle	Preschool Paraprofessional	Jefferson	08/14/25
Perez Ayala, Hermelinda	Breakfast/Lunchroom Aide	Lincoln-Irving	08/15/25
Perez, Jaquelin	Preschool Paraprofessional	Butterworth	08/14/25
Pettit, Elizabeth	Library Paraprofessional	Logan/Jane Addams	08/14/25
Pitman, Alecia	Special Ed Paraprofessional	Wilson	08/14/25
Plascencia Perez, Blanca	Breakfast/Lunchroom Aide	Lincoln-Irving	08/15/25
Pottebaum, Stephanie	Parent Coordinator II	Hamilton	08/14/25
Powell, Megan	Health Professional (RN)	Franklin	08/14/25
Prado Avila, Juana	Lunchroom Aide	Lincoln-Irving	08/15/25
Prybil, Lindsay	Lunchroom Aide	Hamilton	08/15/25
Randle, Jamal	Special Ed Paraprofessional	Logan	08/14/25
Raya Pena, Maria	Lunchroom Aide	Lincoln-Irving	08/15/25
Redell, Noell	Special Ed Paraprofessional	Bicentennial	08/14/25
Reiff, Kendra	Special Ed Paraprofessional	High School	08/14/25
Resch, Kristi	Digital Learning Support Assistant	Washington	08/14/25
Rhea, Melissa	Health Clinic Clerk	High School	08/14/25
Riner, Tabitha	Preschool Paraprofessional	Jefferson	08/14/25
Roach, Kimberly	Lunchroom Aide	Willard	08/15/25
Roberts, Richard	Special Ed Paraprofessional	John Deere	08/14/25
Rosario-Ramirez, Brianna	Special Ed Paraprofessional	Bicentennial	08/14/25

Rose, Amy	Special Ed Paraprofessional	Roosevelt	08/14/25
Rubingh, Heather	Special Ed Paraprofessional	Wilson	08/14/25
Rumley, Janice	Reading/Math Interventionist	Willard	08/14/25
Sancen, Gabriela	Lunchroom Aide	Butterworth	08/15/25
Sanchez, Brandon	Special Ed Paraprofessional	High School	08/14/25
Sanderson, Jozelynn	Special Ed Paraprofessional	Logan	08/14/25
Self, Meggan	Special Ed Paraprofessional	Wilson	08/14/25
Sierra, Michelle	Reading/Math Interventionist	Washington	08/14/25
Smet, Deanna	Digital Learning Support Assistant	Logan	08/14/25
Sparks, Monica	Lunchroom Aide	Roosevelt	08/15/25
Spirowka, Katherine	Special Ed Paraprofessional	High School	08/14/25
Stanley, Michele	Ed Tech Paraprofessional	Wilson	07/08/25
Stevens, Shayna	Special Ed Paraprofessional	Logan	08/14/25
Sullivan, Cynthia	Lunchroom Aide	Jane Addams	08/15/25
Sullivan, Eleanor	Special Ed Paraprofessional	Jefferson	08/14/25
Summer, Kelly	Special Ed Paraprofessional	John Deere	08/14/25
Taylor, Mona	Hall Security	John Deere	08/14/25
Terry, Angelica	Lunchroom Aide	John Deere	08/15/25
Townsend, Danielle	Special Ed Paraprofessional	Butterworth	08/14/25
Urbina, Simbry	Parent Coordinator I	Lincoln-Irving	08/14/25
Valdivia, Amanda	Digital Learning Support Assistant	Hamilton	08/14/25
Valenzuela, Alicia	Preschool Paraprofessional	Jefferson	08/14/25
VanDam, Stacy	Library Paraprofessional	Roosevelt/Washington	08/14/25
Vanlandschoot, Mary	Special Ed Paraprofessional	Butterworth	08/14/25
VanSpeybroeck, Kevin	Bilingual Paraprofessional	Wilson	08/14/25
Verscha, Kari	Special Ed Paraprofessional	John Deere	08/14/25
Vicuna, Jahaira	Special Ed Paraprofessional	Hamilton	08/14/25
Villagomez, Gabriela	Special Ed Paraprofessional	Logan	08/14/25
Vital-Tapia, Maria	Special Ed Paraprofessional	John Deere	08/14/25
Walker, Nicole	Special Ed Paraprofessional	High School	08/14/25
Waydeman, Patricia	Lunchroom Aide	Franklin	08/15/25
Whiles, Chris	Breakfast/Lunch Aide	Bicentennial	08/15/25
White, Lauryn	Breakfast Aide	Hamilton	08/15/25
White, Lesley	Digital Learning Support Assistant	Jane Addams	08/14/25
Wiese, Molly	Digital Learning Support Assistant/Library Paraprofessional	Bicentennial	08/14/25
Wiley, Penny	Special Ed Paraprofessional	Hamilton	08/14/25
Williams, Rebecca	Special Ed Paraprofessional	Logan	08/14/25
Witherspoon, Conni	Special Ed Paraprofessional	High School	08/14/25
Wood, Patricia	Special Ed Paraprofessional	Hamilton	08/14/25
Wyffels, Krista	Digital Learning Support Assistant	Bicentennial	08/14/25
Yerrapothu, Sarada	ML Paraprofessional	Jefferson	08/14/25
Young, Emily	Special Ed Paraprofessional	Washington	08/14/25
Zinke, Andrew	Alternate Ed Paraprofessional	ASPIRE	08/14/25
Zinke, Elida	Safe School Paraprofessional	ASPIRE	08/14/25
Zinke, Miranda	Special Ed Paraprofessional	ASPIRE	08/14/25


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

S. Approval of Sponsored Continuing Education Course Credit with Rock Island-Milan School District 41 and Western Illinois University

that the Board of Education approve a cooperative sponsorship by Moline-Coal Valley Unit School District No.40 for Western Illinois University, Moline, Illinois, to provide continuing education courses for Moline-Coal Valley School District No. 40 teachers pursuing their Multilingual Endorsement, for a total cost not to exceed \$15,000 for the 2025-206 school year. **See Attachment No. 4.**

Attachment No. 1
06/23/25 Brd. Mtg.

NAME	POSITION	LOCATION
Bahnks, Tara	Principal	Washington Elementary
Beem, Robert	Director of Secondary Education	Moline Coal Valley Education Center
Bodeen, Douglas	Principal	Willard Elementary
Bohland, Jenna	Dean Of Students	Moline High School
Brown, Daniel	Dean Of Students	Moline High School
Brown, David	Assistant Principal	Roosevelt Elementary
Bullock, Andrew	Assistant Principal	ASPIRE
Bussard, Brenda	Principal	Roosevelt Elementary
Colbrese, Egan	Interim Principal	Lincoln Irving Elementary
Coyne-Logan, Daniel	Principal	John Deere Middle School
DeTaeye, Todd	Asst. Superintendent Administration and HR	Moline Coal Valley Education Center
Edwards, Tia-Farah	Dean Of Students	Moline High School
Ehlers, Scott	Assistant Principal	Moline High School
Etheridge, Steven	Director of Elementary Education	Moline Coal Valley Education Center
Ferguson, Thomas	Principal	Wilson Middle School
Gallo, Vincent	Chief Financial Officer	Moline Coal Valley Education Center
Gamet, Steven	Principal	Bicentennial Elementary
Hillier, Caitlin	Assistant Principal	Lincoln-Irving Elementary
Landon, Teresa	Principal	Jane Addams Elementary
Lloyd-Fowler, Rachel	Principal/At Risk Director	Jefferson Early Childhood Center
Mills, Paul	Assistant Principal	Hamilton Elementary
Moore, Christopher	Principal	Moline High School
Oswald, Lynsy	Principal	Hamilton Elementary
Paup, Julie	Principal	Butterworth Elementary
Perkins, Elizabeth	Coordinator for ML Learners & Early Childhood Programs	Moline Coal Valley Education Center
Peterson, Leia	Coordinator for Special Ed Services	Moline Coal Valley Education Center
Prybil, Brian	Deputy Superintendent	Moline Coal Valley Education Center
Putnam, Grant	Principal	Franklin Elementary
Sanders, Trista	Coordinator for Student Services	Moline Coal Valley Education Center
Smith, Donald	Principal	Logan Elementary
Terstriep, Erin	Asst. Superintendent for Student Services and Special Ed	Moline Coal Valley Education Center
Thompson, James	Assistant Principal	Wilson Middle School
Thompson, Todd	District Athletic Director	Moline High School
Whitaker, Jeffrey	Assistant Principal	Moline High School
Whitehair, Nicole	Dean Of Students	John Deere Middle School
Youngblood, Nicholas	Assistant Principal	John Deere Middle School

TO: Members of the Board of Education
FROM: Dr. Brian Prybil, Deputy Superintendent 
DATE: June 19, 2025
SUBJECT: Approval to Purchase Pilot Materials for K-8 ELA

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

Action Necessary: Approval to allocate funds for K-8 ELA pilot materials.

Facts: During the 2024-2025 school year, elementary and secondary literacy teams reviewed current ELA practices across the district and developed recommendations for improvements. As part of the K-5 ELA curriculum renewal process, vendors were invited to present materials to both teams. Based on these presentations, teachers on the teams identified curriculum materials they determined should be piloted during the 2025-2026 school year. Elementary schools will pilot two curricula: Amplify and Arts & Letters by Great Minds. Grades 6-8 will pilot Amplify. Pilot teams have been established at both the elementary and secondary levels to oversee the implementation of the pilot process.

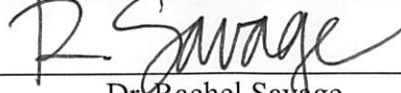
The total cost for each pilot curriculum that includes professional development and materials will not exceed the following costs:

- Great Minds Arts & Letters: Not to exceed \$20,000
- K-5 Amplify: Not to exceed \$20,000
- 6-8 Amplify: Not to exceed \$15,000

Cost: The total cost of the K-8 ELA pilot for 2025-2026 will not exceed \$55,000.


Recommended Action: That the Board of Education approve the purchase of K-8 Amplify ELA pilot materials from Amplify, Brooklyn, New York, at a cost not to exceed \$35,000. Additionally, the Board of Education approves the purchase of Arts & Letters from Great Minds, Richmond, Virginia, at a cost not to exceed \$20,000.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

TO: Members of the Board of Education

FROM: Dr. Brian Prybil, Deputy Superintendent 
Elizabeth Perkins, Coordinator of Multilingual & Early Childhood Programs

DATE: June 19, 2025

SUBJECT: Sponsored Continuing Education Course Credit with Rock Island-Milan School District 41 and Western Illinois University

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


Action Necessary: Approval is requested for Moline-Coal Valley Unit School District No. 40, in conjunction with Rock Island-Milan School District 41, to sponsor continuing education courses in English as a Second Language provided by Western Illinois University Moline, Illinois, throughout the 2025-2026 school year.

Facts: The Moline-Coal Valley School District has offered a sponsored English as a Second Language (ESL) endorsement opportunity to certified staff members since 2015. With current staff numbers in the program dropping, the District is continuing to partner with Rock Island-Milan School District to share the costs and the spots of the rotating classes held throughout the 2025-2026 school year, to allow current Moline-Coal Valley teachers to attain an additional endorsement to serve our rapidly growing population of multilingual students by gaining effective strategies and explicit knowledge. Sharing the cost of the courses with the Rock Island-Milan School District will reduce the total cost to us. The District will utilize Title I funds to split the total cost of each course with Rock Island and will split the remaining 50% of the cost with the enrolled participants.

Cost: The yearly cost to co-sponsor three courses (one course each semester plus a summer session) will not exceed \$15,000, funded through Title I funds.


Recommended Action: That the Board of Education approve a cooperative sponsorship by Moline-Coal Valley Unit School District No. 40 for Western Illinois University, Moline, Illinois, to provide continuing education courses for Moline-Coal Valley School District No. 40 teachers pursuing their Multilingual Endorsement, for a total cost not to exceed \$15,000 for the 2025-2026 school year.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

TO: Members of the Board of Education

FROM: Dr. Brian Prybil, Deputy Superintendent 
Elizabeth Perkins, Coordinator of Multilingual & Early Childhood Programs

DATE: June 19, 2025

SUBJECT: Approval to Purchase Vista Higher Learning Newcomer Resource

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


Action Necessary: Board of Education approval is requested to purchase the Vista Higher Learning resource for elementary newcomer multilingual students

Facts: The Moline-Coal Valley School District has seen a large influx of newcomer multilingual students over the last few years who have come in with little to no English proficiency and may have had limited or interrupted formal education. Without targeted instruction, these students are at risk to fall behind academically and socially due to language barriers in content areas. This dedicated elementary resource, including a digital platform and student printed materials, provides scaffolded, accelerated English development, which boosts access to grade-level content essential for engagement and success.

Cost: The one year cost for this program will not exceed \$38,000, funded through Title 1 funds.

Recommended Action: That the Board of Education approve the purchase of Vista Higher Learning, the multilingual K-5 resource, from Vista Higher Learning, Boston, Massachusetts, for a total cost not to exceed \$38,000.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

TO: Members of the Board of Education

FROM: Dr. Brian Prybil, Deputy Superintendent ^(BP)
Elizabeth Perkins, Coordinator of Multilingual & Early Childhood Programs

DATE: June 19, 2025

SUBJECT: Approval to Purchase HMH English 3D Secondary Multilingual Resource

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

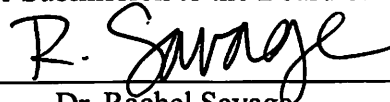
Action Necessary: Board of Education approval is requested to purchase the HMH English 3D resource for secondary newcomer multilingual students

Facts: The Moline-Coal Valley School District has seen a large influx of newcomer multilingual students over the last few years who have come in with little to no English proficiency and may have had limited or interrupted formal education. Without targeted instruction, these students are at risk to fall behind academically and socially due to language barriers in content areas. This dedicated secondary resource, including a digital platform and student printed materials, provides scaffolded, accelerated English development, which boosts access to grade-level content essential for engagement and success.


Cost: The one year cost for this program will not exceed \$85,000 funded through Title 1 funds.

Recommended Action: That the Board of Education approve the purchase of HMH English 3D, the multilingual grade level 6-12 resource, from HMH Education Company, Chicago, Illinois, for a total cost not to exceed \$85,000.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

TO: Members of the Board of Education
FROM: Vince Gallo, Chief Financial Officer 
DATE: June 19, 2025
SUBJECT: Approval of Corrected Fees for the 2025-2026 School Year and Summer 2026

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

Action Necessary: Board of Education approval is required.

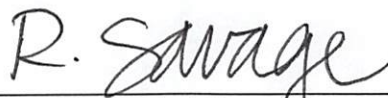
Facts: At the April 14, 2025 Board of Education meeting, the Board approved a set of fees for the upcoming 2025–2026 school year and the summer of 2026. Attached are the updated fee schedules, which include a correction.

Please note that the instrument rental fee has been increased to reflect the rising costs associated with maintaining the equipment.

Cost: None.

Recommended Action: That the Board of Education approve the recommendation of the Administration for corrected fees in the 2025-2026 school year and for summer 2026.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

**2025-2026 School Year Regular Term
Fee Schedule**

Attachment No. 7
06/23/25 Brd. Mtg.


	2021-22	2022-23	2023-24	2024-25	Proposed 2025-26	2025-26 \$ Change	School District Comparisons					
							RI	UTHS	EM	Geneseo	Galesburg	
Book Rental (Registration)												
Pre-Kindergarten	\$52.00	\$52.00	\$52.00	\$52.00	\$52.00	\$0.00	\$40.00	n/a	\$0.00	\$0.00	ECBG	
Elementary (K-5)	\$79.00	\$79.00	\$79.00	\$79.00	\$79.00	\$0.00	\$55.00	n/a	\$0.00	\$123.00	\$0.00	
Middle School (6-8)	\$90.00	\$90.00	\$90.00	\$90.00	\$90.00	\$0.00	\$55.00	n/a	\$0.00	\$123.00	\$0.00	
High School (9-12) (3)	\$105.00	\$105.00	\$105.00	\$105.00	\$105.00	\$0.00	\$70.00	\$70.00	n/a	\$135.00	\$0.00	
Other Fees												
Maximum Voluntary Elementary Field Trip	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$0.00	-	n/a	-	\$0.00	-	
Middle School Athletic/Activity Participation	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$0.00	\$35.00			\$30.00	\$0.00	
Technology Device Maintenance	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Moline High School Planner	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-		n/a	n/a	n/a	
MHS P.E. Shirt (no shorts req.)	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$0.00	-	\$10.00	n/a	\$0.00	n/a	
Drivers Education (Excluding \$20 State Permit Fee)	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$0.00	\$100.00	\$100.00	n/a	\$150.00	\$250.00	
MHS Athletic Participation (4)	\$40.00	\$40.00	\$40.00	\$40.00	\$40.00	\$0.00	\$45.00	\$50.00	n/a	\$35.00	\$0.00	
MHS Parking Student	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$0.00	\$10.00	\$25.00	n/a	\$35.00	\$20.00	
NSF/Return Check Charge/Late Payment	\$25.00	\$25.00	\$25.00	\$25.00	\$25.00	\$0.00	Bank \$	\$25.00	n/a	\$0.00	\$20.00	
Parking Violation Fines (1)												
MHS	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$0.00	-	-	-	\$0.00	-	
Handicapped Space Violation	\$350.00	\$350.00	\$350.00	\$350.00	\$350.00	\$0.00	Violations are Set by the Various Cities					
MHS Plays/Musicals Admission												
Adults	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00	\$0.00	\$5.00	\$5.00	n/a	\$5.00	\$12.00	
Students	\$6.00	\$6.00	\$6.00	\$6.00	\$6.00	\$0.00	\$3.00	\$3.00	n/a	\$5.00	\$8.00	
Instrument Rental												
Annual	\$100.00	\$100.00	\$100.00	\$100.00	\$120.00	\$0.00	\$80.00	\$75.00	\$150.00	\$50.00	\$100.00	
2nd Instrument Rental (6th & 7th)	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$0.00	n/a	n/a	\$0.00	n/a	n/a	
2nd Instrument Rental (8th -12th)	\$75.00	\$75.00	\$75.00	\$75.00	\$75.00	\$0.00	n/a	n/a	\$0.00	n/a	n/a	
Percussion	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$0.00	\$50.00	n/a	\$0.00	\$100.00	n/a	
Band/Orchestra					\$10.00							

Notes:

- (1) Parking violation fines are as charged and collected by city of Moline Police Department.
- (2) Starting 2011-12 school year, the HS fees were eliminated by increased HS registration fee by \$10 to \$80.
The HS Administration allocates the \$10 extra through building program at their discretion.
- (3) After the 2010-11 school year, the High School Book Rental were increased to include those extra charges for certain electives that are more expenses (i.e., welding, foods, art, etc..). Therefore, the High School Class fees ranging from \$3 to \$10 were eliminated.
- (4) RI \$30 per sport to max of \$180 per family; Galesburg \$30 per sport with no cap; and Quincy encourages fund raising.
- (5) If the Middle School Book Rental fees + Activity Passes added together, RI \$90, MCVSD \$100, EM \$0. Galesburg \$0, Sterling \$95 and Quincy \$80.

Notes on Comparisons:

- (1) Belvidere charges higher registration rate instead of adding activity f
- (2) Bolded text represent price increases from prior year.

TO: Members of the Board of Education
FROM: Vince Gallo, Chief Financial Officer 
DATE: June 19, 2025
SUBJECT: Authorize Release of Payments - Fiscal Year 2025-2026

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

Action Necessary: Board of Education approval is requested.


Facts: Prior to the start of each fiscal year, the Board of Education authorizes the Chief Financial Officer to release checks paying bills for the school year for those occasions when only one Board meeting occurs in a month. This includes, but is not limited to, June, July & August (summer break), November (fall break), December (winter break), and March (spring break), so the District can meet their financial obligations.

Payments will be released as if the Board had met and approved the expenditures. The expenditures report will be presented to the Board of Education for confirmation at the next available meeting following the release of checks. No payments will be processed for those items not within the current Board approved 2025-2026 Expenditures Budget.

Cost: None.


Recommended Action: That the Board of Education authorizes the Chief Financial Officer to release payments to pay bills within the approved budget for the 2026 Fiscal Year (2025-2026 school year) for those months the Board only meets once a month.

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: June 19, 2025

SUBJECT: Award of Bid – 3-Year Chiller Service Preventive Maintenance Contract

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

Action Necessary: Board of Education approval is requested.

Facts: Proposals were requested from two current mechanical contractors. These contractors currently provide chiller preventive maintenance services on 12 of the 18 of the District's larger chillers (which are listed in the bid tab). The bids were received April 25, 2025 and are shown in the attached tabulation.

It is the recommendation of the administration that the Board of Education award a 3-year Chiller Service Preventive Maintenance contract for 12 (of the 18) District chillers to the lowest qualified bidder, as identified in the attached bid tab (Ruyle Mechanical Services Omnia #02-139).

Cost: The total base bid cost for 3 years is \$95,214 and will be supported with Operation and Maintenance Fund (Fund 2) (See bid tab for annual breakdown).

Recommended Motion: That the Board of Education award the bid for the 3-year chiller service preventive maintenance contract to Ruyle Mechanical Services, Rock Island, Illinois, in the amount of \$95,214.


Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

June 19, 2025				Attachment No. 9
Moline-Coal Valley School District 40				6/23/25 Brd. Mtg.
3-Year Chiller Service Preventive Maintenance Contract				
Name and Address of Bidder	Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Total
Ruyle Mechanical Services (Omnia #02-139)	\$31,324.00	\$31,973.00	\$31,917.00	\$95,214.00
Rock Island, Illinois				
Johnson Controls	\$38,976.00	\$40,140.00	\$41,340.00	\$120,456.00
Moline, Illinois				
Moline High School chillers	A-Wing,-B Wing	C-Wing, E-Wing (2)	J-Wing, BPAC	K & PEC-Wing
Elementry and middle school chillers	John Deere	Franklin	Hamilton	Roosevelt

TO: Members of the Board of Education

FROM: Dr. Brian Prybil, Deputy Superintendent 
Craig Reid, Director for Technology

DATE: June 19, 2025

SUBJECT: Engage Educational Services & Software Agreements - Various Vendors

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

Action Necessary: Board of Education approval is requested to enter into various educational services and software agreements.

Facts: The attached list of companies outlines all the various educational services and software agreements used district-wide. These agreements collectively support the various educational needs of the District for the 2025-2026 school year. The costs associated in the attached table assume an annual increase of 3% to 5%, based on previous renewal terms. Please note that zero-dollar line items indicate multi-year renewals that have not yet expired.

Cost: The cost varies (see attached), and certain assumptions are made based on the previous renewal. All costs will be supported through the Educational Technology budget, Curriculum budget, or Title budget, as indicated in the table.

Recommended Action: That the Board of Education approve the various educational services and software agreements used districtwide for the fiscal year July 1, 2025 through June 30, 2026, at the various amounts listed on the attached sheet.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

Product Name	Vendor	Funding Source	Renewal Term	2025-26 Budget	Comments
ABS Contract	ABS	EdTech	Annual	60,000	District-Wide Printing
Accountability	IDMS	EdTech	Annual	1,100	W-2 Software
Adobe Creative Cloud	CDW	EdTech	Annual	2,500	MHS & Allendale
Aruba Central (e-rate)	CDW	EdTech	5-Year	0	5-year Agreement (2024)
Aruba Hardware Contract	CDW	EdTech	Annual	8,000	Access Point Hardware Support (counts increased)
Bitwarden	Bitwarden	EdTech	Annual	500	EdTech Password Manager
CLEAR	West Publishing	EdTech	Annual	0	NEW System - will be 15,000
COSN (Membership)	COSN	EdTech	Annual	1,000	Consortium of School Network Professionals
Destiny	Follett	EdTech	Annual	15,000	Library
Digicert	Digicert	EdTech	Annual	2,500	SSL Website Licenses
Embrace Digital Records	Embrace	EdTech	Annual	500	Embrace Import to SC View
ESD	ESD	EdTech	Annual	22,000	Finance System
Evaluwise	Vista Learning	EdTech	3 year	0	HR Evaluation System
Finalsite	Finalsite	EdTech	5 Year	22,300	District Website
Frontline - AESOP/AppliTrack	Frontline	EdTech	Annual	22,000	AESOP/AppliTrack

Product Name	Vendor	Funding Source	Renewal Term	2025-26 Budget	Comments
Frontline - Business Office	Frontline	EdTech	Annual	25,000	New System - Business Analytics
Generator	3E	EdTech	Annual	5,000	Maintenance
GoGuardian	CDWG	EdTech	Annual	40,000	LEAD Filtering
Google Collaborative (Membership)	CDWG	EdTech	Annual	1,500	Google Professional Membership/Training
Google Enterprise License	CDW	EdTech	Annual	37,500	Google Enterprise Licensing
Infinite Campus	Infinite Campus	EdTech	Annual	0	NEW System - Will be 95k Annually, replaces Skyward
Informed K-12	Emics	EdTech	Annual	22,000	Unlimited Esig Forms
JustFoia	JustFoia	EdTech	Annual	14,500	New System - FOIA System
K12 Six (Membership)	Global Resilience Federation	EdTech	Annual	5,500	Professional Membership - Cyber Threats
LanSchool	Stoneware, Inc.	EdTech	Annual	3,000	PC App Management
Learn21	1:1 Manager	EdTech	Annual	13,000	LEAD Moline Ticketing
Little SIS	Amplified IT	EdTech	Annual	4,500	Google Classroom Management
Managed Methods	Managed Methods	EdTech	Annual	19,000	Google Student Compliance Monitor
MAP Core	NWEA	EdTech	5-Year	0	Assessment
MHS Wall of Fame	VitalSigns	EdTech	Annual	0	MHS Hall Of Honor

Product Name	Vendor	Funding Source	Renewal Term	2025-26 Budget	Comments
Milestone Support Agreement	Tri-City	EdTech	Annual	11,000	Moving to annual, an increase in cameras
Mitel SWAS	Tri-City	EdTech	3 Year	0	Phone System
ML Schedules	ML Schedules	EdTech	Annual	7,500	Facility Rental System
Mosyle	Mosyle	EdTech	Annual	0	NEW System - Replaced Filewave, Will be 2k
Microsoft Office Licensing	Heartland Business Systems	EdTech	Annual	30,500	MS Office Licenses (perpetual)
Open Options (Badged Entry)	Tech Pro Solutions	EdTech	Annual	0	NEW System - Annual Starts 2026-2027 - 15k annually, replaces S2
Palo Alto Firewall	Heartland Bus Systems	EdTech	Annual	50,000	Firewal
PaperCut	ABS	EdTech	Annual	6,000	Increased for MEC Licenses
Planet Press	Ricoh	EdTech	Annual	7,500	Checks/PO
Pluralsight	Pluralsight	EdTech	Annual	1,500	EdTech Training
PRTG	Heartland Bus Systems	EdTech	Annual	4,500	EdTech Network Monitoring
Public School Works	Works International	EdTech	Annual	9,500	HR Mandated Training
Rapid Identity	Identity Automation/JA MF	EdTech	Annual	0	NEW System, will be \$27k, replaces xDad
Raptor Guest -Non MHS	Raptor	EdTech	Annual	9,000	Guest Management - All Schools


Product Name	Vendor	Funding Source	Renewal Term	2025-26 Budget	Comments
Raptor Guest - MHS only	Raptor	EdTech	Annual	1000	Guest Management - MHS Only
S2 Key Access	Tri-City	EdTech	3 year	0	Replaced with Open Options
SBPOL	Illinois Association of School Boards	EdTech	Annual	7,500	Board Policy Online
SC Strategic Solutions	SC Strategic Solutions	EdTech	Annual	15,500	Digital Records
Screencastify	Screencastify	EdTech	Annual	15,000	District Curriculum License
Skyward	Skyward	EdTech	Annual	120,000	Final year
SMART Advantage	Bradfield	EdTech	3 Year	0	SMART Board License
SmartDeploy	SmartDeploy	EdTech	Annual	0	Replaced by Microsoft
SubSkills Training	STEDI.org	EdTech	Annual	0	HR Sub Training
SuperEval	PLS 3 Learning	EdTech	Annual	3,000	NEW - Supt Eval System
SysCloud	SysCloud	EdTech	Annual	22,000	Student Compliance
Tri-City Mitel Software	Tri-City	EdTech	Annual	20,000	Phone Annual Licensing
Typing.com	Typing.com	EdTech	Annual	11,000	K-12 Typing
UpSlope	RME	EdTech	Annual	5,000	HR Employee Discipline
Flex Block	Heartland Bus Systems	EdTech	Annual	5,000	Emergency Infrastructure Services
Verifent	Coal Creek Software	EdTech	Annual	5,000	HR Employee Verification

Product Name	Vendor	Funding Source	Renewal Term	2025-26 Budget	Comments
VM Server Support	CDW	EdTech	Annual	25,000	Broadcom - 50% Increase
Wildfire Web Filter (on-prem)	HBS	EdTech	Annual	15,000	On-prem non-Chromebook filtering
Wireless Bridge Support	Hughes Telephone	EdTech	Annual	500	Wireless Network Bridge @ Browning, Soccer Bowl
ZenDesk	ZenDesk	EdTech	Annual	14,000	EdTech Ticket System
Zoom	CDW	EdTech	Annual	6,000	Webinar/Large Meeting/Zoom Room (4 Licenses)
Fund 2 Renewals					
AT&T Contract	AT&T	Fund2	Monthly\ Open PO	80,000	SIP, Local, Long Distance, Licensing
Geneseo - Fiber	GCC	Fund2	Monthly\ Open PO	10,000	e-rate
Mediacom ISP	MCC	Fund2	Monthly\ Open PO	20,000	e-rate
ICN Transport	GCC	Fund2	Monthly\ Open PO	18,000	
E-Fax/Door Monitorgin	Hughes	Fund2	Monthly\ Open PO	5,000	Fax lines and door monitoring
EdTech Monthly Services Open PO Renewals					
Offsite Backup	Heartland	EdTEch	Monthly/ Open PO	56,000	Monthly Offsite backup for server data
Microsoft Licensing	Heartland Business Systems	EdTech	Monthly/ Open PO	85,000	Intune, Defender, Server Licensing

Title Renewals				
Product Name	Vendor	Renewal Term	Funding Source	Comments
AimsWeb+	NCS Pearson	Annual	Grant	7,000
Aleks	McGraw Hill	Annual	Grant	10,000
EdPuzzle	EdPuzzle	Annual	Grant	8,000
E-Hall Pass	Securly, Inc.	Annual	Grant	12,000
Edgenuity - Online Curr Homebound	Edgenuity	Annual	Grant	11,000
Exact Path	Edmentum	Annual	Grant	45,000
Ellevation (ELL)	Ellevate	Annual	Grant	55,000
Embrace (IEP)	Embrace	Annual	Grant	1,000
ESGI	ESGI	Annual	Grant	7,000
Gizmo	Explore Learning	Annual	Grant	3,300
Heggerty Bridge to Reading	Heggerty	Annual	Grant	60,000
Hudl	Hudl	Annual	MHS Title	16,500
Imagine learning Wilson	Imagine Learning	5 year	Grant	0
iTeK Interpreting Solutions	iTek Interpreting Solutions, LLC	EdFund - Open PO	Annual	25,000
IXL Deere	IXL Learning	5 Year	Grant	0
IXL Wilson	IXL Learning	5 year	Grant	0
IXL High School	IXL Learning	1 year	Grant	6000
Math Type	Design Science	Annual	Grant/MHS	600
MusicFirst Secondary	MusicFirst	Annual	Grant	20,000

Mystery Science Renewal and Mystery Packs	Mystery Science	Annual	Grant	100,000
Mystery Writing	Mystery Writing	1 year	Grant	11000
NextPath	NextPath	Annual	Grant	39,000
NNAT3	Pearson	Annual	Grant	7,000
NWEA MAP Growth/Fluence	NWEA	Annual	Grant	24,000
Raz Kids	Learning A-Z	Annual	Grant	39,000
Read 180 John Deere	Houghton Mifflin	Annual	Grant	8,700
Read 180 Wilson	Houghton Mifflin	Annual	Grant	16,000
Read 180 MHS	Houghton Mifflin	Annual	Grant	7,000
English 3D	Houghton Mifflin	Annual	Grant	25,000
Reading Mastery Transformations/Correct ive Reading	McGraw Hill	Annual	Grant	85,000
Read Naturally	Read Naturally	Annual	Grant	3,000
Reflex Math	Explore Learning	1 Year	Grant	28,100
Remind Communication	Remind	Annual	Grant	30,000
RAZ Plus	Learning A-Z	Annual	Grant	45,000
ST Math Elementary	Mind Research Institute	Annual	Grant	40,000
Subject.com	Subject	Annual	Grant	35,000
Summit K12	Summit K12	Annual	Grant	19,000
TextHelp	TextHelp	Annual	Special Services	2,200
TeamBuilder	Teambuilder	Annual	Grant/MH S	2,200

Waterford	Waterford	Annual	Grant	40,000
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TO: Members of the Board of Education
FROM: Vince Gallo, Chief Financial Officer 
DATE: June 19, 2025
SUBJECT: Engage Services - Athletic Training Services

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

Action Necessary: Board of Education approval for engaged services is requested.

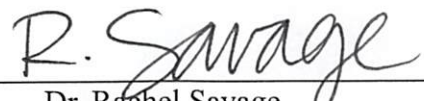
Facts: Genesis Physical Therapy has satisfactorily performed the athletic training services for the District for the 2024-2025 school year. More specifically, Genesis provides an athletic trainer to attend the various high school athletic events, including both practices and games for all physical therapy services needed at a maximum of 20 hrs per week. This service agreement will also include Genesis signage at Wharton Field House (cost of banners will be the responsibility of Genesis).

After seeking proposals from various companies, unfortunately, Genesis Physical Therapy is the only response received for providing physical therapy for the upcoming year. Therefore, it is the recommendation of the administration that the Board approves engaging the services of Genesis Physical Therapy to perform the athletic training services for the school year 2025-2026.


Cost: The service agreement cost is \$38,000 for 2025-2026 school year.

Recommended Action: That the Board of Education engage the services of Genesis Physical Therapy, Moline, Illinois to perform the athletic training services for the 2025-2026 school year for a 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 
DATE: June 19, 2025
SUBJECT: Engage Services - Treasurer's Bond

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


Action Necessary: Board of Education approval is requested.

Facts: As required by the Illinois School Code, each District's Treasurer must be covered by a Treasurer's Surety Bond. The amount of coverage shall be 10% of all bonds, notes, mortgages, monies and effects, of which the Treasurer is to have custody, adjusted only by the Regional Superintendent of Schools or the School Board of the District. Therefore, it is the recommendation of administration that the Board of Education accept this proposal.

Cost: The annual cost is not to exceed \$35,000.


Recommended Action: That the Board of Education approve the renewal of the Treasurer's Bond for fiscal year July 1, 2025 through June 30, 2026 with Lohman Companies, Moline, Illinois, not to exceed \$35,000, as required by the Illinois School Code.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

TO: Members of the Board of Education

FROM: Dr. Brian Prybil, Deputy Superintendent 

DATE: June 19, 2025

SUBJECT: Engage Services –Center for Model Schools Professional Learning: Leadership & Instructional Support in Building a Culture of Excellence for Ambitious Instruction

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

Action Necessary: Approval from the Board of Education is sought to continue the services of Center for Model Schools Professional Learning and Leadership Development, into the 2025-2026 school year.

Facts: During the 2024–2025 school year, the Moline-Coal Valley School District deepened its Culture of Rigorous Learning and Ambitious Instruction through leadership development support from the Center for Model Schools. This included training for principals, instructional coaches, and teacher leaders, as well as learning walks centered on rigor and engagement. For the 2025–2026 school year, we will continue this work with 12 leadership coaching days provided by Dr. Rob Thornell, including on-site sessions and optional virtual one-on-one support for building principals and district leaders. In addition to sustaining a focus on rigorous instruction and engagement, we will incorporate a targeted emphasis on Depth of Knowledge (DOK). While DOK is a familiar concept, we are prioritizing its integration into planning, instruction, and feedback cycles to ensure meaningful differentiation and deeper learning opportunities for all students. This partnership will support district-wide instructional alignment by embedding DOK into lesson design, professional learning communities, and school leadership practices. The Center for Model Schools will work collaboratively with district administration to tailor support to the district’s instructional goals and priorities.

Cost: The initial engagement includes 12 leadership coaching days at a total cost of \$59,400. If additional support days are needed during the school year, they may be added at a per diem rate. In total, the cost of services will not exceed \$79,500 and will be funded through federal Title grants.


Recommended Action: That the Board of Education approve engaging the services of the Center for Model Schools, a division of Houghton Mifflin Harcourt, Boston, Massachusetts, to provide leadership coaching and support for the 2025–2026 school year, including 12 on-site coaching days and virtual support with the flexibility to add additional coaching days as needed, for a total cost not to exceed \$79,500.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

TO: Members of the Board of Education

FROM: Dr. Brian Prybil, Deputy Superintendent 

DATE: June 19, 2025

SUBJECT: Engage Services – VLP Consulting and Leadership Development, LLC

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

Action Necessary: Approval is requested from the Board of Education to continue the services of VLP Consulting and Leadership Development, LLC into the 2025-2026 school year.

Facts: As we enter the fourth year of our partnership with VLP Consulting, our focus shifts toward sustaining the 5Essentials (5E) framework by building internal leadership capacity. Over the past three years, VLP has supported the district in embedding 5E principles into school improvement planning, leadership development, and instructional practices. This work has laid a strong foundation across the district. With several administrators taking on new leadership roles, both those newly hired to the district and those transitioning into different positions, it is critical that we maintain consistency and fidelity to our improvement framework. While we are reducing the overall scope of VLP services this year, we are continuing targeted support to ensure alignment and continuity. Key areas of focus include: Targeted onboarding and coaching for administrators new to the district and those stepping into new roles. Development of a district-led cohort to design a sustainable structure for long-term 5E implementation. Continued collaboration with Teacher Leader groups to expand internal expertise and reinforce a culture of continuous improvement. This adjusted approach allows us to preserve the momentum of the past three years while equipping our leadership team to independently lead and sustain the work aligned to our district mission.

Cost: The total cost of this service will not exceed \$26,500 from VLP Consulting of Lockport, Illinois. Federal Title funds will pay for this purchase.


Recommended Action: That the Board of Education engage the services of Victor Simon III of VLP Consulting and Leadership Development, LLC, Lockport, Illinois, for 5Essentials professional development services for a total cost not to exceed \$26,500.

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: June 19, 2025

SUBJECT: Engage Services - Professional Services for the 2025 Hamilton Parking Lot Improvement

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

Action Necessary: Board of Education approval is requested.

Facts: After the 2015 Hamilton Elementary Construction project, staff parking needs increased with the increase in staff to meet the needs of the students. The District had the opportunity in December to purchase the chiropractic office on the north east corner of 7th street and 32nd Ave. This project will consist of demolishing the existing structure and building a parking lot to facilitate approximately fifty (50) vehicles parking spaces. This would provide staff and visitor parking, and remove the need to park on the streets in the surrounding neighborhood.

Therefore it is the recommendation of the administration that the Board of Education approve Legat Architects, for architectural professional services for the 2025 Hamilton Parking Lot Improvements. This proposal has a budget number for required specialty consultants (survey, private utility locator and traffic study). The estimated project cost is budgeted between \$250,000 to \$300,000.

Cost: The estimated cost of Legat Architectural services is \$38,100, which will be supported from the Operation and Maintenance Fund (Fund 2).


Recommended Motion: That the Board of Education engage the services of Legat Architects, Moline, Illinois, for professional services for the 2025 Hamilton Parking Lot Improvement for an estimated cost of \$38,100.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

TO: Members of the Board of Education

FROM: Dr. Brian Prybil, Deputy Superintendent 
Dr. Matthew DeBaene, Assistant Superintendent for Secondary Teaching & Learning

DATE: June 19, 2025

SUBJECT: Expansion Purchase of Imagine Learning

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

Action Necessary: Approval is requested to allocate additional funds for homebound instruction.

Facts: Due to an increase in students requiring homebound instruction during the 2024-2025 school year, additional licenses of Imagine Learning are required. Student Services assigns students requiring homebound instruction, and each year is different in terms of the number of students needing this support. When students require online homebound instruction, Imagine Learning's platform offers a variety of options. The use of Imagine Learning each year covers students from elementary through secondary.

Cost: The total cost for additional Imagine Learning licenses is \$8,000.


Recommended Action: That the Board of Education approve the purchase of Imagine Learning license from Imagine Learning Inc., Provo, Utah, for homebound services at a cost of \$8,000.

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 

DATE: June 19, 2025

SUBJECT: Resolution Directing Transfer (Temporary Loan) of Funds from the Working Cash Fund of Moline-Coal Valley School District No. 40, Rock Island County, Illinois

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

Action Necessary: Board of Education approval is requested.

Facts: The School Code of Illinois requires that temporary loans from the Working Cash Fund to the Educational Fund be approved by the Board of Education. This Resolution is an annual occurrence brought forward to the Board. Historically, this Resolution has not been enacted, however, this Resolution should be approved for contingency cash flow purposes only.

Attached is the annual Resolution providing for the temporary loan of funds from the Working Cash Fund. The temporary loan of funds would be repaid from the Educational Fund to the Working Cash Fund when taxes are received in June of 2026. It is the recommendation of the administration that the Resolution be adopted by the Board of Education.

Cost: None.

Recommended Action: That the Board of Education approve the Resolution Directing the Transfer of Funds (Temporary Loan) from the Working Cash Fund of Moline-Coal Valley School District No. 40, Rock Island County, Illinois.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

**Moline-Coal Valley School District No. 40, Rock Island County, Illinois
Resolution Directing Transfer (Temporary Loan)
of Funds from the Working Cash Fund**

WHEREAS there is presently to the credit of the Working Cash Fund of Moline-Coal Valley School District No. 40, Rock Island County, Illinois (the "District") (exclusive of interest earned thereon) the total sum of \$11,815,452; and

WHEREAS in accordance with the provisions of 105 ILCS 5/20-5 of The School Code, as amended, the Board of Education of the District is required from time to time to direct the Treasurer of the District to transfer funds which are to the credit of the Working Cash Fund to the Educational, Transportation, or Operations and Maintenance Funds in anticipation of taxes levied for such respective purposes; and

WHEREAS it is necessary that additional moneys be made available to the Educational Fund in order to meet expenses of the District payable from such Fund, and it is for the best interest of the District that moneys presently to the credit of the Working Cash Fund of the District be transferred from the Working Cash Fund to the Educational Fund, such funds to be transferred in anticipation of the collection of taxes levied by the District for Educational purposes for the year 2025 (for school year 2025-2026) and such moneys so transferred to be reimbursed from such Educational purposes taxes so levied for the year 2025 (for school year 2025-2026), upon their collection; and

WHEREAS in order to comply with the applicable provisions of 105 ILCS 5/20-5, it is hereby found and determined as follows:

- A. That it is necessary that moneys to the credit of the Working Cash Fund of the District be transferred to the Educational Fund in anticipation of taxes levied for Educational purposes and from which said taxes, when collected, the Working Cash Fund is to be reimbursed;
- B. That it is estimated that of the \$36,528,608 taxes levied by the District for such purposes for the year 2025 (for school year 2025-2026);
- C. That the aggregate amount of warrants heretofore issued in anticipation of the collection of the Educational purposes taxes levied for the year 2025 (for school year 2025-2026), together with the amount of interest accrued thereon and including the estimated amount of interest that will accrue thereon is \$ - 0 -;
- D. That the aggregate amount of receipts from the Personal Property Tax Replacement Tax which the Board of Education estimates will be set aside for the payment of the proportionate amount of debt service and pension or retirement obligations as required by Section 12 of the State Revenue Sharing Act 30 ILCS 115/12, approved July 31, 1969, as amended is \$568,793;

E. That there has heretofore been transferred from the Working Cash Fund to the Educational Fund in anticipation of the collection of taxes levied for the year 2025 (for school year 2025-2026) for Educational purposes the total sum of \$ - 0 -;

NOW THEREFORE BE IT AND IT IS HEREBY RESOLVED by the Board of Education of Moline-Coal Valley School District No. 40, Rock Island County, Illinois, as follows:

Section 1. Findings

That the facts and conditions hereinabove set forth are in all respects true and correct and are expressly reaffirmed as though set forth herein in full.

Section 2. Transfers

That the Treasurer, when necessary, is hereby authorized to transfer from the Working Cash Fund of the District the aggregate sum of \$5,000,000.00, which amount is to be placed to the credit of the Educational Fund of the District and which is to be reimbursed to the Working Cash Fund from the taxes heretofore levied for Educational purposes for the year 2025 (for school year 2025-2026), when such taxes shall have been received, subject to the prior payment both as to principal and interest of all tax anticipation warrants which may have heretofore been issued by the District in anticipation of the collection of its taxes levied for the year 2025 (for school year 2025-2026) for Educational purposes. The Treasurer is further authorized to make interfund loans as necessary pending receipt of revenues.

Section 3. Effective


That this resolution be in full force and effect immediately and forthwith upon its adoption.

ADOPTED this 23th day of June, 2025.

By: _____
President, Board of Education

ATTEST:

Secretary, Board of Education

TO: Members of the Board of Education
FROM: Vince Gallo, Chief Financial Officer 
DATE: June 19, 2025
SUBJECT: Resolution Authorizing Expenditures for the Group Insurance Fund

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

Action Necessary: Board of Education approval is requested.

Facts: This Resolution allows the expenditures of staff salaries and other expenses directly attributable to the operation and administration of the employee benefits to be expended in the Group Insurance Fund. To properly align those expenditures, it is the recommendation of the administration that the Resolution be adopted by the Board of Education.

Cost: None, a transfer of expenditures only.

Recommended Action: That the Board of Education approve the Resolution authorizing the expenditures of staff salaries and other expenses directly attributable to the operation of the Group Insurance Fund as listed.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

**Moline-Coal Valley School District No. 40, Rock Island County, Illinois
Resolution Authorizing Expenditures for the
Group Insurance Fund**

WHEREAS, the Board of Education, Moline-Coal Valley School District No. 40, Rock Island County, Illinois has become self-insured for group health insurance purposes in order to control costs and more efficiently provide employee group health insurance, and

WHEREAS, a separate fund, the Group Insurance Fund (Fund 10) has been established to segregate group insurance revenues, expenses and reserves applicable to the providing of group insurance, and

WHEREAS, the Board of Education has employed the Assistant Superintendent for Administration and Human Resources, the Employment and Benefits Secretary and the Insurance Program Service Secretary and has incurred certain other costs in the administration of the group insurance program since its inception, and

WHEREAS, the Group Insurance Committee has recommended that costs and expenses of the staff directly providing the group insurance services and the administration of group insurance services be charged to the Group Insurance Fund.

NOW, THEREFORE BE IT RESOLVED BY THE BOARD OF EDUCATION, MOLINE-COAL VALLEY SCHOOL DISTRICT NO. 40, Rock Island County, Illinois, as follows:


That 100% of the salary and benefits and related expenses of the Insurance Program Representative, 50% of the salary and benefits and related expenses of the Administrative Assistant for Employment and Benefits, 50% of the salary and benefits of the Board of Education Recording Administrative Assistant for group insurance duties, 10% of the salary and benefits of the Assistant Superintendent for Administration and Human Resources, 10% of the salary and benefits of the Accounting Receivable Assistant, and directly related legal services, purchased services, supplies, equipment, auditing and information systems expenses be charged to the Group Insurance Fund for the fiscal year ending June 30, 2026.

ADOPTED this 23rd day of June, 2025.

By: _____
President, Board of Education

ATTEST:

Secretary, Board of Education

TO: Members of the Board of Education
FROM: Vince Gallo, Chief Financial Officer 
DATE: June 19, 2025
SUBJECT: Resolution Authorizing Interest Income

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

Action Necessary: Board of Education approval is requested.

Facts: This Resolution authorizes any interest income to remain interest income for possible future transfer as interest to other funds pursuant to state law. Pursuant to Title 23 Illinois Administrative Code Section 100.50 (a-4), all earned interest in funds during the prior fiscal year will be considered principal in future years if the Board of Education does not pass a Resolution indicating that the interest income remains interest income. If said Resolution is passed, interest income remains classified as interest income for the purpose of using for future transfers to other funds. Therefore, with the funds remaining interest income, it allows the District to transfer interest earned between Funds with less restriction, if authorized by the Board of Education.

Cost: None.

Recommended Action: That the Board of Education approve the Resolution stating that interest earned on monies invested in any District fund and accrued to the balance of such District fund during fiscal year 2026 (July 1, 2025 - June 30, 2026) or during any fiscal year prior to fiscal year 2026, shall remain interest during fiscal year 2026, and is available for transfer as interest to other funds.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

**Moline-Coal Valley School District No. 40, Rock Island County, Illinois
Resolution for Authorizing Interest Income**

BE IT RESOLVED by the Board of Education of the Moline-Coal Valley School District 40, County of Rock Island, State of Illinois, that, interest earned on monies invested in any District fund and accrued to the balance of such District fund during fiscal year 2025 (July 1, 2024 - June 30, 2025) or during any fiscal year prior to fiscal year 2025, shall remain interest during fiscal year 2025 available for transfer as interest to other funds pursuant to state law and shall not become principal pursuant to Title 23 Illinois Administrative Code Section 100.50 (a-4).


BE IT FURTHER RESOLVED that, interest earned on monies invested in any District fund and accrued to the balance of such District fund during fiscal year 2026 (July 1, 2025 - June 30, 2026) or during any fiscal year prior to fiscal year 2025, shall remain interest during fiscal year 2026 available for transfer as interest to other funds pursuant to state law and shall not become principal pursuant to Title 23 Illinois Administrative Code Section 100.50 (a-4).

ADOPTED this 23rd day of June, 2025.

President, Board of Education

ATTEST:

Secretary, Board of Education

TO: Members of the Board of Education
FROM: Vince Gallo, Chief Financial Officer 
DATE: June 19, 2025
SUBJECT: Resolution Authorizing Expenditures for the Operations & Maintenance Fund

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

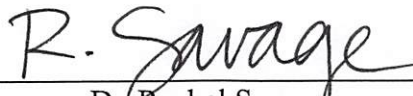
Action Necessary: Board of Education approval is requested.

Facts: The School Code of Illinois allows the expenditures of custodial salaries and other expenses associated with the operation and maintenance of school property. To properly align those expenditures, it is the recommendation of the administration that the Resolution be adopted by the Board of Education.

Cost: None, a transfer of expenditures only.

Recommended Action: That the Board of Education approve the Resolution Authorizing the Expenditures of the custodial salaries and other expenses from the Operations and Maintenance Fund, consistent with the Illinois School Code and prior practice as listed.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

**Moline-Coal Valley School District No. 40, Rock Island County, Illinois
Resolution Authorizing Expenditures for the
Operations and Maintenance Fund**

WHEREAS, the Board of Education, Moline-Coal Valley School District No. 40, Rock Island County, Illinois, has determined that it is in the best interest of the District that certain cost items chargeable to the Educational Fund be charged to the Operations and Maintenance Fund, and

WHEREAS, Illinois Compiled Statutes, 105 ILCS 5/17-7, provides that the Board of Education may provide by resolution that the salaries of custodial employees and all costs of fuel, lights, gas, water, telephone services and custodial supplies and equipment or any one or more of the preceding items be paid from the Operations and Maintenance Fund,

NOW, THEREFORE BE IT RESOLVED BY THE BOARD OF EDUCATION, MOLINE-COAL VALLEY SCHOOL DISTRICT NO. 40, Rock Island County, Illinois, as follows:

That one or more or part of each of the following cost items, depending upon budgetary considerations, to the extent allowed by 105 ILCS 5/17-7 and to the extent of allocated interest revenue and other non-tax Operations and Maintenance Fund revenues, are hereby transferred from the Educational Fund to the Operations and Maintenance Fund for the fiscal year ending June 30, 2026 and for the fiscal year ending June 30, 2027.


1. Salaries, benefits, purchased services, supplies, capital outlay and other objects applicable for the administration and supervision of facilities and operations and maintenance staff,
2. Salaries, benefits, purchased services, supplies, capital outlay (including purchases of school grounds), and expenditures for all maintenance employees, non-school custodians and substitute labor,
3. Salaries and benefits of school custodians and all custodial supplies and materials,
4. Utilities classified as heat, water, sewage charges, telephone, electricity and information systems communications,
5. Purchased services, supplies, capital outlay, and other expenditures for custodial and maintenance services, equipment, and vehicles (except for pupil transportation vehicles), and all trash pick-up charges (except for food service charges).

ADOPTED this 23rd day of June, 2025.

By: _____
President, Board of Education

ATTEST:

Secretary, Board of Education

TO: Members of the Board of Education
FROM: Vince Gallo, Chief Financial Officer 
DATE: June 19, 2025
SUBJECT: Resolution to Regulate Travel Expense Reimbursement

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

Action Necessary: Board of Education approval is requested.

Facts: Pursuant to Section 10 of the Local Government Travel Expense Control Act (50 ILCS 150/, added by P.A. 99-604), the School Board shall by Resolution regulate the reimbursement of all travel, meal, and lodging expenses of officers, including, but not limited to: (1) the types of official business for which travel, meal, and lodging expenses are allowed; (2) maximum allowable reimbursement for travel, meal, and lodging expenses; and (3) a standardized form for submission of travel, meal, and lodging expenses supported with minimum documentation. In order to comply with Section 10 of the Local Government Travel Expense Control Act, it is the recommendation of administration that the Resolution be adopted by the Board of Education.

Cost: None.

Recommended Action: That the Board of Education approve the Resolution to Regulate Expense Reimbursement as required by the Local Governmental Travel Expense Control Act.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

Moline-Coal Valley School District No. 40, Rock Island County, Illinois Resolution to Regulate Travel Expense Reimbursement

WHEREAS, the Board of Education for Moline-Coal Valley School District 40 (“Board of Education”) is the governing board of, Rock Island County, Illinois; is required under Section 10-20 of the School Code (105 ILCS 5/10-20) grants school boards other powers that are not inconsistent with their duties;

WHEREAS, Section 10 of the Local Government Travel Expense Control Act (50 ILCS 150/, added by P.A. 99-604, eff. 1-1-17) provides that the School Board shall by resolution regulate the reimbursement of all travel, meal, and lodging expenses of officers, including, but not limited to: (1) the types of official business for which travel, meal, and lodging expenses are allowed; (2) maximum allowable reimbursement for travel, meal, and lodging expenses; and (3) a standardized form for submission of travel, meal, and lodging expenses supported with minimum documentation;

WHEREAS, the Board regulates the types of expenses that are allowed in Board Policies 2:125, *Board Member Compensation; Expenses* and 5:60, *Expenses*;

WHEREAS, based upon the School District's budget and other financial considerations, the Superintendent has recommended to the Board a maximum allowable reimbursement amount of \$9,000, in aggregate, for Board members annually;

WHEREAS, the Board requires submission of appropriate standardized expense forms supported with required written minimum documentation (50 ILCS 150/10 and 20);

WHEREAS, submitted expenses that exceed the Board's maximum allowable reimbursement amount may be approved by a roll call vote at an open meeting of the Board when an emergency or other extraordinary circumstance exists (50 ILCS 150/10 and 15);

WHEREAS, all Board member expenses must be approved by a roll call vote at an open meeting of the Board (50 ILCS 150/15);

Now, THEREFORE, Be it Resolved, that the Board hereby:

1. Defines and sets the types of allowable expenses through Board policy 2:125, *Board Member Compensation; Expenses* and 5:60, *Expenses*.
2. Sets the maximum allowable reimbursement for travel, meal, and lodging expenses to an annual amount not to exceed \$9,000 in aggregate, effective on July 1, 2024 until the Resolution is rescinded or replaced by the Board.
3. Supersedes its previously adopted *Resolution to Regulate Expense Reimbursements* as of the effective date in paragraph two above.


4. Requires use of Board exhibits 2:125-E1, *Board Member Expense Reimbursement Form*; 2:125-E2, *Board Member Estimated Expense Approval Form*; 5:60-E1, *Employee Expense Reimbursement Form*; and 5:60-E2, *Employee Estimated Expense Approval Form*.
5. May approve expenses that exceed the Board's maximum allowable reimbursement amount by a roll call vote at an open meeting when an emergency or other extraordinary circumstance exists.
6. Must approve its members' expenses by a roll call vote at an open meeting.

ADOPTED this 23rd day of June, 2025.

By: _____
President, Board of Education

ATTEST:

Secretary, Board of Education

TO: Members of the Board of Education
FROM: Dr. Brian Prybil, Deputy Superintendent 
DATE: June 19, 2025
SUBJECT: School Improvement Plans for 2025-2026 School Year

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

Action Necessary: Approval is requested for the 2025-2026 School Improvement Plans.

Facts: Each year, school improvement planning is informed by a range of data sources, including academic performance, attendance trends, and 5Essentials survey results. These plans are developed by building leadership teams to align with district goals and reflect local priorities for student growth and achievement. The school improvement process is directly connected to the grant cycle. The district's Consolidated District Plan, required by the Illinois State Board of Education, outlines how school improvement efforts align with the use of federal funds. For schools in the improvement pipeline, grant applications cannot proceed until building-level plans are in place and aligned. As a Title I district, maintaining this alignment is essential for compliance and timely access to funding. Due to the compressed grant timeline, it is critical to receive preliminary approval of school improvement plans to keep the funding cycle on track. These draft plans allow the district to submit grant applications early, maximize available funding, and begin allocating resources at the start of the school year. Following the release of the updated 5Essentials data in May, building leaders began drafting their 2025–2026 School Improvement Plans. These drafts represent current planning efforts and will continue to be refined throughout the summer and into the school year. Final plans will be shared with the Board of Education in September when they are completed.

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

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

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools



Moline - Coal Valley Schools

2025-2026 District PACE Goals and Equity Focus Areas

Jane Addams School



What?	Why?	Action Plan	Measurable Outcomes
<p>People</p>	<p>Collaborative Teachers and Staff The staff is committed to the school, receives strong professional development, and works together to improve.</p>	<ul style="list-style-type: none"> -Staff collaboration on ways to connect with students (Kagan, Class Buddies, Mentor Program) -Provide PD for SEL topics and also Trauma Informed care -Develop extra ways for students to engage with staff (Clubs: Tutoring Club, Gaming Club, Choir, Student Council, Cup Stacking, Book Buddies, Academic Team, etc.) -Provide PD on Student Led Meetings or Morning Meetings for all levels (K-5) and begin to implement these by 2nd quarter. 	<p>Professional development is essential for ongoing learning and growth of teachers. The Jane Addams school staff will focus on professional development in the area of “Academic Personalism” on the 5Essentials Survey to improve from 56% in 2025 to a goal of 66% in 2026.</p>
<p>Achievement</p>	<p>Ambitious Instruction Classes are academically demanding and engage students by emphasizing the application of knowledge.</p>	<ul style="list-style-type: none"> -Staff will do three data dives to review student progress on MAP benchmarks along with other assessments -Students who are struggling with math or reading will be part of MTSS services -Fall and spring conferences will provide a chance to update families on student progress, all 3-5th grade students will get mid term reports 	<p>The best way to measure academic success is through student growth. Our goal is increasing the number of students who reach their growth goal by 3% from fall to spring on the MAP (Measures of Academic Progress) benchmark assessment.</p>

		-Provide after school tutoring or support for students in grades 3-5	
Community	<p>Involved Families and Community Strong relationships are built across the community to support learning.</p>	<p>-Staff will plan a Multicultural Family Night during first semester</p> <p>-Our Parent Mentor Coordinator will use both Dojo and our school events to reach out to parents to recruit additional volunteers</p> <p>-Staff will reach out to parents at Unpack Your Backpack Night, Family Nights, and Conferences to get everyone connected on Class Dojo</p> <p>-Each classroom teacher will be asked to update class story each week. Principal will update school story 2-3 times a week and will keep the calendar up to date for events</p>	<p>The best way to improve our community involvement is with ongoing communication and outreach to our school families.</p> <p>-This school year we will focus on highlighting and celebrating the multicultural strengths of our school with a Multicultural Night during first semester.</p> <p>-We plan to increase our Parent Mentor program from five participants to eight volunteers.</p> <p>-Teachers will use Dojo to update parents weekly.</p>
Environment	<p>Supportive Environments The school environment is safe, clean, and conducive to student learning. Teachers have high expectations for students. Students have the support of their teachers as well as their peers.</p>	<p>-Staff will promote a school wide emphasis on inclusion and belonging</p> <p>-The school counselor will help target at risk students using the MTSS and provide 1:1 relationships with school staff</p> <p>-Our Class Buddy Program be used monthly</p> <p>-Installation and class lessons regarding the Buddy Bench</p> <p>-Update and review the Discipline Matrix, incorporate monthly Reward Parties</p>	<p>Our student's social and emotional well being is more important than ever. Our goal is to have a 10% positive increase in our 5 Essentials data in the area of "Student-Peer Relationships" (Spring 2025 was 45%)</p>

Moline - Coal Valley Schools

2025-2026 District PACE Goals and Equity Focus Areas

Bicentennial Elementary

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

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

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2024-2025 District PACE Goals and Equity Focus Areas
Butterworth Elementary School

What?	Why?	Action Plan	Measurable Outcomes
People	Collaborative Teachers and Staff The staff is committed to the school, receives strong professional development, and works together to improve.	*School wide implementation of Boys Town - Well Managed Schools	Butterworth's score on the 5 Essentials survey in the area of school commitment will show an upward trend.
Achievement	Ambitious Instruction Classes are academically demanding and engage students by emphasizing the application of knowledge.	*Revise MTSS practices to focus on student skill deficit in reading or math.	70% of students in tier 2 interventions will show growth of 5 or more points from fall to winter on the MAP assessment.
Community	Involved Families and Community Strong relationships are built across the community to support learning.	*Implement BTW attendance committee flow chart *Quarterly opportunities for families to meet with staff and outside community resource providers *Grade level groups (K-1, 2-3, and 4-5) will meet at least quarterly to find solutions for behavior issues and plan for student celebrations.	Chronic absenteeism at Butterworth will be reduced from 27.4% in SY 23/24 to 24%.
Environment	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.	*The Butterworth counselor will teach students in grades 2-5 about academic personalism and how it looks in the classroom.	Butterworth's score on the 5 Essentials survey in the area of Academic Personalism will experience an upward trend.

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2025-26 District PACE Goals and Equity Focus Areas

Franklin Elementary School

What?	Why?	Smart Goal	Action Plan/Critical Moves
People	<p>Collaborative Teachers and Staff The staff is committed to the school, receives strong professional development, and works together to improve.</p>	<p>1) Franklin staff will collaborate with their grade level partners during a monthly data-dive as a school.</p> <p>2) Each grade level team will utilize 1 planning meeting for a total of 30 minutes each per month, to discuss student groupings and scope/sequence.</p>	<p>Pace:</p> <p>1) Principal will create and lead data dives utilizing grade level teams, and add the meetings to the Franklin SIP calendars.</p> <p>2) Each grade level team will utilize 1 planning period per month to discuss student grouping and how to meet learning goals. The Principal will be invited to each of the 1 meetings.</p> <p>5 Essentials:</p> <p>1) Teachers will look at data with their partner teacher to make instructional decisions 5 times during the school year during the data dive Wednesday training</p>
Achievement	<p>Ambitious Instruction Classes are academically demanding and engage students by emphasizing the application of knowledge</p>	<p>1) On NWEA's Winter and Spring MAP tests, Franklin students will meet or exceed their growth targets at a rate of over:</p> <ul style="list-style-type: none"> ● 70% in Math ● 53% in ELA ● Teachers and Principal will meet individually to discuss MAP growth goals and how those targets will be met. <p>2) Franklin staff will integrate 1 Kagan structure per week during Math and ELA block to increase</p>	<p>Pace:</p> <p>1) Teachers will utilize the class report to create data diamonds, set goals with their students, unpack the standards presented on MAP testing, and design instruction to best meet the needs of their classes.</p> <p>2) Building Kagan Coaches will show 4 different structures throughout the course of the year. Each teacher will integrate 1 Kagan structure per month for classbuilding, academic work, or teambuilding</p> <p>5 Essentials:</p> <p>1) Teachers will integrate the rigor rubric and become familiar with it during the course of the year. Principal will lead debriefs and co-observation periods with teachers during their prep periods if they have flexibility.</p>
		student-centered collaboration time.	
Community	<p>Involved Families and Community Strong relationships are built across the community to support learning</p>	<p>1) Franklin staff, students, and community will host 1 Cultural Heritage Night during the school year</p> <p>2) Connecting with the local Franklin community and business partners, we will plan 3 days to invite a local business/speaker into Franklin for an assembly to learn about them.</p>	<p>Pace:</p> <p>1) Franklin staff and PTA will coordinate a day in the Spring of 2025 to invite students in for Culture Night. Invites will be sent out by the Franklin staff, and PTA will provide treats/raffle/incentives.</p> <p>2) Franklin staff will send out invitations to each of the 3 visitors. 1 event before Christmas break, 1 before spring break, and 1 before the end of school.</p> <p>5 Essentials:</p> <p>1) Teachers and Principal will continue to seek support via PTA to incentivize room parent signup, "Fall Fest" involvement, and continued strong parent support.</p>
Environment	<p>Supportive Environments The school environment is safe, clean, and conducive to student learning. Teachers have high expectations for students. Students have the support of their teachers as well as their peers.</p>	<p>1) Franklin staff will have weekly check-ins with at-risk students based upon data we collect through our new district SEL probe. The counselor will share data and lead efforts on identifying students. Our targeted metric will be "low sense of belonging" on Nextpath.</p> <p>2) Franklin staff will make the building a ML-friendly place by creating welcome-signs for the office, bathroom, classrooms, library, and other important areas that are multilingual friendly. All ML students will make a video for the lobby TV saying welcome to Franklin in their home language.</p>	<p>Pace:</p> <p>1) Franklin staff will monitor their students with a low sense of belonging, self, or any other type of at risk behavior. They will check in with these students for 2 minutes per day during their AM routine/morning rotations.</p> <p>2) Principal will lead a 1/2 day SIP meeting for teacher work time to create/display materials in each of the focus areas.</p> <p>5 Essentials:</p> <p>1) Parents will continue to be involved to be a part of school functions, sign up for PTA events, and be kept well informed on the happenings of the school. We will target students through nextpath data to check in with students who have a low sense of belonging.</p>
Attendance Goal	<p>Daily Attendance Is the important foundation for success at School.</p>	<p>1) Franklin students will increase their class attendance rates based</p>	<p>Action Steps:</p>
		upon unexcused and tardy number counts.	<p>1) Principal will share nextpath 2023-24 school year data with teachers. Last year, there were 56 total Franklin students that were either labeled high risk or at risk. Through targeted phone calls, incentivizing good attendance, and marketing the attendance plan to educate parents, the goal is for this number to be cut in half this year. We will like to reduce that total number</p>

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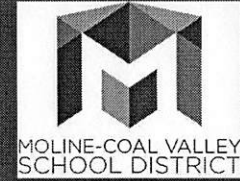
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Moline - Coal Valley Schools

2025-2026 District PACE Goals and Equity Focus Areas

Hamilton Elementary School



What?	Why?	Action Plan	Measurable Outcomes
People	<p>Collaborative Teachers and Staff The staff is committed to the school, receives strong professional development, and works together to improve.</p>	To be determined at August staff meeting	<p>All certified teachers will participate in a walk-through using the ambitious instruction rubrics.</p> <p>Walk-throughs/rubrics</p>
Achievement	<p>Ambitious Instruction Classes are academically demanding and engage students by emphasizing the application of knowledge.</p>	To be determined at August staff meeting	MAP reading growth goal (continued from last year)
Community	<p>Involved Families and Community Strong relationships are built across the community to support learning.</p>	To be determined at August staff meeting	<p>Attendance goal</p> <p>Move 5% of building up to green on overall building attendance. (45.8% to 50.8%)</p>
Environment	<p>Supportive Environments The school environment is safe, clean, and conducive to student learning. Teachers have high expectations for students. Students have the support of their teachers as well as their peers.</p>	To be determined at August staff meeting	Peer support on academic work goal from 5E

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May 21	High Risk	Some Risk	On Watch	Low Risk	K Goal >70%
K	2.2	20.7	38	39.1	77.2
1	7.1	22.4	22.4	48.2	
2	4.1	21.6	36.1	38.1	
3	4.3	14	28	53.8	
4	1.9	14.3	32.4	51.4	
5	6.8	17.5	31.1	44.7	
Total Average	4.4	18.41666667	31.33333333	45.88333333	

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2025-2026 District PACE Goals and Equity Focus Areas

Jefferson Early Childhood Center

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

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

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2025-2026 PACE Goals and Equity Focus Areas

Raising the Bar and Closing the Achievement for All Students

Lincoln-Irving



What?	Why?	Smart Goal	Action Plan/Critical Moves
<p>People</p>	<p>Collaborative Teachers and Staff <i>The staff is committed to the school, receives strong professional development and works together to improve.</i></p>	<p>Show improvement in 5E Quality of Student Discussion with a performance score of 37. It will improve to a performance score of 60 - 80 (strong)</p>	<ul style="list-style-type: none"> • Classes will have a buddy class. Buddy rooms will be a safe space for students to go to and either work on assignments, take breaks, or act as classroom helpers. • Monthly SEL PD with Hannah Reade and Jessica White to focus on the guidelines to address low level behaviors and review list of behaviors that will be handled by the building principal • Continue with invisible mentors • Teachers participating in Ambitious Instruction walkthroughs will report to

Achievement

Ambitious Instruction

Classes are academically demanding and engaged students by emphasizing the application of knowledge.

By the end of the 2025 - 2026 school year, the percentage of students who are meeting growth projections will increase by 3%, as measured by the MAP Reading Assessment.

The percentage of students who are meeting MAP Reading growth projections will increase from 73.4% (Spring 2025) to 76% (Spring 2026).

On MAP Math, the percentage of students meeting or exceeding projected RIT score will increase by 3%.

The percentage of students who are meeting or exceeding the projected RIT score

BLT and offer suggestions to improve the school

For reading:

- K- 2 will fully implement the Bridges to Reading curriculum.
- Review MAP reading data and identify areas of focus.
- Teachers participating in Ambitious Instruction PD will share out new learning and ideas to staff on Wednesday PD.
- Utilize the rigor rubric to improve instructional practices
- For 3rd- 5th grade, teachers will use IAR Blueprint to do a standards audit review.
- For ML 3rd - 5th grade, ML students will use Summit 3rd - 5th to develop listening, speaking, reading and writing.

For Math:

- Review MAP Math data and identify areas of focus.
- ST Math Champions will provide teacher and building

		in MAP MATH will increase from 51% (Spring 2025) to 53% (Spring 2026).	support to promote ST Math journey advancement throughout the year.
Community	<p>Involved Families and Community <i>Strong relationships are built across the community to support learning.</i></p>	Chronic absenteeism will be reduced from 26.1% to 23% according to Next Path.	<ul style="list-style-type: none"> ● Review NextPath attendance data with staff and identify students high to some risk. ● Promote and incentivize good attendance by students and class. ● Collaborate with ROE to inform parents about the importance of attending school in parent meetings and communications.
Environment	<p>Supportive Environments <i>The school environment is safe, clean and conducive to student learning. Teachers have high expectations for students. Students have the support of their teachers as well as their peers.</i></p>	Show improvement in 5E areas of Academic Personalism with a performance score of 34 (weak) to a performance score between 60 - 80 (strong).	<ul style="list-style-type: none"> ● Monthly SEL PD with Hannah Reade and Jessica White ● Class agreements created and reviewed to ensure teacher and student accountability ● Staff will participate in PD for behavior management strategies. ● Review all behavior expectations along with ClassDojo quarterly and address any staff not

			following building behavior guidelines.
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2024-2025 District PACE Goals and Equity Focus Areas

Logan Elementary School

What?	Why?	Smart Goal	Action Plan/Critical Moves
People	<p>Collaborative Teachers and Staff</p> <p>The staff is committed to the school, receives strong professional development, and works together to improve.</p>	<p>Logan staff will increase their 5 Essentials Collaborative Teachers score from neutral to strong through intentional planning and observation sessions during the 2025-2026 school year.</p>	<ul style="list-style-type: none"> ● Create a minimum of two 45-minute common prep times per week. ● Build in ½ day common planning time monthly with instructional coach and ML Specialist focused on data review and standards assessment. ● Create a Logan curriculum hub so all teachers know units of study. ● Create a staff “pineapple chart” and utilize half day PD times for teacher to teacher observation.
Achievement	<p>Ambitious Instruction</p> <p>Classes are academically demanding and engage students by emphasizing the application of knowledge.</p>	<p>By the end of the 2025-2026 school year, Logan students will meet or exceed their fall growth targets at a rate of 65% in math.</p> <p>By the end of the 2025-2026 school year, Logan students will meet or exceed their fall growth targets at a rate of 45% in ELA</p>	<ul style="list-style-type: none"> ● Scheduling consistent data meetings throughout the year to review ELA & Math MAP data, attendance, behavior, and Reading MAP fluency data in grades K-3 to determine instruction/interventions ● Offer growth and achievement incentives for MAP and ST Math. ● Kdg-3rd grade classrooms will use the Heggerty curriculum with fidelity.

<p>Community</p>	<p>Involved Families and Community Strong relationships are built across the community to support learning.</p>	<p>By the end of the 2025-2026 school year, Logan will improve inclusion for all students by having 25% of ML and special education families present at after school family activities</p>	<ul style="list-style-type: none"> ● Host a cultural night during an early out day early in the school year. ● Partner with a minimum of two community organizations to support and plan community events. ● Develop communication core boards for specialists and school common areas (cafeteria, playground).
<p>Environment</p>	<p>Supportive Environments The school environment is safe, clean, and conducive to student learning. Teachers have high expectations for students. Students have the support of their teachers as well as their peers.</p>	<p>Increase quality of student discussion, based on the 5 Essentials survey from 1 (very weak) to a 50 (neutral) on the 2026 survey.</p>	<ul style="list-style-type: none"> ● Reorganize buddy classroom program to match up grade level classrooms. ● Use at least 1 Kagan/student discussion strategy per month as determined by the problem solving team. ● School-wide student discussion teaching slideshow with discussion guidelines and standards.

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Moline - Coal Valley Schools

2025-2026 District PACE Goals and Equity Focus Areas

Roosevelt Elementary

What?	Why?	Smart Goal	Action Plan/Critical Moves
People	<p>Collaborative Teachers and Staff The staff is committed to the school, receives strong professional development, and works together to improve.</p>	<p>We will increase opportunities for teacher collaboration and building teacher relationships and trust across ALL grade levels with the intent of positively impacting student growth.</p> <p>Collaborative Teachers: Teacher-Teacher Trust and Collective Responsibility will trend upward from the 2024 - 2025 to the 2025 - 2026 IL 5 Essentials Survey.</p>	<ul style="list-style-type: none"> -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. -Teachers will sign up to share something working well in their classroom (strategies or techniques) at our Wednesday SIP meetings. Teachers will have the opportunity to ask questions or set up a time to observe or plan with that teacher. -We will implement building-wide Ambitious Instruction Walk-throughs sharing celebrations and feedback to improve instruction.
Achievement	<p>Ambitious Instruction Classes are academically demanding and engage students by emphasizing the application of knowledge.</p>	<p>We will work to improve Literacy/Reading Instruction thus positively impacting student Reading achievement.</p> <p>Students will meet or exceed their growth targets at a rate of 50% on the NWEA 2026 Spring MAP Assessment.</p> <p>Ambitious Instruction: English Instruction will trend upward from the 2024 - 2025 to the 2025 - 2026 IL 5 Essentials Survey</p>	<ul style="list-style-type: none"> -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. -Staff will utilize MAP, F&F, MAP Fluency, AIMS Web progress monitoring, and various other pieces of data to understand students' learning levels and design rigorous, targeted instruction for students. -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.
Community	<p>Involved Families and Community Strong relationships are built across the community to support learning.</p>	<p>We will reduce the percentage of chronically absent students from 19% to 15% for the 2025-2026 school year.</p> <p>We will work to ensure families are connected and involved in their students learning.</p> <p>Involved Families will trend upward in the 2025 - 2026 IL 5E Survey.</p>	<ul style="list-style-type: none"> -Establish an Attendance Committee -Incentives and Recognition for Attendance Goals -Office staff and administration will reach out to families after 4 unexcused absences and 5 tardies. -Form letters will be sent home after each set of 9 days of unexcused absences. -Staff will work to ensure parents are able to connect to Class Dojo maintaining 95% or more of families connected -Staff will post classroom learning on Class Dojo at least once per week.
Environment	<p>Supportive Environments The school environment is safe, clean, and conducive to student learning. Teachers have high expectations for students. Students have the support of their teachers as well as their peers.</p>	<p>We will improve peer-to-peer support and students' sense of safety.</p> <p>Supportive Environment on the IL 5 Essentials Survey will trend upward from the 2023 - 2024 to the 2024 - 2025 IL 5 Essentials Survey.</p>	<ul style="list-style-type: none"> -Classrooms will have regular classroom meetings to ensure opportunities for student voice and discussion about various topics building Peer and Student-Teacher Trust. -The Supportive Environment Team will develop a classroom meeting template and focus calendar for targeted discussion. -Our Student Leadership Academy will work on welcoming and supporting students throughout the school year.

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Moline - Coal Valley Schools

2025-2026 District PACE Goals and Equity Focus Areas

Washington Elementary

What?	Why?	Smart Goal	Action Plan/Critical Moves
People	<p>Collaborative Teachers and Staff The staff is committed to the school, receives strong professional development, and works together to improve.</p>	We will improve attendance by collaborating with community partnerships to raise attendance by up to 10% in the first semester and up to 12% by the second semester	Collaborate with United Way, RYC and CHC to offer resources for parents and families to get students to school every day
Achievement	<p>Ambitious Instruction Classes are academically demanding and engage students by emphasizing the application of knowledge.</p>	Per 2025 5Essential results, we will work on improving Math Instruction to increase student led math discussions and problem solving with an overall score of 29 to a 40	Using more Kagan and collaborating strategies to have students discuss and apply more in the area of Math
Community	<p>Involved Families and Community Strong relationships are built across the community to support learning.</p>	We will increase the participation of parents in our PTO/Friends of Washington by up to 12%	<p>Add a virtual component to our meetings Continue use of Patriot Partner of the Month Celebrate and recognize families on social media and Dojo Parent mentor/United Way reaching out to families with more volunteer experiences</p>
Environment	<p>Supportive Environments The school environment is safe, clean, and conducive to student learning. Teachers have high expectations for students. Students have the support of their teachers as well as their peers.</p>	We will increase our Safety data from within the range of our results for safety in the 2025 survey from a 34 to a 40 or higher	<p>Continued use of bathroom/nurse/counselor passes -Continuous enforcing of school-wide procedures for safety (boot camp, in-class reminders, etc)</p>

			<ul style="list-style-type: none">-Reinforcement and modeling of safety expectations in class through classroom lessons and modeling throughout the day-hold students more accountable for their choices
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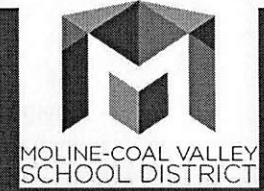
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Moline - Coal Valley Schools

2025-2026 District PACE Goals and Equity Focus Areas

Willard Elementary



What?	Why?	Smart Goal	Action Plan/Measurable Outcomes
<p>People</p>	<p style="text-align: center;">Collaborative Teachers and Staff</p> <p>The staff is committed to the school, receives strong professional development, and works together to improve.</p> <p><u>Collaborative Practices</u> <u>Collective Responsibility</u> <u>Quality Professional Development</u> <u>School Commitment</u> <u>Teacher-Teacher Trust</u></p>	<p>Under Collaborative Teachers and Staff we will move up to 5 points in the realm of Collaborative Practices from last year .</p>	<ol style="list-style-type: none"> 1. We will increase opportunities for team building within the school day and outside the school day by planning specific dates (implementation of social committee). 2. We will increase opportunities to check in with each other weekly through the implementation of accountability partners. 3.
<p>Achievement</p>	<p style="text-align: center;">Ambitious Instruction</p> <p>Classes are academically demanding and engage students by emphasizing the application of knowledge.</p>	<p>We will increase our Spring 2026 MAP Reading School wide percentile up to 2 percentile points</p>	<p>We will:</p> <ol style="list-style-type: none"> 1. Hold MAP assembly before the Winter & Spring Map Window. 2. We will incentivise our students to meet their goal through monthly class competitions.. 3. We will conference with our students using MAP data

			<p>sheets. <u>The principal and Instructional Coach will set a schoolwide data tracking sheet each testing period</u></p> <p>4. We will add a full time CHI to help our students with interventions</p>
Community	<p>Involved Families and Community Strong relationships are built across the community to support learning.</p>	<p>We will increase our attendance and tardies by up to 5% for the 2024-2025 school year.</p>	<ol style="list-style-type: none"> 1. The principal will initiate attendance warning letters 1st and 2nd for certain thresholds (tardies, unexcused, excused absences). 2. The ROE will intervene once students have been referred to truancy. 3. We will incentivize students on a monthly basis based on perfect attendance/no tardies.
Environment	<p>Supportive Environments The school environment is safe, clean, and conducive to student learning. Teachers have high expectations for students. Students have the support of their teachers as well as their peers. <u>Peer Support for Academic Work</u> <u>Academic Professionalism</u> <u>Safety</u> <u>Student/Teacher Trust</u></p>	<ol style="list-style-type: none"> 1. We will increase the Safety measure on the 5E data up to 6 points for the 2025-2026 school year. 2. We will move up to 5 points under Student Teacher Trust on the 5E data for the 2025-2026 school year. 	<ol style="list-style-type: none"> 1. We will post class rules for all students to see. 2. We will implement Bootcamp each semester. 3. We will implement SEL lessons to validate student's feelings and support them to feel safe. 4. We will implement our own version of Handle With Care for students that have unusual circumstances to be empathetic.

			<ol style="list-style-type: none">1. We will be empathetic but hold our students responsible for their choices.2. We will connect with students outside of school (Party on the Playground, Oktoberfest, Lunch on the Lawn, Winter Dance, Pastries with Parents, School Carnival, McKids Night, Grandfriends Day).
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John Deere Middle School

2025-2026 PACE Goals and Equity Focus Areas

Moline - Coal Valley School District

What?	Why?	Smart Goal	Action Plan/Critical Moves
People	<p>Student-Teacher Trust Students find teachers trust-worthy and responsive to their academic needs,</p>		
Achievement	<p>Ambitious Instruction Classes are academically demanding and engage students by emphasizing the application of knowledge.</p>	<p><u>Reading & Math (1 for each)</u> Academic instruction will support and increase in achievement in reading and math by 3% as measured by MAP assessment from Fall 2025-Spring 206</p> <p>Literacy baseline: all students ____; black/african-american ____; multi-ethnic ____, ML ____, CWD ____</p> <p>Math baseline: all students ____; black or african-american ____; multi-ethnic ____; ML ____; CWD ____</p> <p>Goals result in an increase on the IAR test</p>	<p>-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.</p> <p>-PBIS will implement a reading initiative in conjunction with ELA teachers and community partners.</p> <p>-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.</p> <p>-Presented curriculum will be aligned to the Common Core State Standards.</p> <p>Students will be scheduled into</p>

		and support all sub-groups.	<p>intervention periods for Reading based on the analysis of objective and subjective performance measures. Specific interventions to address skill deficits will include the Read180/System 44 program, ALEKS, and the IXL program.</p> <p>-Professional Development time will be utilized for revision of curriculum to include spiraling of the curricular content.</p> <p>-Professional Development time will be utilized for development of Standards Based formative assessments for determining mastery of essential skills in English/Language Arts.</p> <p>-Professional Development time will be used to complete deeper dives into MAP data to better understand the skill deficits needing to be addressed.</p>
Community	<p>Involved Families and Community Strong relationships are built across the community to support learning.</p>	<u>Provide more opportunities for family engagement within the building</u>	
Environment	<p>Academic Personalism The staff is committed to pushing all students toward high academic performance.</p>		

Moline - Coal Valley Schools

2025-2026 District PACE Goals and Equity Focus Areas

Wilson Middle School

What?	Why?	Smart Goal	Action Plan/Critical Moves
People	Collaborative Teachers and Staff The staff is committed to the school, receives strong professional development, and works together to improve.	Teachers will participate in instructional team and department meetings focusing on instructional practices, data collection and analysis (common district assessments analysis, standardized test data, classroom data), departmental goal setting, and progress monitoring on at least 8 occasions during the 2025-26 school year with 100% staff participation.	<ul style="list-style-type: none"> Professional development sessions and building wide implementation plan focusing on the model school's rigorous and relevant instruction rubrics Professional development session focusing on priority Kagan structures Professional development focusing on ML instruction, differentiated instruction, and SEL priorities Revisit and revise common district assessments to ensure alignment with standards. Analyze data from MAP assessments Utilize conference and planning time, Early Release Wednesday time, and ½ day in-service time to collaborate and refine common units of instruction, CDAs, and monitor progress toward departmental goals.
Achievement	Ambitious Instruction Classes are academically demanding and engage students by emphasizing the application of knowledge.	<p>Students will increase achievement in Reading as measured by the MAP assessment from Fall 2025 to Spring 2026. The literacy target is set at 64.1% of the All Student Group meeting/exceeding predicted growth targets during the assessment interval. This target represents a level that is 13.1% above the nationally normed expected growth level in literacy and a 3.0% increase from the 2024-2025 totals.</p> <p>Students will increase achievement in Math as measured by the MAP assessment from Fall 2025 to Spring 2026. The math target is set at 64.1% of the All Student Group meeting/exceeding predicted growth targets during the assessment interval. This target represents a level that is 14.1% above the nationally normed expected growth level in math and a 3.0% increase from the 2024-2025 totals.</p>	<ul style="list-style-type: none"> Progress monitoring will be ongoing and will consist of analysis of common district assessment data, classroom performance data, MAP test data, IXL learning, and ongoing formative assessment. The presented curriculum will be aligned with the Common Core State Standards Students will be scheduled into intervention periods for Reading based on the analysis of objective and subjective performance measures. Specific interventions to address skill deficits will include the Read180/System 44 program and the IXL program The Kagan Support Team will develop a building-specific plan to include training, modeling, formal coaching, and implementation of specific Kagan structures to be implemented in instruction by all staff Professional Development time will be utilized for revision of the curriculum to include spiraling of the curricular content. Professional Development time will be utilized for the development of Standards-Based formative assessments for determining mastery of essential skills Professional Development time will be used to complete deeper dives into MAP data to better understand the skill deficits that need to be addressed.
Community	Involved Families and Community Strong relationships are built across the community to support learning	To help foster a supportive school community, we will increase parental involvement opportunities in academic and extracurricular activities by providing a structured program that encourages families to participate in school events, provide volunteer opportunities, and improve parent-teacher communication with 50% of families participating in one or more academic, extracurricular, or volunteer opportunities.	<ul style="list-style-type: none"> Launch a survey to understand parent interests, availability, and barriers to participation. Continue the system for monthly family communication via WMS newsletter Expand Class Dojo for incoming for all families as the primary communication tool Partner with WIU to expand the "Parent Mentor Program" at the middle level with a Parent Coordinator assigned to work within the school each day. Develop 4 parent events in concert with the counseling department focusing on issues and concerns that middle school students face (i.e. responsible social media use) Expand the parent involvement committee to plan and organize school events Develop a volunteer sign-up system in concert with the PTA to track participation. Develop academic and extracurricular showcase nights Review participation data, gather feedback, and make necessary adjustments. Host a mid-year appreciation event for parents who have been actively involved in events Evaluate the year's efforts, compile a report on participation increases, and plan for the next academic year's parental involvement initiatives.
Environment	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.	By June 1, 2026, Wilson Middle School will decrease the chronic absenteeism rate by 5% to 26% as compared to the 2024-2025 school year.	<ul style="list-style-type: none"> Develop a job description and hire an attendance specialist for the building Track attendance daily using the school's attendance software, and compile monthly reports to monitor progress towards the goal. Implement targeted interventions such as parent meetings, attendance rewards, and a peer mentorship program to support students with frequent absences. Develop partnerships with community businesses to provide incentives for increased attendance. Attendance Committee will meet monthly to analyze attendance data Use technology to enhance communication with students and families, such as Class Dojo or automated messaging systems. Partner with local organizations to provide additional resources and support for students and families. Clearly communicate attendance policies to students and families. Offer tutoring and academic support to help students who are struggling academically. Implement mentorship programs where students can connect with positive role models. Regular check-ins will be conducted monthly to monitor and ensure progress towards the goal.

Effective Leadership sets the PACE

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

Moline - Coal Valley Schools

2025-2026 District PACE Goals and Equity Focus Areas

Moline High School

What?	Why?	Smart Goal	Action Plan/Critical Moves
People	Collaborative Teachers and Staff The staff is committed to the school, seeks strong professional development, and works together to improve.	Professional Development By the end of the 2025-2026 school year, there will be a 10 point increase in the "Quality of Professional Development" category of the 5starstate survey.	
Achievement	Ambitious Instruction Classes are academically demanding and engage students by emphasizing the application of knowledge.	Rigor and Engagement Rubrics Use of both rubrics by the end of the 2025-2026 school year. Each PLT will demonstrate how they modified at least one assignment or assessment to increase rigor and engagement.	-The MHS Leadership Team will review and observe classes while considering the rigor and engagement rubrics. -PLT's will share how they increased the rigor or engagement of activities or assignments with the faculty.
Community	Involved Families and Community Strong relationships are built across the community to support learning.	Attendance There will be a 5% increase in attendance among the freshmen class, as measured from the first progress report period to the fourth progress report period.	-An MTSS committee will be formed to focus on grade 9 students with deficiencies in attendance, grades and/or behavior. Committee members will act in a case worker capacity with identified students. -The high school will coordinate with district messaging initiatives to the community about the importance of attendance.
Environment	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.	By the end of the 25-26 school year, there will be an 10 point increase in student responses in the areas of Academic Press and Academic Personalism.	-Leadership team collaboration -common language established and posted in each classroom -quarterly surveys school-wide and designated data review PD times

Effective Leadership sets the PACE

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

TO: Members of the Board of Education

FROM: Erin Terstriep, Assistant Superintendent for Student Services and Special Education
Trista Sanders, Coordinator for Student Services
Craig Reid, Director for Technology *CT*

DATE: June 19, 2025

SUBJECT: Purchase of the CLEAR Residency Verification system

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

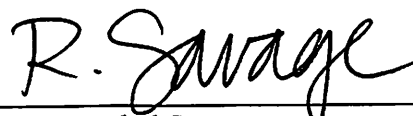
Action Necessary: Approval is requested to purchase CLEAR Residency Verification.

Facts: The Student Services and Technology departments met with representatives from CLEAR to learn about their residency verification software. With full access for two users, the Moline-Coal Valley School District will be able to conduct annual batch screenings to identify potentially suspicious residences and ensure that those registering each year are district residents. CLEAR verifies residency using data from the three major credit bureaus, property records, public banking information, and vehicle registration records. If there are concerns about a specific address, families will be required to verify their residency in person during the annual registration process. Additionally, the CLEAR system allows the district to conduct individual address verifications for concerns that arise during the school year or with mid-year enrollments. CLEAR is currently used by over 150 school districts in Illinois.

Cost: The total cost for a one-year subscription will not exceed \$15,000 and will include full access for 2 users to conduct annual batch screening for all families enrolled in the Moline-Coal Valley School district and individual screening as families enroll throughout the school year.


Recommended Action: That the Board of Education approve the one-year subscription for the CLEAR Residency Verification system from Thomas Reuters, Ann Arbor, Michigan, for a cost not to exceed \$15,000 for the 2025–2026 school year.

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: June 19, 2025

SUBJECT: Engage Services and Agreements - Facilities Department

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


Action Necessary: Board of Education approval is requested.

Facts: The attached list of companies shows all the various engaged services and agreements in the Facilities Department. These agreements will support the various facilities needed for the District for the 2025-2026 school year for custodial and maintenance services. Any engaged services over \$10,000 throughout the fiscal year will be presented to the Board for approval, per District procedures.

Cost: The cost for various service agreements is estimated at \$231,070.78 All services will be supported through the Operations & Maintenance Fund.

Recommended Action: That the Board of Education approve the various engaged services and agreements in the Facilities Department for the fiscal year July 1, 2025 through June 30, 2026, at the various amounts listed.


Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

Product Name	Vendor	Term	Date	Cost	Cost	Change	Change
		Renewal	Renewal	2024-2025	2025-2026	\$	%
Building Automation System	ECSI	Year 2 of 3	7/2027	\$ 30,264.00	\$ 31,200.00	\$ 936.00	3.1%
Chiller Butterworth	Ruyle	Year 2 of 3	6/2027	\$ 2,487.00	\$ 2,564.00	\$ 77.00	3.1%
Chiller Jane Addams	Ruyle	Year 2 of 3	6/2027	\$ 2,487.00	\$ 2,564.00	\$ 77.00	3.1%
Chiller L-I	Ruyle	Year 2 of 3	6/2027	\$ 2,487.00	\$ 2,564.00	\$ 77.00	3.1%
Chiller Logan	Ruyle	Year 2 of 3	6/2027	\$ 2,487.00	\$ 2,564.00	\$ 77.00	3.1%
Chiller Washington	Ruyle	Year 2 of 3	6/2027	\$ 2,487.00	\$ 2,564.00	\$ 77.00	3.1%
Chiller MHS DOAS K-Wing	Ruyle	Year 2 of 3	6/2027	\$ 1,492.00	\$ 1,538.00	\$ 46.00	3.1%
Chiller WMS	Ruyle	Year 2 of 3	6/2027	\$ 1,492.00	\$ 1,538.00	\$ 46.00	3.1%
Chiller MHS A Wing	Ruyle/OMINA #02-139	Year 1 of 4	06/2028	\$ 3,334.00	\$ 2,698.00	\$ (636.00)	-19.1%
Chiller MHS B Wing	Ruyle/OMINA #02-139	Year 1 of 4	06/2028	\$ 3,579.00	\$ 2,698.00	\$ (881.00)	-24.6%
Chiller Bartlett	Ruyle/OMINA #02-139	Year 1 of 4	06/2028	\$ 2,733.00	\$ 2,698.00	\$ (35.00)	-1.3%
Chiller Franklin	Ruyle/OMINA #02-139	Year 1 of 4	06/2028	\$ 4,106.00	\$ 2,564.00	\$ (1,542.00)	-37.6%
Chiller Hamilton	Ruyle/OMINA #02-139	Year 1 of 4	06/2028	\$ 3,703.00	\$ 3,241.00	\$ (462.00)	-12.5%
Chiller John Deere	Ruyle/OMINA #02-139	Year 1 of 4	06/2028	\$ 3,018.00	\$ 3,241.00	\$ 223.00	7.4%
Chiller MHS E Wing (Daikin) 1st and 2nd Floor	Ruyle/OMINA #02-139	Year 1 of 4	06/2028	\$ 2,270.00	\$ 2,698.00	\$ 428.00	18.9%
Chiller MHS E Wing 3rd floor	Ruyle/OMINA #02-139	Year 1 of 4	06/2028	\$ 3,121.00	\$ 2,698.00	\$ (423.00)	-13.6%
Chiller MHS J Wing	Ruyle/OMINA #02-139	Year 1 of 4	06/2028	\$ 3,520.00	\$ 2,698.00	\$ (279.00)	-7.9%
Chiller MHS K Wing	Ruyle/OMINA #02-139	Year 1 of 4	06/2028	\$ 3,561.00	\$ 3,241.00	\$ (320.00)	-9.0%
Chiller MHS PE Center	Ruyle/OMINA #02-139	Year 1 of 4	06/2028	\$ 3,703.00	\$ 3,241.00	\$ (462.00)	-12.5%
Chiller Roosevelt	Ruyle/OMINA #02-139	Year 1 of 4	06/2028	\$ 3,703.00	\$ 2,698.00	\$ (1,005.00)	-27.1%
Programming of Metasys Building Mgmt. Sys	Johnson Controls	Yearly Renewal	07/2025	\$ 18,264.00	\$ 9,852.00	\$ (8,412.00)	-46.1%
Elevator Contract (Omnia Pricing)	Kone	Year 2 of 3	07/2027	\$ 18,060.00	\$ 18,060.00	\$ -	0.0%
Work Order, Scheduling Software	Master Library	Yearly Renewal	07/2026	\$ 11,500.00	\$ 10,000.00	\$ (1,500.00)	-13.0%
DMS Cooler Monitoring (Food Service)	Per Mar	Yearly Renewal	07/2025	\$ 586.08	\$ 633.84	\$ 47.76	8.1%
Hamilton Cooler Monitoring (Food Service)	Per Mar	Yearly Renewal	07/2025	\$ 563.76	\$ 646.08	\$ 82.32	14.6%
MHS Cooler Monitoring (Food service)/FA	Per Mar	Yearly Renewal	07/2025	\$ 596.16	\$ 880.32	\$ 284.16	47.7%
Bicentennial Cooler Monitoring (Food Service)	Per Mar	Yearly Renewal	7/2025	\$ 596.16	\$ 646.08	\$ 49.92	8.4%
WMS Cooler Monitoring (Food Service)	Per Mar	Yearly Renewal	7/2025	\$ 694.44	\$ 694.44	\$ -	0.0%
Admin FA/BA	Per Mar	Yearly Renewal	7/2026	\$ 876.00	\$ 911.04	\$ 35.04	4.0%
Trash	Republic Services	Year 3 of 3	6/2026	\$ 51,567.43	\$ 54,145.76	\$ 2,578.33	5.0%
Trash (food services)	Republic Services	Year 3 of 3	6/2026	\$ 11,450.32	\$ 12,022.83	\$ 572.51	5.0%
Fire Alarm Monitoring	Thompson Electronics	Yearly Renewal	6/2026	\$ 1,100.00	\$ 1,200.00	\$ 100.00	9.1%

Fire Alarm Inspections	Thompson Electronics	Year 3 of 3	6/2026	\$ 20,150.00	\$ 20,240.00	\$ 90.00	0.4%
Generator Maitenance	Cummings	Year 2 of 5	6/2029	\$ 3,528.39	\$ 3,628.39	\$ 100.00	2.8%
Field Line Painter	Turf Tank	Year 2 of 3	6/1/27	\$ 16,000.00	\$ 16,000.00	\$ -	0.0%
Elevator Wireless Monitoring	Kone	Year 2 of 3	6/1/27	\$ 2,100.00	\$ 2,100.00	\$ -	0.0%
Total				\$ 241,566.74	\$ 231,070.78	\$ (9,952.96)	-1.9%

TO: Members of the Board of Education
FROM: Vince Gallo, Chief Financial Officer 
DATE: June 19, 2025
SUBJECT: Engage Service - GoFan and NFHS Camera East Gym

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

Action Necessary: Board of Education approval is requested.

Facts: GoFan provides a fully digital ticketing platform, which helps schools modernize event admissions, reduce cash handling, improve accountability, and enhance the overall fan experience. It simplifies operations for staff and allows spectators to purchase tickets easily online or through mobile devices. GoFan will also provide the District with one (1) streaming camera for the East Gym.

The NFHS Network camera system offers automated, live-streaming capabilities for athletic and extracurricular events. This enables the District to increase accessibility for families and community members who cannot attend in person, generate revenue through subscriptions or sponsorships, promote student activities by showcasing games, performances, and events to a broader audience, and reduce the need for manual filming, as the camera system automatically tracks the action without needing a dedicated videographer.


Cost: None

Recommended Motion: That the Board of Education engage in services with GoFan and the NFHS network.

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 
DATE: June 19, 2025
SUBJECT: Engage Services - High School Athletic Charter Bus Services

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

Action Necessary: Board of Education approval is requested.

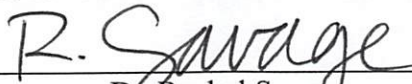
Facts: The District requested proposals from Green River (Peru, Illinois), Tri-State Travel (Davenport, Iowa), and 3 Guys and a Bus (Clinton, IA) for High School athletic transportation for the 2025-2026 school year. Currently, the High School Athletic Director's practice is to allow charter bus service for any athletic teams that consist of 30 or more players/coaches required to travel to venues over 100 miles away. Historically, this request for charter transportation services was performed in the summer, prior to the start of a new school year. However, since transportation services have been difficult to secure over the past few years, Administration has split the charter transportation services into fall and spring proposals, in hopes of being the first district to request these services.

Based on the responses, Tri-State Travel was able to provide all the requested services. Tri-State has previously and successfully chartered students for District events. Therefore, it is the recommendation of administration to approve charter transportation with Tri-State Travel, Davenport, Iowa, for the 2025-2026 school year winter/spring sports. The anticipated cost is \$77,250 which is supported from the Transportation Fund (Fund 4). To account for unforeseen and additional costs, it is recommended that the Board of Education approve this engaged service for a cost not to exceed \$80,000.

Cost: The cost is not to exceed \$80,000, which is supported by the Transportation Fund (Fund 4). Charter Bus Services cost varies from year-to-year based on team away schedules.

Recommended Action: That the Board of Education engage the services of Tri-State Travel, Davenport, Iowa, to provide Moline High School athletic charter transportation services for a cost not to exceed \$80,000 to support the winter/spring sports for 2025-2026 school year.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

Moline High School Athletic Charter Bus Services
Winter and Spring (w/ several Fall additions) 2025-2026 School Year Quotes


Opponent	Sport Name	Sport Description	Location	Event Date	Num Buses	Departure Location	Vehicle Type	3 Guys	Tri-State	Green River
Mendota	Soccer	Soccer B V vs Mendota	Mendota	8/26/2025	1	PEC	Charter			
Quincy Senior	Basketball	Basketball G V vs Quincy Senior	Quincy Senior	11/25/2025	1	PEC	Charter	\$1,675.00	\$1,700	1,711.80
Dekalb	Wrestling	Wrestling B V vs Dekalb - Quad	DEKALB	11/26/2025	1	PEC	Charter	\$1,850.00	\$1,350	1,625.00
Minooka	Basketball	Basketball G V vs Minooka	Minooka	11/29/2025	1	PEC	Charter	\$1,650.00	\$1,575	1,900.00
Seneca High School	Basketball	Basketball G V vs Seneca High School	Seneca High School	12/8/2025	1	PEC	Charter	\$1,675.00	\$1,325	1,429.60
Lincoln-Way West	Wrestling	Wrestling B V vs Lincoln-Way West - Quad W/ LWW	Lincoln-Way West	1/3/2026	1	PEC	Charter	\$1,850.00	\$1,825	2,100.00
Normal Community	Basketball	Basketball G V vs Normal Community	NORMAL COMMUNITY	1/17/2026	1	PEC	Charter	\$1,650.00	\$1,575	1,705.80
Normal Community	Basketball	Basketball B V vs Normal Community	NORMAL COMMUNITY	2/7/2026	1	Wharton	Charter	\$1,650.00	\$1,575	1,705.80
Quincy Senior	Basketball	Basketball B V vs Quincy Senior	Quincy Senior	2/17/2026	1	PEC	Charter	\$1,675.00	\$1,700	1,711.80
IHSA	Basketball	Basketball G V vs IHSA - Sectional	IHSA	2/24/2026	1	PEC	Charter	\$1,650.00	\$1,575	1,587.30
IHSA	Wrestling	Wrestling B V vs IHSA - Team Sectionals	IHSA	2/24/2026	1	-	Charter	\$1,650.00	\$1,575	1,587.30
IHSA	Basketball	Basketball G V vs IHSA - Sectional	IHSA	2/26/2026	1	PEC	Charter	\$1,650.00	\$1,575	1,587.30
IHSA	Basketball	Basketball G V vs IHSA - Super Sectional	IHSA	3/2/2026	1	PEC	Charter	\$1,650.00	\$1,575	1,587.30
IHSA	Basketball	Basketball B V vs IHSA - Sectional	IHSA	3/3/2026	1	-	Charter	\$1,650.00	\$1,575	1,587.30
IHSA	Basketball	Basketball B V vs IHSA - Sectional	IHSA	3/4/2026	1	-	Charter	\$1,650.00	\$1,575	1,705.80
IHSA	Basketball	Basketball G V vs IHSA - State Finals	IHSA	3/6/2026	1	PEC	Charter	\$1,650.00	\$1,575	1,705.80
IHSA	Basketball	Basketball B V vs IHSA - Sectional Final	IHSA	3/6/2026	1	-	Charter	\$1,650.00	\$1,575	1,705.80
IHSA	Basketball	Basketball G V vs IHSA - State Finals	IHSA	3/7/2026	1	PEC	Charter	\$1,650.00	\$1,575	1,705.80
TBD	Basketball	Basketball B V vs TBD - Supersectional	Grossinger Motors Arer	3/9/2026	1	-	Charter	\$1,650.00	\$1,575	1,587.30
IHSA	Basketball	Basketball B V vs IHSA - State	State Farm Center	3/13/2026	1	-	Charter	\$1,650.00	\$1,575	2,500.00
IHSA	Basketball	Basketball B V vs IHSA - State Final	State Farm Center	3/14/2026	1	-	Charter	\$1,650.00	\$1,575	2,500.00
Dunlap	Soccer	Soccer G V vs Dunlap	DUNLAP	3/26/2026	1	-	Charter	\$1,375.00	\$1,325	1,384.80
Clinton	Track and Field	Track and Field G V vs Clinton - Kings and Queens Invitationals	Clinton	4/7/2026	1	PEC	Charter	\$1,675.00	\$1,325	1,400.00
Rockford Boylan	Baseball	Baseball B V vs Rockford Boylan - DH	Rockford Boylan	4/11/2026	1	East Gym	Charter	\$1,575.00	\$1,575	1,764.00
Quincy Senior	Baseball	Baseball B V vs Quincy Senior	Quincy Senior	4/13/2026	1	Baseball fields	Charter	\$1,675.00	\$1,700	1,711.80
Pekin Community	Soccer	Soccer G V vs Pekin Community	PEKIN COMMUNITY	4/16/2026	1	PEC	Charter	\$1,375.00	\$1,575	1,420.00
Ottawa Township	Track and Field	Track and Field B V vs Ottawa Township - ABC	Ottawa Township High	4/18/2026	1	PEC	Charter	\$1,375.00	\$1,575	\$1,575.00
Normal Community	Soccer	Soccer G V vs Normal Community	Normal Community	4/18/2026	1	PEC	Charter	\$1,650.00	\$1,575	\$1,575.00
Metamora Township	Baseball	Baseball B V vs Metamora Township - DH	Metamora Township	4/25/2026	1	East Gym	Charter	\$1,375.00	\$1,575	\$1,575.00
Quincy Senior	Softball	Softball G V vs Quincy Senior	Quincy Senior	4/30/2026	1	East Gym	Charter	\$1,675.00	\$1,700	1,711.80
Wheaton Warrenville South H S	Track and Field	Track and Field G V vs Wheaton Warrenville South H S - Invitati	Wheaton Warrenville Sr	5/1/2026	1	PEC	Charter	\$1,850.00	\$1,750	2,300.00
Waubonsie Valley	Track and Field	Track and Field B V vs Waubonsie Valley - Invitational	Waubonsie Valley High	5/2/2026	1	PEC	Charter	\$1,675.00	\$1,700	2,300.00
Normal Community	Baseball	Baseball B SO vs Normal Community - DH	Normal Community	5/2/2026	1	East Gym	Charter	\$1,650.00	\$1,575	1,900.00
Metamora Township	Soccer	Soccer G V vs Metamora Township	METAMORA TOWNSHIP	5/6/2026	1	PEC	Charter	\$1,375.00	\$1,575	1,475.20
Dekalb	Track and Field	Track and Field B V vs Dekalb - Holt Invite	Dekalb	5/8/2026	1	PEC	Charter	\$1,650.00	\$1,575	1,705.80
IHSA	Track and Field	Track and Field G V vs IHSA - Sectional Finals	IHSA	5/13/2026	1	-	Charter	\$1,575.00	\$1,575	1,587.30
IHSA	Track and Field	Track and Field B V vs IHSA - Sectional Final	IHSA	5/20/2026	1	-	Charter	\$1,575.00	\$1,575	1,587.30
IHSA	Track and Field	Track and Field B V vs IHSA - Sectional Final	IHSA	5/21/2026	1	-	Charter	\$1,575.00	\$1,575	1,587.30
IHSA	Track and Field	Track and Field B V vs IHSA - Sectional Final	IHSA	5/22/2026	1	-	Charter	\$1,650.00	\$1,575	1,705.80
IHSA	Soccer	Soccer G V vs IHSA - Sectional Semi Final	IHSA	5/26/2026	1	-	Charter	\$1,650.00	\$1,575	1,587.30
IHSA	Soccer	Soccer G V vs IHSA - Sectional Semi Final	IHSA	5/27/2026	1	-	Charter	\$1,575.00	\$1,575	1,587.30
IHSA	Soccer	Soccer G V vs IHSA - Sectional Final	IHSA	5/29/2026	1	-	Charter	\$1,650.00	\$1,575	1,705.80
IHSA	Soccer	Soccer G V vs IHSA - Sectional Final	IHSA	5/30/2026	1	-	Charter	\$1,650.00	\$1,575	1,705.80
IHSA	Softball	Softball G V vs IHSA - Sectional Semi Final	IHSA	6/2/2026	1	-	Charter	\$1,575.00	\$1,575	1,587.30
IHSA	Softball	Softball G V vs IHSA - Sectional Semi Final	IHSA	6/3/2026	1	-	Charter	\$1,575.00	\$1,575	1,587.30
IHSA	Baseball	Baseball B V vs IHSA - Sectional Semi Final	IHSA	6/3/2026	1	-	Charter	\$1,575.00	\$1,575	1,587.30
IHSA	Baseball	Baseball B V vs IHSA - Sectional Semi Final	IHSA	6/4/2026	1	-	Charter	\$1,575.00	\$1,575	1,587.30
IHSA	Softball	Softball G V vs IHSA - Sectional Final	IHSA	6/5/2026	1	-	Charter	\$1,650.00	\$1,575	1,705.80

IHSA	Softball	Softball G V vs IHSA - Sectional Final	IHSA	6/6/2026	1 -	Charter	\$1,650.00	\$1,575	1,705.80
IHSA	Baseball	Baseball B V vs IHSA - Sectional Final	IHSA	6/6/2026	1 -	Charter	\$1,650.00	\$1,575	1,705.80
							\$79,575.00	\$77,250	83,635.70

8. Resolution to Adopt School District Budget for 2025-2026 Fiscal Year

102

Recommended Motion: that the Board of Education approve the Resolution authorizing the adoption of the Budget for the 2025-2026 fiscal year. **See Attachment No. 27.**

TO: Members of the Board of Education
FROM: Vincent Gallo, Chief Financial Officer 
DATE: June 19, 2025
SUBJECT: Resolution to Adopt the Annual Budget for 2025-2026 Fiscal Year

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

Action Necessary: Board of Education approval is requested.

Facts: Pursuant to Section 17-1 of the Illinois School Code, the Administration has successfully: prepared a tentative, balanced annual budget for the 2025-2026 fiscal year; held a public hearing prior to final action on the tentative amended budget; made the tentative amended budget conveniently available to the public for inspection at least thirty (30) days prior to final action thereon; and published notice of the tentative amended budget for public inspection at the public hearing that was published in a newspaper in the School District at least thirty (30) days prior to the public hearing.

In order to comply with the final step of the Illinois School Code budget process, it is the recommendation of the administration that the Resolution be adopted by the Board of Education.

Cost: The annual budgeted expenditures for all Funds is \$133,793,632.

Recommended Action: That the Board of Education approve the Resolution authorizing the adoption of the Annual Budget for the 2025-2026 fiscal year.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

**RESOLUTION
OF THE BOARD OF EDUCATION OF
MOLINE-COAL VALLEY SCHOOL DISTRICT NO. 40
ROCK ISLAND COUNTY, ILLINOIS
FOR ADOPTION OF AN ANNUAL BUDGET**

WHEREAS, the Board of Education (hereinafter “Board”) of Moline-Coal Valley School District No. 40, Rock Island County, Illinois (hereinafter “School District”) is authorized by Section 17-1 of *The School Code*, 105 ILCS 5/17-1, to adopt and file with the State Board of Education an annual balanced budget before or within the first quarter of its fiscal year; and

WHEREAS, on the 12th day of August, 2024, the Board adopted a budget for the fiscal year which commenced on July 1, 2024, and will end on June 30, 2025, which budget was filed with the Illinois State Board of Education and the Rock Island County Clerk; and

WHEREAS, the Board is authorized by Section 17-1 of the *School Code* to amend such budget by the same procedure as provided by Section 17-1 for the original adoption of the budget; and

WHEREAS, pursuant to Section 17-1 of the *School Code*, the Superintendent, or his designee, prepared a tentative, balanced annual budget for the 2024-2025 fiscal year; and

WHEREAS, pursuant to Section 17-1 of the *School Code*, the Board held a public hearing prior to final action on a tentative annual budget on June 24, 2024; and

WHEREAS, pursuant to Section 17-1 of the *School Code*, the tentative amended budget was made conveniently available to the public at least thirty (30) days prior to final action thereon; and

WHEREAS, pursuant to Section 17-1 of the *School Code*, notice of a tentative amended budget’s availability for public inspection and of the public hearing was published, in The Dispatch, at least thirty (30) days prior to the public hearing.

NOW THEREFORE, Be it Resolved by the Board of Education of Moline-Coal Valley School District No. 40, Rock Island County, Illinois, as follows:

Section 1. The balanced budget attached hereto as Exhibit A and incorporated herein by reference, containing estimates available in each fund separately and expenditures from each fund, is hereby adopted as the budget of the School District for the fiscal year which commenced on July 1, 2025, and will end on June 30, 2026.

Section 2. The Superintendent or his designee shall file copies of this Resolution and Exhibit A with the Illinois State Board of Education and the Rock Island County Clerk within thirty (30) days after its adoption.

Section 3. This Resolution shall be in full force and effect upon its adoption.

ADOPTED this 23rd day of June, 2025, by the following votes:

AYES: _____

NAYS: _____

ABSENT: _____

President, Board of Education

ATTEST:

Secretary, Board of Education

EXHIBIT A – 2025-2026 ANNUAL BUDGET

Or found at www.molineschools.org

9. Approval of Consolidated District Plan

107

Recommended Motion: that the Board of Education approve the District's Consolidated District Plan for the 2025-2026 school year, as required by the Illinois State Board of Education. **See Attachment No. 28.**

TO: Members of the Board of Education

FROM: Erin Terstriep, Assistant Superintendent for Student Services and Special Education *ET*
Elizabeth Perkins, Coordinator of ML Learners & Early Childhood Programs
Dr. Brian Prybil, Deputy Superintendent *BP*

DATE: June 19, 2025

SUBJECT: Consolidated District Plan Approval

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

Action Necessary: Board of Education approval is requested to approve the Consolidated District Plan for the 2025-2026 School Year.

Facts: The Consolidated District Plan provides financial assistance to local educational agencies (LEAs) and schools applying for federal grant assistance in the following areas: Title I, Title I 1003(a), Title IIA, Title III-LIPLEPS, Title III-Immigrant Education, Title IV, IDEA, IDEA PreK, Elementary and Secondary School Emergency Relief Grant. As part of this year's plan, the District will continue implementation of the Bilingual Service Plan (BSP), which supports multilingual learners through targeted instructional services, bilingual-certified staffing, and parent engagement activities designed to strengthen family-school partnerships.

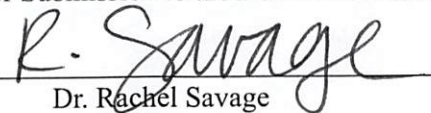
Consolidated District Plan funds will provide:

- Paraprofessionals
- Technology
- Curriculum resources for general and special education
- Professional development
- Funds for parent and community involvement
- Instructional support for academic improvement and achievement
- Counselors and instructional coaches
- Assessment materials
- LEAD Moline devices and other technology
- Support for vocational education
- McKinney-Vento resources
- SEL (Social Emotional Learning) supports for students and staff development
- Learning loss and academic support for struggling learners
- School Safety upgrades and updating

Cost: The District should receive approximately \$6,000,000 in Consolidated District Plan funds for next school year.

Recommended Action: That the Board of Education approve the District's Consolidated District Plan for the 2025-2026 School Year, as required by the Illinois State Board of Education.

Approved for Submission to the Board of Education


Dr. Rachel Savage
Superintendent of Schools

**10. Approval of Clinical Experience Agreement for Student Teaching Program -
Monmouth College**

109

Recommended Motion: that the Board of Education approve the Clinical Experience Agreement for the Student Teaching Program between Monmouth College and Moline-Coal Valley School District for the 2025-2026 school year. **See Attachment No. 29.**



Monmouth COLLEGE[®]

700 East Broadway
Monmouth IL 61462-1998

Clinical Experience Agreement For Student Teaching Program

This Agreement is entered into by the Education Department of Monmouth College, Monmouth, Illinois hereafter referred to as the "College" and Moline School District later referred to as the "School."

It is hereby agreed that:

1. The College will make placement requests only for the qualified candidate who has been screened and admitted into the teacher education program; the College will give advanced notification sufficient to allow the School to process the request, identify qualified personnel who will supervise the candidate and allow said personnel to approve or disapprove of the placement request; the College will provide information about the candidate to assist the School in its decision about acceptance and placement.
2. The School will place the candidate with personnel qualified and willing to supervise in the growth process of becoming a teacher. The cooperating teacher is compensated with a \$300.00 honorarium issued by Monmouth College at the conclusion of the clinical experience.
3. Neither the College nor the School shall allow race, creed, color, sex and/or national origin of a prospective candidate to influence the placement process and /or decision.
4. The College will assign College faculty members to participate in the clinical experiences of the prospective teaching candidate.
5. College and School personnel will share responsibilities for evaluation and documenting the candidate's performance in clinical experiences but the College's supervisor is responsible for determining the final grade for student teaching; each candidate will be provided the opportunity to review his/her evaluation.
6. The College and/or the School may, after mutual consultation, request that a candidate who is not performing competently be removed from a particular assignment.
7. In the event of a work stoppage by some or all of the personnel of a School, the College student involved in clinical experiences shall not report to the School but return immediately to the College, should the work stoppage last more than five (5) school days, the College may place the affected student in another School, or an appropriate substitute experience.
8. If the candidate holds a valid Illinois substitute teaching license they may accept compensation as a substitute teacher in the cooperating teacher's classroom **ONLY** for not more than 15 days (5 consecutive) during the 70-day student teaching clinical experience, if the cooperating teacher is unable to be present.
9. This agreement establishes the general conditions for cooperative participation by the College and the School in the clinical preparation of prospective teachers, including both pre-student and student teaching assignments; although other written statements may describe the details of specific assignments, the specific conditions stipulated therein must conform to the general conditions set forth in this agreement.
10. This agreement shall be effective for the period beginning August 1, 2025 and ending June 30, 2026.

SCHOOL REPRESENTATIVE

COLLEGE REPRESENTATIVE

Name _____ Title _____


Date _____

Tammy LaPrad, Chair
Date: June 4, 2025

11. Approval of First Reading of Updated Board of Education Policy Section 4 - Operational Services

111

Recommended Motion: that the Board of Education accepts for first reading the updated Board of Education Policies; 4:15 - Identity Protection and 4:120 - Food Services, as presented. **See Attachment No. 30.**

TO: Members of the Board of Education
FROM: Vince Gallo, Chief Financial Officer 
DATE: June 19, 2025
SUBJECT: Approve Updated Board Policies for Section 4 – Operational Services

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

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

Facts: In the continuing quest to update the District's Board Policies, attached are portions of Section 4 with suggested changes based on PRESS recommendations. The administration is requesting the Board accept updates for Sections 4:15, and 4:120 as listed.

Attached are the suggested changes based on PRESS recommendations. The administration is requesting the Board accept updates for Sections - 4:15 Identity Protection and 4:120 Food Services. Section 4:15 updates footnotes to the policy and minor language changes to include cybersecurity safeguards. Section 4:120 is unchanged and only updates the footnotes for the new requirements for ISBE. Recall, the underlined text represents suggested new additions; whereas, the ~~striketrough~~ text represents suggested deletions.

Cost: None.

Recommended Action: That the Board of Education accepts for first reading the updated Board of Education Policies; 4:15 Identity Protection and 4:120 Food Services, as presented.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

Operational Services

Identity Protection ¹

The collection, storage, use, and disclosure of social security numbers by the School District shall be consistent with State and federal laws. The goals for managing the District's collection, storage, use, and disclosure of social security numbers are to: ²

1. Limit all activities involving social security numbers to those circumstances that are authorized by State or federal law.
2. Protect each social security number collected or maintained by the District from unauthorized disclosure.

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹ **Consult the board attorney before adoption of this policy.** Districts may choose to provide or implement more protections than the statutory requirements outlined in this sample policy. While the laws that apply to this policy govern current management of sensitive information, best practices may outpace the law's ability to keep up. See also f/n 19 to sample policy 2:250, *Access to District Public Records*, detailing the preservation requirements of the Local Records Act (50 ILCS 205/3), the Family Educational Rights and Privacy Act (20 U.S.C. §1232g), and the Ill. School Student Records Act (105 ILCS 10/), and litigation holds or document preservation requirements pursuant to Federal Rules of Civil Procedure (Rules 16 and 26).

The Identity Protection Act (IPA) (5 ILCS 179/) requires that this subject matter be covered in policy and controls its content. 5 ILCS 179/35. The Act places greater limits on the use of social security numbers (SSNs) than federal law. The IPA defines *identity-protection policy* as "any policy created to protect social security numbers from unauthorized disclosure." (*Social security number* is not capitalized in the IPA). 5 ILCS 179/5. Much of a district's collection, storage, use, and disclosure of SSNs applies to employee records only. But limited exceptions may exist where a school district may need to ask students or their parents/guardians to provide SSNs, and any collection and retention of students' SSNs must also be in accordance with this policy.

Another State law, the Personal Information Protection Act (PIPA) (815 ILCS 530/) requires *data collectors of personal information* to provide certain notice to Illinois residents, and in certain cases, the Ill. Attorney General, when the collector's system data is breached. 815 ILCS 530/10. Under PIPA, *data collector* is broadly defined to include government agencies and any entities that deal with nonpublic *personal information*. *Personal information* is defined as: (1) an individual's first name or first initial combined with an SSN, driver's license number or State identification card number, financial account information (including without limitation, credit or debit card numbers), medical or health insurance information or biometric data; or (2) a username or email address in combination with a password or security question and answer that would permit access to an online account. *Id.* at 530/5. Depending on whether the *data collector* owns or merely maintains or stores the information, additional notification requirements will also apply. Finally, PIPA requires *units of local governments* to dispose of personal information so that it may not be read or reconstructed. *Id.* at 530/40. It is unclear whether Section 530/40 applies to school districts because PIPA does not specifically identify school districts as *units of local governments* (Ill. Constitution Article VII, Sec. 1). However, the Ill. State Board of Education (ISBE) considers PIPA to apply to the handling of personally identifiable information under grant awards. See the ISBE *Checklist for Protection of Personally Identifiable Information Review*, referenced in f/n 9, below. **Consult the board attorney for advice on the applicability of PIPA's various mandates to your district.** See f/n 4, below for more information about options to include PIPA requirements in this sample policy.

The U.S. Cybersecurity & Infrastructure Security Agency (CISA) recommends that K-12 districts have an *incident response plan* (IRP) that details what a district needs to do before, during, and after an actual or potential security incident. See www.cisa.gov/online-toolkit-partnering-safeguard-k-12-organizations-cybersecurity-threats. In the case of a data breach, it is critical for a district to have an IRP in place that is customized to local conditions and to practice the plan. Having an IRP may also be required for cyber liability insurance coverage. For resources and templates, see <https://nvlpubs.nist.gov/nistpubs/SpecialPublications/NIST.SP.800-61r2.pdf>, www.ltcillinois.org/resources/k12-incident-response-plan-template-security-studio, <https://studentprivacy.ed.gov/resources/data-breach-scenario-trainings>, and www.k12six.org/essentials-series.

- ² The list of goals is optional; it may be deleted, augmented, or otherwise amended.

The Superintendent is responsible for ensuring that the District complies with the Identity Protection Act, 5 ILCS 179/. Compliance measures shall include each of the following:^{3 4}

1. All employees having access to social security numbers in the course of performing their duties shall be trained to protect the confidentiality of social security numbers. Training should include instructions on the proper handling of information containing social security numbers from the time of collection through the destruction of the information.
2. Only employees who are required to use or handle information or documents that contain social security numbers shall have access to such information or documents.
3. Social security numbers requested from an individual shall be provided in a manner that makes the social security number easily redacted if the record is required to be released as part of a public records request.
4. When collecting a social security number or upon request by an individual, a statement of the purpose(s) for which the District is collecting and using the social security number shall be provided. The stated reason for collection of the social security number must be relevant to the documented purpose.⁵
5. All employees must be advised of this policy's existence, and a copy of the policy must be made available to each employee. The policy must also be made available to any member of the public, upon request.⁶

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

³ The IPA requires items #1-4 to be covered in a policy. 5 ILCS 179/35(a).

⁴ For boards that want to include PIPA mandates in this Policy, insert the following option after the IPA items #1-4, or if the board includes items #5 and #6 (discussed in f/n 6, below), after items #1-6, and add "815 ILCS 530/, Personal Information Protection Act" to the Legal References:

The Superintendent is also responsible for ensuring the District complies with the Personal Information Protection Act, 815 ILCS 530/. Compliance measures shall include each of the following:

1. Written or electronic notification to an individual and, if applicable, the owner of the information, as required by 815 ILCS 530/10 whenever his or her personal information was acquired by an unauthorized person; *personal information* means either:
 - a. An individual's first name or first initial and last name in combination with any one or more of his or her (i) social security number, (ii) driver's license number or State identification card number, (iii) financial account information (with any required security codes or passwords), (iv) medical information, (v) health insurance information, and/or (vi) unique biometric data or other unique physical or digital representation of biometric data, when either the name or the data elements are not encrypted or redacted or are encrypted or redacted but the keys to unencrypt or unredact or otherwise read the name or data elements have been acquired through the breach of security; or
 - b. An individual's username or email address, in combination with a password or security question and answer that would permit access to an online account, when either the username or email address or password or security question and answer are not encrypted or redacted or are encrypted or redacted but the keys to unencrypt or unredact or otherwise read the data elements have been obtained through the breach of security.
2. Notification to the Ill. Attorney General as required by 815 ILCS 530/10, if a single breach of the security system requires the District to notify more than 500 Illinois residents.
3. Cooperation with the owner of the information in matters relating to the breach, if applicable, as required by 815 ILCS 530/10.
4. Disposal of materials containing personal information in a manner that renders the personal information unreadable, unusable, and undecipherable; personal information has the meaning stated in #1, above.

⁵ See sample exhibit 4:15-E2, *Statement of Purpose for Collection of Social Security Numbers*.

⁶ Items #5 and #6 are not required to be in policy but districts are required to perform the described action(s). 5 ILCS 179/35(b). These compliance measures are covered in sample administrative procedure 4:15-AP1, *Protecting the Privacy of Social Security Numbers*.

6. If this policy is amended, employees will be advised of the existence of the amended policy and a copy of the amended policy will be made available to each employee.⁷

No District employee shall collect, store, use, or disclose an individual's social security number unless specifically authorized by the Superintendent.⁸ This policy shall not be interpreted as a guarantee of the confidentiality of social security numbers and/or other personal information. The District will use best efforts to comply with this policy, but this policy should not be construed to convey any rights to protection of information not otherwise afforded by law.

Treatment of Personally Identifiable Information Under Grant Awards⁹

The Superintendent ensures that the District takes reasonable cybersecurity and other measures to safeguard information including: (1) *protected personally identifiable information*,¹⁰ (2) other types of information that a federal awarding agency, pass-through agency entity, or State awarding agency designates as sensitive, such as *personally identifiable information* (PII)¹¹ and (3) information that the

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

⁷ Optional. See f/n 6 above.

⁸ This sentence is optional. Its intent is to inform employees of the need to have proper authority before collecting, storing, using, or disclosing SSNs. A board may attach a sanction to the paragraph by adding the following option:

An employee who has substantially breached the confidentiality of social security numbers may be subject to disciplinary action of sanctions up to and including dismissal in accordance with District policy and procedures.

⁹ While the federal regulations on procurement standards in 2 C.F.R. Part 200 do not specifically require a written policy on the treatment of *personally identifiable information* (PII) under grant-funded programs, the Ill. State Board of Education's (ISBE's) *Checklist for Protection of Personally Identifiable Information Review* (ISBE Checklist), at www.isbe.net/Pages/Federal-and-State-Monitoring.aspx, requires an approved policy or policies related to the identification, handling, storage, access, disposal, and overall protection of PII as evidence of legal compliance with the Grant Accountability and Transparency Act (GATA) (30 ILCS 708/) and federal regulations. At the time of PRESS Issue 118's publication (Apr. 2025), ISBE had not updated this Checklist with the 2024 revisions to the definitions of PII and *protected personally identifiable information* (Protected PII) at 2 C.F.R. §200.1. The ISBE Checklist is specific to PII handled by districts in connection with their administration of grants. The uniform federal rules on procurement standards in 2 C.F.R. Part 200 apply to eligible State grants through the Grant Accountability and Transparency Act (GATA) (30 ILCS 708/). This sample policy and accompanying sample administrative procedure 4:15-AP2, *Treatment of Personally Identifiable Information Under Grant Awards*, are designed to help districts meet the standard set forth in 2 C.F.R. §200.303(e) and the documentation items on the ISBE Checklist.

¹⁰ ~~Protected personally identifiable information (Protected PII) means an individual's first name or first initial and last name in combination with any one or more types PII (see definition at f/n 11), except for certain types of PII that must be disclosed by law. 2024 revisions to 2 C.F.R. Part 200 eliminated examples of Protected PII and instead only list examples of PII within the definition of Protected PII at 2 C.F.R. §200.1, which may indicate broadening of the definition of Protected PII. See 89 Fed. Reg. 79732. of information, including~~ Before the 2024 revisions, examples of Protected PII contained in the regulation included, but were not limited to, social security number, passport number, credit card numbers, clearances, bank numbers, biometrics, date and place of birth, mother's maiden name, criminal records, medical records, financial records, and/or educational transcripts. Protected PII does not include *personally identifiable information* (PII) that is required by law to be disclosed. 2 C.F.R. §200.1. Consult the board attorney for guidance in this area. See sample administrative procedure 4:15-AP2, *Treatment of Personally Identifiable Information Under Grant Awards*. Protected PII is similar to, but broader than, the definition of *personal information* under PIPA.

¹¹ PII is a broader concept than Protected PII. Said another way, Protected PII is a subset of PII.

District considers to be sensitive consistent with applicable laws regarding privacy and confidentiality (collectively, *sensitive information*), when administering federal grant awards and State grant awards governed by the Grant Accountability and Transparency Act (30 ILCS 708/).

The Superintendent shall establish procedures for the identification, handling, storage, access, disposal and overall confidentiality of sensitive information.¹² The Superintendent shall ensure that employees and contractors responsible for the administration of a federal or State award for the District receive regular training in the safeguarding of sensitive information.¹³ Employees mishandling sensitive information are subject to discipline, up to and including dismissal.

LEGAL REF.: 2 C.F.R. §200.303(e).
5 ILCS 179/, Identity Protection Act.
30 ILCS 708/, Grant Accountability and Transparency Act.
50 ILCS 205/3, Local Records Act.
105 ILCS 10/, Illinois School Student Records Act.

CROSS REF: 2:250 (Access to District Public Records), 5:150 (Personnel Records), 7:340 (Student Records), 7:345 (Use of Educational Technologies; Student Data Privacy and Security)

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

PII means information that can be used to distinguish or trace an individual's identity, either alone or when combined with other personal or identifying information that is linked or linkable to a specific individual. Some information that is considered to be PII is available in public sources such as telephone books and public websites, and it is considered to be Public PII. Public PII includes, for example, first and last name, address, work telephone number, email address, home telephone number, and general educational credentials. This was previously defined as *public personally identifiable information* (Public PII), but 2024 revisions to 2 C.F.R. Part 200 have deleted Public PII as a definition. The definition of PII is not anchored/attached to any single category of information or technology. Rather/Instead, it requires a case-by-case assessment of the specific risk that an individual can be identified. Non-PII can become PII whenever additional information is made publicly available, in any medium and from any source, that, when combined with other available information, could be used to identify an individual when combined with other available information. 2 C.F.R. §200.1.

In addition to 2 C.F.R. §200.303(e), depending upon the type of record being created or used in connection with a grant-funded program, multiple laws may govern the treatment of *personally identifiable information* (PII) under a grant, including the IPA (5 ILCS 179/), PIPA (815 ILCS 530/), Family Educational Rights and Privacy Act, (20 U.S.C. §1232g), Ill. School Student Records Act (105 ILCS 10/), Student Online Personal Protection Act, (105 ILCS 85/), Personnel Record Review Act (820 ILCS 40/), and Local Records Act (50 ILCS 205/3).

¹² See sample administrative procedure 4:15-AP2, *Treatment of Personally Identifiable Information Under Grant Awards*.

¹³ The ISBE Checklist requires districts to maintain documentation of training of all employees/contractors on the handling of PII, including evidence of the date(s) of the training and attendance/completion of the training. See www.isbe.net/Pages/Federal-and-State-Monitoring.aspx. Because many individuals in a district can be involved in day-to-day administration of activities supported by a federal or State grant, best practice is to regularly train all employees on the safeguarding of such sensitive information, e.g., upon hire and then annually or semi-annually.

Operational Services

Food Services¹

Good nutrition shall be promoted in the District's meal programs and in other food and beverages that are sold to students during the school day. The Superintendent shall manage a food service program that complies with this policy and is in alignment with School Board policy 6:50, *School Wellness*.

Food or beverage items sold to students as part of a reimbursable meal under federal law must follow the nutrition standards specified in the U.S. Dept. of Agriculture rules that implement the National School Lunch and Child Nutrition Acts. Schools being reimbursed for meals under these laws are *participating schools*.²

The food service program in participating schools shall comply with the nutrition standards specified in the U.S. Dept. of Agriculture's *Smart Snacks rules* when it offers competitive foods to students on the school campus during the school day.³ *Competitive foods* are all food and beverages that are offered by any person, organization or entity for sale to students on the school campus during the school day that are not reimbursed under programs authorized by federal law.⁴ The food service programs in participating schools shall also comply with any applicable mandates in the Illinois State Board of Education's School Food Service rules implementing these federal laws and the Ill. School Breakfast and Lunch Program Act.⁵

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹ State or federal law controls this policy's content. Districts that participate in programs under the National School Lunch Act and Child Nutrition Acts must establish policies and procedures as are necessary to ensure compliance with 7 C.F.R. §210.1(b).

The Ill. State Board of Education (ISBE) limits the sale of competitive food and beverages sold to students on the school campus of any school that participates in the School Breakfast Program or the National School Lunch Program. 23 Ill.Admin.Code §305.15(a).

This policy's first sentence provides an opportunity for a school board to consider goals for the food service program and, if appropriate, amend the sentence. For example, a board may want to address the role of parents, alignment with curriculum, or the purpose of vending machines.

Subject to funding by the General Assembly, 105 ILCS 5/2-3.204, added by P.A. 103-1076, requires ISBE to secure one or more statewide master contracts for Halal and Kosher meals so districts may purchase them. If ISBE secures a master contract, it must notify districts of prepackaged meal options available under the contract. Districts may then purchase the prepackaged meals under the master contract. Districts must establish procedures regarding ordering, preparing, and serving prepackaged meal options offered under a statewide contract. Id.

² 7 C.F.R. Parts 210 & 220.

³ Russell B. National School Lunch Act, 42 U.S.C. §1751 *et seq.*, as amended by the Healthy Hunger-Free Kids Act of 2010 (P.L. 111-296); 7 C.F.R. §210.11(c).

⁴ 7 C.F.R. §210.11(a)(2); 23 Ill. Admin. Code §305.5.

⁵ 105 ILCS 125/5.5, added by P.A. 102-761, requires districts that participate in the National School Lunch Program to provide a plant-based school lunch option that complies with federal nutritional standards to those students who submit a prior request to the district for the option. Districts may, but are not required to, incorporate a plant-based option into their planned menu as a means of compliance. See ISBE's *Dietary Accommodations* guidance, at: www.isbe.net/Documents/K-Accommodations.pdf.

All revenue from the sale of any food or beverages sold in competition with the School Breakfast Program or National School Lunch Program to students in food service areas during the meal period shall accrue to the nonprofit school lunch program account.⁶

LEGAL REF.: 42 U.S.C. §1751 et seq., Russell B. National School Lunch Act.
42 U.S.C. §1771 et seq., Child Nutrition Act of 1966.
7 C.F.R. Parts 210 (National School Lunch Program) and 220 (School Breakfast Program).
105 ILCS 125/, School Breakfast and Lunch Program Act.
23 Ill.Admin.Code Part 305, School Food Service.

CROSS REF.: 4:130 (Free and Reduced-Price Food Services), 6:50 (School Wellness)

DRAFT


The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

⁶ This paragraph addresses the federal *requirements for competitive food* in 7 C.F.R. §210.11(b). This rule requires state agencies (ISBE) and/or [school districts] to “establish such policies and procedures as are necessary to ensure compliance with [the federal rules]. State agencies and/or [school districts] may impose additional restrictions on competitive foods...” ISBE’s implementing rule, 23 Ill.Admin.Code §305.15(d), imposes additional restrictions by requiring “the revenue from any food or beverage meeting the competitive food standards sold to students in food service areas during the meal period accrue to the nonprofit school lunch program account.”

12. Approval of First Reading of Updated Board of Education Policy 4:55 - Use of Credit & Procurement Cards

119

Recommended Motion: that the Board of Education accept for first reading the updated Board of Education Policy 4:55 - Use of Credit & Procurement Cards, as presented. **See Attachment No. 31.**

TO: Members of the Board of Education
FROM: Vince Gallo, Chief Financial Officer 
DATE: June 19, 2025
SUBJECT: Approve Updated Board Policy 4:55 - Use of Credit & Procurement Cards

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

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

Facts: In the continuing quest to update the District's Board Policies, attached is a portion of Section 4 with suggested changes based on the changing environment of how companies are accepting payment.

Attached are the suggested changes based on PRESS recommendations. The administration is requesting the Board accept updates for Section - 4:55 Use of Credit & Procurement Cards. This revision will allow the District to increase the amount of a single purchase from a credit card, other than the superintendent's, to \$20,000 and no more than \$50,000 in a single month. We are implementing a business office credit card to help facilitate purchases that are unable to be made with the traditional requisition/purchase order procedure that some businesses are no longer accepting.

Cost: None.

Recommended Action: That the Board of Education accept for first reading the updated Board of Education Policy 4:55 - Use of Credit & Procurement Cards, as presented.

Approved for Submission to the Board of Education




Dr. Rachel Savage
Superintendent of Schools

**13. Approval of First Reading of Updated Board of Education Policy 4:80 -
Accounting & Audits**

121

Recommended Motion: that the Board of Education accept for first reading the updated Board of Education Policy 4:80 - Accounting & Audits, as presented. **See Attachment No. 32.**

TO: Members of the Board of Education
FROM: Vince Gallo, Chief Financial Officer 
DATE: June 19, 2025
SUBJECT: Approve Updated Board Policy 4:80 - Accounting & Audits

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

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


Facts: In the continuing quest to update the District's Board Policies, attached is a portion of Section 4 that addresses the need to adjust the dollar amount for reporting of capital items at the district.

Attached are the suggested changes based on PRESS recommendations. The administration is requesting the Board accept updates for Section - 4:80 Accounting & Audits. This revision will allow the District to increase the dollar amount of when we have to track and maintain records for capital equipment from \$5,000 to \$10,000.

Cost: None.

Recommended Action: That the Board of Education accept for first reading, the updated Board of Education Policy 4:80 - Accounting & Audits, as presented.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

Operational Services

Accounting and Audits ¹

The School District's accounting and audit services shall comply with the *Requirements for Accounting, Budgeting, Financial Reporting, and Auditing*, as adopted by the Ill. State Board of Education (ISBE), State and federal laws and regulations, and generally accepted accounting principles. Determination of liabilities and assets, prioritization of expenditures of governmental funds, and provisions for accounting disclosures shall be made in accordance with government accounting standards as directed by the auditor designated by the Board. The Superintendent, in addition to other assigned financial responsibilities, shall report monthly on the District's financial performance, both income and expense, in relation to the financial plan represented in the budget.

Annual Audit ²

At the close of each fiscal year, the Superintendent shall arrange an audit of the District funds, accounts, statements, and other financial matters. The audit shall be performed by an independent certified public accountant designated by the Board and be conducted in conformance with prescribed standards and legal requirements. A complete and detailed written audit report shall be provided to each Board member and to the Superintendent. The Superintendent shall annually, on or before October 15, submit an original and one copy of the audit to the Regional Superintendent of Schools.

Annual Financial Report ³

The Superintendent or designee shall annually prepare and submit the Annual Financial Report on a timely basis using the form adopted by the ISBE. The Superintendent shall review and discuss the Annual Financial Report with the Board before it is submitted.

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹ State or federal law controls this policy's content. A board policy or resolution is required concerning revolving funds and petty cash. 23 Ill.Admin.Code §100.70. This policy is intended to facilitate the board's fiscal oversight role. The last sentence of the first paragraph should be modified to align with local conditions. *The Requirements for Accounting, Budgeting, Financial Reporting, and Auditing* at 23 Ill.Admin.Code Part 100 replaced 23 Ill.Admin.Code Part 110, *Program Accounting Manual* and 23 Ill.Admin.Code Part 125, *Student Activity Funds and Convenience Accounts*.

² Audit requirements are found in 105 ILCS 5/3-7 and 5/3-15.1, and 23 Ill.Admin.Code §100.110. The federal Single Audit Act adds audit requirements for federal programs. 31 U.S.C. §7501 *et seq.* Grant Accountability Transparency Act (GATA) (30 ILCS 708/) rules also require districts that receive federal pass-through and State-issued awards to have a financial statement audit conducted in accordance with 23 Ill.Admin.Code §100.110, regardless of the amount of award expenditures. 44 Ill.Admin.Code §7000.90(c)(3). See f/n 5, below, for additional information regarding GATA.

For districts in suburban Cook County, replace "Regional Superintendent of Schools" with "appropriate Intermediate Service Center Executive Director."

The following optional sentence establishes an audit committee: "The Board will annually establish an audit committee to help the Board select an external auditor, confer with the auditor regarding the audit's scope, and oversee the audit process."

Note: All board committees are subject to the Open Meetings Act (5 ILCS 120/).

The following optional sentence establishes a competitive process for selecting the external auditor; it prevents a long-term relationship with an auditor and reduces the possibility of audits being too routine or friendly: "The Board will annually advertise a request for proposals to perform the external audit." Substitute "periodically" for "annually" if desired.

³ Requirements for the annual financial report are found in 105 ILCS 5/2-3.27 and 5/3-15.1; 23 Ill.Admin.Code §100.100. The last sentence of this section should be modified to align with local conditions.

Inventories ⁴

The Superintendent or designee is responsible for establishing and maintaining accurate inventory records. The inventory record of supplies and equipment shall include a description of each item, quantity, location, purchase date, and cost or estimated replacement cost, unless the supplies and equipment are acquired by the District pursuant to a federal or State grant award, in which case the inventory record shall also include the information required by 2 C.F.R. §200.313, if applicable.⁵ The Superintendent shall establish procedures for the management of property acquired by the District under grant awards that comply with federal and State law. ⁶

Capitalization Threshold ⁷

To be considered a capital asset for financial reporting purposes, a capital item must be at or above a capitalization threshold of \$510,000 and have an estimated useful life greater than one year.

Disposition of District Property ⁸

The Superintendent or designee shall notify the Board, as necessary, of the following so that the Board may consider its disposition: (1) District personal property (property other than buildings and land) that

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

⁴ The content of inventory records is at the district's discretion, with the exception of supplies and equipment that are governed by 2 C.F.R. §200.313. See f/n 5, below.

⁵ 2 C.F.R. §200.313. The uniform federal rules that govern federal grant awards in 2 C.F.R. Part 200 apply to State-issued awards through the Grant Accountability Transparency Act (GATA) (30 ILCS 708/), unless exempted in whole or in part by the Governor's Office of Management of Budget. 30 ILCS 708/55. See www.isbe.net/gata for further information about the scope of GATA's application to federal awards and State-funded grant programs administered by the Ill. State Board of Education (ISBE). See sample administrative procedure 4:80-AP3, *Inventory Management for Federal and State Awards*. ISBE guidance is available at: www.isbe.net/Documents/fiscal_procedure_handbk.pdf and www.isbe.net/Pages/Federal-and-State-Monitoring.aspx.

⁶ *Id.* In connection with ISBE's grant monitoring function, ISBE published a *Checklist for Equipment and Inventory Review* which requires an approved policy (or procedure) related to the management of equipment at:

www.isbe.net/Pages/Federal-and-State-Monitoring.aspx. At the time of PRESS Issue 118's publication (Apr.2025), ISBE had not updated its Checklist to incorporate 2024 amendments made to 2 C.F.R. Part 200, including the increase in the capitalization threshold from \$5,000 to \$10,000.

⁷ Optional. 23 Ill.Admin.Code §100.60 requires school boards to adopt a capitalization threshold, which can be done through policy. The capitalization threshold is a dollar figure above which the cost of an item will be included on financial statements and depreciated. A minimum threshold of \$510,000, or a lesser amount established by the board, and useful life greater than one year complies with the definition of *equipment* under federal grant rules, 2 C.F.R. §§200.1 and 200.313(e)., but may be adjusted, and/or multiple thresholds can be established, for different categories of capital assets. *Id.* 2 C.F.R. §§200.1 and 200.313(e). The Government Accounting Standards Board (GASB) Statement No. 34 at para. 115(e) states that a government should disclose its policy "for capitalizing assets and for estimating the useful lives of those assets." See GASB Statement 34 and *Implementation Guide No. 2015-1 Guide to Implementation of GASB Statement 34 on Basic Financial Statements* (p.28), both available at: www.gasb.org. District auditors may require or recommend a district have a more comprehensive capitalization policy and/or procedure. Such an accounting policy or procedure should be developed in consultation with the district's accounting professional(s) and tailored to reflect local conditions.

⁸ The requirements in this section are specified in 105 ILCS 5/5-22 (allowing property constructed or renovated by students as part of a curricular program to be sold through the services of a licensed real estate broker subject to certain requirements), 5/10-22.8 (sale of personal property); and 2 C.F.R. §200.313(e) and (f) for federal awards and State awards governed by GATA. See f/n 5, above, regarding grant award requirements. A board that desires to act on the disposition of property having any value should use the following alternative to this section's last sentence: "Notwithstanding the above, the Superintendent or designee may unilaterally dispose of worthless personal property."

The recipient (through either sale or donation) of any discarded school bus must immediately: (1) remove, cover, or conceal the "SCHOOL BUS" signs and any other insignia or words indicating the vehicle is a school bus; (2) render inoperable or remove entirely the stop signal arm and flashing signal system; and (3) paint the school bus a different color from those under 625 ILCS 5/12-801. 625 ILCS 5/12-806(b).

is no longer needed for school purposes, and (2) school site, building, or other real estate that is unnecessary, unsuitable, or inconvenient. Notwithstanding the above, the Superintendent or designee may unilaterally dispose of personal property of a diminutive value. The Superintendent shall establish procedures for the disposition and, when permitted by the terms and conditions of the award, the retention of property acquired by the District under grant awards that comply with federal and State law.

Taxable Fringe Benefits⁹

The Superintendent or designee shall: (1) require that all use of District property or equipment by employees is for the District's convenience and best interests unless it is a Board-approved fringe benefit, and (2) ensure compliance with the Internal Revenue Service regulations regarding when to report an employee's personal use of District property or equipment as taxable compensation.

Controls for Revolving Funds and Petty Cash¹⁰

Revolving funds and the petty cash system are established in Board policy 4:50, *Payment Procedures*. The Superintendent shall: (1) designate a custodian for each revolving fund and petty cash fund, (2) obtain a bond for each fund custodian, and (3) maintain the funds in compliance with this policy, State law, and ISBE rules. A check for the petty cash fund may be drawn payable to the designated petty cash custodian. Bank accounts for revolving funds are limited to a maximum balance of \$1,000. All expenditures from these bank accounts must be directly related to the purpose for which the account was established and supported with documentation, including signed invoices or receipts. All deposits into these bank accounts must be accompanied with a clear description of their intended purpose. The Superintendent or designee shall include checks written to reimburse revolving funds on the Board's monthly listing of bills indicating the recipient and including an explanation.

Control Requirements for Checks¹¹

The Board must approve all bank accounts opened or established in the District's or a District school's name or with the District's Federal Employer Identification Number. All checks issued by the School

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

⁹ The intent of this optional section is twofold: (1) to control personal use of district property and equipment; and (2) to ensure compliance with IRS rules. As to the first point, allowing personal use of district property or equipment is arguably prohibited by the Ill. Constitution, Art. VIII, Sec. 1 which states: "Public funds, property or credit shall be used only for public purposes." As to the second point, any fringe benefit an employer provides is taxable and must be included in the recipient's pay unless the law specifically excludes it. See Publication 15-B ([20252019](https://www.irs.gov/pub/irs-pdf/p15b.pdf)), *Employer's Tax Guide to Fringe Benefits*, at: www.irs.gov/pub/irs-pdf/p15b.pdf.

¹⁰ 105 ILCS 5/10-20.19(2); 23 Ill.Admin.Code §100.70. This paragraph's contents are mandatory, except for the \$1,000 cap on the maximum balance of revolving funds. The cap amount may be changed or the following alternative used: "Each revolving fund shall be maintained in a bank that has been approved by the Board and established in an amount approved by the Superintendent consistent with the annual budget."

The School Code defines petty cash as a type of revolving fund. Id. It and other revolving funds carry a standard balance and are regularly reimbursed to maintain the standard balance amount (generally referred to as an *imprest system* of financial accounting). In practice, petty cash is paid out of a *de minimis* cash amount maintained by a fund custodian. Disbursement from a revolving fund other than petty cash is typically made against an imprest checking account, by an authorized signor who is readily available in the district, e.g., a superintendent or building principal. The authorized signor manages the revolving fund and requests the board to reimburse the fund for expenses incurred to bring the imprest account back to its standard balance.

¹¹ This section is largely up to the local board's discretion; additional controls may be added. The following alternative to the second sentence will mandate two signatories for checks:

District must be signed by either the Treasurer or Board President, except that checks from accounts containing student activity funds or fiduciary funds and checks from revolving accounts may be signed by their respective account custodians.

Internal Controls ¹²

The Superintendent is primarily responsible for establishing and implementing a system of internal controls for safeguarding the District's financial condition; the Board, however, will oversee these safeguards. The control objectives are to ensure efficient business and financial practices, reliable financial reporting, and compliance with State law and Board policies, and to prevent losses from fraud,

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

Two of the following individuals: the Treasurer, Board President, and/or Board Vice-President, shall sign all checks issued by the School District, except that checks from accounts containing student activity funds or fiduciary funds and checks from revolving accounts may be signed by their respective account custodians.

See sample policy 4:90, *Student Activity and Fiduciary Funds*, for more information about a board's responsibilities for *student activity funds* and *fiduciary funds*. A board must comply with State law requirements concerning the use of facsimile or electronic signatures on checks. The Secretary of State, Index Department, maintains certified manual signatures of officers authorized to sign checks. Uniform Facsimile Signature of Public Officials Act, 30 ILCS 320/. Electronic records and signatures are governed by the Uniform Electronic Transactions Act. 815 ILCS 333/. Attorneys disagree about the applicability of these laws to school districts.

¹² This section is largely up to the local board's discretion. The annual audit must include a "review and testing of the internal control structure." 23 Ill.Admin.Code §100.110. This review's limited scope means that boards should not rely on it to reveal uncontrolled financial risks. The board's responsibility is to establish policy to safeguard the district's financial condition. Indeed, the oath of office includes this promise: "I shall respect taxpayer interests by serving as a faithful protector of the school district's assets." In this sample policy, the board sets the control objectives and the superintendent is responsible for developing an internal controls system. In addition, ISBE has issued guidance on internal controls pursuant to its administration of the Grant Accountability and Transparency Act (GATA), 30 ILCS 708/. See ISBE's *State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures*, at: www.isbe.net/Documents/fiscal_procedure_handbk.pdf, which states that "to establish a strong control environment, grantees must...[d]esign internal controls that are in compliance with guidance in *Standards for Internal Control in the Federal Government* issued by the Comptroller General of the United States" (a free resource, available at: www.gao.gov/assets/670/665712.pdf) or the *Internal Control Integrated Framework* issued by the Committee of Sponsoring Organizations of the Treadway Commission (a fee-based resource, available at: www.coso.org/guidance-on-ic). Boards that wish to take a larger oversight role regarding internal controls may list the numbered sentences in the IASB sample administrative procedure 4:80-AP1, *Checklist for Internal Controls*, as required inclusions in the superintendent's program for internal controls. This alternative, for insertion at the end of this section's first paragraph, follows:

The District's system of internal controls shall include the following:

1. All financial transactions must be properly authorized and documented.
2. Financial records and data must be accurate and complete.
3. Accounts payable must be accurate and punctual.
4. District assets must be protected from loss or misuse.
5. Incompatible duties should be segregated, if possible.
6. Accounting records must be periodically reconciled.
7. Equipment and supplies must be safeguarded.
8. Staff members with financial or business responsibilities must be properly trained and supervised, and must perform their responsibilities with utmost care and competence.
9. Any unnecessary weaknesses or financial risks must be promptly corrected.

waste, and abuse,¹³ as well as employee error, misrepresentation by third parties, or other imprudent employee action.

The Superintendent or designee shall annually audit the District's financial and business operations for compliance with established internal controls and provide the results to the Board. The Board may from time-to-time engage a third party to audit internal controls in addition to the annual audit.

LEGAL REF.: 2 C.F.R. §200 et seq.
30 ILCS 708/, Grant Accountability and Transparency Act, implemented by 44 Ill.Admin.Code 7000 et seq.
105 ILCS 5/2-3.27, 5/2-3.28, 5/3-7, 5/3-15.1, 5/5-22, 5/10-21.4, 5/10-20.19, 5/10-22.8, and 5/17-1 et seq.
23 Ill.Admin.Code Part 100.

CROSS REF.: 4:10 (Fiscal and Business Management), 4:50 (Payment Procedures), 4:55 (Use of Credit and Procurement Cards), 4:90 (Student Activity and Fiduciary Funds)

DRAFT


The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹³ Unless specifically exempted, grantees receiving funds from any State agency, including ISBE, must comply with GATA and annually complete a *Fiscal and Administrative Internal Controls Questionnaire* (ICQ). The ICQ covers a number of different topics related to internal controls. Districts that are identified as having one or more areas of elevated risk based on their answers to the ICQ, are required to develop and implement corrective action to address the area(s). Districts that fail to take necessary corrective action to address weak areas of internal control put their grant funding at risk. One of the sections of the ICQ may address a grantee's internal controls for fraud, waste, and abuse, including whether the grantee has a *fraud awareness program*. See sample administrative procedures 4:80-AP1, *Checklist for Internal Controls*, and 4:80-AP2, *Fraud, Waste, and Abuse Awareness Program*, which incorporate ISBE-recommended practices related to fraud, waste, and abuse.

**14. Approval of First Reading of Revised Board of Education Policy 4:150 -
Facility Management & Building Programs**

128

Recommended Motion: that the Board of Education accept for first reading the revised Board of Education Policy 4:150 - Facility Management & Building Programs, as presented. **See Attachment No. 33.**

TO: Members of the Board of Education
FROM: Vince Gallo, Chief Financial Officer 
DATE: June 19, 2025
SUBJECT: Approve Revised Board Policy 4:150 - Facility Management & Building Programs

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

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

Facts: As part of the District's ongoing effort to update Board Policies, attached is a proposed revision to Section 4, specifically Policy 4:150 – Facility Management and Building Programs.

The current policy requires Board approval for any construction or renovation project exceeding \$17,500. The proposed revision raises this threshold to \$35,000 to align with Policy 4:60, which states that all construction projects estimated at \$35,000 or more must receive Board approval. The administration recommends the Board approve this update to ensure consistency across related policies.

Cost: None.

Recommended Action: That the Board of Education accept for first reading the revised Board of Education Policy 4:150 - Facility Management & Building Programs, as presented.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

15. Approval of First Reading of Updated Board of Education Policy for Section 7 - Students

130

Recommended Motion: that the Board of Education accept for first reading the updated Board of Education Policies 7:10 - Equal Educational Opportunities; 7:20 - Harassment of Students Prohibited; 7:180 - Prevention of and Response to Bullying, Intimidation, and Harassment; and 7:185 - Teen Dating Violence Prohibited, as presented. **See Attachment No. 34.**

TO: Members of the Board of Education
FROM: Erin Terstriep, Assistant Superintendent for Student Services and Special Education *ET*
DATE: June 19, 2025
SUBJECT: Approve Updated Board Policies for Section 7 – Students

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

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

Facts: In the continuing quest to update the District's Board Policies, a portion of Section 7 with suggested changes based on PRESS recommendations are attached. The policy changes are minor and footnotes have been updated in response to case law, striking down 2024 Title IX sex discrimination regulations, and restoring the 2020 Title IX regulations, and responding to changes in school code related to the Ensuring Success in School Law.


Attached are the suggested changes based on PRESS recommendations. The administration requests the Board accept updates for Policies 7:10 - Equal Educational Opportunities; 7:20 - Harassment of Students Prohibited; 7:180 - Prevention of and Response to Bullying, Intimidation, and Harassment; and 7:185 - Teen Dating Violence Prohibited

Recall, the underlined text represents suggested new additions; whereas, the ~~strike through~~ text represents suggested deletions.

Cost: None.

Recommended Action: That the Board of Education accept for first reading the revised Board of Education Policies 7:10 - Equal Educational Opportunities; 7:20 - Harassment of Students Prohibited; 7:180 - Prevention of and Response to Bullying, Intimidation, and Harassment; and 7:185 - Teen Dating Violence Prohibited, as presented.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

Students

Equal Educational Opportunities ¹

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race,² national origin, religion, sex,³ sexual orientation, ancestry, age, physical or mental disability, gender identity,⁴ status of being homeless, immigration status, order of protection status,

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹ State or federal law requires this subject matter be covered by policy and controls this policy's content. Many civil rights laws guarantee equal educational opportunities; see citations in the Legal References.

² The Ill. Human Rights Act (IHRA) defines *race* to include traits associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twists. 775 ILCS 5/1-103(M-5), added by P.A. 102-1102. The Ill. Dept. of Human Rights' (IDHR) jurisdiction over schools as "places of public accommodation" is limited, see f/n 4, below. See also sample policy 7:160, *Student Appearance*, regarding hairstyles associated with race.

³ With some exceptions, Title IX of the Education Amendments of 1972 (Title IX) guarantees that "[n]o person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance..." 20 U.S.C. §1681(a). Prohibited sex discrimination in violation of Title IX includes sex-based harassment and "discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity." 34 C.F.R. §§ 106.2-106.10. See sample policy 2:265, *Title IX Grievance Procedure*, for further discussion.

Title IX implementing regulations at 34 C.F.R. §106.40 and 49 C.F.R. §25.445 prohibit "any rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex." Ill. State Board of Education (ISBE) sex equity regulation at 23 Ill. Admin. Code §200.50(e) prohibits discrimination against a student "because of his or her actual or potential marital or parental status," and it specifies that: (1) pregnancy shall be treated as any other temporary disability, (2) pregnancy or parenthood shall not be considered cause for dismissal or exclusion from any program or activity, (3) participation in special programs provided for pregnant students or students who are parents shall be at the student's option, and (4) systems shall eliminate administrative and programmatic barriers to school attendance and school completion by pregnant students or students who are parents. Id. See f/n 8, below, regarding support services for pregnant and parenting students.

⁴ The IHRA and an ISBE rule prohibit schools from discriminating against students on the basis of *sexual orientation* and *gender identity*. 775 ILCS 5/1-103(Q), 5.5-101(11), and 5.5-102; 23 Ill. Admin. Code §1.240. *Sexual orientation* is defined as the "actual or perceived heterosexuality, homosexuality, bisexuality, or gender related identity, whether or not traditionally associated with the person's designated sex at birth." 775 ILCS 5.1-103(Q-1). *Gender identity* is included in the definition of sexual orientation in the IHRA. The IHRA permits schools to maintain single-sex facilities that are distinctly private in nature, e.g., restrooms and locker rooms. 775 ILCS 5.5-103.

Adopting separate policies or inserting policy statements about accommodations and inclusion of transgender students in the educational program are unsettled areas of the law. Some lawyers believe doing so may open boards to equal protection challenges for not creating separate policies for other protected statuses, e.g., race, national origin, religion, etc. Governor Pritzker issued Executive Order (EO) 2019-11, titled "Strengthening Our Commitment to Affirming and Inclusive Schools" which established the Affirming and Inclusive Schools Task Force (Task Force) to identify strategies and best practices for ensuring welcoming, safe, supportive, and inclusive school environments for transgender, nonbinary, and gender nonconforming students. The Task Force delivered a report that served as the basis for two non-regulatory guidance documents entitled *Supporting Transgender, Nonbinary and Gender Nonconforming Students* and *Sample District Policy and Administrative Procedures* at www.isbe.net/supportallstudents. The Ill. State Board of Education (ISBE) hosts these documents on its website.

Consult the board attorney if your board wishes to adopt a separate policy or insert policy statements about accommodations and inclusion of transgender students.

military status, unfavorable military discharge, reproductive health decisions, or actual or potential marital or parental status, including pregnancy.⁵ Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board policy 8:20, *Community Use of School Facilities*.⁶ Any student may file a discrimination complaint by using Board policy 2:260, *Uniform Grievance Procedure*, or in the case

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

For boards that want to incorporate ISBE's *Sample District Policy and Administrative Procedures* policy recommendation into this policy, insert the following in place of "gender identity," gender, gender identity (whether or not traditionally associated with the student's sex assigned at birth), gender expression.

If the board inserts this option, it must also insert the options in f/n 7, below and in f/n 2 of sample policy 7:20, *Harassment of Students Prohibited*, but note the protected statuses list in this policy is different and should not be copied from here into 7:20, *Harassment of Students Prohibited*.

See sample administrative procedure 7:10-AP1, *Accommodating Transgender, Nonbinary, or Gender Nonconforming Students*, for a case-by-case procedure that school officials may use when a student requests an accommodation based upon his or her gender identity.

For a list of policies that address the equal educational opportunities, health, safety, and general welfare of students within the District, see sample exhibit 7:10-E, *Equal Educational Opportunities Within the School Community*.

⁵ Many civil rights laws guarantee equal education opportunities; see citations in the Legal References.

In 23 Ill.Admin.Code §1.240, ISBE states that "no school system may deny access to its schools or programs to students who lack documentation of their immigration status or legal presence in the United States, and no school system may inquire about the immigration status of a student (*Plyler v. Doe*, 457 U.S. 202 (1982))."

775 ILCS 5/1-102(A), amended by P.A.s 103-472 and 103-785, eff. 1-1-25, lists the following protected categories: race, color, religion, sex, national origin, ancestry, age, order of protection status, marital status, physical or mental disability, military status, sexual orientation, pregnancy, reproductive health decisions, or unfavorable discharge from military service in connection with employment, real estate transactions, access to financial credit, and the availability of public accommodations, including in elementary, secondary, and higher education. See sample policy 5:10, *Equal Employment Opportunity and Minority Recruitment*, and its footnotes for definitions of some of these terms.

The IHRA prohibits schools from discriminating against students on the bases of *reproductive health decisions*. 775 ILCS 5/1-103(Q), amended by P.A. 103-785, eff. 1-1-25. See 775 ILCS 5/1-103(O-2), amended by P.A. 103-785, eff. 1-1-25, for a definition of *reproductive health decisions*.

~~The IHRA and an ISBE rule prohibit schools from discriminating against students on the basis of sexual orientation and gender identity. 775 ILCS 5/1-103(Q), 5/5-101(1-4), and 5/5-102-23 Ill. Admin. Code §1.240. Sexual orientation is defined as the actual or perceived heterosexuality, homosexuality, bisexuality, or gender-related identity, whether or not traditionally associated with the person's designated sex at birth. 775 ILCS 5/1-103(O-1). Gender identity is included in the definition of sexual orientation in the Act. The Act permits schools to maintain single-sex facilities that are distinctly private in nature, e.g., restrooms and locker rooms. 775 ILCS 5/5-103.~~

The IHRA's jurisdiction in regard to schools as places of public accommodation is specifically limited to: (1) failing to enroll an individual, (2) denying or refusing full and equal enjoyment of facilities, goods, or services, or (3) failing to take corrective action to stop severe or pervasive harassment of an individual. 775 ILCS 5/5-102.2, amended by P.A. 102-1102.

⁶ 23 Ill.Admin.Code §200.40(g) prohibits entering into agreements with entities that discriminate against students on the basis on sex. Section 200.80(a)(4) contains an exception for single sex youth organizations, e.g., Girl Scouts. Note that the U.S. Supreme Court refused to apply New Jersey's public accommodation law to the Boy Scouts because forcing the Scouts to accept a homosexual as a member would violate the Scouts' freedom of expressive association. *Boy Scouts of America v. Dale*, 530 U.S. 640 (2002). When deciding whether to allow non-school groups to use its facilities, a public school district may not engage in viewpoint discrimination. *Good News Club v. Milford Central Sch.*, 533 U.S. 98 (2001).

of discrimination on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.⁷

Sex Equity⁸

No student shall, based on sex, sexual orientation, or gender identity⁹ be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student may file a sex equity complaint by using Board policy 2:260, *Uniform Grievance Procedure*. A student may appeal the Board's resolution of the complaint to the Regional

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⁷ Districts must have a grievance procedure. See the Legal References following this policy and 105 ILCS 5/22-95, added by P.A. 103-472, regarding the internal complaint process for claims of discrimination on the basis of race, color, or national origin, which is addressed in sample policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. Absent a specific statute or rule, there is no consensus on whether students have the right to appeal a board's decision to the Regional Superintendent and thereafter to the State Superintendent pursuant to 105 ILCS 5/2-3.8.

⁸ Every district must have a policy on sex equity. 23 Ill. Admin. Code §200.40(b). The IHRA, Public Accommodation section, prohibits schools from: (1) failing to enroll an individual, (2) denying or refusing an individual full and equal enjoyment of its facilities, goods, or services, or (3) failing to take corrective action to stop severe or pervasive harassment of an individual (775 ILCS 5/5-102.2, amended by P.A. 102-1102), on the basis of the individual's sex or sexual orientation, among other classifications (775 ILCS 5/5-101(11)). Every four years, districts must evaluate their policies and practices to identify and eliminate sex discrimination as well as evaluate course enrollment data to identify disproportionate enrollment based on sex. In-service training for all staff members is required. 23 Ill. Admin. Code §200.40(e).

Every four years, districts must survey students about their athletic interests and must use survey results in planning for the future and assessing current program comparability. 23 Ill. Admin. Code §200.80(b)(1). Equal participation and equal opportunity in athletics is addressed in Title IX implementing regulations. 34 C.F.R. §106.41. Generally, when a school district offers a team for one gender but not for the other, a member of the excluded gender is allowed to try out for the team unless the sport is a *contact sport*. Contact sports are boxing, wrestling, rugby, ice hockey, football, basketball, and other sports involving bodily contact. The rules also list the factors that determine whether equal opportunities are available to both genders. These include: whether the selection of athletics accommodates the interests and abilities of both genders; equipment and supplies; scheduling; opportunity to receive coaching and academic tutoring; locker rooms, practice facilities, and fields; and publicity. Title IX prohibits any person from sexually harassing a student. See sample policy 2:265, *Title IX Grievance Procedure*, for further discussion.

105 ILCS 5/10-20.60 requires public schools to provide reasonable accommodations to breastfeeding students. See sample administrative procedure 7:10-AP2, *Accommodating Breastfeeding Students*, for specific *reasonable accommodations* under Illinois law.

105 ILCS 5/10-20.63, amended by P.A. 102-340, requires school districts to make menstrual hygiene products (defined as tampons and sanitary napkins for use in connection with the menstrual cycle) available, at no cost to students, in bathrooms of every school building that is open for student use in grades 4 through 12 during the regular school day. **Note:** While P.A. 102-340 expanded the availability of menstrual hygiene products to students in grades 4 and 5, it did not expand the definition of *school building*, which remains defined as serving students in grades 6 through 12. Consult with the board attorney about implementing this law.

105 ILCS 5-26A-40, added by P.A. 102-406, a/k/a *Ensuring Success in School Law*, eff. 7-1-25, requires schools to "facilitate the full participation of students who are parents, expectant parents, or victims of domestic or sexual violence" by providing certain in-school support services. For further information, see sample policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*.

⁹ For boards that want to incorporate ISBE's *Sample District Policy and Administrative Procedures* policy recommendations into this policy (see f/n 4 above), insert:

1. In place of "or gender identity" as follows: "or gender identity, or gender expression".
2. The following sentence as the second sentence of this subhead: "Students shall be supported in a manner consistent with their gender identity. This will include, but not be limited to, use of restrooms, locker rooms, and other facilities that correspond with the student's gender identity."

Superintendent (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8).¹⁰

Any student may file a ~~sexual harassment-discrimination~~ complaint by using Board policy 2:265, *Title IX Grievance Procedure*.

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator, ~~who also serves as the District's~~ and a Title IX Coordinator.¹¹ The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and related grievance procedures.¹²

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹⁰ Districts must have a sex equity grievance procedure and must tell students that they may appeal a board's resolution of a sex equity complaint to the Regional Superintendent and, thereafter, to the State Superintendent. 23 Ill.Admin.Code §200.40. Student complaints regarding breastfeeding accommodations must also be processed in accordance with these procedures as well as Title IX. See sample policies 2:260, *Uniform Grievance Procedure*, at f/n 9, and 2:265, *Title IX Grievance Procedure*.

Use this alternative for districts in suburban Cook County: replace "Regional Superintendent" with "appropriate Intermediate Service Center Executive Director."

¹¹ Required by regulations implementing Title IX. 34 C.F.R. §106.8(a). See f/ns 24 and 25 in sample policy 2:260, *Uniform Grievance Procedure*. The Nondiscrimination Coordinator often also serves as the Title IX Coordinator. ~~If the district's Nondiscrimination Coordinator does not also serve as the Title IX Coordinator, amend this sentence to state: "The Superintendent shall appoint a Nondiscrimination Coordinator and a Title IX Coordinator."~~

¹² Required by regulations implementing Title IX. 34 C.F.R. Part 106; 23 Ill.Admin.Code §200.40. Comprehensive faculty and student handbooks can provide required notices, along with other important information, to recipients. Handbooks can be developed by the building principal but should be reviewed and approved by the superintendent and board. Faculty handbooks may contain working conditions and be subject to mandatory collective bargaining. The Ill. Principals Association (IPA) maintains a handbook service that coordinates with PRESS material, *Online Model Student Handbook (MSH)*, at: www.ilprincipals.org/msh.

LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Education Amendments of 1972; 34 C.F.R. Part 106.
29 U.S.C. §791 et seq., Rehabilitation Act of 1973; 34 C.F.R. Part 104.
42 U.S.C. §2000d, Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.
42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.
Good News Club v. Milford Central Sch., 533 U.S. 98 (2001).
Ill. Constitution, Art. I, §18.
105 ILCS 5/3.25b, 5/3.25d(b), 5/10-20.12, 5/10-20.60, 5/10-20.63, 5/10-22.5, 5/26A, and 5/27-1.
775 ILCS 5/1-101 et seq., Illinois Human Rights Act.
775 ILCS 35/5, Religious Freedom Restoration Act.
23 Ill.Admin.Code §1.240 and Part 200.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:130 (Student Rights and Responsibilities), 7:160 (Student Appearance), 7:165 (School Uniforms), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:250 (Student Support Services), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:330 (Student Use of Buildings - Equal Access), 7:340 (Student Records), 8:20 (Community Use of School Facilities)

Students

Harassment of Students Prohibited¹

No person, including a School District employee, agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity²; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened

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¹ State or federal law requires this subject matter be covered by policy, controls this policy's content, and 105 ILCS 5/10-20.71 requires that every two years, each district within an Illinois county served by an accredited Children's Advocacy Center review all its existing sexual abuse investigation policies and procedures to ensure consistency with 105 ILCS 5/22-85. Each district must also have a policy on bullying. 105 ILCS 5/27-23.7, amended by P.A. 103-47; see sample policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.

This policy's list of protected classifications aligns with the list in sample policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. The protected classifications are found in 105 ILCS 5/27-23.7(a), amended by P.A. 103-47; 775 ILCS 5/1-103, amended by P.A. 102-896; 23 Ill.Admin.Code §1.240.

The list of protected classifications in sample policy 7:10, *Equal Educational Opportunities*, is different – it does not contain the classifications that are exclusively identified in the bullying statute. 105 ILCS 5/27-23.7, amended by P.A. 103-47.

The Ill. Human Rights Act (IHRA) and an Ill. State Board of Education (ISBE) rule prohibit schools from discriminating against students on the basis of *sexual orientation* and *gender identity*. 775 ILCS 5/5-101(11); 23 Ill.Admin.Code §1.240. *Sexual orientation* is defined as the "actual or perceived heterosexuality, homosexuality, bisexuality, or gender related identity, whether or not traditionally associated with the person's designated sex at birth." 775 ILCS 5/1-103(O-1). *Gender identity* is included in the definition of sexual orientation in the Act. The Act permits schools to maintain single-sex facilities that are distinctly private in nature, e.g., restrooms and locker rooms. 775 ILCS 5/5-103. Additionally, *race* is defined to include traits associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twists. 775 ILCS 5/1-103(M-5), added by P.A. 102-1102. 775 ILCS 5/1-102(A), added *order of protection status* to its list of protected categories. IHRA's jurisdiction regarding schools as a public accommodation is specifically limited to: (1) failing to enroll an individual. (2) denying access to facilities, goods, or services, or (3) failing to take corrective action to stop severe or pervasive harassment of an individual. 775 ILCS 5/5-102.2, amended by P.A. 102-1102. It is also a violation of IHRA if a district is aware of an employee or agent's harassment towards a student but fails to take appropriate action to stop the harassment. 775 ILCS 5/5A-101 and 102, amended by P.A. 103-472.

² See ~~f/n 34~~ in sample policy 7:10, *Equal Educational Opportunities*, for a discussion about Executive Order (EO) 2019-11 establishing the Affirming and Inclusive Schools Task Force (Task Force) that made policy and administrative procedure recommendations to ISBE that are discussed in its publication *Sample District Policy and Administrative Procedures at www.isbe.net/supportallstudents*.

For boards that want to incorporate ISBE's sample policy recommendation, insert the following in place of "gender identity.": gender; gender identity (whether or not traditionally associated with the student's sex assigned at birth):

If the board inserts this option, it must also insert the options in ~~f/ns 34~~ and ~~89~~ of policy 7:10, *Equal Educational Opportunities*, but note the protected statuses list in this policy is different and should not be copied from here into 7:10, *Equal Educational Opportunities*.

or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.³

Sexual Harassment Prohibited

The District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law.⁴ See Board policies 2:265, *Title IX Grievance Procedure*, and 2:260, *Uniform Grievance Procedure*.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidents of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with

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³ This list of examples of prohibited conduct is optional. While hate speech is not specifically mentioned in this paragraph, any hate speech used to harass or intimidate is banned. Hate speech without accompanying misconduct may be prohibited in response to actual incidents when hate speech interfered with the educational environment. West v. Derby Unified Sch. Dist., 206 F.3d 1358 (10th Cir. 2000).

⁴ Two laws apply to sexual harassment of students in Illinois. Title IX of the Education Amendments of 1972 (Title IX) and IHRA prohibits discrimination on the basis of sex and sexual-based harassment in any educational program or activity receiving federal financial assistance. 20 U.S.C. §1681. Title IX defines sexual harassment as conduct on the basis of sex that meets one or more of the following: (1) a district employee, agent, or other authorized person conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; (2) unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively determined by a reasonable person to be so severe, pervasive, and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from equal access to the District's education program or activity; or (3) *sexual assault, dating violence, domestic violence, or stalking* as defined in federal law. 34 C.F.R. §106.302. See sample policy 2:265, *Title IX Grievance Procedure*, and sample exhibit 2:265-E, *Title IX Glossary of Terms*. Consult the board attorney to ensure the nondiscrimination coordinator and complaint managers are trained to appropriately respond to allegations of Title IX sexual-based harassment. See sample procedures 2:265-AP1, *Title IX Response*, and 2:265-AP2, *Formal Title IX Complaint Grievance Process*, and 2:265-AP3, *Title IX Coordinator*.

IHRA prohibits any district employee or agent from sexually harassing a student, and defines sexual harassment as any unwelcome sexual advances or requests for sexual favors made to a student, or any conduct of a sexual nature toward a student, when: (1) such conduct has the purpose of substantially interfering with the student's educational performance or creating an intimidating, hostile or offensive educational environment; or (2) the district employee or agent either explicitly or implicitly makes the student's submission to or rejection of such conduct as a basis for making various enumerated education-related determinations. 775 ILCS 5/5A-101(E).

School districts are liable for damage awards for an employee's sexual harassment of a student in limited situations. Liability occurs only when a district official who, at a minimum, has authority to institute corrective action, has actual notice of and is deliberately indifferent to the employee's misconduct. Gebser v. Lago Vista Independent Sch. Dist., 524 U.S. 274 (1998). Schools are liable in student-to-student sexual harassment cases when school agents are deliberately indifferent to sexual harassment, of which they have actual knowledge that is so severe, pervasive, and objectively offensive that it can be said to deprive the victims of access to the educational opportunities or benefits provided by the school. Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999). The Ill. Dept. of Human Rights investigates charges of sexual harassment in violation of the IHRA, and it is a civil rights violation when a district fails to take remedial or disciplinary action against an employee the district knows engaged in sexual harassment. 775 ILCS 5/5A-102.

whom the student is comfortable speaking. ⁵ ~~A student may choose to report to an employee of the student's same gender.~~

Reports under this policy will be considered a report under Board policy 2:260, *Uniform Grievance Procedure*, and/or Board policy 2:265, *Title IX Grievance Procedure*. The Nondiscrimination Coordinator, Title IX Coordinator, and/or Complaint Manager or designee shall process and review the report according to the appropriate grievance procedure.⁶ The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers. ⁷ ~~The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.~~ ⁸

Nondiscrimination Coordinator:

Title IX Coordinator:

Name

Name

Address

Address

Email

Email

Telephone

Telephone

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⁵ Using "or any employee with whom the student is comfortable speaking" ensures compliance with Title IX regulations providing that "any employee" of an elementary or secondary school who has notice of sexual harassment or allegations of sexual harassment is deemed to have *actual knowledge* which triggers a district's duty to respond. 34 C.F.R. §106.30. By including "any employee" in this list, this policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.

⁶ ~~If the district's Nondiscrimination Coordinator does not also serve as the Title IX Coordinator, supplement this sentence to state "The Nondiscrimination Coordinator, Title IX Coordinator, and/or Complaint Manager or designee shall process and review the report according to the appropriate grievance procedure."~~

⁷ While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. This allows for additions and amendments to the names and contact information when necessary. It is important for updated names and contact information to be inserted into this policy and regularly monitored.

Each district must communicate its bullying policy to students and their parents/guardians. 105 ILCS 5/27-23.7, amended by P.A. 103-47; see sample policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.

⁸ Title IX regulations require districts to designate and authorize at least one employee, referred to as the Title IX Coordinator, who is responsible for coordinating the district's compliance efforts ~~identify the name, office address, email address, and telephone number of the person who is responsible for coordinating the district's compliance efforts~~. 34 C.F.R. §106.8(a). For further discussion of the Title IX Coordinator, see ~~f/n 171~~ in sample policy 2:265, *Title IX Grievance Procedure*. A district's Nondiscrimination Coordinator often also serves as its Title IX Coordinator.

~~The Nondiscrimination and Title IX Coordinator(s) need not be the same person. If the district uses a separate Title IX Coordinator who does not also serve as the Nondiscrimination Coordinator, delete "The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator." supplement the previous sentence to state "The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers." Then, list the Title IX and Nondiscrimination Coordinators' names and contact information separately in this policy.~~

Complaint Managers:

Name	Name
Address	Address
Email	Email
Telephone	Telephone

The Superintendent shall use reasonable measures to inform staff members and students of this policy by including:

1. For students, age-appropriate information about the contents of this policy in the District's student handbook(s), on the District's website, and, if applicable, in any other areas where policies, rules, and standards of conduct are otherwise posted in each school.⁹
2. For staff members, this policy in the appropriate employee handbook(s), if applicable, and/or in any other areas where policies, rules, and standards of conduct are otherwise made available to staff.

Investigation Process

Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator, Title IX Coordinator, or a Complaint Manager.¹⁰ Any employee who fails to promptly comply may be disciplined, up to and including discharge.

Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

For any report or complaint alleging sexual-based harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Nondiscrimination-Title IX

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⁹ In addition to notifying students of Board policies 2:260, *Uniform Grievance Procedure*, and 2:265, *Title IX Grievance Procedure*, a district must notify them of the name, office address, email address, and telephone number of district's Title IX Coordinator. 34 C.F.R. §106.8(a). 105 ILCS 5/10-20.69 requires districts to maintain and implement an *age-appropriate* policy on sexual harassment that is included in the school district's student handbook, as well as on a district's website and, if applicable, other areas where such information is posted in each school. The law does not expressly state that the age-appropriate policy is for students; however, that is the most logical interpretation. In practice, most districts maintain a student handbook for each building. Because the law only requires one policy, this policy manages the age-appropriate requirement by directing age-appropriate explanations of the policy be included in the building-level student handbook(s). Student handbooks can be developed by the building principals, but should be reviewed and approved by the superintendent and school board. The Ill. Principals Association maintains a handbook service that coordinates with PRESS material. *Online Model Student Handbook (MSH)*, at: www.ilprincipals.org/msh.

¹⁰ If the district's Nondiscrimination Coordinator does not also serve as the Title IX Coordinator, supplement this sentence to state "Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator, Title IX Coordinator, or a Complaint Manager."

Coordinator or designee¹¹ shall consider whether action under Board policy 2:265, *Title IX Grievance Procedure*, should be initiated.

For any report or complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall investigate under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

For any other alleged student harassment that does not require action under Board policies 2:265, *Title IX Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under Board policies 2:260, *Uniform Grievance Procedure*, and/or 7:190, *Student Behavior*, should be initiated, regardless of whether a written report or complaint is filed.

Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in¹² 720 ILCS 5/11-9.1A(b), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to Board policy 5:90, *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under Board policy 2:265, *Title IX Grievance Procedure*, or Board policy 2:260, *Uniform Grievance Procedure*.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee, etc. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the behavior policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action.

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¹¹ ~~“Nondiscrimination Coordinator or designee” is used where Title IX is potentially implicated. In contrast, if Title IX is likely not implicated then “Nondiscrimination Coordinator or a Complaint Manager or designee” is used (see next paragraph in policy text). If the district’s Nondiscrimination Coordinator does not also serve as the Title IX Coordinator, delete “Nondiscrimination” and insert “Title IX” in its place.~~

¹² Required for districts located within a county served by an accredited Children’s Advocacy Center (CAC). Delete this subhead if your school district is within a county not served by an accredited CAC. 105 ILCS 5/22-85 (governing the investigation of an *alleged incident of sexual abuse* of any child within any Illinois counties served by a CAC). For a map of accredited CACs, and to identify a CAC that may serve your district, see www.childrensadvocacycentersofillinois.org/about/map. For further discussion see f/ns 14-16 in sample policy 5:90, *Abused and Neglected Child Reporting*.

Retaliation Prohibited

Retaliation against any person for bringing complaints or providing information about harassment is prohibited (see Board policies 2:260, *Uniform Grievance Procedure*, 2:265, *Title IX Grievance Procedure*, and 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*).

Students should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.
29 U.S.C. §791 et seq., Rehabilitation Act of 1973; 34 C.F.R. Part 104.
42 U.S.C. §2000d, Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.
105 ILCS 5/10-20.12, 5/10-22.5, 5/10-23.13, 5/26A, 5/27-1, and 5/27-23.7.
775 ILCS 5/1-101 et seq., Illinois Human Rights Act.
23 Ill.Admin.Code §1.240 and Part 200.
Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).
Franklin v. Gwinnett Co. Public Schs., 503 U.S. 60 (1992).
Gebser v. Lago Vista Independent Sch. Dist., 524 U.S. 274 (1998).
West v. Derby Unified Sch. Dist. No. 260, 206 F.3d 1358 (10th Cir. 2000).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence)

Students

Prevention of and Response to Bullying, Intimidation, and Harassment¹

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Bullying on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, physical appearance, socioeconomic status, academic status, pregnancy, parenting status, homelessness, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, order of protection status, association with

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¹ All districts must have a policy on bullying, monitor it, review and re-evaluate it, and file it with the Ill. State Board of Education (ISBE) every two years, no later than September 30 of the review year. 105 ILCS 5/27-23.7, amended by P.A. 102-894 and 103-47; 23 Ill.Admin.Code §1.295. The policy must be based on ISBE's template for a model bullying prevention policy (available at www.isbe.net/Documents/Model-Bullying-Prevention-Policy.pdf), contain all requirements of 105 ILCS 5/27-23.7, indicate the date of adoption (by month, day, and year), and be filed electronically each review year through ISBE's IWAS system. 105 ILCS 5/27-23.7(d), amended by P.A. 103-47; 23 Ill.Admin.Code §1.295(b), (c). ISBE monitors policy implementation, including by providing technical assistance upon receipt of an allegation by a parent/guardian that a school or district has not substantially complied with its bullying policy. 23 Ill.Admin.Code §1.295(e), (f). If a district fails to file its policy by the deadline or submits a deficient policy, ISBE will provide a written request for filing and provide the district with technical assistance and resources to assist it in meeting bullying policy requirements and, as appropriate, notify the district's regional office of education or intermediate service center. 105 ILCS 5/27-23.7(d), amended by P.A. 102-894; 23 Ill.Admin.Code §1.295(g). If the district still fails to file its policy within 14 days of receipt of ISBE's written request, ISBE shall issue a letter of non-compliance (23 Ill.Admin.Code §1.295(c)(3)) and publish notice of non-compliance on its website (105 ILCS 5/27-23.7(g)(3)).

This sample policy's first paragraph allows a school board to consider its goals for preventing bullying and remedying its consequences; it may be amended.

In addition to a bullying prevention policy, all districts must have a policy on student behavior. 105 ILCS 5/10-20.14; 23 Ill.Admin.Code §1.280. Boards must, in consultation with their parent-teacher advisory committees and other community-based organizations, address aggressive behavior, including bullying, in their student behavior policy. See sample policy 7:190, *Student Behavior*, and sample exhibit 7:190-E1, *Aggressive Behavior Reporting Letter and Form*.

This policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. See fn 9, below.

Additionally, 105 ILCS 5/27-23.7(f), added by P.A. 103-47, requires districts to collect non-identifiable data regarding verified allegations of bullying within the District and submit it in an annual report to ISBE by no later than August 15 of each year, beginning with the 2024-25 school year through the 2030-31 school year. ISBE rules for data submission require that data be submitted electronically on a form approved by ISBE and include: (1) a record of each verified allegation of bullying and action taken; (2) whether the instance of bullying was based on actual or perceived characteristics identified in 105 ILCS 5/27-23.7(a) and, if so, lists the relevant characteristics; and (3) a record demonstrating that the district adhered to its bullying policy. 23 Ill.Admin.Code §1.295(h). See www.isbe.net/Pages/Bullying-Prevention.aspx for ISBE's *Racism-Free Schools Law and Bullying Prevention Data Collection Guidance* (8-7-24) and *Bullying Racism Free Schools Data Collection Template*.

a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations: ²

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any nonschool-related activity, function, or program.

Definitions from 105 ILCS 5/27-23.7 ³

Bullying includes *cyberbullying* and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyberbullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of

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² This paragraph and its subparts 1-4 are from the bullying prevention statute. 105 ILCS 5/27-23.7(a); see also 775 ILCS 5/1-103 and 23 Ill.Admin.Code §1.240. With the exception of order of protection status, the protected statuses are mandated by the bullying prevention statute. *Order of protection status* is not a basis for bullying in 105 ILCS 5/27-23.7, amended by P.A.s 1-2-894 and 103-47, but it is listed here because the Ill. Human Rights Act (IHRA) prohibits harassment based on *order of protection status*. 775 ILCS 5/1-103(K-5), (Q). Including *order of protection status* in the list of protected statuses aligns with the protected statuses listed in sample policy 7:20, *Harassment of Students Prohibited*.

³ All definitions are directly from 105 ILCS 5/27-23.7. See also resources from Cyberbullying Research Center, available at: www.cyberbullying.org/, and the U.S. School Safety Clearinghouse website at: www.SchoolSafety.gov, discussed in f/n 1, para. 3 of sample policy 4:170, *Safety*.

another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying. *Cyberbullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school, and (vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the Ill. Human Rights Act. ⁴

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards. ⁵

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below. ⁶

1. The District uses the definition of *bullying* as provided in this policy. ⁷
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member

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⁴ 105 ILCS 5/27-23.7(b)-amended by P.A. 102-241.

⁵ 105 ILCS 5/27-23.7(b)-amended by P.A. 102-197.

⁶ Each numbered requirement, 1-12, corresponds with the same number in 5/27-23.7(b)(1) - (b)(12), and the requirements of 105 ILCS 5/27-23.7(b)(13) are included in numbered requirement 4. As a result, there are no reference citations in footnotes. All non-statutory requirements, plus alternatives and optional provisions, are described in footnotes.

⁷ 105 ILCS 5/27-23.7(b), para. 3(1). See f/n 4, above and ISBE's *School Policies for Bullying Prevention* at: www.isbe.net/Documents/Bullying-Prev-Policy-Req.pdf.

A board may augment the School Code requirement by using this alternative:

Using the definition of *bullying* as provided in this policy, the Superintendent or designee shall emphasize to the school community that: (a) the District prohibits bullying; and (b) all students should conduct themselves with a proper regard for the rights and welfare of other students. This may include a process for commending or acknowledging students for demonstrating appropriate behavior.

with whom the student is comfortable speaking.⁸ Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying.⁹ Anonymous reports are also accepted; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

Nondiscrimination Coordinator: ¹⁰

Title IX Coordinator:

_____	_____
Name	<u>Name</u>
_____	_____
Address	<u>Address</u>
_____	_____
Email	<u>Email</u>
_____	_____
Telephone	<u>Telephone</u>

Complaint Managers:

_____	_____
Name	<u>Name</u>
_____	_____
Address	<u>Address</u>
_____	_____
Email	<u>Email</u>
_____	_____
Telephone	<u>Telephone</u>

- Consistent with federal and State laws and rules governing student privacy rights, the parents/guardians of all students involved in an alleged incident of bullying will be notified of such, along with threats, suggestions, or instances of self-harm determined to be the result of bullying, within 24 hours after the school's administration is made aware of the student's

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⁸ The statute requires that the policy contain the email address and telephone number for the staff person(s) responsible for receiving bullying reports. Using the district Nondiscrimination Coordinator and Complaint Managers is consistent with sample policy 2:260, *Uniform Grievance Procedure*. While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. This allows for additions and amendments to the names and contact information when necessary. It is important for updated names and contact information to be inserted into this policy and regularly monitored. A telephone number for making anonymous reports may also be added.

⁹ 105 ILCS 5/27-23.7(d), requires that “[s]chool personnel available for help with a bully or to make a report about bullying” be made known to parents/guardians, students, and school personnel.

¹⁰ Sample policy 2:260, *Uniform Grievance Procedure*, states that a district’s Nondiscrimination Coordinator often also serves as its Title IX Coordinator. Best practice is that throughout the board policy manual, the same individual be named as Nondiscrimination Coordinator. In contrast, Complaint Managers identified in individual policies may vary depending upon local district needs. If the district uses a separate Title IX Coordinator who does not also serve as the Nondiscrimination Coordinator, list the Title IX and Nondiscrimination Coordinators’ names separately in this policy. Best practice is that throughout the district’s board policy manual, the same individual be named as Nondiscrimination Coordinator. In contrast, Complaint Managers identified in individual policies may vary depending upon local district needs.

involvement in the incident. As appropriate, the school's administration shall also discuss the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The school shall make diligent efforts to notify a parent or legal guardian, utilizing all contact information the school has available or that can be reasonably obtained within the 24-hour period. ¹¹

5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
 - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
 - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
 - c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
 - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs. ¹²

6. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services. ¹³
7. A reprisal or retaliation against any person who reports an act of bullying is **prohibited**. Any person's act of reprisal or retaliation will be subject to disciplinary action, up to and including discharge with regard to employees, or suspension and/or expulsion¹⁴ with regard to students.
8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, a person who is found to have falsely accused another of bullying, as a means of retaliation, as a means of bullying,

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¹¹ 105 ILCS 5/10-20.14 contains a similar requirement. See sample exhibit 7:190-E1, *Aggressive Behavior Reporting Letter and Form*.

¹² This sentence contains requirements found in 105 ILCS 5/27-23.7(d), amended by P.A. 102-894.

¹³ A grant may be available from ISBE for the promotion of a safe and healthy learning environment. 105 ILCS 5/2-3.180 and 3.181, added by P.A. 101-438 and renumbered by P.A. 102-558. A list of grant funding opportunities is available at: www.isbe.net/Pages/Grants.aspx. ISBE is also directed to create the Illinois Bullying and Cyberbullying Prevention Fund, through which a grant may be available to support anti-bullying programming. 30 ILCS 105/5.997 and 105 ILCS 5/27-23.7(i)-(j), all added by P.A. 103-47.

¹⁴ Consult the board attorney about the potential conflict of 105 ILCS 5/27-23.7(b)(7) (allowance of suspension and/or expulsion of students for reprisal/retaliation against reports of bullying) with 105 ILCS 5/10-22.6(b-20) (districts must resolve threats, address disruptions, and minimize the length (and implementation of) suspensions and expulsions to the greatest extent practicable). See sample policies 7:200, *Suspension Procedures*, at f/n 8 and 7:210, *Expulsion Procedures*, at f/ns 11 and 13.

or provided false information will be treated as either: (a) *bullying*, (b) student discipline up to and including suspension and/or expulsion, and/or (c) both (a) and (b) for purposes of determining any consequences or other appropriate remedial actions.

9. The District's bullying prevention and response plan is based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's publicly accessible website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty. ¹⁵
11. Pursuant to State law and Board policy 2:240, *Board Policy Development*, the Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its re-evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation: ¹⁶
 - a. The frequency of victimization;
 - b. Student, staff, and family observations of safety at a school;
 - c. Identification of areas of a school where bullying occurs;
 - d. The types of bullying utilized; and
 - e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. Acceptable documentation to satisfy the re-evaluated policy submission include one of the following:

- i. An updated version of the policy with the amendment/modification date included in the reference portion of the policy;
- ii. If no revisions are deemed necessary, a copy of Board minutes indicating that the policy was re-evaluated and no changes were deemed to be necessary; or
- iii. A signed statement from the Board President indicating that the Board re-evaluated the policy and no changes to it were necessary.

The Superintendent or designee must post the information developed as a result of the policy re-evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students. Reviews and re-evaluations in years they are due must be submitted to ISBE by September 30.

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following: ¹⁷

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¹⁵ 105 ILCS 5/27-23.7(b)(10), amended by P.A. 103-47.

¹⁶ 105 ILCS 5/27-23.7. See the ISBE guidance document that is cited in ¶n 7, above.

¹⁷ The statute requires that the bullying policy *be consistent with* other board policies. The list of policies may be deleted and the following alternative used: "12. The District's bullying prevention plan must be consistent with other Board policies." If a policy list is included, be sure the referenced policies were adopted locally and amend the list accordingly.

The bullying statute does not identify staff member duties regarding the prevention of or response to student bullying. The following optional provision addresses staff member responsibilities and may be added as a new paragraph 13:

13. The Superintendent or designee shall fully inform staff members of the District's goal to prevent students from engaging in bullying and the measures being used to accomplish it. This includes each of the following:

- a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
- b. 2:265, *Title IX Grievance Procedure*. Any person may use this policy to complain about ~~sexual harassment-discrimination~~ in violation of Title IX of the Education Amendments of 1972.
- c. 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. Any person may use this policy to complain about discrimination or harassment on the basis of race, color, or national origin in violation of Title VI of the Civil Rights Act of 1964 and/or the Illinois Human Rights Act.
- d. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
- e. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the District's educational program as required by State law.
- f. 6:235, *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
- g. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).
- h. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
- i. 7:190, *Student Behavior*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
- j. 7:310, *Restrictions on Publications; Elementary Schools*, and 7:315, *Restrictions on Publications; High Schools*. These policies prohibit students from and provide consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members. ¹⁸

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- a. Communicating the District's expectation and State law requirement that teachers and other ~~certificated or~~ licensed employees maintain discipline.
- b. Establishing the expectation that staff members: (1) intervene immediately to stop a bullying incident that they witness or immediately contact building security and/or law enforcement if the incident involves a weapon or other illegal activity. (2) report bullying, whether they witness it or not, to an administrator, and (3) inform the administration of locations on school grounds where additional supervision or monitoring may be needed to prevent bullying.
- c. Where appropriate in the staff development program, providing strategies to staff members to effectively prevent bullying and intervene when it occurs.
- d. Establishing a process for staff members to fulfill their obligation to report alleged acts of bullying.

¹⁸ For elementary districts, delete: ~~and 7:315, *Restrictions on Publications; High Schools*~~ and delete the Cross Reference to 7:315, *Restrictions on Publications; High Schools*. For high school districts, delete ~~7:310, *Restrictions on Publications; Elementary Schools*~~, and delete the Cross Reference to 7:310, *Restrictions on Publications; Elementary Schools*. In both cases, revise the beginning of the sentence to read: "These policies prohibits students from and provides."

LEGAL REF.: 105 ILCS 5/10-20.14, 5/10-22.6(b-20), 5/24-24, and 5/27-23.7.
405 ILCS 49/, Children's Mental Health Act.
775 ILCS 5/1-103, Ill. Human Rights Act.
23 Ill.Admin.Code §§1.240, 1.280, and 1.295.

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restrictions on Publications; High Schools)

DRAFT

Students

Teen Dating Violence Prohibited¹

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited.² For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.³

The Superintendent or designee shall develop and maintain a program to respond to incidents of teen dating violence that:⁴

1. Fully implements and enforces each of the following Board policies:⁵
 - a. 2:260, *Uniform Grievance Procedure*. This policy provides a method for any student, parent/guardian, employee, or community member to file a complaint if he or she believes that the School Board, its employees, or its agents have violated his or her rights under the State or federal Constitution, State or federal statute, Board policy, or various enumerated bases.
 - b. 2:265, *Title IX Grievance Procedure*. This policy prohibits a District employee, agent, or student from engaging in sexual discrimination, including sex-based harassment, in violation of Title IX of the Education Amendments of 1972. Prohibited conduct includes but is not limited to sexual assault, dating violence, domestic violence, and stalking.
 - c. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person, including a District employee, agent, or student, from harassing, intimidating, or bullying a student

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¹ All school boards must have a policy on teen dating violence. 105 ILCS 110/3.10. This sample policy is designed to align with a district's already-existing procedures for reporting bullying and school violence. See fn 7. The curriculum components for teen dating violence education, which apply to districts with students enrolled in grades 7 through 12, are listed in 6:60-API, *Comprehensive Health Education Program*.

² 105 ILCS 110/3.10(b)(1). School officials must proceed carefully before disciplining a student for out-of-school conduct. A school's authority over off-campus conduct is much more limited than incidents that occur on school grounds. However, school officials may generally: (1) remove a student from extracurricular activities when the conduct code for participation requires students to conduct themselves at all times as good citizens and exemplars of the school (see sample policy 7:240, *Conduct Code for Participants in Extracurricular Activities*); and (2) suspend or expel a student from school attendance when the student's expression causes substantial disruption to school operations.

³ 105 ILCS 110/3.10(a). For districts that wish to broaden the ages (e.g., perhaps include 11-12 year olds in a middle school setting), delete the following phrase from the first sentence: "who is 13 to 19 years of age". The law defines *dating* or *dating relationship* as an "ongoing social relationship of a romantic or intimate nature between two persons." The terms do not include "a casual relationship or ordinary fraternization between two persons in a business or social context."

⁴ Required by 105 ILCS 110/3.10(b)(3).

⁵ Be sure the referenced board policies, as adopted locally, contain the language paraphrased in this policy. If not, either substitute similar language from the locally adopted board policies on the same topics, or just insert the titles from relevant locally adopted policies.

The statutory content requirements for a teen dating policy include "establish[ing] procedures for the manner in which employees of a school are to respond to incidents of teen dating violence." This policy fulfills this requirement by incorporating by reference the following administrative procedure: 7:180-API, *Prevention, Identification, Investigation, and Response to Bullying*. This means that 7:180-API should be considered to be part of this policy.

based on the student's actual or perceived characteristics of sex; sexual orientation; gender identity; and gender-related identity or expression (this policy includes more protected statuses).

- d. 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.
2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals:⁶
 - a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence.⁷
 - b. The Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager identified in policy 7:20, *Harassment of Students Prohibited*.⁸
3. Incorporates age-appropriate instruction in grades 7 through 12, in accordance with the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.⁹
4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager.¹⁰
5. Notifies students and parents/guardians of this policy.¹¹

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⁶ 105 ILCS 110/3.10(b)(4), requires the policy to identify by job title which school officials are responsible for receiving reports related to teen dating violence.

⁷ *Id.* at ¶ns 5 and 6. Sexual violence is one listed component of teen dating violence. 105 ILCS 110/3.10(a). Sexual violence has also been found by the Ill. Gen. Assembly to be a component of bullying and school violence. 105 ILCS 5/27-23.7. Thus, identifying any school staff member is consistent with 7:180-API, *Prevention, Identification, Investigation, and Response to Bullying*, which uses the student-friendly reporting system outlined in 7:180-API, E2, *Be a Hero by Reporting Bullying*.

⁸ *Id.* Under any reporting system, a report involving bullying and school violence that is based upon a protected status (often teen dating violence will involve conduct based upon the target's sex) must be referred to the district's Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager (7:20, *Harassment of Students Prohibited*). Customize this list to reflect local conditions. These individuals may also take reports directly from students.

⁹ Required by 105 ILCS 110/3.10(b)(2). The curriculum-specific components for teen dating violence education are listed in 6:60-API, *Comprehensive Health Education Program*.

¹⁰ *Id.* For boards that add the optional paragraphs in policy 5:100, *Staff Development Program*, add the phrase "and Board policy 5:100, *Staff Development Program*."

¹¹ Required by 105 ILCS 110/3.10(b)(5). Boards must communicate this policy to students and their parents/guardians. This may be accomplished, in part, by (1) sending 7:185-E, *Memo to Parents/Guardians Regarding Teen Dating Violence*, and (2) amending the district's anti-bullying campaign statement(s), such as the following, in the student handbook and school website:

Bullying, teen dating violence, intimidation, and harassment are not acceptable in any form and will not be tolerated at school or any school-related activity. The School District will take disciplinary action against any student who participates in such conduct or who retaliates against someone for reporting incidents of bullying, teen dating violence, intimidation, or harassment.

Incorporated
by Reference: 7:180-API (Prevention, Identification, Investigation, and Response to Bullying)

LEGAL REF.: 105 ILCS 110/3.10.

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 5:100 (Staff Development Program), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities)

DRAFT

**16. Approval of First Reading of Revised Board of Education Policy 7:270 -
Administering Medicines to Students**

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Recommended Motion: that the Board of Education accept for first reading the revised Board of Education Policy 7:270 - Administering Medicines to Students, as presented. **See Attachment No. 35.**

TO: Members of the Board of Education

FROM: Erin Terstriep, Assistant Superintendent for Student Services and Special Education *ET*

DATE: June 19, 2025

SUBJECT: Approval of Revised Board Policy 7:270 - Administering Medicines to Students

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

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

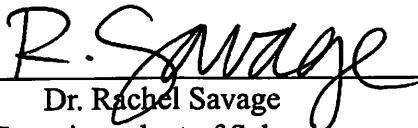
Facts: In the continuing quest to update the District's Board Policies, attached is Board Policy 7:270, Administering Medicines to Students, which was included as part of the April 2024 PRESS update review. The policy, legal references, and footnotes are updated in response to the school code and amended public acts. The policy clarifies that students may self-carry supplies when authorized by their diabetes care plan and/or seizure action plan. Footnote updates address that schools are not required to accept opt-out requests from parents for the administration of undesignated medications (epinephrine injector, asthma medications, or opioid antagonists) prescribed to the school, and that licensed school social workers can possess and administer opioid antagonists.

Recall, the underlined text represents suggested new additions; whereas, the ~~striketrough~~ text represents suggested deletions.

Cost: None.

Recommended Action: That the Board of Education accept for first reading the revised Board of Education Policy 7:270 - Administering Medicines to Students, as presented.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

Students

Administering Medicines to Students¹

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

No School District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed *School Medication Authorization Form (SMA Form)* is submitted by the student's parent/guardian.

No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

The Building Principal shall include this policy in the Student Handbook and shall provide a copy to the parents/guardians of students.²

Self-Administration of Medication

A student may possess and self-administer an epinephrine injector, e.g., EpiPen®, and/or asthma medication prescribed for use at the student's discretion, provided the student's parent/guardian has

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹ All boards must have a policy for administering medication. 105 ILCS 5/10-20.14b. State law prohibits school boards from requiring that teachers and other non-administrative school employees administer medication to students; exceptions are certificated school nurses and non-certificated registered professional nurses. 105 ILCS 5/10-22.21b. For a sample medication authorization form, see sample exhibit 7:270-E1, *School Medication Authorization Form*.

Separate from this policy, boards must also adopt a policy that addresses the prevention of anaphylaxis and a district's response to medical emergencies resulting from anaphylaxis. See sample policy 7:285, *Anaphylaxis Prevention, Response, and Management Program*, and its accompanying administrative procedure, 7:285-AP, *Anaphylaxis Prevention, Response, and Management Program*, for more information. Due to the structure of the School Code and the IASB Policy Reference Manual, sample policy 7:285, *Anaphylaxis Prevention, Response, and Management Program*, does not address the administration of epinephrine and instead refers to this policy 7:270, *Administering Medicine to Students*.

² Each district must inform students, e.g., through homeroom discussion or loudspeaker announcement, about, and distribute to their parents/guardians, the district's policy, guidelines, and forms on administering medicines within 15 days after the beginning of each school year, or within 15 days after starting classes for a student who transfers into the district. 105 ILCS 5/10-20.14b. A comprehensive student handbook can provide notice to parents and students of the school's rules, extracurricular and athletic participation requirements, and other important information. The handbook can be developed by the building principal, but should be reviewed and approved by the superintendent and board. The Illinois Principals Association maintains a handbook service that coordinates with PRESS material, *Online Model Student Handbook (MSH)*, at: www.ilprincipals.org/msh.

completed and signed an *SMA Form*.³ The Superintendent or designee will ensure an Emergency Action Plan is developed for each self-administering student.⁴

A student may self-administer medication required under a *qualifying plan*, provided the student's parent/guardian has completed and signed an *SMA Form*.⁵ A *qualifying plan* means: (1) an asthma action plan, (2) an Individual Health Care Action Plan, (3) an allergy emergency action plan, (4) a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or (5) a plan pursuant to the federal Individuals with Disabilities Education Act. A student may also possess the supplies and equipment necessary to monitor and treat diabetes in accordance with the student's diabetes care plan and/or the supplies, equipment, and medication necessary to treat epilepsy in accordance with the student's seizure action plan.⁶

The District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a *qualifying plan*.⁷ A student's parent/guardian must indemnify and hold harmless the District and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a medication required under a *qualifying plan*.⁸

Commented [DJ1]: Subscriber note: This is not a new requirement, but it is added to make clear in policy that self carry may also be authorized for diabetes/seizure management.

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

³ 105 ILCS 5/22-30, amended by P.A. 102-413, requires school districts to allow students to *self-administer* their prescribed asthma medication and an epinephrine injector as described. *Self-carry* means a student's ability to carry his or her prescribed asthma medication or epinephrine injector. *Self-administer* and *self-administration* mean that a student may use these two medications at his or her discretion: (1) while in school; (2) while at a school sponsored activity; (3) while under the supervision of school personnel; or (4) before or after normal school activities, such as while in before-school or after-school care on school-operated property.

⁴ 105 ILCS 5/10-22.21b(d). The plan must address actions to be taken if the student is unable to self-administer medication and the situations in which the school must call 911. *Id.* For plan guidance, see sample administrative procedure 7:270-API, *Dispensing Medication*.

⁵ 105 ILCS 5/10-22.21b(c), amended by P.A. 103-175. A student with an asthma action plan, an Individual Health Care Action Plan, an allergy emergency action plan, a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or a plan pursuant to the federal Individuals with Disabilities Education Act may self-administer medication if the student's parent/guardian provides the school with: (1) written permission for the student's self-administration of medication, (2) written authorization from the student's physician, physician assistant, or advanced practice registered nurse for the student to self-administer the medication, and (3) the prescription label containing the name of the medication, the prescribed dosage, and the time(s) or circumstances under which the medication is to be administered. *Id.* This does not allow a student to self-carry unless otherwise permitted. Contact the board attorney for further guidance.

⁶ 105 ILCS 145/30, 105 ILCS 150/30.

⁷ 105 ILCS 5/22-30, amended by P.A. 102-413 (asthma medication and epinephrine injectors) and 105 ILCS 5/10-22.21b (medications required by a plan listed in 105 ILCS 5/10-22.21b(c)). 105 ILCS 5/22-30(c) requires this information to be in a notification to parents/guardians. 105 ILCS 5/10-22.21b does not specifically require this information to be in a notification to parents/guardians. However, 105 ILCS 5/10-22.21b requires parents/guardians to sign a statement that includes the district's protections from liability under 105 ILCS 5/10-22.21b; the signed acknowledgment (see *l/n 7*) is the notice. This policy includes the liability protection information under 105 ILCS 5/10-22.21b to also inform the community.

The storage of medication is not addressed in the applicable statutes and may not be covered as part of the district's protections from liability and hold harmless provisions. Contact the board attorney and the board's liability insurance carrier for further discussion about the district's liability and coverage in this area.

⁸ 105 ILCS 5/22-30(c) and 105 ILCS 5/10-22.21b(c). Both statutes require parents/guardians to sign a statement: (1) acknowledging the statement from *l/n 6* above; and (2) that they must indemnify and hold harmless the school district and its employees and agents against any claims, except a claim based on willful and wanton conduct, arising out of the self-administration of medication by the student. There are several methods to obtain a parent/guardian's signature for this purpose, e.g., receipt of handbook signature, or see sample exhibit 7:270-E1, *School Medication Authorization Form*. Discuss with the board attorney the method that works best for the district.

School District Supply of Undesignated Asthma Medication⁹

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) and maintain a supply of undesignated asthma medication in the name of the District and provide or administer them as necessary according to State law. *Undesignated asthma medication* means an asthma medication prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law,¹⁰ may administer an undesignated asthma medication to a person when they, in good faith, believe a person is having *respiratory distress*. Respiratory distress may be characterized as *mild-to-moderate* or *severe*.¹¹ Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.¹²

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

⁹ Optional. A school board must ensure that it does not adopt this section into the policy unless it is prepared to implement 105 ILCS 5/22-30, amended by P.A. 102-413. The law permits a district to maintain a supply of undesignated asthma medication in any secure location that is accessible before, during, and after school where a person is most at risk, including, but not limited to a classroom or the nurse's office, and use them when necessary. The P.A. 100-726 amendment requiring accessibility before, during, and after school did not address the logistical issues that classrooms are typically locked before and after school. Consult the board attorney about implementation issues with this phrase in the law.

Consult the board attorney about the consequences of informing the community that the district will obtain a prescription for a supply of undesignated asthma medication, implement a plan for its use, and then not doing it, as doing so may be fraught with legal liabilities. Also fraught with legal liabilities is when the district provides them, but does not have them accessible before, during, and after school where an asthmatic person is most at risk as required by 105 ILCS 5/22-30, amended by P.A. 102-413. See *In re Estate of Stewart*, 406 Ill.Dec. 345 (2nd Dist. 2016) (denying tort immunity to district, finding its response to a student's asthma attack was *willful* and *wanton* (which district disputed as a possible heart attack)) and *In re Estate of Stewart*, 412 Ill.Dec. 914 (Ill. 2017) (school district's appeal denied).

The superintendent is given broad authority to implement this section; however, several preliminary steps should occur with the assistance of the board attorney. They include, but are not limited to: (1) investigating the feasibility of obtaining a prescription for a supply of undesignated asthma medication in the name of the district or one of its schools, and (2) outlining the advantages and disadvantages of implementing this plan based upon each district's individual resources and circumstances, and student population's needs. To address the challenge of filling prescriptions for undesignated asthma medication, the Ill. Pharmacists Association drafted a letter that may be presented to a pharmacy by a district, available at: www.isbc.net/Documents/PA-Letter-Stock-Albiteral-Schools.pdf.
Schools.pdf?_clon=81c10022486520-877cc0935a3c481e9d87877ee80a69d&osid=01634f63-4397-ed11-aad1-00003a3148f8/www.isbc.net/Documents/PA-Letter-Stock-Albiteral-Schools.pdf.

¹⁰ 105 ILCS 5/22-30(a) defines *trained personnel* as any school employee or volunteer personnel authorized in Sections 10-22.34, 10-22.34a, and 10-22.34b of the School Code who has completed training required by 105 ILCS 5/22-30(g), to recognize and respond to anaphylaxis, an opioid overdose, or respiratory distress. 105 ILCS 5/22-30(a).

The Ill. State Board of Education (ISBE) must develop the training curriculum for trained personnel, and it may be conducted online or in person. *Id.* at (h), amended by P.A. 102-413, and 23 Ill.Admin.Code §1.540(e)(3). 105 ILCS 5/22-30(h-5), 5/22-30(h), amended by P.A. 102-413, and 5/22-30(h-10), and 23 Ill.Admin.Code §1.540(e) list the training curriculum requirements to recognize and respond to an opioid overdose, an allergic reaction, including anaphylaxis, and respiratory distress, respectively. See training resources, at: www.isbc.net/Pages/School-Nursing.aspx.

¹¹ 105 ILCS 5/22-30(a). *Respiratory distress* means the perceived or actual presence of wheezing, coughing, shortness of breath, chest tightness, breathing difficulty, or any other symptoms consistent with asthma. *Id.*

¹² *Id.* at (g); 23 Ill.Admin.Code §1.540(e)(9) and (10).

School District Supply of Undesignated Epinephrine Injectors ¹³

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) and maintain a supply of undesignated epinephrine injectors in the name of the District and provide or administer them as necessary according to State law. *Undesignated epinephrine injector* means an epinephrine injector prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law,¹⁴ may administer an undesignated epinephrine injector to a person when they, in good faith, believe a person is having an anaphylactic reaction. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law. ¹⁵

School District Supply of Undesignated Opioid Antagonists ¹⁶

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) and maintain a supply of undesignated opioid antagonists and provide or administer them as necessary according to State law.

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹³ Optional. See fn 9, above. If the board adopts this subhead, the use of undesignated epinephrine injectors must align with its anaphylaxis prevention, response, and management policy. See sample policy 7:285, *Anaphylaxis Prevention, Response, and Management Program*, at fn 7, and its sample administrative procedure, 7:285-AP, *Anaphylaxis Prevention, Response, and Management Program*, at fns 4, 5, and 6. If the district does not maintain an undesignated supply of epinephrine, ensure that policy 7:285 and administrative procedure 7:285-AP do not state that it does maintain such a supply.

A school board must ensure that it does not adopt this section into the policy unless it is prepared to implement 105 ILCS 5/22-30, amended by P.A. 102-413. The law permits a district to maintain a supply of undesignated epinephrine injectors in any secure location that is accessible before, during, and after school where an allergic person is most at risk, including, but not limited to, classrooms and lunchrooms, and use them when necessary. 105 ILCS 5/22-30 requires accessibility before, during, and after school does not address the logistical issues that classrooms are typically locked before and after school. Consult the board attorney about the implementation issues with this new phrase in the law.

Consult the board attorney about the consequences of informing the community that the district will obtain a prescription for a supply of undesignated epinephrine injectors, and implement a plan for their use, and then not doing it, as doing so may be fraught with legal liabilities. Also fraught with legal liabilities is if the district provides them, but does not have them accessible before, during, and after school where an allergic person is most at risk as required by 105 ILCS 5/22-30, amended by P.A. 102-413. See *In re Estate of Stewart*, 406 Ill. Dec. 345 (2nd Dist. 2016) (denying tort immunity to district, finding its response to a student's asthma attack was *wilful and wanton* (which district disputed as a possible heart attack)); *In re Estate of Stewart*, 412 Ill. Dec. 914 (Ill. 2017) (school district's appeal denied).

The superintendent is given broad authority to implement this section; however, several preliminary steps should occur with the assistance of the board attorney. They include, but are not limited to: (1) investigating the feasibility of obtaining a prescription for a supply of undesignated epinephrine injectors in the name of the district or one of its schools, and (2) outlining the advantages and disadvantages of implementing this plan based upon each district's individual resources and circumstances, and student population's needs.

¹⁴ See the discussion regarding *trained personnel*, in fn 109, above.

¹⁵ See fn 124, above.

¹⁶ Required by 105 ILCS 5/22-30(f), amended by P.A. 103-348, eff. 1-1-24. In the case of a shortage of opioid antagonists, a district must make reasonable efforts to maintain a supply. *Id.* At least one opioid antagonist, a naloxone nasal spray, has been approved by the U.S. Federal Food and Drug Administration for over-the-counter, nonprescription use. A district must obtain a prescription for a supply of opioid antagonists from a *health care professional* with prescriptive authority under the Substance Use Disorder Act, 20 ILCS 301/5-23, unless it is able to secure a supply without a prescription. *Id.* *Health care professional* means a physician licensed to practice medicine in all its branches, a licensed physician assistant with prescriptive authority, a licensed advanced practice registered nurse with prescriptive authority, or an advanced practice registered nurse who practices in a hospital or ambulatory surgical treatment center and possesses appropriate clinical privileges in accordance with the Nurse Practice Act, 20 ILCS 301/5-23(d)(4). *Id.*

Consult the board attorney regarding the Safe and Drug-Free School and Communities Act of 1994 (20 U.S.C. §7101(b)). It prohibits funds provided under it to be used for medical services or drug treatment or rehabilitation, except for integrated student supports, specialized instructional support services, or referral to treatment for impacted students, which may include students who are victims of, or witnesses to crime or who illegally use drugs.

Opioid antagonist means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. *Undesignated opioid antagonist* is not defined by the School Code; for purposes of this policy it means an opioid antagonist prescribed in the name of the District or one of its schools or obtained by the District without a prescription. A school nurse or trained personnel,¹⁷ as defined in State law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.¹⁸ See the website for the Ill. Dept. of Human Services for information about opioid prevention, abuse, public awareness, and a toll-free number to provide information and referral services for persons with questions concerning substance abuse treatment.¹⁹

School District Supply of Undesignated Oxygen Tanks²⁰

In schools where the District maintains special educational facilities, the Superintendent or designee shall implement 105 ILCS 5/22-30(f) and maintain a supply of undesignated oxygen tanks in the name

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A school board must ensure that it does not adopt this section into the policy unless it is prepared to implement 105 ILCS 5/22-30, amended by P.A.s 102-113 and 103-348. The law permits a district to maintain a supply of undesignated opioid antagonists in any secure location where a person is at risk of an opioid overdose and use them when necessary. The consequences of informing the community that the district will obtain a prescription for a supply of opioid antagonists and implement a plan for their use, and then not doing it may be fraught with legal liabilities.

The superintendent is given broad authority to implement this section; however, several preliminary steps should occur with the assistance of the board attorney. They include, but are not limited to: (1) investigating the feasibility of obtaining a prescription for a supply of opioid antagonists in the name of the district or one of its schools, and (2) outlining the advantages and disadvantages of implementing this plan based upon each district's individual resources and circumstances, and student population's needs.

¹⁷ See the discussion regarding *trained personnel* in fn 109, above. The Clinical Social Work and Social Work Practice Act also authorizes licensed school social workers to possess and administer opioid antagonists in the licensed clinical social worker's or licensed social worker's professional capacity. 225 ILCS 20/4.5, added by P.A. 103-1048.

¹⁸ See fn 124, above.

¹⁹ This sentence is optional. 20 ILCS 301/20-30, mandates the Ill. Dept. of Human Services to create a website with these resources. The purpose of this sentence is to provide the community with information about a public health crisis affecting students. See www.dhs.state.il.us/page.aspx?item=58142 for resources.

²⁰ Optional. 105 ILCS 5/22-30(f), amended by P.A. 103-196-ef-4-1-24, permits a district maintaining special educational facilities under 105 ILCS 5/14-4.01 to maintain a supply of undesignated oxygen tanks in a secure location that is accessible before, during, and after school where a person with developmental disabilities is most at risk, including, but not limited to classrooms and lunchrooms. Delete if the district does not maintain special educational facilities for children with disabilities under 105 ILCS 5/14-4.01. *Special educational facility* is not specifically defined in 105 ILCS 5/14-4.01; consult the board attorney for advice regarding this term and if it is limited to separate buildings, self-contained classrooms, and/or programs attended solely by students with disabilities. For example, this option may not be available if a district utilizes a special education cooperative for all of its special education programming. There is a reference to *special education facilities* in 105 ILCS 5/14-12.01, which may provide some guidance; it addresses reimbursement for the construction and maintenance of "special education facilities designed and utilized to house instructional program, diagnostic services" and "other special education services for children with disabilities." 105 ILCS 22-30(f), amended by P.A. 103-196-ef-4-1-24, does not specify who can administer undesignated oxygen, nor does it specify any training requirements for its use in schools. To minimize potential liability and ensure proper administration, a best practice is to restrict who can administer undesignated oxygen to school nurses and other school personnel who have received appropriate training on the emergency use and storage of oxygen. See sample administrative procedure 7:270-AP2, *Checklist for District Supply of Undesignated Medication(s)*.

of the District and provide or administer them as necessary. The supply shall be maintained in accordance with manufacturer instructions and local fire department rules.

School District Supply of Undesignated Glucagon ²¹

The Superintendent or designee shall implement 105 ILCS 145/27 and maintain a supply of undesignated glucagon in the name of the District in accordance with manufacturer's instructions.

When a student's prescribed glucagon is not available or has expired, a school nurse or delegated care aide may administer undesignated glucagon only if he or she is authorized to do so by a student's diabetes care plan.

Administration of Medical Cannabis ²²

The Compassionate Use of Medical Cannabis Program Act²³ allows a *medical cannabis infused product* to be administered to a student by one or more of the following individuals:

1. A parent/guardian of a student who is a minor who registers with the Ill. Dept. of Public Health (IDPH) as a designated caregiver to administer medical cannabis to their child. A designated

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Consult the board attorney about the consequences of informing the community that the district will obtain a prescription for a supply of undesignated oxygen tanks and implement a plan for their use, and then not doing it, as doing so may be fraught with legal liabilities. Also fraught with legal liabilities is if the district provides them, but does not have them accessible before, during, and after school where a person with development disabilities is most at risk as required by 105 ILCS 5/22-30(f), amended by P.A. 103-196, eff. 1-1-24. See *In re Estate of Stewart*, 406 Ill.Dec. 345 (2nd Dist. 2016)(denying tort immunity to district, finding its response to a student's asthma attack was *willful and wanton* (which district disputed as a possible heart attack)); *In re Estate of Stewart*, 412 Ill.Dec. 914 (Ill. 2017)(school district's appeal denied).

²¹ Optional. 105 ILCS 145/27 permits a district to maintain a supply of undesignated glucagon in any secure location that is immediately accessible to a school nurse or delegated care aide. A school board must ensure that it does not adopt this section into the policy unless it is prepared to implement it.

Consult the board attorney about the consequences of informing the community that the district will obtain a prescription for a supply of undesignated glucagon, and implement a plan for their use, and then not doing it, as doing so may be fraught with legal liabilities.

The superintendent is given broad authority to implement this section; however, several preliminary steps should occur with the assistance of the board attorney. They include, but are not limited to: (1) investigating the feasibility of obtaining a prescription for a supply of undesignated glucagon in the name of the district or one of its schools, and (2) outlining the advantages and disadvantages of implementing this plan based upon each district's individual resources and circumstances, and student population's needs.

²² 105 ILCS 5/22-33(g) (*Ashley's Law*), requires school boards to adopt a policy and implement it by:

1. Authorizing a parent/guardian and/or a *designated caregiver* of a student who is a *registered qualifying patient* to administer a medical cannabis infused product to that student at school or on the school bus (105 ILCS 5/22-33(b)).
2. Allowing a school nurse or administrator to administer a medical cannabis infused product to a student who is a *registered qualifying patient* while at school, a school-sponsored activity, or before/after normal school activities, including while the student is in before-school or after-school care, on school-operated property, or while being transported on a school bus (105 ILCS 5/22-33(b-5)).
3. Authorizing a student who is a *registered qualifying patient* to self-administer a medical cannabis infused product if the self-administration takes place under the direct supervision of a school nurse or school administrator (Id.).

Important: If a district would lose federal funding as a result of the board adopting this policy, the board may not authorize the use of a medical cannabis infused product under *Ashley's Law* and not adopt this subsection. 105 ILCS 5/22-33(f). See fn 26, below, and paragraph two of fn 1 in sample policy 5:50, *Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition*, for more information about Congress interfering with a state's decision to implement laws governing the legalization of cannabis, and consult the board attorney about the issue of federal funding. See also ISBE's *Frequently Asked Questions, Ashley's Law*, at: www.isbe.net/Documents/Medical-Cannabis-FAQ.pdf.

²³ 410 ILCS 130.

caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old²⁴ and is allowed to administer a medical cannabis infused product to a child who is a student on the premises of his or her school or on his or her school bus if:

- a. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH;
 - b. Copies of the registry identification cards are provided to the District;²⁵
 - c. That student's parent/guardian completed, signed, and submitted a School Medication Authorization Form - Medical Cannabis; and²⁶
 - d. After administering the product to the student, the designated caregiver immediately²⁷ removes it from school premises or the school bus.
2. A properly trained school nurse or administrator, who shall be allowed to administer the medical cannabis infused product to the student on the premises of the child's school, at a school-sponsored activity, or before/after normal school activities, including while the student is in before-school or after-school care on school-operated property or while being transported on a school bus.²⁸
 3. The student him or herself when the self-administration takes place under the direct supervision of a school nurse or administrator.²⁹

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

²⁴ *Id.* at 130/10(i), and 130/57(a) and (b). A student under the age of 18 may have up to three designated caregivers as long as at least one is a biological parent or a legal guardian. *Id.* at 130/57(a). A student 18 years of age or older may appoint up to three designated caregivers who meet the requirements of the Compassionate Use of Medical Cannabis Program Act. *Id.* at 130/57(b).

²⁵ The laws are silent about copies of the cards being provided to the district. Requiring copies of the registry cards is a best practice. Consult the board attorney about any records laws implicated in requiring and maintaining copies of these registry cards.

²⁶ A completed and signed school medication authorization form is not required by *Ashley's Law* but is a best practice and consistent with this sample policy's language for other medications. See sample exhibit 7:270-E2, *School Medication Authorization Form - Medical Cannabis*.

²⁷ The word *immediately* is not in *Ashley's Law*. It is added to ensure legal compliance with federal laws that could affect federal funding. For example, consider administrators who may be in the situation where a designated caregiver provides his or her child the product and then wants to volunteer in the school or greet another child in the school while carrying the product in the building, which may violate the Cannabis Control Act (720 ILCS 550/5.2). Consult the board attorney about the best term to use here, if any, as nothing in the law addresses these common scenarios that school administrators will encounter.

²⁸ 105 ILCS 5/22-33(b-5). A school nurse or administrator must annually complete a training curriculum to be developed by ISBE in consultation with the Ill. Dept. of Public Health prior to administering a medical cannabis infused product to a student in accordance with this section. 105 ILCS 5/22-33(f-5). See www.isbe.net/Pages/Health.aspx for training resources.

²⁹ *Id.* Any product administered by a school nurse or administrator, or self-administered under the supervision of a school nurse or administrator, must be stored with the school nurse at all times in a manner consistent with storage of other student medication at the school and may be accessible only by the school nurse or a school administrator. 105 ILCS 5/22-33(b-10).

Medical cannabis infused product (product) includes oils, ointments, foods, and other products that contain usable cannabis but are not smoked or vaped.³⁰ Smoking and/or vaping medical cannabis is prohibited.³¹

The product may not be administered in a manner that, in the opinion of the District or school, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product.³²

Discipline of a student for being administered a product by a designated caregiver, or by a school nurse or administrator, or who self-administers a product under the direct supervision of a school nurse or administrator³³ pursuant to this policy is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

Void Policy³⁴

The **School District Supply of Undesignated Asthma Medication** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated asthma medication from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school asthma medication.³⁵

The **School District Supply of Undesignated Epinephrine Injectors** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated epinephrine injectors from a physician or advanced practice nurse

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

³⁰ 410 ILCS 130/10(q). Consult the board attorney regarding the controversial issue of students using at, or bringing to school, cannabis-infused products without THC that are derived from *hemp* or *industrial hemp* (hemp oil or cannabidiol (CBD) oil, the naturally occurring cannabinoid constituent of cannabis). *Hemp* or *industrial hemp* is defined in the Industrial Hemp Act (IHA) as the plant *Cannabis sativa L.* and any part of that plant, whether growing or not, with a delta-9 tetrahydrocannabinol concentration of not more than 0.3 percent on a dry-weight basis and includes any intermediate or finished product made or derived from industrial hemp. 505 ILCS 89/5, amended by P.A. 102-690. *Hemp* or *industrial hemp* is also colloquially known as *agricultural hemp*.

Products from *hemp* or *industrial hemp* are widely available. As a consequence, school employees may encounter the argument from a student and his or her parent/guardian that the use of *hemp* or CBD oil products derived from *hemp* or *industrial hemp* (containing no THC) is not a violation of Illinois law because 720 ILCS 550-4 states "[e]xcept as otherwise provided in the Cannabis Regulation and Tax Act and the Industrial Hemp Act, it is unlawful for any person knowingly to possess cannabis." In addition, products containing *hemp* or CBD oil can be purchased with a prescription and without a medical marijuana card, so a parent/guardian may argue that such prescriptions should be administered at school as any other prescription medication would be. Consult the board attorney for guidance.

³¹ Optional sentence. 410 ILCS 130/10(q) prohibits medical cannabis from being smoked. District administrators may find providing this information to the community helpful to enforcement of this policy.

³² 105 ILCS 5/22-33(e). Consult the board attorney for guidance regarding whether a school nurse or administrator can be required to administer the product. ISBE's FAQ on *Ashley's Law* (see fn 21) states that a school staff member cannot be forced to administer a medical cannabis infused product to a student because *Ashley's Law* does not require it.

³³ 105 ILCS 5/22-33(d).

³⁴ Remove this section if the board does not adopt the undesignated asthma medication, the undesignated epinephrine injector, the undesignated opioid antagonist, the undesignated glucagon, or the administration of medical cannabis sections (see fn 21) of the policy. If the board adopts one or some but not all, delete the appropriate paragraph(s) or sentence(s) in this section.

³⁵ Discuss with the board attorney whether the board should remove this sentence when the district reaches full implementation of this section.

licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school epinephrine injectors.³⁶

The **School District Supply of Undesignated Opioid Antagonists** section of the policy is void whenever the Superintendent or designee is unable to obtain a supply of opioid antagonists due to a shortage, in which case the District shall make reasonable efforts to maintain a supply.³⁷

The **School District Supply of Undesignated Oxygen Tanks** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for oxygen tanks from a qualifying prescriber,³⁸ or (2) fill the District's prescription for undesignated oxygen tanks.³⁹

The **School District Supply of Undesignated Glucagon** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for glucagon from a qualifying prescriber,⁴⁰ or (2) fill the District's prescription for undesignated school glucagon.⁴¹

The **Administration of Medical Cannabis** section of the policy is void and the District reserves the right not to implement it if the District or school is in danger of losing federal funding.⁴²

Administration of Undesignated Medication⁴³

Upon any administration of an undesignated medication permitted by State law, the Superintendent or designee(s) must ensure all notifications required by State law and administrative procedures occur.

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

³⁶ See fn 12, above.

³⁷ 105 ILCS 5/22-30(f), amended by P.A. 103-348, eff. 1-1-24. See fn 15, above.

³⁸ 105 ILCS 22-30(f), amended by P.A. 103-196, eff. 1-1-24, provides that a physician, a physician assistant who has prescriptive authority under the Physician Assistant Practice Act of 1987 (225 ILCS 95/7.5), or an advanced practice registered nurse who has prescriptive authority under the Nurse Practice Act (225 ILCS 65-40) may prescribe undesignated oxygen tanks in the name of the district to be maintained for use when necessary.

³⁹ See fn 19, above.

⁴⁰ 105 ILCS 145/27 provides that a physician, a physician assistant who has prescriptive authority under the Physician Assistant Practice Act of 1987 (225 ILCS 95/7.5), or an advanced practice registered nurse who has prescriptive authority under the Nurse Practice Act (225 ILCS 65-40) may prescribe undesignated glucagon in the name of the district to be maintained for use when necessary.

⁴¹ See fn 20, above.

⁴² 105 ILCS 5/22-33(f).

⁴³ 105 ILCS 5/22-30, amended by P.A. 102-413, and 105 ILCS 145/27 detail specific required notifications, which are listed in sample administrative procedure 7:270-AP2, *Checklist for District Supply of Undesignated Medications*. Schools are not required to accept opt-out requests from parents for the administration of undesignated medications, and even if a parent fails to acknowledge a notification, a school nurse or other trained personnel are not precluded from administering undesignated medications in accordance with the School Code, 23 Ill. Admin Code § 1.540(b)(2).

Undesignated Medication Disclaimers

Upon implementation of this policy, the protections from liability and hold harmless provisions applicable under State law apply.⁴⁴

No one, including without limitation, parents/guardians of students, should rely on the District for the availability of undesignated medication. This policy does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

LEGAL REF.: 105 ILCS 5/10-20.14b, 5/10-22.21b, 5/22-30, and 5/22-33.
105 ILCS 145/, Care of Students with Diabetes Act.
105 ILCS 150/, Seizure Smart School Act.
410 ILCS 130/, Compassionate Use of Medical Cannabis Program Act.
720 ILCS 550/, Cannabis Control Act.
23 Ill.Admin.Code §1.540.

CROSS REF.: 7:285 (Anaphylaxis Prevention, Response, and Management Program)

ADMIN. PROC.: 7:270-AP1 (Dispensing Medication), 7:270-AP2 (Checklist for District Supply of Undesignated Medication(s)), 7:270-E1 (School Medication Authorization Form), 7:270-E2 (School Medication Authorization Form - Medical Cannabis)

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

⁴⁴ 105 ILCS 5/22-30(c). The school, and its employees and agents, incur no liability, except for willful and wanton conduct, as a result of an injury to a student arising from the administration of asthma medication, epinephrine injectors, or opioid antagonists (Id.), a student's self-administration of medication (105 ILCS 5.10-22.21b, amended by P.A. 103-175), or administration of undesignated glucagon (insofar as it would be considered part of the care of a student with diabetes, see 105 ILCS 145/45).

105 ILCS 5/22-30(c) requires the district to inform parents/guardians in writing of the protections from liability and hold harmless provisions that apply to the administration of asthma medication, epinephrine injectors, and opioid antagonists. In addition, a statement must be signed by a student's parent/guardian acknowledging the district's protections from liability and hold harmless provisions for these undesignated medications. Id. A similar acknowledgment must be signed by a student's parent/guardian for the self-administration of medication. 105 ILCS 5/10-22.21b(c). See sample exhibit 7:270-E1, *School Medication Authorization Form*, for a sample acknowledgement.

**17. Approval of First Reading of Updated Board of Education Policy 8:30 -
Visitors to and Conduct on School Property**

166

Recommended Motion: that the Board of Education accept for first reading updated Board Policy 8:30 - Visitors to and Conduct on School Property, as presented. **See Attachment No. 36.**

TO: Members of the Board of Education

FROM: Erin Terstriep, Assistant Superintendent for Student Services and Special Education

DATE: June 19, 2025

SUBJECT: Approval Updated Board Policy 8:30 - Visitors to and Conduct on School Property *at*

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

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


Facts: In the continuing quest to update the District's Board Policies, attached is Board Policy 8:30 - Visitors to and Conduct on School Property, which was included as part of the April 2025 PRESS update review. The policy and footnotes are updated in response to changes to the school code, Criminal Code of 2012, and state law.

Recall, the underlined text represents suggested new additions; whereas, the ~~strikethrough~~ text represents suggested deletions.

Cost: None.

Recommended Action: That the Board of Education accept for first reading updated Board Policy 8:30 - Visitors to and Conduct on School Property, as presented.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

Community Relations

Visitors to and Conduct on School Property ¹

The following definitions apply to this policy:

School property - District and school buildings, grounds, and parking areas; vehicles used for school purposes; and any location used for a School Board meeting, school athletic event, or other school-sponsored or school-sanctioned events or activities. ²

Visitor - Any person other than an enrolled student or District employee.

All visitors to school property are required to report to the Building Principal's office and receive permission to remain on school property. All visitors must sign a visitors' log, show identification, and wear a visitor's badge. When leaving the school, visitors must return their badge. On those occasions when large groups of parents/guardians, friends, and/or community members are invited onto school property or when community members are attending Board meetings, visitors are not required to sign in but must follow school officials' instructions. Persons on school property without permission will be directed to leave and may be subject to criminal prosecution. ³

Except as provided in the next paragraph, any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Requests to access a school building, facility, and/or educational program, or to interview personnel or a student for purposes of assessing the student's special education needs, should be made at the

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¹ State or federal law controls this policy's content. Boards may make and enforce reasonable rules of conduct and sportsmanship for school events and deny future admission to school events to violators for up to one year provided a notice and hearing are given. 105 ILCS 5/24-24. See fn 20 below.

This policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.

² School-sponsored or school-sanctioned events or activities aligns with the text of 105 ILCS 5/27-23.7(a).

³ This paragraph is up to the local board's discretion. Many public school buildings were built before school security was the concern it is now. A first step in creating a secure environment is to manage access to school buildings. Along with limiting the entrances that may be used, school officials should post signs with instructions for visitors and a warning to trespassers. Signs may be as simple as "Visitors Must Report to Office" and "No Trespassing - Violators will be Prosecuted." Applicable criminal trespass laws include: 720 ILCS 5/21-1 (criminal damage to property); 5/21-1.2 (institutional vandalism); 5/21-3 (criminal trespass to real property); 5/21-5 (criminal trespass to State supported land); 5/21-5.5 (criminal trespass to a safe school zone); 5/21-9 (criminal trespass to a place of public amusement); 5/21-11 (distributing or delivering written or printed solicitation on school property). This sample policy identifies board members as visitors.

The following optional provisions must be modified according to local conditions:

Option 1: The Superintendent or designee may post certain school facilities for the community's use on non-school days when they are not being used for school purposes.

Option 2: The Superintendent or designee shall manage a program to allow community use of the following facilities on non-school days, during the daylight, provided they are not being used for school purposes: tennis courts, playground, and track.

appropriate building. Access shall be facilitated according to guidelines from the Superintendent or designee.⁴

The School District expects mutual respect, civility, and orderly conduct among all people on school property or at a school event. No person on school property or at a school event (including visitors, students, and employees) shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, Board member, sports official or coach, or any other person.⁵
2. Behave in an unsportsmanlike manner, or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.⁶
4. Damage or threaten to damage another's property.⁷
5. Damage or deface school property.⁸
6. Violate any Illinois law,⁹ or town or county ordinance.
7. Smoke or otherwise use tobacco products.¹⁰

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

⁴ 105 ILCS 5/14-8.02(g-5). See sample administrative procedure 6:120-AP2, *Access to Classrooms and Personnel*, and sample exhibit 6:120-AP2, E1, *Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes*.

⁵ See e.g., 720 ILCS 5/12-2 (aggravated assault); 5/12-2(b)(9) (aggravated assault against a sports official or coach); 5/12-3.05(c) (aggravated battery on public property); 5/12-3.05(d)(3) (aggravated battery against a school employee); 5/12-9 (threats to public officials); 5/24-1.2 (discharge of a firearm).

⁶ With one exception, a license to carry a firearm does not permit an individual to carry a concealed firearm on or into any building, real property, and/or parking area under the control of an elementary or secondary school, or any bus paid for in whole or part with public funds. 430 ILCS 66/65(a). The following optional provision adds that exception, which is a restatement of 430 ILCS 66/65(b), to the text in number 3:

An individual licensed to carry a concealed firearm under the Illinois Firearm Concealed Carry Act is permitted to: (a) carry a concealed firearm within a vehicle into a parking area controlled by a school or the District and may store a firearm or ammunition concealed in a case within a locked vehicle or locked container out of plain view within the vehicle in the parking area, and/or (b) carry a concealed firearm in the immediate area surrounding his or her vehicle in a parking area controlled by a school or the District for the limited purpose of storing or retrieving a firearm within the vehicle's trunk.

Other relevant weapons laws include 705 ILCS 405/5-407 (juvenile in possession of a firearm); 720 ILCS 5/24-9 (firearms; child protection); 720 ILCS 5/24-1(c) (unlawful use of weapons in schools); 720 ILCS 5/24-1.2, 5/24-3 (discharge of firearm and unlawful delivery or sale of a firearm near school); 705 ILCS 405/5-130, 405/5-805 (minor 15 years or older who commits aggravated battery with a firearm at school is tried as an adult).

⁷ See e.g., 720 ILCS 5/2-19.5 (definition of school), 5/16-1 (theft), 5/18-1 (robbery; aggravated robbery), 5/19-1 (burglary), and 21-1 (criminal damage to property).

⁸ See e.g., 720 ILCS 5/21-1.01 (criminal damage to government supported property), 21-1.2 (institutional vandalism), and 21-1.3 (criminal defacement of property).

⁹ See e.g., 720 ILCS 5/11-9.3 (presence within school zone by child sex offenders prohibited), 5/11-14 (prostitution), and 5/11-18, amended by P.A. 103-1071, eff. 7-1-25 (patronizing a prostitute/person engaged in the sex trade); 720 ILCS 5/21-11 (soliciting students to commit illegal acts).

¹⁰ Required by 105 ILCS 5/10-20.5b and 410 ILCS 82/1 et seq. Federal law prohibits smoking inside schools (20 U.S.C. §7973); districts failing to comply with the federal no-smoking ban risk a civil penalty of up to \$1000 per violation per day.

8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.¹¹
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectable, regardless of when and/or where the use occurred.¹²
10. Use or possess medical cannabis, unless he or she has complied with policy 7:270, *Administering Medicines to Students*, implementing *Ashley's Law*.¹³
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).¹⁴
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the Board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized District employee's directive.¹⁵
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.¹⁶
15. Violate other District policies or regulations, or a directive from an authorized security officer or District employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the District or a School function.

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹¹ See 720 ILCS 570/407 (delivery of controlled substance on or within 1000 feet of a school) and 410 ILCS 705/ (Cannabis Regulation and Tax Act). See also the discussion in fns 5 and 6 of sample policy 5:50, *Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition*; this statement must be consistent with employee working conditions and employee conduct standards (see sample administrative procedure 5:120-AP2, *Employee Conduct Standards*).

¹² Each board and superintendent may want to engage in a conversation regarding how the district might partner with local law enforcement to enforce this policy and the penalties available under the Cannabis Regulation and Tax Act, e.g., posting signs barring community members from bringing in weapons, alcohol, cannabis, tobacco, etc. Signage reminding visitors of the policy may make it easier for staff and/or local law enforcement to enforce.

¹³ Managing cannabis on district property and the school setting presents many unsettled and complex legal issues. To legally use medical cannabis in Illinois, an individual must first become a *registered qualifying patient*. The use of cannabis by a *registered qualifying patient* is permitted only in accordance with the Compassionate Use of Medical Cannabis Program Act (Medical Cannabis Program Act (MCPA)), 410 ILCS 130/. There are many situations in which no one, even a *registered qualifying patient*, may possess or use cannabis, including (a) in a school bus, (b) on the grounds of any preschool or primary or secondary school, or (c) in close physical proximity to anyone under the age of 18 years of age. 410 ILCS 130/30(a)(2), (3), and (4). However, *Ashley's Law*, 105 ILCS 5/22-33(b) and (g), allows parents, guardians and other designated caregivers to administer medical cannabis infused products to students who are *registered qualifying patients* at school or on the school bus, and requires school boards to adopt a policy to implement the law unless the district would lose federal funding. See sample policy 7:270, *Administering Medicines to Students* and its fn 224.

Remember that *Ashley's Law* requires the designated caregiver to remove the product from the school premises or the school bus after administering it to the student, so as a result, sample policy 7:270, Administering Medicines to Students, requires immediate removal of medical cannabis infused products after administering them to the student (see fn 276 of that policy for further discussions).

¹⁴ See e.g., 720 ILCS 5/21.2-1 *et seq.* (interference with a public institution of education).

¹⁵ See e.g., 625 ILCS 5/11-605 (special speed limit zones), 625 ILCS 5/12-610.1(e) prohibits wireless telephone use while operating a motor vehicle on a roadway in a school speed zone except for emergency purposes. 625 ILCS 5/12-803(f), added by P.A. 103-404, prohibits motor vehicle drivers from making contact with any portion of a stopped school bus or making contact with a school child within 30 feet of the school bus.

¹⁶ The pivotal question in a negligence case is whether the defendant acted reasonably. A ban on roller-blading demonstrates that the district took reasonable steps to reduce the risk of injury.

Convicted Child Sex Offender ¹⁷

State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender is:

1. A parent/guardian of a student attending the school and has notified the Building Principal of his or her presence at the school for the purpose of: (i) attending a conference at the school with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion; or
2. Has permission to be present from the Board, Superintendent, or Superintendent's designee. If permission is granted, the Superintendent or Board President shall provide the details of the offender's upcoming visit to the Building Principal.

In all cases, the Superintendent, or designee who is a certified employee, shall supervise a child sex offender whenever the offender is in a child's vicinity.

Exclusive Bargaining Representative Agent ¹⁸

Upon notifying the Building Principal's office, authorized agents of an exclusive bargaining representative will be provided reasonable access to employees in the bargaining unit they represent in accordance with State law. Such access shall be conducted in a manner that will not impede the normal operations of the District.

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹⁷ 720 ILCS 5/11-9.3(a). The definition of *child sex offender* is found in 720 ILCS 11-9.3(d), amended by P.A. 03-1071, eff. 1-1-05. The statute assigns the child sex offender the "duty to remain under the direct supervision of a school official." In order to ensure this happens and to protect students, the sample policy requires the superintendent, or designee who is a certified employee, to supervise a child sex offender whenever the offender is in a child's vicinity. See also the Sex Offender Community Notification Law (730 ILCS 152/101 et seq.); Murderer and Violent Offender Against Youth Community Notification Law (730 ILCS 154/75 - 154/105); sample policy 4:170, *Safety*; and sample administrative procedure 4:175-API, *Criminal Offender Notification Laws: Screening*.

¹⁸ 105 ILCS 5/24-25; 115 ILCS 5/3(c). If a provision contained in a collective bargaining agreement addresses this issue, it will supersede this policy for those covered employees. In such cases, the board policy should be amended to state, "Please refer to the applicable collective bargaining agreement." For employees whose collective bargaining agreement does not address this subject, the policy should reflect the board's current practice. Consult the board attorney about this subhead. It is an item on which collective bargaining may be required. Any policy that impacts wages, hours, or terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. Amend the language to reflect what is recommended by the board attorney.

The School Code permits bargaining representatives to meet with employees during *duty-free time* upon notice to the school office. The Ill. Educational Labor Relations Act expanded the rights of access by bargaining representatives to also include meeting with employees during the employee work day if the meeting: (1) is to investigate and discuss grievances and workplace-related complaints (no time limit is specified) or (2) is with a newly hired employee within the first two weeks of employment (or on a later date if mutually agreed upon by the employee and bargaining representative) for one hour or less. In those circumstances, the district may not dock employee pay or charge leave time. 115 ILCS 5/3(c). However, the access must be *reasonable* and "shall at all times be conducted in a manner so as not to impede normal operations." *Id.* Consult the board attorney for guidance regarding specific requests and whether, if granted, they would impede normal operations, e.g., requests for access to staff while they are performing instructional or supervisory duties. Determining whether normal operations are impeded will likely depend upon the position and duties of the employee in the district.

Enforcement

Any staff member may request identification from any person on school property; refusal to provide such information is a criminal act.¹⁹ The Building Principal or designee shall seek the immediate removal of any person who refuses to provide requested identification.

Any person who engages in conduct prohibited by this policy may be ejected from or denied admission to school property in accordance with State law.²⁰ The person also may be subject to being denied admission to school athletic or extracurricular events for up to one calendar year in accordance with the procedures below.²¹

Procedures to Deny Future Admission to Athletic or Extracurricular School Events

Before any person may be denied admission to athletic or extracurricular school events, the person has a right to a hearing before the Board. The Superintendent may refuse the person admission pending such hearing. The Superintendent or designee must provide the person with a hearing notice, delivered or sent by certified mail with return receipt requested, at least ten days before the Board hearing date. The hearing notice must contain:²²

1. The date, time, and place of the Board hearing;
2. A description of the prohibited conduct;
3. The proposed time period that admission to school events will be denied; and

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¹⁹ 105 ILCS 5/24-25. Refusal to provide such information is a Class A misdemeanor.

²⁰ 105 ILCS 5/10-20.5 (rules), 5/10-22.10 (control and supervision of school houses and school grounds); 720 ILCS 5-21-3 (criminal trespass to real property), 5/21-5 (criminal trespass to State supported land), 5/21-5.5 (criminal trespass to a safe school zone). See fn 3, above.

²¹ See Nuding v. Cerro Gordo Comm. Unit Sch. Dist., 313 Ill. App.3d 344 (4th Dist. 2000) (board was authorized to ban parent from attending all school events and extracurricular activities by 105 ILCS 5/24-24 and to enforce conduct rules at its meetings by 105 ILCS 5/10-20.5; the ban was based on the parent's exposing a toy gun and a pocketknife at a board meeting); Jordan ex rel. Edwards v. O'Fallon Tp. High Sch. Dist., 302 Ill. App.3d 1070 (5th Dist. 1999) (105 ILCS 5/24-24 did not give a high school athlete the right, under the due process clause, to a notice and hearing before he could be suspended from participating in interscholastic athletics; the statute expands the schools' authority to ban people from attending school events for breaching conduct and sportsmanship code).

²² 105 ILCS 5/24-24. If a violator is a student, the hearing should be held in a closed meeting. 5 ILCS 120/2(c)(9). Otherwise, a hearing regarding denial of admission to *school events or property* pursuant to 105 ILCS 5/24-24 may take place in an open meeting or in a closed meeting so long as the board prepares and makes available for public inspection a written decision setting forth its determinative reasoning. 5 ILCS 120/2(c)(4.5), added by P.A. 103-311. Note: while 5 ILCS 120/2(c)(4.5), added by P.A. 103-311, refers to *school events or property*, 105 ILCS 5/24-24 only authorizes boards to deny admission to athletic and extracurricular events. The term *events* is arguably broader than *property* as school events may take place offsite; consult the board attorney for guidance.

Some boards prefer an open meeting hearing to make it publicly known what alleged conduct could result in someone being denied admission to athletic or extracurricular events, while others prefer a closed meeting hearing so as not to provide a public platform to someone alleged to have engaged in prohibited conduct. Consult the board attorney to determine the best approach for the district and to ensure alignment with local practices and conditions.

This text aligns with 105 ILCS 5/24-24 and only requires a hearing for denying admission to *school events*. The court in Nuding (see fn 20, above) did not specifically answer whether a board meeting qualified as a *school event* under 105 ILCS 5/24-24, but it upheld the board's right to enforce conduct rules at its meetings under 105 ILCS 5/10-20.5.

Consult the board attorney if the district would like to deny an individual admission to board meetings. This issue involves a balancing of a board's interest in the orderly transaction of its public business and the efficiency of its meetings against an individual's: (a) statutory rights to attend meetings and or comment to and ask questions of the board (105 ILCS 5/10-16 and 5 ILCS 120/2.06(g)), and (b) constitutional freedoms and rights of speech, the press, assembly, and to petition the government (U.S. Constitution, First Amendment and Ill. Constitution, Art. 1, §§ 1, 2, 4, and 5).

4. Instructions on how to waive a hearing.²³

LEGAL REF.: ~~Nuding v. Cerro Gordo Community Unit School Dist., 313 Ill. App.3d 344 (4th Dist. 2000).~~

20 U.S.C. §7971 et seq., Pro-Children Act of 2001.

~~Nuding v. Cerro Gordo Community Unit School Dist., 313 Ill. App.3d 344 (4th Dist. 2000).~~

105 ILCS 5/10-20.5, 10-20.5b, 5/10-22.10, 5/22-33, 5/24-25, and 5/27-23.7(a).

115 ILCS 5/3(c), Ill. Educational Labor Relations Act.

410 ILCS 130/, Compassionate Use of Medical Cannabis Program Act.

410 ILCS 705/, Cannabis Tax and Regulation Act.

430 ILCS 66/, Firearm Concealed Carry Act.

720 ILCS 5/11-9.3, 5/21-1, 5/21-1.2, 5/21-3, 5/21-5, 5/21-5.5, 5/21-9, and 5/21-11.

CROSS REF.: 2:200 (Types of School Board Meetings), 2:230 (Public Participation at School Board Meetings and Petitions to the Board), 4:170 (Safety), 5:50 (Drug- and Alcohol-Free Workplace: E-Cigarette, Tobacco, and Cannabis Prohibition), 6:120 (Education of Children with Disabilities), 6:250 (Community Resource Persons and Volunteers), 7:190 (Student Behavior), 7:270 (Administering Medicines to Students), 8:20 (Community Use of School Facilities)

Commented [DJ1]: Subscriber note: Moved to align with PRESS Legal Reference style.

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

²³ The hearing requirement is for the violator's benefit and, consequently, the violator should be able to waive it.

18. Award of Bid - Transportation Services

Recommended Motion: that the Board of Education award the bid for transportation services for the 2025-2026 school year to _____, in the amount of \$_____.

19. Reports, Requests and Open Discussion

- A. Superintendent's Report
- B. Financial Report - July 2024 through April 2025
- C. Student Board of Education Member Report
- D. Board of Education Member Open Discussion

20. 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.