

DECATUR PUBLIC SCHOOL DISTRICT #61
BOARD OF EDUCATION
AGENDA

Regular Meeting
Keil Administration Building
101 W. Cerro Gordo Street
Decatur, IL 62523

April 28, 2026
5:00 PM Open Session
Closed Session Immediately Following
6:30 PM Open Session Reconvened

Legend: AI = Action Item DI = Discussion Item IO = Information Only

Strategic Plan Mission:

The mission of Decatur Public Schools, the destination district of our community, is to unlock students' unique and limitless potential to achieve their personal aspirations as fully prepared, contributing citizens in a global society through learning experiences distinguished by:

- *commitment to the whole person resulting in student growth and confidence*
- *relevant, innovative, personalized academic pathways that promote passion and pride*
- *a learning environment that fosters curiosity and the thirst for achievement and discovery*
- *a culture of diversity, adaptability, and resilience*
- *meaningful and lasting relationships*
- *extraordinary school and community connections*

The Board of Education Parameters that Guide Our Work:

- We will make decisions in the best interest of all students.
- We will treat all people with dignity and respect.
- We will seek input and collaboration throughout our diverse community.
- We will practice responsible stewardship of all our resources.

AI 1.0 CALL TO ORDER

CALL FOR EXECUTIVE SESSION

The Board of Education will meet in Closed Executive Session to discuss the appointment, employment, compensation, discipline, performance or dismissal of specific employees of the public body and collective negotiating matters between the Board and representatives of its employees.

Roll Call

IO 2.0 PLEDGE OF ALLEGIANCE

AI 3.0 APPROVAL OF AGENDA APRIL 28, 2026

IO 4.0 DISTRICT HIGHLIGHTS

- Panther Pawlooza
- Johns Hill Magnet School

IO 5.0 PUBLIC PARTICIPATION

- Identify oneself and be brief.
- Comments should be limited to 3 minutes.
- Any public comments submitted to the Board Secretary will be included in the record.

DI 6.0 BOARD DISCUSSION

- Roadmap 2030 Update

AI 7.0 CONSENT ITEMS

- A. Minutes: Open/Closed Meetings April 14, 2026
- B. Financial Conditional Report
- C. Treasurer's Report
- D. Job Description: Secretary to the Chief Operational Officer
- E. Intergovernmental Agreement (IGA) between Maroa Forsyth CUSD #2 and Decatur Public School District #61 for the Transportation to Hope School in Springfield, IL
- F. Resolution Authorizing the Release of District Technology

AI 8.0 ROLL CALL ACTION ITEMS

- A. Ratification of a Macon-Piatt Special Education District (MPSED) Special Education Administrator (SEA) – **Please Note: The MPSED Executive Board approved this item at their April 16, 2026 Board meeting.**
- B. Ratification of a Macon-Piatt Special Education District (MPSED) Special Education Administrator (SEA) – **Please Note: The MPSED Executive Board approved this item at their April 16, 2026 Board meeting.**
- C. Personnel Action Items
- D. Employment of a Principal at Decatur Alternative Education Program
- E. Employment of a Principal at Dennis Lab School
- F. Employment of a Principal at Johns Hill Magnet School
- G. Employment of an Assistant Principal at Dennis Lab School
- H. Employment of an Assistant Principal at Johns Hill Magnet School
- I. Admin Support Schedule (update)
- J. Intergovernmental Agreement for Alternative Learning Opportunities (ALOPs) between the Macon-Piatt Regional Office of Education #39 and Decatur Public School District #61 for the 2026-2027 School Year
- K. Consolidated District Plan
- L. Prep Academy MacBooks
- M. International Teacher Professional Development and Coaching Contract for 2026-2027 and 2027-2028 School Years
- N. Parking Lots (asphalt):
 - a. Hope Academy
 - b. Stephen Decatur Middle School
 - c. Running Reds Drive
- O. Wold Architects and Engineers for Master's Facility Plan for Decatur Public Schools
- P. One-Year Contract Renewal with Alltown Bus Company
- Q. Wilscott Office Trainer Contract Extension

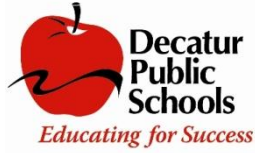
IO 9.0 IMPORTANT DATES

- May**
- 02 Eisenhower High School 2025-2026 School Year Prom
 - Hickory Point Banquet Center from 7:00 PM to 10:00 PM
 - 08 2026 Decatur Public Schools Retirement Celebration
 - Richland Community College Schilling Education Center
 - Check-In at 4:30 PM, Dinner & Program at 5:00 PM
 - 16 **MHS** Class of 2026 Graduation Ceremony
 - 11:00 AM, **MHS** Gymnasium (Overflow in Auditorium)
 - 16 **EHS** Class of 2026 Graduation Ceremony
 - 2:30 PM, **EHS** Gymnasium (No overflow)
 - 26 Last Day of School (student attendance) for 2025-2026 School Year
 - District-Wide Half Day of School

NEXT MEETING

The public portion of the next regular meeting of the Board of Education will be at 6:30 PM, Tuesday, May 12, 2026 at the Keil Administration Building.

AI 10.0 ADJOURNMENT



Board of Education Decatur Public School District 61

Date: April 28, 2026	Subject: Monthly Financial Conditions Report
Initiated By: Dr. Mike Curry, Chief Operations Officer	Attachments: Financial Conditions Report
Reviewed By: Dr. Rochelle Clark, Superintendent	

BACKGROUND INFORMATION:

The attached report illustrates the District’s year-to-date revenues and expenditures and provides an explanation of the financial conditions of the Decatur Public School District and Macon-Piatt Special Education District.

CURRENT CONSIDERATIONS:

As the District completed March, the ninth month of FY26, the Macon-Piatt Special Education District had expended 65.83% of its overall budget; Decatur School District #61 had expended 70.35% of its overall budget.

As of April 20, 2026, the State Comptroller is holding FY26 ISBE vouchers in the amount of \$3,031,119.

FINANCIAL CONSIDERATIONS:

N/A

STAFF RECOMMENDATION:

The Administration respectfully requests the Board of Education approve the Monthly Financial Conditions Report for March 2026 as presented.

RECOMMENDED ACTION:

- Approval
- Information
- Discussion

BOARD ACTION: _____

**2025-2026 Decatur Public S.D. #61
Fund Balance Summary -March 31, 2026**

<u>Fund</u>	<u>Fund Balance 07/01/25</u>	<u>Revenues To Date</u>	<u>Expenditures To Date</u>	<u>Net Cash Flow</u>	<u>Change in Fund Balance</u>	<u>Balance 03/31/2026</u>	<u>Tentative Balance 06/30/26</u>
DISTRICT # 61							
Education	\$28,357,473	\$96,673,443	\$81,245,445	\$15,427,998	\$0	\$43,785,471	\$ 28,510,481
Operation & Maintenance	\$1,943,400	\$7,911,227	\$6,294,984	\$1,616,243	\$0	\$3,559,644	\$ 1,878,654
Debt Service	\$10,970,093	\$9,080,437	\$7,565,081	\$1,515,356	\$0	\$12,485,449	\$ 11,385,725
Transportation	\$6,250,781	\$3,915,955	\$5,686,368	(\$1,770,413)	\$0	\$4,480,368	\$ 5,007,116
IMRF	\$4,631,483	\$2,286,769	\$1,229,959	\$1,056,810	\$0	\$5,688,293	\$ 5,859,156
Social Security/Medicare	\$1,295,019	\$2,044,559	\$1,707,372	\$337,186	\$0	\$1,632,205	\$ 888,312
Capital Projects Fund	\$6,448,271	\$2,453,776	\$1,599,706	\$854,070	\$0	\$7,302,341	\$ 5,172,141
Working Cash	\$6,035,547	\$444,744	\$0	\$444,744	\$0	\$6,480,291	\$ 6,725,015
Tort Immunity/Judgment	\$1,673,551	\$3,230,091	\$3,358,231	(\$128,140)	(\$775,139)	\$770,272	\$ 94,145
Fire Prevention/Safety	\$1,210,666	\$444,744	\$240,093	\$204,651	\$0	\$1,415,317	\$ 79,943
Totals District 61	\$68,816,285	\$128,485,746	\$108,927,240	\$19,558,506	(\$775,139)	\$87,599,652	\$ 65,600,689
Macon-Piatt Special Ed District							
Totals MPSED	\$6,038,271	\$16,139,359	\$15,780,118	\$359,241	\$0	\$6,397,512	\$ 6,038,271

Macon-Piatt Special Education District
Report Date: March 2026
Financial Condition as of March 31, 2026

Percent of year passed: 75%

	Revenues	Adopted Budget	Pre Audit Y-T-D	Percent Received
12	Education	23,558,253	16,139,359	68.51%
22	Operation & Maintenance	-	-	
42	Transportation	-	-	
52	IMRF	-	-	
	Total Revenues	<u>23,558,253</u>	<u>16,139,359</u>	<u>68.51%</u>

	Expenditures		Percent Used	
12	Education	21,991,906	14,760,582	67.12%
22	Operation & Maintenance	357,470	322,608	90.25%
42	Transportation	28,250	7,914	28.01%
52	IMRF	1,593,692	689,013	43.23%
	Total Expenditures	<u>23,971,318</u>	<u>15,780,118</u>	<u>65.83%</u>

Net Cash				
	Total Revenues	23,558,253	16,139,359	68.51%
	Total Expenditures	<u>23,971,318</u>	<u>15,780,118</u>	65.83%
	Net Cash	<u>(413,065)</u>	<u>359,241</u>	

	Fund Balances	Actual
12	Education	<u>6,397,513</u>

Decatur Public School District #61
Report Date: March 2026
Financial Condition as of March 31, 2026

Percent of year passed: 75%

PRIOR YEAR COMPARISON FY 25 Percent Received As Of 03/31/25	
84.04%	
99.47%	
99.46%	
75.14%	
93.05%	
99.08%	
56.07%	
99.21%	
98.84%	
15.53%	
84.56%	

Fund	Revenues	Budget	Pre Audit Y-T-D	Percent Received
10	Education	114,710,541	96,673,443	84.28%
20	Operation & Maintenance	9,481,778	7,911,227	83.44%
30	Debt Service	9,281,839	9,080,437	97.83%
40	Transportation	5,998,242	3,915,955	65.29%
50	IMRF	2,612,227	2,286,769	87.54%
51	Social Security	2,051,200	2,044,559	99.68%
60	Capital Projects	2,750,000	2,453,776	89.23%
70	Working Cash	689,468	444,744	64.51%
80	Tort Immunity/Judgment	3,524,824	3,230,091	91.64%
90	Fire Prevention/Safety	528,072	444,744	84.22%
	Total Revenues	151,628,191	128,485,746	84.74%

PRIOR YEAR COMPARISON FY 25 Percent Used As Of 03/31/25	
70.17%	
65.66%	
75.49%	
57.47%	
49.62%	

Fund	Expenditures	Budget	Pre Audit Y-T-D	Percent Used
10	Education	114,557,533	81,245,445	70.92%
20	Operation & Maintenance	9,546,524	6,294,984	65.94%
30	Debt Service	8,866,207	7,565,081	85.32%
40	Transportation	7,241,907	5,686,368	78.52%
50	IMRF	1,384,554	1,229,959	88.83%

51	Social Security	2,457,907	1,707,372	69.46%	77.62%
60	Capital Projects	4,026,130	1,599,706	39.73%	57.23%
70	Working Cash	-	-	-	-
80	Tort Immunity/Judgment	5,104,230	3,358,231	65.79%	67.64%
90	Fire Prevention/Safety	1,658,795	240,093	14.47%	10.95%
	Total Expenditures	<u>154,843,787</u>	<u>108,927,240</u>	70.35%	67.68%

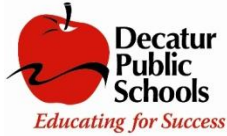
Net Cash

Total Revenues	151,628,191	128,485,746	84.74%
Total Expenditures	<u>154,843,787</u>	<u>108,927,240</u>	70.35%
Net Cash	<u>(3,215,596)</u>	<u>19,558,506</u>	

Fund Balances

Actual

10	Education	43,785,471
20	Operation & Maintenance	3,559,644
30	Debt Service	12,485,449
40	Transportation	4,480,368
50	IMRF	5,688,293
51	Social Security	1,632,205
60	Capital Projects	7,302,341
70	Working Cash	6,480,291
80	Tort Immunity/Judgment	770,272
90	Fire Prevention/Safety	<u>1,415,317</u>
	Total Funds	<u>87,599,652</u>



Board of Education Decatur Public School District #61

Date: April 28, 2026	Subject: Treasurer's Report
Initiated By: Dr. Mike Curry, Chief Operations Officer	Attachments: Treasurer's Report – March 2026
Reviewed By: Dr. Rochelle Clark, Superintendent	

BACKGROUND INFORMATION:

The attached report details the District's investments and the status of the District's cash as of March 31, 2026.

CURRENT CONSIDERATIONS:

N/A

FINANCIAL CONSIDERATIONS:

N/A

STAFF RECOMMENDATION:

The Administration respectfully requests the Board of Education approve the Treasurer's Report for March 2026 as presented.

RECOMMENDED ACTION:

- Approval
- Information
- Discussion

BOARD ACTION: _____

**DECATUR PUBLIC SCHOOL DISTRICT #61
UNAUDITED TREASURER'S REPORT
MARCH 2026**

	Cash/Investments as of 02/28/26	Receipts	Disbursements	Cash/Investments as of 03/31/26
Education	50,574,270.74	10,766,200.41	12,498,878.90	48,841,592.25
Operations & Maintenance	4,217,827.24	94,782.04	707,194.81	3,605,414.47
Debt Service	12,600,967.72	38,166.63	0.00	12,639,134.35
Transportation	5,496,049.04	130,546.70	1,578,871.90	4,047,723.84
IMRF	5,877,981.46	0.00	139,388.35	5,738,593.11
Social Security	1,852,432.16	1.25	196,982.38	1,655,451.03
Capital Projects	6,436,101.50	840,285.24	89,619.36	7,186,767.38
Working Cash	6,559,202.28	0.00	0.00	6,559,202.28
Tort/Judgment Immunity	1,128,410.85	16,302.60	322,159.23	822,554.22
Fire Prevention & Safety	1,439,161.42	0.00	0.00	1,439,161.42
Activities	626,382.49	50,377.92	31,156.58	645,603.83
DPS 61 Total	96,808,786.90	11,936,662.79	15,564,251.51	93,181,198.18
Macon-Piatt Special Education	6,287,880.75	2,239,692.87	1,871,238.10	6,656,335.52
GRAND TOTAL	103,096,667.65	14,176,355.66	17,435,489.61	99,837,533.70

Dr. Mike Curry

04/21/26



Board of Education Decatur Public School District #61

Date: April 28, 2026	Subject: Job Description Update
Initiated By: Dr. Rochelle Clark, Superintendent	Attachments: Job Description: Assistant to the Chief Operational Officer (COO) / Chief School Business Officer (CSBO)
Reviewed By: Monica Wilks, Director of Human Resources	

BACKGROUND INFORMATION:

Administration is updating job descriptions to ensure compliance with State and Federal Laws, District Policies and Agreements, and the alignment of the descriptions with the essential duties and expectations of the positions.

CURRENT CONSIDERATIONS:

The below job description was updated to align the responsibilities and duties with the expectations of the position. There are no associated costs with these changes.

- Assistant to the Chief Operational Officer

FINANCIAL CONSIDERATIONS:

This position is within current budget.

STAFF RECOMMENDATION:

The Administration respectfully requests the Board of Education approve this job description as presented.

RECOMMENDED ACTION:

- Approval
- Information
- Discussion

BOARD ACTION: _____

TITLE: Assistant to the Chief Operational Officer (COO) /Chief School Business Officer (CSBO)

PURPOSE: The Assistant to the Chief Operational Officer COO/CSBO provides high-level administrative, operational, and strategic support to the COO. This position has been designated as a confidential position.

JOB GOAL: Provide a wide range of support services to ensure the efficient and effective operation of the departments overseen by the COO/CSBO.

QUALIFICATIONS:

- High school diploma required; Bachelor’s degree preferred
- Minimum of 5 years of administrative experience (school district experience preferred)
- Demonstrated ability to handle confidential and sensitive information with discretion
- Advanced organizational and time-management skills with the ability to manage competing priorities
- Strong interpersonal and communication skills (written and verbal)
- Advanced proficiency in modern office technology and software systems
- Ability to work independently and exercise sound judgment
- Professional demeanor with strong customer service and stakeholder engagement skills
- Ability to initiate and complete projects with minimal supervision
- Strong attention to detail and accuracy
- Ability to adapt to changing priorities and interruptions in a fast-paced environment
- Excellent Interpersonal skills
- Ability to communicate and maintain good working relationships with members of the District, Staff and the Public

REPORTS TO: Chief Operational Officer (COO) / Chief School Business Officer (CSBO)

This position operates with a high degree of autonomy under general direction. The incumbent is expected to exercise initiative, discretion, and independent judgment in planning and executing responsibilities, while proactively supporting departmental objectives. The position also requires a high degree of initiative, ingenuity and independent action to achieve objectives.

KEY RELATIONSHIPS (MAINTAINS LIAISON WITH):

- Board of Education
- Superintendent
- Executive Cabinet
- District Leadership Team
- Building Administrators
- External partners (e.g., insurance providers, vendors)

PENDING BOE APPROVAL 4/28/2026

ESSENTIAL FUNCTIONS:

The following are the essential fundamentals to include but not limited to the following job duties:

Executive & Administrative Support

- Manage confidential information related to district operations, leadership, and Board activities
- Coordinate meetings, travel, events, and logistics for the COO
- Prepare reports, correspondence, presentations, and official communications
- Maintain organized filing systems (digital and physical)
- Serve as backup to the Executive Administrative Assistant to the Superintendent and Board of Education, including FOIA responsibilities

Operational & Financial Support

- Assist in preparation and monitoring of the annual operations budget
- Process invoices, payments, and financial documentation
- Maintain payroll-related records for the Business Office
- Support contract negotiations and documentation

Risk Management & Compliance

- Administer insurance programs (e.g., liability, builder's risk, student accident)
- Process and manage claims including property, liability, and workers' compensation
- Coordinate with insurance providers on claims, coverage, and reporting
- Maintain records for accident reports, injury claims, and loss reports
- Serve as a **Notary Public** for district documentation

Facilities & Event Coordination

- Manage building rental processes, scheduling, and fee collection
- Coordinate certificates of insurance for district events
- Oversee scheduling of meeting spaces at the Keil Administration Building
- Support district-wide events requiring cross-department coordination

Specialized Administrative Functions

- Process Medicaid claims
- Manage Montessori Prekindergarten tuition billing and collection
- Maintain vehicle titles and insurance updates
- Assist with issuance of 1099 forms for athletic officials

General Responsibilities

- Anticipate challenges and proactively develop solutions
- Maintain flexibility in a dynamic work environment
- Attend meetings and represent the COO as needed

PENDING BOE APPROVAL 4/28/2026

- Perform additional duties as assigned

GRADE LEVEL: N/A

TERMS OF EMPLOYMENT:

- 260 days per year
- Salary based on Board-approved salary schedule

FSLA: Non-Exempt

EVALUATION: Performance will be evaluated by the Chief Operational Officer in accordance with Board policy.

PHYSICAL DEMANDS:

This role requires sufficient visual acuity, including depth perception and field of vision, to safely and effectively perform tasks such as operating equipment, reviewing documents, and navigating the work environment. Employee regularly is required to bend, stoop, twist, turn, reach, lift (up to 50 pounds), carry, pull, push, climb, and kneel; walking and standing approximately 50-75% of each shift. Employee must recognize differences in sound, such as voices/noises that are loud and playful instead of angry and combative; ability to differentiate tones and volumes in conversation.

MENTAL DEMANDS:

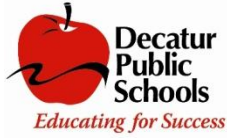
This position requires the ability to manage multiple priorities simultaneously in a fast-paced, high-demand environment. The incumbent must exercise sound judgment, maintain attention to detail, and respond effectively to changing situations, interruptions, and time-sensitive matters. The role requires critical thinking, problem-solving, and the ability to handle complex and sensitive issues with discretion. The employee must remain composed under pressure and be prepared to support the coordination of responses to urgent or emergency situations as needed.

WORK ENVIRONMENT:

This role operates in a dynamic office environment requiring frequent interaction with staff, leadership, and external partners. Must have the ability to work effectively with frequent interruptions. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.

Decatur Public Schools is an equal employment opportunity employer with an affirmative action plan.

PENDING BOE APPROVAL 4/28/2026



Board of Education Decatur Public School District #61

Date: April 28, 2026	Subject: Intergovernmental Agreement (IGA) between Maroa Forsyth CUSD #2 and Decatur Public School District #61
Initiated By: Dr. Mike Curry, Chief Operations Officer	Attachments: IGA between Maroa Forsyth CUSD # 2 and Decatur Public School District #61
Reviewed By: Dr. Rochelle Clark, Superintendent, Dr. Mike Curry, Chief Operations Officer and Legal Counsel	

BACKGROUND INFORMATION:

This agreement allows Decatur Public School District #61 to provide transportation for one student from Maroa-Forsyth CUSD #2 to the Hope School in Springfield, Illinois.

CURRENT CONSIDERATIONS:

DPS #61 currently operates established transportation routes to Hope School in Springfield, Illinois, allowing for efficient accommodation of this request.

The Agreement runs through the 2025–2026 school year, ending with the student’s final attendance date at Hope School. Either party may terminate with 15 days’ written notice. Maroa Forsyth CUSD #2 agrees to indemnify and defend DPS #61 against claims, damages, or legal costs.

FINANCIAL CONSIDERATIONS:

The daily cost of the bus route will be divided by the total number of riders, and Maroa Forsyth CUSD #2 will reimburse DPS #61 for their portion based on student attendance/ridership.

STAFF RECOMMENDATION:

The Administration respectfully requests the Board of Education approve the Intergovernmental Agreement (IGA) between Maroa Forsyth CUSD #2 and Decatur Public School District #61 as presented.

RECOMMENDED ACTION:

- Approval
- Information
- Discussion

BOARD ACTION: _____

**INTERGOVERNMENTAL AGREEMENT
FOR LIMITED STUDENT TRANSPORTATION**

THIS AGREEMENT (“Agreement”) is made and entered as of the date that the last party signs below, by and between the Board of Education of Maroa-Forsyth Community Unit School District 2 (“**District 2**”) and the Board of Education of Decatur Public Schools District 61 (“**District 61**”) (collectively, the “**Parties**”).

WHEREAS, District 2 and District 61 are adjacent public school districts; and

WHEREAS, District 2 has identified a student (“**Student**”) who will be attending the Hope School in Springfield, IL (“**Hope School in Springfield, IL**”); and

WHEREAS, District 61 already transports students to the Hope School in Springfield, IL and has capacity to include the Student in its transportation routes and has agreed that it will transport the Student to the Hope School in Springfield, IL as provided in this Agreement; and

WHEREAS, these Parties are authorized to enter into this Agreement pursuant to Article VII, Section 10 of the Illinois Constitution, and the *Illinois Intergovernmental Cooperation Act* (5 ILCS 220/1 *et seq.*).

NOW, THEREFORE, in consideration of the mutual covenants and agreements hereafter set forth, it is agreed as follows:

- 1. Transportation of the Student.** District 61 shall transport the Student to the Hope School in Springfield, IL every day that school is in session at the Hope School in Springfield, IL. District 2 shall be responsible for transporting the Student to and from a location within District 61 that District 61 may designate.
- 2. Reimbursement.** District 2 shall reimburse District 61 (or, at District 61’s option, directly pay District 61’s transportation provider) for the cost to transport the Student at a rate per day determined by their percentage of ridership.
- 3. Term.** The term of this Agreement shall remain in effect until the last day of student attendance as defined by the Hope School in Springfield, IL calendar for the 2025-2026 school year.
- 4. Termination.** Either party may terminate this Agreement by providing at least fifteen (15) calendar days’ advanced written notice of such termination to the other party. Notwithstanding the forgoing, District 61 may remove the student pending termination of this Agreement for behavior deemed inappropriate by District 61.
- 5. Indemnification.** District 2 shall indemnify, defend, and hold harmless District 61, its individual Board members, and agents and employees from and against any and all liability, suits, claims, losses, damages, costs and expenses, including, without limitation, reasonable attorney’s fees and court costs, caused by, resulting from, or related to this Agreement. This indemnification

obligation includes (i) any negligent act or omission, or intentional misconduct, of the Student or District 2 or any of its employees or agents, or (ii) any breach of this Agreement by District 2.

6. **Compliance with Laws.** Each Party shall comply with all applicable laws, rules, and regulations in connection with the Student and the placement provided in this Agreement, specifically including the following laws related to mental health and student record information: the *Illinois School Student Records Act*, the *Family and Educational Rights Privacy Act*, and the *Mental Health and Developmental Disabilities Confidentiality Act*.

7. **Notices.** Any notices and communications required to be given under this Agreement shall be in writing and, except as otherwise expressly provided, shall be either (i) mailed by registered or certified mail, return receipt requested, postage prepaid, or (ii) personally delivered to the Parties at the addresses set forth below, or such other address as any party may designate to the others by notice hereunder. All such notices shall be deemed to have been received on the date of personal delivery, electronic transmission, or, if mailed, on date of receipt.

Maroa-Forsyth Community Unit S.D. 2
450 W. Washington Street
Maroa, IL 61756
Attention: Superintendent

Decatur Public Schools District 61
101 West Cerro Gordo Street
Decatur, IL 62523
Attention: Superintendent

8. **Contractual Capacity.** Each Party represents and warrants that it has entered into this Agreement voluntarily and knowingly and with the full and complete authority and contractual capacity to do so.

9. **Effect of Agreement.** This Agreement inures to the benefit of and binds each of the Parties, as well as each of their respective successors and assigns.

10. **Applicable Law and Venue.** This Agreement is subject to the laws of the State of Illinois, notwithstanding its choice of law provisions. Venue for any dispute between the Parties under this Agreement shall be the Macon County Circuit Court or the United States District Court for the Central District of Illinois.

11. **Complete Understanding.** This Agreement sets forth all of the promises, agreements, conditions, and understandings between the Parties related to the Student's transportation to the Hope School in Springfield, IL. No other promises, agreements, or understandings, whether oral or written, expressed or implied, exist between the Parties related to this subject matter. This Agreement may be modified or amended only by a written agreement executed by both parties.

IN WITNESS WHEREOF, the Parties have entered into this Agreement as of the date of the last party's execution hereof.

**BOARD OF EDUCATION OF MAROA-
FORSYTH COMMUNITY UNIT
SCHOOL DISTRICT 2**

By: _____

Its: _____

Date: _____

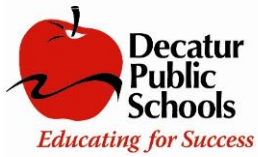
1400638.1

**BOARD OF EDUCATION OF
DECATUR SCHOOL DISTRICT 61**

By: _____

Its: _____

Date: _____



**Board of Education
Decatur Public School District #61**

Date: April 28, 2026	Subject: Resolution Authorizing the Release of District Technology
Initiated By: Maurice Payne, Director of Information Technology	Attachments: Resolution Authorizing the Release of District Technology
Reviewed By: Dr. Rochelle Clark, Superintendent	

BACKGROUND INFORMATION:

The Prep Academy is a joint sponsored program between DPS and Richland Community that is unique to DPS students. DPS enrolled students enrolled in the Prep Academy will have the opportunity to participate in Dual Credit classes that will enhance the student’s ability to complete academic requirements necessary to earn and achieve all degree requirements for an Associate’s of Arts Degree and a high school diploma concurrently. This program is intended to promote academic success for students so that they achieve their potential through the efforts of RCC and DPS.

Students enrolled in the Prep Academy are given district issued MacBook’s to be more efficient in their work as they transition through their courses.

CURRENT CONSIDERATIONS:

When the Prep Academy student graduates from the program, IT recommends the release of each students MacBook. There are 34 students that are graduating in this year’s cohort.

FINANCIAL CONSIDERATIONS:

None.

STAFF RECOMMENDATION:

The Administration respectfully requests the Board of Education approve the Resolution Authorizing the Release of District Technology, as presented.

RECOMMENDED ACTION:

- Approval
- Information
- Discussion

BOARD ACTION: _____

**RESOLUTION AUTHORIZING THE RELEASE
OF SURPLUS DISTRICT TECHNOLOGY**

WHEREAS, the Board of Education of Decatur Public School District No. 61 is authorized by Section 10-22.8 of the School Code of Illinois to sell at public or private sale any personal property belonging to the School District and no longer needed for public purposes; and

WHEREAS, the Board of Education currently owns thirty-four (34) MacBooks, which are no longer needed by the School District; and

WHEREAS, the Board of Education hereby finds and determines that said equipment is no longer necessary or needed for educational purposes; and

WHEREAS, the Board of Education further finds and determines that it is in the best interest of Decatur Public School District No. 61 that the School District to sell, recycle, or donate the Apple devices or device carts on terms satisfactory to the School District;

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of Decatur Public School District No. 61 as follows:

Section 1. The Board hereby finds that all of the recitals contained in the preambles to this Resolution are full, true and correct and does incorporate them into this Resolution by this reference.

Section 2. The Superintendent of Schools or designee is hereby authorized and directed to take any and all reasonable steps to sell, recycle, or donate the Apple devices and/or device carts. The Superintendent or designee shall attempt to negotiate and/or receive the best price for the same as may be reasonable and practical. All proceeds from the sale shall be deposited in the District's General Fund.

Section 3. That this Resolution shall be in full force and effect forthwith upon its passage.

ADOPTED this 28th day of April, 2026, by the following roll-call vote:

AYES: _____

NAYS: _____

ABSENT: _____

President, Board of Education

ATTEST:

Secretary, Board of Education

CERTIFICATION

I, _____, Secretary of the Board of Education of Decatur Public School District No. 61, do hereby certify that the foregoing Resolution was adopted at a regular meeting of the Board of Education on April 28th, 2026, by the following roll-call vote:

AYES: _____

NAYS: _____

ABSENT: _____

and that the motion was duly declared carried by the President of the Board.

Dated this ____ day of _____, 2026.

Secretary, Board of Education

To: Dr Rochelle Clark, Superintendent
From: Monica L Wilks, Director of Human Resources
Date: April 28, 2026
Re: Administrative Recommendation

The following person is recommended for the position of the Special Education Administrator at Macon Piatt Special Education.

Jessica Carlisle

Education:

2022	M.Ed.	Educational Leadership, Eastern Illinois University, Charleston, Illinois
2018	B.S.	Special Education, Illinois State University, Bloomington, IL

Experience:

2022 –present	Cross Categorical Teacher, Maroa Forsyth School District, Maroa, IL
2019 –2022	Essential Skills Teacher, Decatur Public School District, Decatur, IL
2019 –2019	Life Skills Teacher, Rutland Community Consolidated Schools, Ottawa, IL

For payroll purposes only

Effective: July 22, 2026

Pro-rated Yes: No: Step 4

Base: \$88,501.61 Number of full contract days: 200
TRS: as allowable

Pro-rated contract Number of pro-rated contract days:
Base: \$
TRS: as allowable

Certified Number: 1176825

Account Number:

Salary Approved _____

Date _____

SPECIAL EDUCATION ADMINISTRATOR'S CONTRACT
Fiscal Year 2026-2027

This Contract between the Board of Education of Decatur Public School District No.61, Decatur, Illinois (hereinafter "the Board") and **Jessica Carlisle**, (hereinafter "the Special Education Administrator"), ratified at the meeting of the Board held on April 28, 2026 as found in the minutes of that meeting.

IT IS AGREED:

1. Employment. The Special Education Administrator is hereby hired and retained from July 22, 2026 to May 28, 2027, as Special Education Administrator and assigned initially to Macon Piatt Special Education.

2. Duties. The duties and responsibilities of the Special Education Administrator shall be all those duties incident to the office of the Special Education Administrator as set forth in the job description, a copy of which can be found in the employee's personnel file; those obligations imposed by the law of the State of Illinois upon a Special Education Administrator; and to perform such other duties normally performed by a Special Education Administrator as from time to time may be assigned to the Special Education Administrator by the Director of Special Education, Superintendent of Schools or the Board. The work day, work year, contract year and holidays and holiday pay for the Special Education Administrator shall be as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

3. Salary. The Board shall set the Special Education Administrator's salary. For the 2026-2027 year the amount of the Special Education Administrator's salary shall be set by the Board but shall not be less than **Eighty-Eight Thousand Five Hundred One Dollars and 61/100 (\$88,501.61.00)** per annum. The Special Education Administrator hereby agrees to devote such time, skill, labor and attention to his/her employment, during the term of this Contract, except as otherwise provided in this Contract, and to perform faithfully the duties of Special Education Administrator for the school district and the Board as set forth in this Contract. The annual salary shall be paid in substantially equal installments in accordance with the policy of the Board governing payment of salary to other licensed members of the professional staff. Any adjustment in salary made during the life of this Contract shall be in the form of a written amendment approved by the Board and shall become a part of this Contract. It is provided, however, that by so doing, it shall not be considered that the Board has entered into a new Contract with the Special Education Administrator, nor that the termination date of this Contract has been in any way extended unless so stated in the Board motion.

4. Pension. In addition to the salary of the Special Education Administrator as set forth hereinabove in paragraph 3, the Board shall pay 9.8901% of the salary set forth in paragraph 3 (or 9% deducted from the resulting gross. The resulting gross shall be computed by adding the salary in paragraph 3 to 9.8901% of the salary paragraph 3) as an employer paid pension contribution consistent with the provisions of Internal Revenue Code section 414-h(2) and Tax Opinions 81-35 and 81-36. Such payments shall be consideration for this contract, shall be creditable earnings for purposes of Teacher Retirement System pension calculations and

Administrator did not have the option of choosing to receive such amount directly instead of having such contribution paid by the employer to the Teacher Retirement System of the State of Illinois. Consideration for this Contract, shall be creditable earnings for purposes of Teacher Retirement System pension calculations and Special Education Administrator did not have the option of choosing to receive such amount directly instead of having such contribution paid by the employer to the Teacher Retirement System of the State of Illinois.

5. T.H.I.S. From and out of the salary and pension payments of the Special Education Administrator as set forth hereinabove in paragraphs 3 and 4 the Board shall withhold any such amount as may be required by law, on behalf of the Special Education Administrator to the Teacher Health Insurance Security Fund.

6. Evaluation. Annually, but no later than March 1st of each year, the Director of Special Education shall review with the Special Education Administrator progress toward established goals and working relationships among the Director of Special Education, Superintendent, the District Leadership Team, the faculty, the staff and the community, and shall consider the Special Education Administrator's continued employment and annual salary for the next subsequent year (if any). A summary of the evaluation will be provided to the Special Education Administrator in writing within 30 days following the evaluation pursuant to the district's evaluation plan for administrators.

7. License. The Special Education Administrator shall furnish to the Board during the term of this Contract, a valid and appropriate license to act as Special Education Administrator in accordance with the laws of the State of Illinois and as directed by the Board.

8. Other Work. With the permission of the Director of Macon Piatt in advance, the Special Education Administrator may undertake consultative work, speaking engagements, writing, lecturing, college or university teaching, and other professional duties and obligations provided that these activities do not interfere with the effective performance of his/her duties as Special Education Administrator. The Special Education Administrator shall have the responsibility to inform the Director of Special Education and the Superintendent of such outside activity in a timely fashion.

9. Discharge for Good Cause. Throughout the term of this Contract, the Special Education Administrator shall be subject to discharge for good cause provided, however, that the Board shall not arbitrarily or capriciously call for dismissal and that the Special Education Administrator shall have the right to service of written charges, notice of hearing and a hearing before the Board. If the Special Education Administrator chooses to be accompanied by counsel at such a hearing, all such personal expenses shall be paid by the Special Education Administrator. Failure to comply with the terms and conditions of this Contract shall also be sufficient cause for purposes of discharge as provided in this Contract.

10. Termination by Contract. During the term of this Contract, the Board and Special Education Administrator may mutually agree, in writing, to terminate this Contract. The termination and/or reclassification at the end of the term of this Contract shall be as provided by law.

11. Referrals to Special Education Administrator. The Board collectively and individually and the Superintendent shall promptly refer all criticisms, complaints, and suggestions called to its/their attention to the Special Education Administrator for study and recommendation.

12. Professional Activities. The Special Education Administrator shall be encouraged to attend appropriate professional meetings at the local, state and national levels. Within budget constraints, such costs of attendance shall be paid by the Board upon receipt of a full, itemized account of such costs.

13. Reimbursement for Use of Personal Car. The Board shall pay the Internal Revenue Service rate to the Special Education Administrator for vouchered reimbursable mileage expenses incurred by the Special Education Administrator while using the Special Education Administrator's personal vehicle for the conduct of approved District business. Reimbursement shall be pursuant to the District's policies, rules and regulations.

14. Membership Dues. The Board shall pay the cost of Special Education Administrator's annual membership dues as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

15. Medical Insurance. Special Education Administrator shall be provided with medical insurance and medical insurance options as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

16. Life Insurance. Special Education Administrator shall be provided with life insurance as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

17. Vacation. Special Education Administrator shall be provided with vacation days as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

18. Sick Leave and Personal Leave. Special Education Administrator shall be provided with sick leave and personal leave days as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

19. Disability. Should the Special Education Administrator be unable to perform the duties and obligations of this Contract, by reason of illness, accident or other cause beyond the Special Education Administrator's control and such disability exists after the exhaustion of accumulated leave days and vacation days during any school year, the Board, in its discretion, may make a proportionate deduction from the salary stipulated. If such disability continues for sixty (60) days after the exhaustion of accumulated leave days (including FMLA) and vacation days during any school year, or if such disability is permanent, irreparable or of such nature as to make the performance of the Special Education Administrator's duties impossible, the Board, at its option, may terminate this Contract, whereupon the respective duties, rights and obligations of the parties shall terminate. The Special Education Administrator shall provide medical evidence of

illness to the Board President upon request.

20. Criminal Records Check. Pursuant to 105 ILCS 5/10-21.9, Boards of Education are prohibited from knowingly employing a person who has been convicted of committing or attempting to commit the named crimes therein. If the fingerprint-based criminal records check required by Illinois law is not completed at the time this Contract is signed, and any subsequent investigation or report reveals there has been such a conviction, this Contract shall immediately become null and void.

21. Employment History Review. Pursuant to 105 ILCS 5/22-94, the Special Education Administrator shall submit to employee history review, and shall execute and deliver to the board of education all necessary consent and forms necessary to accomplish such task. If the Special Education Administrator fails to disclose necessary information, fails to complete and deliver appropriate forms upon demand, or if subsequent employment history review reveals there has been a report or investigation that did not result in an unfounded or fabricated result, this Contract shall immediately become null and void.

22. Notice. Any notice required under this Contract shall be in writing and shall become effective on the day of mailing thereof by first class, registered or certified mail, postage prepaid, addressed:

To the Board:
President, Board of Education
Decatur School District No. 61
Keil Administrative Center
101 W. Cerro Gordo Street
Decatur, Illinois 62523

To the Special Education Administrator:
Jessica Carlisle
last known address

23. Headings. Paragraph headings and numbers have been inserted for convenience of reference only, and if there shall be any conflict between any such headings or numbers and the text of this Contract, the text shall control.

24. Contract Extension. At the end of any year of this Contract, the Board and Special Education Administrator may mutually agree to extend the employment of the Special Education Administrator for a multi-year period of up to five (5) years. In such event, the Board shall take specific action to discontinue this Contract and enter into a multi-year Contract of Employment as allowed by law. Notwithstanding the foregoing, prior to April 1 of the year in which this Contract expires, the Board shall take action to extend or not to extend the terms of this Contract for one additional year, and shall notify the Special Education Administrator in writing of such action. Failure of the Board to take such action shall extend this Contract for one (1) additional year.

25. Copies of Contract. This Contract may be executed in one or more counterparts, each of which shall be considered an original, and all of which taken together shall be considered one and the same instrument.

26. Severability. It is understood and agreed by the parties that if any part, term, or provision of this Contract is held by the courts to be illegal or in conflict with any law of the State of Illinois, the validity of remaining portions or provisions shall not be affected, and the rights and obligations of the parties shall be construed and enforced as if the Contract did not contain the particular part, term, or provision held to be invalid.

27. Jurisdiction. This Contract has been executed in the State of Illinois, and shall be governed in accordance with the laws of the State of Illinois in every respect.

28. Complete Understanding. This Contract contains all the terms agreed upon by the parties with respect to the subject matter of this Contract and supersedes all prior agreements, arrangements, and communications between the parties, whether oral or written.

29. Relevant Law. This Contract is authorized under the provisions of the Illinois Law.

IN WITNESS WHEREOF, the parties have caused this Contract to be executed in their respective names; and in the case of the Board, by its President and attested to by its Secretary, on the day and year first above written.

Special Education Administrator

**Board of Education
Decatur Public
School District No.61**

By: _____
President

ATTEST:

Secretary

To: Dr Rochelle Clark, Superintendent
From: Monica L Wilks, Director of Human Resources
Date: April 28, 2026
Re: Administrative Recommendation

The following person is recommended for the position of the Special Education Administrator at Macon Piatt Special Education.

Lindsay Hale

Education:

2001 M.S. Education, Eastern Illinois University, Charleston, Illinois
1998 B.S. Education, Eastern Illinois University, Charleston, Illinois

Experience:

2021– present Pre-Vocational Coordinator, Decatur Public School District,
Decatur, IL
2020 –2021 Cross Categorical Teacher, Sangamon Valley School District,
Illioopolis, IL
2019 –2020 Teacher, Our Lady of Lourdes, Decatur, IL
2019 –2019 Assistant Principal, Hope Academy, Decatur, IL
2018 –2019 Special Ed Administrator, Decatur Public School District,
Decatur, IL
2015 –2018 Cross Categorical Teacher, Decatur Public School District,
Decatur, IL

For payroll purposes only

Effective: July 22, 2026

Pro-rated Yes: No: X Step 17

Base: \$97,530.00 Number of full contract days: 200
TRS: as allowable

Pro-rated contract Number of pro-rated contract days:
Base: \$
TRS: as allowable

Certified Number: 502080

Account Number:

Salary Approved _____

Date _____

SPECIAL EDUCATION ADMINISTRATOR'S CONTRACT
Fiscal Year 2026-2027

This Contract between the Board of Education of Decatur Public School District No.61, Decatur, Illinois (hereinafter "the Board") and **Lindsay Hale**, (hereinafter "the Special Education Administrator"), ratified at the meeting of the Board held on April 28, 2026 as found in the minutes of that meeting.

IT IS AGREED:

1. Employment. The Special Education Administrator is hereby hired and retained from July 22, 2026 to May 28, 2027, as Special Education Administrator and assigned initially to Macon Piatt Special Education.

2. Duties. The duties and responsibilities of the Special Education Administrator shall be all those duties incident to the office of the Special Education Administrator as set forth in the job description, a copy of which can be found in the employee's personnel file; those obligations imposed by the law of the State of Illinois upon a Special Education Administrator; and to perform such other duties normally performed by a Special Education Administrator as from time to time may be assigned to the Special Education Administrator by the Director of Special Education, Superintendent of Schools or the Board. The work day, work year, contract year and holidays and holiday pay for the Special Education Administrator shall be as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

3. Salary. The Board shall set the Special Education Administrator's salary. For the 2026-2027 year the amount of the Special Education Administrator's salary shall be set by the Board but shall not be less than **Ninety-Seven Thousand Five Hundred Thirty Dollars and no/100 (\$97,530.00)** per annum. The Special Education Administrator hereby agrees to devote such time, skill, labor and attention to his/her employment, during the term of this Contract, except as otherwise provided in this Contract, and to perform faithfully the duties of Special Education Administrator for the school district and the Board as set forth in this Contract. The annual salary shall be paid in substantially equal installments in accordance with the policy of the Board governing payment of salary to other licensed members of the professional staff. Any adjustment in salary made during the life of this Contract shall be in the form of a written amendment approved by the Board and shall become a part of this Contract. It is provided, however, that by so doing, it shall not be considered that the Board has entered into a new Contract with the Special Education Administrator, nor that the termination date of this Contract has been in any way extended unless so stated in the Board motion.

4. Pension. In addition to the salary of the Special Education Administrator as set forth hereinabove in paragraph 3, the Board shall pay 9.8901% of the salary set forth in paragraph 3 (or 9% deducted from the resulting gross. The resulting gross shall be computed by adding the salary in paragraph 3 to 9.8901% of the salary paragraph 3) as an employer paid pension contribution consistent with the provisions of Internal Revenue Code section 414-h(2) and Tax Opinions 81-35 and 81-36. Such payments shall be consideration for this contract, shall be creditable earnings for purposes of Teacher Retirement System pension calculations and

Administrator did not have the option of choosing to receive such amount directly instead of having such contribution paid by the employer to the Teacher Retirement System of the State of Illinois. Consideration for this Contract, shall be creditable earnings for purposes of Teacher Retirement System pension calculations and Special Education Administrator did not have the option of choosing to receive such amount directly instead of having such contribution paid by the employer to the Teacher Retirement System of the State of Illinois.

5. T.H.I.S. From and out of the salary and pension payments of the Special Education Administrator as set forth hereinabove in paragraphs 3 and 4 the Board shall withhold any such amount as may be required by law, on behalf of the Special Education Administrator to the Teacher Health Insurance Security Fund.

6. Evaluation. Annually, but no later than March 1st of each year, the Director of Special Education shall review with the Special Education Administrator progress toward established goals and working relationships among the Director of Special Education, Superintendent, the District Leadership Team, the faculty, the staff and the community, and shall consider the Special Education Administrator's continued employment and annual salary for the next subsequent year (if any). A summary of the evaluation will be provided to the Special Education Administrator in writing within 30 days following the evaluation pursuant to the district's evaluation plan for administrators.

7. License. The Special Education Administrator shall furnish to the Board during the term of this Contract, a valid and appropriate license to act as Special Education Administrator in accordance with the laws of the State of Illinois and as directed by the Board.

8. Other Work. With the permission of the Director of Macon Piatt in advance, the Special Education Administrator may undertake consultative work, speaking engagements, writing, lecturing, college or university teaching, and other professional duties and obligations provided that these activities do not interfere with the effective performance of his/her duties as Special Education Administrator. The Special Education Administrator shall have the responsibility to inform the Director of Special Education and the Superintendent of such outside activity in a timely fashion.

9. Discharge for Good Cause. Throughout the term of this Contract, the Special Education Administrator shall be subject to discharge for good cause provided, however, that the Board shall not arbitrarily or capriciously call for dismissal and that the Special Education Administrator shall have the right to service of written charges, notice of hearing and a hearing before the Board. If the Special Education Administrator chooses to be accompanied by counsel at such a hearing, all such personal expenses shall be paid by the Special Education Administrator. Failure to comply with the terms and conditions of this Contract shall also be sufficient cause for purposes of discharge as provided in this Contract.

10. Termination by Contract. During the term of this Contract, the Board and Special Education Administrator may mutually agree, in writing, to terminate this Contract. The termination and/or reclassification at the end of the term of this Contract shall be as provided by law.

11. Referrals to Special Education Administrator. The Board collectively and individually and the Superintendent shall promptly refer all criticisms, complaints, and suggestions called to its/their attention to the Special Education Administrator for study and recommendation.

12. Professional Activities. The Special Education Administrator shall be encouraged to attend appropriate professional meetings at the local, state and national levels. Within budget constraints, such costs of attendance shall be paid by the Board upon receipt of a full, itemized account of such costs.

13. Reimbursement for Use of Personal Car. The Board shall pay the Internal Revenue Service rate to the Special Education Administrator for vouchered reimbursable mileage expenses incurred by the Special Education Administrator while using the Special Education Administrator's personal vehicle for the conduct of approved District business. Reimbursement shall be pursuant to the District's policies, rules and regulations.

14. Membership Dues. The Board shall pay the cost of Special Education Administrator's annual membership dues as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

15. Medical Insurance. Special Education Administrator shall be provided with medical insurance and medical insurance options as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

16. Life Insurance. Special Education Administrator shall be provided with life insurance as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

17. Vacation. Special Education Administrator shall be provided with vacation days as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

18. Sick Leave and Personal Leave. Special Education Administrator shall be provided with sick leave and personal leave days as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

19. Disability. Should the Special Education Administrator be unable to perform the duties and obligations of this Contract, by reason of illness, accident or other cause beyond the Special Education Administrator's control and such disability exists after the exhaustion of accumulated leave days and vacation days during any school year, the Board, in its discretion, may make a proportionate deduction from the salary stipulated. If such disability continues for sixty (60) days after the exhaustion of accumulated leave days (including FMLA) and vacation days during any school year, or if such disability is permanent, irreparable or of such nature as to make the performance of the Special Education Administrator's duties impossible, the Board, at its option, may terminate this Contract, whereupon the respective duties, rights and obligations of the parties shall terminate. The Special Education Administrator shall provide medical evidence of

illness to the Board President upon request.

20. Criminal Records Check. Pursuant to 105 ILCS 5/10-21.9, Boards of Education are prohibited from knowingly employing a person who has been convicted of committing or attempting to commit the named crimes therein. If the fingerprint-based criminal records check required by Illinois law is not completed at the time this Contract is signed, and any subsequent investigation or report reveals there has been such a conviction, this Contract shall immediately become null and void.

21. Employment History Review. Pursuant to 105 ILCS 5/22-94, the Special Education Administrator shall submit to employee history review, and shall execute and deliver to the board of education all necessary consent and forms necessary to accomplish such task. If the Special Education Administrator fails to disclose necessary information, fails to complete and deliver appropriate forms upon demand, or if subsequent employment history review reveals there has been a report or investigation that did not result in an unfounded or fabricated result, this Contract shall immediately become null and void.

22. Notice. Any notice required under this Contract shall be in writing and shall become effective on the day of mailing thereof by first class, registered or certified mail, postage prepaid, addressed:

To the Board:
President, Board of Education
Decatur School District No. 61
Keil Administrative Center
101 W. Cerro Gordo Street
Decatur, Illinois 62523

To the Special Education Administrator:
Lindsay Hale
last known address

23. Headings. Paragraph headings and numbers have been inserted for convenience of reference only, and if there shall be any conflict between any such headings or numbers and the text of this Contract, the text shall control.

24. Contract Extension. At the end of any year of this Contract, the Board and Special Education Administrator may mutually agree to extend the employment of the Special Education Administrator for a multi-year period of up to five (5) years. In such event, the Board shall take specific action to discontinue this Contract and enter into a multi-year Contract of Employment as allowed by law. Notwithstanding the foregoing, prior to April 1 of the year in which this Contract expires, the Board shall take action to extend or not to extend the terms of this Contract for one additional year, and shall notify the Special Education Administrator in writing of such action. Failure of the Board to take such action shall extend this Contract for one (1) additional year.

25. Copies of Contract. This Contract may be executed in one or more counterparts, each of which shall be considered an original, and all of which taken together shall be considered one and the same instrument.

26. Severability. It is understood and agreed by the parties that if any part, term, or provision of this Contract is held by the courts to be illegal or in conflict with any law of the State of Illinois, the validity of remaining portions or provisions shall not be affected, and the rights and obligations of the parties shall be construed and enforced as if the Contract did not contain the particular part, term, or provision held to be invalid.

27. Jurisdiction. This Contract has been executed in the State of Illinois, and shall be governed in accordance with the laws of the State of Illinois in every respect.

28. Complete Understanding. This Contract contains all the terms agreed upon by the parties with respect to the subject matter of this Contract and supersedes all prior agreements, arrangements, and communications between the parties, whether oral or written.

29. Relevant Law. This Contract is authorized under the provisions of the Illinois Law.

IN WITNESS WHEREOF, the parties have caused this Contract to be executed in their respective names; and in the case of the Board, by its President and attested to by its Secretary, on the day and year first above written.

Special Education Administrator

**Board of Education
Decatur Public
School District No.61**

By: _____
President

ATTEST:

Secretary



Board of Education Decatur Public School District #61

Date: April 28, 2026	Subject: Personnel Action
Initiated By: Monica L Wilks, Director of Human Resources and the Human Resources Department	Attachments: 5 Pages of Personnel Action
Reviewed By: Dr. Rochelle Clark, Superintendent	

BACKGROUND INFORMATION:

Per Board Policy 5:30: Hiring Process and Criteria – The District hires the most qualified personnel consistent with budget and staffing requirements and in compliance with School board policy on equal employment opportunities and minority recruitment.

CURRENT CONSIDERATIONS:

All offers of employment are contingent upon the approval of the Board of Education. Accordingly, anyone who is offered and begins employment prior to the approval of the Board of Education understands that they will do so as a substitute. If the approval of the Board of Education is obtained, these substitutes will then be made whole retroactive to their first day of employment.

FINANCIAL CONSIDERATIONS:

These positions are in the budget.

STAFF RECOMMENDATION:

The Administration respectfully requests the Board of Education approve all Personnel Action Items as presented.

RECOMMENDED ACTION:

- Approval
- Information
- Discussion

BOARD ACTION: _____

To: Board of Education
From: Monica L Wilks, Director of Human Resources
Date: April 22, 2026
Board Date: April 28, 2026
Re: Personnel Action

EMPLOYMENT RECOMMENDATIONS

TEACHERS:

Name	Position	Effective Date
Adam Snively	Grade 5, Baum	August 10, 2026
Kyara Welter	Social Worker Intern, Parsons/MacArthur	August 10, 2026

OFFICE PERSONNEL:

Name	Position	Effective Date
Crystal Shaw	Pre K-8 Secretary, Ellsworth Dansby	April 14, 2026

SCHEDULE B::

Name	Position	Effective Date
Lonnell Lowery	Elementary Track and Field, Ellsworth Dansby	April 20, 2026
Delicia Pollard	Department Head Middle School Student Council, Dennis	March 1, 2026
Kara Tolbert	Assistant Wrestling Coach, Eisenhower	November 10, 2025

TRANSFERS

TEACHERS:

Name	Position	Effective Date
Stephen Massey	From Science, Stephen Decatur to Middle School Science, Ellsworth Dansby	August 10, 2026
Kaleb Renfro	From K-8 Physical Education, Montessori Academy to K-8 Physical Education, Muffley	August 10, 2026

CUSTODIAN:

Name	Position	Effective Date
Eugene McGee	From 2nd Shift Custodian, Hope Academy to 2nd Shift Custodian, MacArthur	April 20, 2026

CATEGORY CHANGE:

Name	Position	Effective Date
Lynda Ranee Hale	From Main Office Receptionist, MacArthur to K-2 Assistant, Johns Hill, 6 hours per day	August 10, 2026

RESIGNATIONS

ADMINISTRATION:

Name	Position	Effective Date
Michael Curry	Chief Operational Officer, Business Office	June 1, 2026
Larry Gray	Assistant Superintendent of Teaching & Learning, Keil	June 30, 2026
Kathryn Rodgers	Assistant Principal, Baum	June 1, 2026

TEACHERS:

Name	Position	Effective Date
Michelle Davis	Bilingual/ESL, Johns Hill	End of the 2025-2026 School Year
Emma Raleigh	Grade 2, South Shores	July 2, 2026

EXTENDED DAY:

Name	Position	Effective Date
Katie Simmons	Non Certified Staff, Baum	April 17, 2026

RETIREMENTS

TEACHER:

Name	Position	Effective Date
Diane Orr	Kindergarten, Parsons	End of the 2025-2026 School Year

MAINTENANCE:

Name	Position	Effective Date
Scott Tapscott	Maintenance Worker, Maintenance	June 10, 2026

SUSPENSION**SECURITY OFFICER:**

Name	Position	Effective Date
Iesha O'Neal	Security Officer, Keil, 10 days Unpaid Suspension	April 15, 2026 to April 28, 2026

COMPENSATIONS:

Name	Description	Amount
Seecharran, Shenesa	3-5 PBIS Team (04/01/2026)	33.00
Ellis, Terri	3-5 PBIS Team (04/01/2026)	33.00
Martin, Stephani	Help on the Hill Tutoring (04/08/2026)	33.00
Johnston, Mollie	Whole School PBIS (04/07/2026)	66.00
Kemper, Allison	Whole School PBIS (04/07/2026)	33.00
Bradford, Jeri	Whole School PBIS (04/07/2026)	20.75
Lowe, Christine	Whole School PBIS (04/07/2026)	33.00
Dickey, Kaitlin	Whole School PBIS (04/07/2026)	33.00
Braden, Marcy	Whole School PBIS (04/07/2026)	33.00
Downey, Ann	Whole School PBIS (04/07/2026)	33.00
Holsapple, Michelle	Whole School PBIS (04/07/2026)	33.00
Lowry, Sara	Whole School PBIS (04/07/2026)	33.00
Novak, Steven	Whole School PBIS (04/07/2026)	33.00
Young, Tonyan	Whole School PBIS (04/07/2026)	33.00

Ellis, Terri	Whole School PBIS (04/07/2026)	33.00
Alves, Alicia	Whole School PBIS (04/07/2026)	33.00
Moses, Onieffea	Whole School PBIS (04/07/2026)	33.00
Pomorin, Alexandria	Whole School PBIS (04/07/2026)	33.00
Rezinias, Amber	Whole School PBIS (04/07/2026)	33.00
Twumasi, Hayford	Whole School PBIS (04/07/2026)	33.00
Tweneboah Koduah, Seth	Whole School PBIS (04/07/2026)	33.00
Gebben, Christopher	Whole School PBIS (04/07/2026)	33.00
Rigsby, Kelsey	BIST Meeting (04/08/2026)	33.00
Barrett, Brianne	BIST Meeting (04/08/2026)	33.00
Kelly, Denise	BIST Meeting (04/08/2026)	33.00
Holsapple, Michelle	ILT Meeting (02/13/2026)	33.00
Johnston, Mollie	ILT Meeting (02/13/2026)	33.00
Brown, Michelle	ILT Meeting (02/13/2026)	33.00
Ellis, Terri	ILT Meeting (02/13/2026)	33.00
Braden, Marcy	ILT Meeting (02/13/2026)	33.00
Nozaki, Abigail	ILT Meeting (02/13/2026)	33.00
Koslofski, Timothy	ILT Meeting (02/13/2026)	33.00
Lowe, Christine	ILT Meeting (02/13/2026)	33.00

Alves, Alicia	ILT Meeting (02/13/2026)	33.00
Martin, Stephani	Help on the Hill Tutoring (04/01/2026)	33.00
Tallent, Nathaniel	PP # 21 (reporting correction; payment issued correctly)	500.00
Helm, Pamela	PP # 21 (reporting correction; payment issued correctly)	500.00
West, Benjamin	PP # 21 (reporting correction; payment issued correctly)	500.00

The following staff member should be compensated **\$4,000.00** for the X-Step for his years of service to Decatur Public Schools:
Scott Tapscott

To: Dr Rochelle Clark, Superintendent
From: Monical L Wilks, Director of Human Resources
Date: April 28, 2026
Re: Administrative Recommendation

The following person is recommended for the position of Principal at Decatur Alternative Ed

Angela Jones

Education:

1999 M.A. Education, Emotionally Handicapped, Nova Southeastern University, Fort Lauderdale, FL

1997 B.S. Education, University of South Florida, Tampa, FL

Experience:

2023 – present Assistant Principal, Decatur Public Schools, Decatur, IL
2021 – 2023 Assistant Principal, Alachua County Public Schools, Gainesville, FL
2015 – 2021 Instructional Coach, Alachua Public Schools, Gainesville, FL
2011 – 2015 Principal Intern, Alachua Public Schools, Gainesville, FL
2000 – 2011 Classroom Teacher, Alachua Public Schools, Gainesville, FL
1997 – 2000 Special Ed Teacher, Lee County Schools, Fort Meyers, FL

For payroll purposes only

Effective: July 6, 2026

Pro-rated Yes: No: Step 27

Base: \$125,877.00 Number of full contract days: 240

TRS: as allowable

Pro-rated contract Number of pro-rated contract days:

Base: \$

TRS: as allowable

Certified Number: 1370197

Account Number:

Salary Approved _____

Date _____

PRINCIPAL'S CONTRACT
Fiscal Year 2026-2027

This Contract made between the Board of Education of Decatur Public School District No.61, Decatur, Illinois (hereinafter "the Board") and **Angela Jones**, (hereinafter "the Principal"), ratified at the meeting of the Board held on April 28, 2026 as found in the minutes of that meeting.

IT IS AGREED:

1. Employment. The Principal is hereby hired and retained for the extended contract term of July 6, 2026 to June 23, 2027, as the Principal for the District.

2. Duties. The duties and responsibilities of the Principal shall be all those duties incident to the office of the Principal as set forth in the job description, a copy of which can be found in the employee's personnel file; those obligations imposed by the law of the State of Illinois upon the Principal; and to perform such other duties normally performed by the Principal as from time to time may be assigned to the Principal by the Superintendent of Schools, Assistant Superintendent(s) or the Board. The work day, work year, contract year and holidays and holiday pay for the Principal shall be as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

3. Salary. The Board shall set the Principal's salary. For the periods from July 6, 2026 to June 23, 2027, the Principal shall be paid such annual salary as may be agreed to by the Board, but in no case less than the salary for the preceding year. The 2025-2026 fiscal year the amount of the Principal's salary is **One Hundred Twenty-Five Thousand Eight Hundred Seventy-Seven Dollars and no/100 (\$125,877.00)**. The Principal hereby agrees to devote such time, skill, labor and attention to her employment during the term of this Contract, except as otherwise provided in this Contract, and to perform faithfully the duties of the Principal for the school district and the Board as set forth in this Contract. The annual salary shall be paid in substantially equal installments in accordance with the policy of the Board governing payment of salary to other licensed members of the professional staff. Any adjustment in salary made during the life of this Contract shall be in the form of a Board approved amendment and shall become a part of this Contract. It is provided, however, that by so doing, it shall not be considered that the Board has entered into a new Contract with the Principal, nor that the termination date of this Contract has been in any way extended, unless so stated in the Board approved amendment.

4. Pension. In addition to the salary of the Principal as set forth hereinabove in paragraph 3, the Board shall pay 9.8901% of the salary set forth in paragraph 3 (or 9% deducted from the resulting gross. The resulting gross shall be computed by adding the salary in paragraph 3 to 9.8901% of the salary paragraph 3) as an employer paid pension contribution consistent with the provisions of Internal Revenue Code section 414-h(2) and Tax Opinions 81-35 and 81-36. Such payments shall be consideration for this contract, shall be creditable earnings for purposes of Teacher Retirement System pension calculations and the Principal did not have the option of choosing to receive such amount directly instead of having such contribution paid by the employer to the Teacher Retirement System of the State of Illinois.

5. T.H.I.S. From and out of the salary and pension payments of the Principal as set forth hereinabove in paragraphs 3 and 4 the Board shall withhold any such amount as may be required by law, on behalf of the Principal to the Teacher Health Insurance Security Fund.

6. Performance Provisions. This contract is a performance-based contract linked to student performance and academic improvement of the Principal pursuant to 105 ILCS 5/10-23.8a. The Principal shall meet the goals during the term of this Contract. The parties agree the goals and indicators are linked to student performance and academic improvement of the District. In addition to goals set forth in Appendix A hereto, the Principal shall meet the obligations, goals, and requirements set forth in the Principal's job description for the position. In consideration for performance pursuant to a multi-year agreement, the Principal waives acquisition of tenure during the term of this contract.

7. Evaluation. Annually, but no later than March 1st of each year, the Assistant Superintendent or designee shall review with the Principal's progress toward established goals and working relationships among the Superintendent, the District leadership team, other administrative personnel, the faculty, the staff and the community, and shall consider the Principal's annual salary for the next subsequent year (if any). A summary of the evaluation will be provided to the Principal in writing within 30 days following the evaluation, pursuant to the District's evaluation plan for Administrators.

8. License. The Principal shall furnish to the Board during the term of this Contract, a valid and appropriate license to act as the Principal in accordance with the laws of the State of Illinois and as directed by the Board.

9. Other Work. Permission will be granted in advance by the Superintendent. The Principal may undertake consultative work, speaking engagements, writing, lecturing, college or university teaching, and other professional duties and obligations provided that these activities do not interfere with the effective performance of job duties. The Principal shall have the responsibility to discuss with the Superintendent and mutually agree to such outside activity in a timely fashion.

10. Discharge for Good Cause. Throughout the term of this Contract, the Principal shall be subject to discharge for good cause provided, however, that the Board shall not arbitrarily or capriciously call for dismissal and that the Principal shall have the right to service of written charges, notice of hearing and a hearing before the Board. If the Principal chooses to be accompanied by counsel at such a hearing, all such personal expenses shall be paid by the Principal. Failure to comply with the terms and conditions of this Contract shall also be sufficient cause for purposes of discharge as provided in this Contract.

11. Termination by Contract. During the term of this Contract, the Board and the Principal may mutually agree, in writing, to terminate this Contract. The termination, reassignment and/or reclassification at the end of the term of this Contract shall be as provided by law.

12. Referrals to the Principal. The Board collectively and individually and the Superintendent shall promptly refer all criticisms, complaints, and suggestions called to its/their

attention to the Principal for study and recommendation.

13. Professional Activities. The Principal shall be encouraged to attend appropriate professional meetings at the local, state, and national levels. Within budget constraints, such costs of attendance shall be paid by the Board upon receipt of a full, itemized account of such costs.

14. Reimbursement for Use of Personal Car. The Board shall pay the Internal Revenue Service rate to the Principal for vouchered reimbursable mileage expenses incurred by the Principal while using the Principal' personal vehicle for the conduct of approved District business. Reimbursement shall be pursuant to the District's policies, rules and regulations.

15. Membership Dues. The Board shall pay the cost of the Principal' annual membership dues as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

16. Medical Insurance. The Principal shall be provided with medical insurance and medical insurance options as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

17. Life Insurance. The Principal shall be provided with life insurance as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

18. Vacation. The Principal shall be provided with vacation days as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

19. Sick Leave and Personal Leave. The Principal shall be provided with sick leave and personal leave days as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

20. Disability. Should the Principal be unable to perform the duties and obligations of this Contract, by reason of illness, accident or other cause beyond the Principal' control and such disability exists after the exhaustion of accumulated leave days and vacation days during any school year, the Board, in its discretion, may make a proportionate deduction from the salary stipulated. If such disability continues for sixty (60) days after the exhaustion of accumulated leave days (including FMLA) and vacation days during any school year, or if such disability is permanent, irreparable or of such nature as to make the performance of the Principal' duties impossible, the Board, at its option, may terminate this Contract, whereupon the respective duties, rights and obligations of the parties shall terminate. The Principal shall provide medical evidence of illness to the Board President upon request.

21. Criminal Records Check. Pursuant to 105 ILCS 5/10-21.9, Boards of Education are prohibited from knowingly employing a person who has been convicted of committing or attempting to commit the named crimes therein. If the fingerprint-based criminal records check required by Illinois law is not completed at the time this Contract is signed, and any subsequent

investigation or report reveals there has been such a conviction, this Contract shall immediately become null and void.

22. Employment History Review. Pursuant to 105 ILCS 5/22-94, the Principal shall submit to employee history review, and shall execute and deliver to the Board of Education all necessary consent and forms necessary to accomplish such task. If the Principal fails to disclose necessary information, fails to complete and deliver appropriate forms upon demand, or if a subsequent employment history review reveals there has been a report or investigation that did not result in an unfounded or fabricated result, this Contract shall immediately become null and void.

23. Notice. Any notice required under this Contract shall be in writing and shall become effective on the day of mailing thereof by first class, registered or certified mail, postage prepaid, addressed:

To the Board:
President, Board of Education
Decatur School District No. 61
Keil Administration Building
101 W. Cerro Gordo Street
Decatur, Illinois 62523

To the Principal:
Angela Jones
last known address

24. Headings. Paragraph headings and numbers have been inserted for convenience of reference only, and if there shall be any conflict between any such headings or numbers and the text of this Contract, the text shall control.

25. Contract Extension. At the end of any year of this Contract, the Board and the Principal may mutually agree to extend the employment of the Principal for a multi-year period of up to five (5) years. In such event, the Board shall take specific action to discontinue this Contract and enter into a multi-year Contract of Employment as allowed by law. Notwithstanding the foregoing, prior to April 1 of the year in which this Contract expires, the Board shall take action to extend or not to extend the terms of this Contract for one additional year, and shall notify the Principal in writing of such action. Failure of the Board to take such action shall extend this Contract for one (1) additional year.

26. Copies of Contract. This Contract may be executed in one or more counterparts, each of which shall be considered an original, and all of which taken together shall be considered one and the same instrument.

27. Severability. It is understood and agreed by the parties that if any part, term, or provision of this Contract is held by the courts to be illegal or in conflict with any law of the State of Illinois, the validity of remaining portions or provisions shall not be affected, and the rights and obligations of the parties shall be construed and enforced as if the Contract did not contain the particular part, term, or provision held to be invalid.

28. Jurisdiction. This Contract has been executed in the State of Illinois, and shall be

governed in accordance with the laws of the State of Illinois in every respect.

29. Complete Understanding. This Contract contains all the terms agreed upon by the parties with respect to the subject matter of this Contract and supersedes all prior agreements, arrangements, and communications between the parties, whether oral or written.

30. Relevant Law. This Contract is authorized under the provisions of the Illinois School Code, 105 ILCS 5/10-23.8a.

IN WITNESS WHEREOF, the parties have caused this Contract to be executed in their respective names; and in the case of the Board, by its President and attested to by its Secretary, on the day and year first above written.

Principal

**Board of Education
Decatur Public School District No. 61**

By: _____
Board President

ATTEST:

Board Secretary

To: Dr Rochelle Clark, Superintendent
From: Monica L Wilks, Director of Human Resources
Date: April 28, 2026
Re: Administrative Recommendation

The following person is recommended for the position of Principal at Dennis

Jeanna Outerbridge

Education:

2019	M.A.	Education Administration & Leadership, McKendree University, Lebanon, IL
2013	M.A.	Special Education, Webster University, St Louis, MO
1997	B.S.	Human Services & Education, Northeastern University, Boston, MA

Experience:

2025 – present	Associate Principal, Champaign Unit School District, Champaign, IL
2023 – 2025	Principal, Venice School District, Venice, IL
2017 – 2023	Teacher, East St Louis School District, East St Louis, IL

For payroll purposes only

Effective: July 6, 2026

Pro-rated Yes: No: X Step 33

Base: \$129,799.00 Number of full contract days: 240
TRS: as allowable

Pro-rated contract Number of pro-rated contract days:
Base: \$
TRS: as allowable

Certified Number: 725640

Account Number:

Salary Approved _____

Date _____

PRINCIPAL'S CONTRACT
Fiscal Year 2026-2027

This Contract made between the Board of Education of Decatur Public School District No.61, Decatur, Illinois (hereinafter "the Board") and **Jeanna Outerbridge**, (hereinafter "the Principal"), ratified at the meeting of the Board held on April 28, 2026 as found in the minutes of that meeting.

IT IS AGREED:

1. Employment. The Principal is hereby hired and retained for the extended contract term of July 6, 2026 to June 23, 2027, as the Principal for the District.

2. Duties. The duties and responsibilities of the Principal shall be all those duties incident to the office of the Principal as set forth in the job description, a copy of which can be found in the employee's personnel file; those obligations imposed by the law of the State of Illinois upon the Principal; and to perform such other duties normally performed by the Principal as from time to time may be assigned to the Principal by the Superintendent of Schools, Assistant Superintendent(s) or the Board. The work day, work year, contract year and holidays and holiday pay for the Principal shall be as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

3. Salary. The Board shall set the Principal's salary. For the periods from July 6, 2026 to June 23, 2027, the Principal shall be paid such annual salary as may be agreed to by the Board, but in no case less than the salary for the preceding year. The 2025-2026 fiscal year the amount of the Principal's salary is **One Hundred Twenty-Nine Thousand Seven Hundred Ninety-Nine Dollars and no/100 (\$129,799.00)**. The Principal hereby agrees to devote such time, skill, labor and attention to her employment during the term of this Contract, except as otherwise provided in this Contract, and to perform faithfully the duties of the Principal for the school district and the Board as set forth in this Contract. The annual salary shall be paid in substantially equal installments in accordance with the policy of the Board governing payment of salary to other licensed members of the professional staff. Any adjustment in salary made during the life of this Contract shall be in the form of a Board approved amendment and shall become a part of this Contract. It is provided, however, that by so doing, it shall not be considered that the Board has entered into a new Contract with the Principal, nor that the termination date of this Contract has been in any way extended, unless so stated in the Board approved amendment.

4. Pension. In addition to the salary of the Principal as set forth hereinabove in paragraph 3, the Board shall pay 9.8901% of the salary set forth in paragraph 3 (or 9% deducted from the resulting gross. The resulting gross shall be computed by adding the salary in paragraph 3 to 9.8901% of the salary paragraph 3) as an employer paid pension contribution consistent with the provisions of Internal Revenue Code section 414-h(2) and Tax Opinions 81-35 and 81-36. Such payments shall be consideration for this contract, shall be creditable earnings for purposes of Teacher Retirement System pension calculations and the Principal did not have the option of choosing to receive such amount directly instead of having such contribution paid by the employer to the Teacher Retirement System of the State of Illinois.

5. T.H.I.S. From and out of the salary and pension payments of the Principal as set forth hereinabove in paragraphs 3 and 4 the Board shall withhold any such amount as may be required by law, on behalf of the Principal to the Teacher Health Insurance Security Fund.

6. Performance Provisions. This contract is a performance-based contract linked to student performance and academic improvement of the Principal pursuant to 105 ILCS 5/10-23.8a. The Principal shall meet the goals during the term of this Contract. The parties agree the goals and indicators are linked to student performance and academic improvement of the District. In addition to goals set forth in Appendix A hereto, the Principal shall meet the obligations, goals, and requirements set forth in the Principal' job description for the position. In consideration for performance pursuant to a multi-year agreement, the Principal waives acquisition of tenure during the term of this contract.

7. Evaluation. Annually, but no later than March 1st of each year, the Assistant Superintendent or designee shall review with the Principal's progress toward established goals and working relationships among the Superintendent, the District leadership team, other administrative personnel, the faculty, the staff and the community, and shall consider the Principal's annual salary for the next subsequent year (if any). A summary of the evaluation will be provided to the Principal in writing within 30 days following the evaluation, pursuant to the District's evaluation plan for Administrators.

8. License. The Principal shall furnish to the Board during the term of this Contract, a valid and appropriate license to act as the Principal in accordance with the laws of the State of Illinois and as directed by the Board.

9. Other Work. Permission will be granted in advance by the Superintendent. The Principal may undertake consultative work, speaking engagements, writing, lecturing, college or university teaching, and other professional duties and obligations provided that these activities do not interfere with the effective performance of job duties. The Principal shall have the responsibility to discuss with the Superintendent and mutually agree to such outside activity in a timely fashion.

10. Discharge for Good Cause. Throughout the term of this Contract, the Principal shall be subject to discharge for good cause provided, however, that the Board shall not arbitrarily or capriciously call for dismissal and that the Principal shall have the right to service of written charges, notice of hearing and a hearing before the Board. If the Principal chooses to be accompanied by counsel at such a hearing, all such personal expenses shall be paid by the Principal. Failure to comply with the terms and conditions of this Contract shall also be sufficient cause for purposes of discharge as provided in this Contract.

11. Termination by Contract. During the term of this Contract, the Board and the Principal may mutually agree, in writing, to terminate this Contract. The termination, reassignment and/or reclassification at the end of the term of this Contract shall be as provided by law.

12. Referrals to the Principal. The Board collectively and individually and the

Superintendent shall promptly refer all criticisms, complaints, and suggestions called to its/their attention to the Principal for study and recommendation.

13. Professional Activities. The Principal shall be encouraged to attend appropriate professional meetings at the local, state, and national levels. Within budget constraints, such costs of attendance shall be paid by the Board upon receipt of a full, itemized account of such costs.

14. Reimbursement for Use of Personal Car. The Board shall pay the Internal Revenue Service rate to the Principal for vouchered reimbursable mileage expenses incurred by the Principal while using the Principal's personal vehicle for the conduct of approved District business. Reimbursement shall be pursuant to the District's policies, rules and regulations.

15. Membership Dues. The Board shall pay the cost of the Principal's annual membership dues as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

16. Medical Insurance. The Principal shall be provided with medical insurance and medical insurance options as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

17. Life Insurance. The Principal shall be provided with life insurance as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

18. Vacation. The Principal shall be provided with vacation days as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

19. Sick Leave and Personal Leave. The Principal shall be provided with sick leave and personal leave days as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

20. Disability. Should the Principal be unable to perform the duties and obligations of this Contract, by reason of illness, accident or other cause beyond the Principal's control and such disability exists after the exhaustion of accumulated leave days and vacation days during any school year, the Board, in its discretion, may make a proportionate deduction from the salary stipulated. If such disability continues for sixty (60) days after the exhaustion of accumulated leave days (including FMLA) and vacation days during any school year, or if such disability is permanent, irreparable or of such nature as to make the performance of the Principal's duties impossible, the Board, at its option, may terminate this Contract, whereupon the respective duties, rights and obligations of the parties shall terminate. The Principal shall provide medical evidence of illness to the Board President upon request.

21. Criminal Records Check. Pursuant to 105 ILCS 5/10-21.9, Boards of Education are prohibited from knowingly employing a person who has been convicted of committing or attempting to commit the named crimes therein. If the fingerprint-based criminal records check

required by Illinois law is not completed at the time this Contract is signed, and any subsequent investigation or report reveals there has been such a conviction, this Contract shall immediately become null and void.

22. Employment History Review. Pursuant to 105 ILCS 5/22-94, the Principal shall submit to employee history review, and shall execute and deliver to the Board of Education all necessary consent and forms necessary to accomplish such task. If the Principal fails to disclose necessary information, fails to complete and deliver appropriate forms upon demand, or if a subsequent employment history review reveals there has been a report or investigation that did not result in an unfounded or fabricated result, this Contract shall immediately become null and void.

23. Notice. Any notice required under this Contract shall be in writing and shall become effective on the day of mailing thereof by first class, registered or certified mail, postage prepaid, addressed:

To the Board:
President, Board of Education
Decatur School District No. 61
Keil Administration Building
101 W. Cerro Gordo Street
Decatur, Illinois 62523

To the Principal:
Jeanna Outerbridge
last known address

24. Headings. Paragraph headings and numbers have been inserted for convenience of reference only, and if there shall be any conflict between any such headings or numbers and the text of this Contract, the text shall control.

25. Contract Extension. At the end of any year of this Contract, the Board and the Principal may mutually agree to extend the employment of the Principal for a multi-year period of up to five (5) years. In such event, the Board shall take specific action to discontinue this Contract and enter into a multi-year Contract of Employment as allowed by law. Notwithstanding the foregoing, prior to April 1 of the year in which this Contract expires, the Board shall take action to extend or not to extend the terms of this Contract for one additional year, and shall notify the Principal in writing of such action. Failure of the Board to take such action shall extend this Contract for one (1) additional year.

26. Copies of Contract. This Contract may be executed in one or more counterparts, each of which shall be considered an original, and all of which taken together shall be considered one and the same instrument.

27. Severability. It is understood and agreed by the parties that if any part, term, or provision of this Contract is held by the courts to be illegal or in conflict with any law of the State of Illinois, the validity of remaining portions or provisions shall not be affected, and the rights and obligations of the parties shall be construed and enforced as if the Contract did not contain the particular part, term, or provision held to be invalid.

28. Jurisdiction. This Contract has been executed in the State of Illinois, and shall be governed in accordance with the laws of the State of Illinois in every respect.

29. Complete Understanding. This Contract contains all the terms agreed upon by the parties with respect to the subject matter of this Contract and supersedes all prior agreements, arrangements, and communications between the parties, whether oral or written.

30. Relevant Law. This Contract is authorized under the provisions of the Illinois School Code, 105 ILCS 5/10-23.8a.

IN WITNESS WHEREOF, the parties have caused this Contract to be executed in their respective names; and in the case of the Board, by its President and attested to by its Secretary, on the day and year first above written.

Principal

**Board of Education
Decatur Public School District No. 61**

By: _____
Board President

ATTEST:

Board Secretary

To: Dr Rochelle Clark, Superintendent
From: Monical L Wilks, Director of Human Resources
Date: April 28, 2026
Re: Administrative Recommendation

The following person is recommended for the position of Principal at Johns Hill

Henry Walker

Education:

2009 MA Educational Administration, Illinois State University,
Bloomington, IL
2004 BA Elementary Education, Illinois State University, Bloomington, IL

Experience:

2021 – 2026 Assistant Superintendent, Champaign Unit 4 Schools,
Champaign, IL
2018 – 2021 Director of Operations, Decatur Public Schools, Decatur, IL
2014 – 2018 K-8 Principal, Hope Academy, Decatur Public Schools,
Decatur, IL
2012 – 2014 Assistant Principal, Normal Community West High School,
Normal, IL
2008 – 2012 Administrative Intern & Principal Designee, Fairview Elementary
School, Normal, IL
2005 – 2008 Teacher, Fairview Elementary School, Normal, IL

For payroll purposes only

Effective: July 6, 2026

Pro-rated Yes: No: Step 22

Base: \$122,268.00 Number of full contract days: 240
TRS: as allowable

Pro-rated contract Number of pro-rated contract days:
Base: \$
TRS: as allowable

Certified Number: 363410

Account Number:

Salary Approved _____

Date _____

PRINCIPAL'S CONTRACT
Fiscal Year 2026-2027

This Contract made between the Board of Education of Decatur Public School District No.61, Decatur, Illinois (hereinafter "the Board") and **Henry Walker**, (hereinafter "the Principal"), ratified at the meeting of the Board held on April 28, 2026 as found in the minutes of that meeting.

IT IS AGREED:

1. Employment. The Principal is hereby hired and retained for the extended contract term of July 6, 2026 to June 23, 2027, as the Principal for the District.

2. Duties. The duties and responsibilities of the Principal shall be all those duties incident to the office of the Principal as set forth in the job description, a copy of which can be found in the employee's personnel file; those obligations imposed by the law of the State of Illinois upon the Principal; and to perform such other duties normally performed by the Principal as from time to time may be assigned to the Principal by the Superintendent of Schools, Assistant Superintendent(s) or the Board. The work day, work year, contract year and holidays and holiday pay for the Principal shall be as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

3. Salary. The Board shall set the Principal's salary. For the periods from July 6, 2026 to June 23, 2027, the Principal shall be paid such annual salary as may be agreed to by the Board, but in no case less than the salary for the preceding year. The 2025-2026 fiscal year the amount of the Principal's salary is **One Hundred Twenty-Two Thousand Two Hundred Sixty-Eight Dollars and no/100 (\$122,268.00)**. The Principal hereby agrees to devote such time, skill, labor and attention to his employment during the term of this Contract, except as otherwise provided in this Contract, and to perform faithfully the duties of the Principal for the school district and the Board as set forth in this Contract. The annual salary shall be paid in substantially equal installments in accordance with the policy of the Board governing payment of salary to other licensed members of the professional staff. Any adjustment in salary made during the life of this Contract shall be in the form of a Board approved amendment and shall become a part of this Contract. It is provided, however, that by so doing, it shall not be considered that the Board has entered into a new Contract with the Principal, nor that the termination date of this Contract has been in any way extended, unless so stated in the Board approved amendment.

4. Pension. In addition to the salary of the Principal as set forth hereinabove in paragraph 3, the Board shall pay 9.8901% of the salary set forth in paragraph 3 (or 9% deducted from the resulting gross. The resulting gross shall be computed by adding the salary in paragraph 3 to 9.8901% of the salary paragraph 3) as an employer paid pension contribution consistent with the provisions of Internal Revenue Code section 414-h(2) and Tax Opinions 81-35 and 81-36. Such payments shall be consideration for this contract, shall be creditable earnings for purposes of Teacher Retirement System pension calculations and the Principal did not have the option of choosing to receive such amount directly instead of having such contribution paid by the employer to the Teacher Retirement System of the State of Illinois.

5. T.H.I.S. From and out of the salary and pension payments of the Principal as set forth hereinabove in paragraphs 3 and 4 the Board shall withhold any such amount as may be required by law, on behalf of the Principal to the Teacher Health Insurance Security Fund.

6. Performance Provisions. This contract is a performance-based contract linked to student performance and academic improvement of the Principal pursuant to 105 ILCS 5/10-23.8a. The Principal shall meet the goals during the term of this Contract. The parties agree the goals and indicators are linked to student performance and academic improvement of the District. In addition to goals set forth in Appendix A hereto, the Principal shall meet the obligations, goals, and requirements set forth in the Principal' job description for the position. In consideration for performance pursuant to a multi-year agreement, the Principal waives acquisition of tenure during the term of this contract.

7. Evaluation. Annually, but no later than March 1st of each year, the Assistant Superintendent or designee shall review with the Principal's progress toward established goals and working relationships among the Superintendent, the District leadership team, other administrative personnel, the faculty, the staff and the community, and shall consider the Principal's annual salary for the next subsequent year (if any). A summary of the evaluation will be provided to the Principal in writing within 30 days following the evaluation, pursuant to the District's evaluation plan for Administrators.

8. License. The Principal shall furnish to the Board during the term of this Contract, a valid and appropriate license to act as the Principal in accordance with the laws of the State of Illinois and as directed by the Board.

9. Other Work. Permission will be granted in advance by the Superintendent. The Principal may undertake consultative work, speaking engagements, writing, lecturing, college or university teaching, and other professional duties and obligations provided that these activities do not interfere with the effective performance of job duties. The Principal shall have the responsibility to discuss with the Superintendent and mutually agree to such outside activity in a timely fashion.

10. Discharge for Good Cause. Throughout the term of this Contract, the Principal shall be subject to discharge for good cause provided, however, that the Board shall not arbitrarily or capriciously call for dismissal and that the Principal shall have the right to service of written charges, notice of hearing and a hearing before the Board. If the Principal chooses to be accompanied by counsel at such a hearing, all such personal expenses shall be paid by the Principal. Failure to comply with the terms and conditions of this Contract shall also be sufficient cause for purposes of discharge as provided in this Contract.

11. Termination by Contract. During the term of this Contract, the Board and the Principal may mutually agree, in writing, to terminate this Contract. The termination, reassignment and/or reclassification at the end of the term of this Contract shall be as provided by law.

12. Referrals to the Principal. The Board collectively and individually and the

Superintendent shall promptly refer all criticisms, complaints, and suggestions called to its/their attention to the Principal for study and recommendation.

13. Professional Activities. The Principal shall be encouraged to attend appropriate professional meetings at the local, state, and national levels. Within budget constraints, such costs of attendance shall be paid by the Board upon receipt of a full, itemized account of such costs.

14. Reimbursement for Use of Personal Car. The Board shall pay the Internal Revenue Service rate to the Principal for vouchered reimbursable mileage expenses incurred by the Principal while using the Principal's personal vehicle for the conduct of approved District business. Reimbursement shall be pursuant to the District's policies, rules and regulations.

15. Membership Dues. The Board shall pay the cost of the Principal's annual membership dues as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

16. Medical Insurance. The Principal shall be provided with medical insurance and medical insurance options as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

17. Life Insurance. The Principal shall be provided with life insurance as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

18. Vacation. The Principal shall be provided with vacation days as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

19. Sick Leave and Personal Leave. The Principal shall be provided with sick leave and personal leave days as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

20. Disability. Should the Principal be unable to perform the duties and obligations of this Contract, by reason of illness, accident or other cause beyond the Principal's control and such disability exists after the exhaustion of accumulated leave days and vacation days during any school year, the Board, in its discretion, may make a proportionate deduction from the salary stipulated. If such disability continues for sixty (60) days after the exhaustion of accumulated leave days (including FMLA) and vacation days during any school year, or if such disability is permanent, irreparable or of such nature as to make the performance of the Principal's duties impossible, the Board, at its option, may terminate this Contract, whereupon the respective duties, rights and obligations of the parties shall terminate. The Principal shall provide medical evidence of illness to the Board President upon request.

21. Criminal Records Check. Pursuant to 105 ILCS 5/10-21.9, Boards of Education are prohibited from knowingly employing a person who has been convicted of committing or attempting to commit the named crimes therein. If the fingerprint-based criminal records check

required by Illinois law is not completed at the time this Contract is signed, and any subsequent investigation or report reveals there has been such a conviction, this Contract shall immediately become null and void.

22. Employment History Review. Pursuant to 105 ILCS 5/22-94, the Principal shall submit to employee history review, and shall execute and deliver to the Board of Education all necessary consent and forms necessary to accomplish such task. If the Principal fails to disclose necessary information, fails to complete and deliver appropriate forms upon demand, or if a subsequent employment history review reveals there has been a report or investigation that did not result in an unfounded or fabricated result, this Contract shall immediately become null and void.

23. Notice. Any notice required under this Contract shall be in writing and shall become effective on the day of mailing thereof by first class, registered or certified mail, postage prepaid, addressed:

To the Board:
President, Board of Education
Decatur School District No. 61
Keil Administration Building
101 W. Cerro Gordo Street
Decatur, Illinois 62523

To the Principal:
Henry Walker
last known address

24. Headings. Paragraph headings and numbers have been inserted for convenience of reference only, and if there shall be any conflict between any such headings or numbers and the text of this Contract, the text shall control.

25. Contract Extension. At the end of any year of this Contract, the Board and the Principal may mutually agree to extend the employment of the Principal for a multi-year period of up to five (5) years. In such event, the Board shall take specific action to discontinue this Contract and enter into a multi-year Contract of Employment as allowed by law. Notwithstanding the foregoing, prior to April 1 of the year in which this Contract expires, the Board shall take action to extend or not to extend the terms of this Contract for one additional year, and shall notify the Principal in writing of such action. Failure of the Board to take such action shall extend this Contract for one (1) additional year.

26. Copies of Contract. This Contract may be executed in one or more counterparts, each of which shall be considered an original, and all of which taken together shall be considered one and the same instrument.

27. Severability. It is understood and agreed by the parties that if any part, term, or provision of this Contract is held by the courts to be illegal or in conflict with any law of the State of Illinois, the validity of remaining portions or provisions shall not be affected, and the rights and obligations of the parties shall be construed and enforced as if the Contract did not contain the particular part, term, or provision held to be invalid.

28. Jurisdiction. This Contract has been executed in the State of Illinois, and shall be governed in accordance with the laws of the State of Illinois in every respect.

29. Complete Understanding. This Contract contains all the terms agreed upon by the parties with respect to the subject matter of this Contract and supersedes all prior agreements, arrangements, and communications between the parties, whether oral or written.

30. Relevant Law. This Contract is authorized under the provisions of the Illinois School Code, 105 ILCS 5/10-23.8a.

IN WITNESS WHEREOF, the parties have caused this Contract to be executed in their respective names; and in the case of the Board, by its President and attested to by its Secretary, on the day and year first above written.

Principal

**Board of Education
Decatur Public School District No. 61**

By: _____
Board President

ATTEST:

Board Secretary

To: Dr Rochelle Clark, Superintendent
From: Monica L Wilks, Director of Human Resources
Date: April 28, 2026
Re: Administrative Recommendation

The following person is recommended for the position of Assistant Principal at Dennis

Lasonia Reed

Education:

2016	M.Ed.	Educational Leadership, National Louis University, Chicago, IL
2012	M.S.	Elementary Education, Quincy University, Quincy, IL
2009	B.S.	English, University of Illinois Chicago, Chicago, IL

Experience:

2024 – present	Assistant Principal, Champaign School District, Champaign, IL
2022 – 2024	Principal, Urbana School District, Urbana, IL
2018 – 2022	Assistant Principal, Urbana School District, Urbana, IL
2009 – 2018	Teacher/Principal Intern, West Harvey School District, Harvey, IL

For payroll purposes only

Effective: July 22, 2026

Pro-rated: Yes No X Step: 18

Base: \$93,347.00 Number of full contract days: 200
TRS: as allowable

Prorated: Number of prorated days:

Licensure Number: 937107

Account Number:

Salary approved _____ Date _____

ASSISTANT PRINCIPAL'S CONTRACT
Fiscal Year 2026-2027

This Contract made between the Board of Education of Decatur Public School District No.61, Decatur, Illinois (hereinafter "the Board") and **Lasonia Reed**, (hereinafter "the Assistant Principal"), ratified at the meeting of the Board held on April 28, 2026 as found in the minutes of that meeting.

IT IS AGREED:

1. Employment. The Assistant Principal is hereby hired and retained for the extended contract term of July 22, 2026 to May 28, 2027, as the Assistant Principal for the District.

2. Duties. The duties and responsibilities of the Assistant Principal shall be all those duties incident to the office of the Assistant Principal as set forth in the job description, a copy of which can be found in the employee's personnel file; those obligations imposed by the law of the State of Illinois upon the Assistant Principal; and to perform such other duties normally performed by the Assistant Principal as from time to time may be assigned to the Assistant Principal by the Superintendent of Schools, Assistant Superintendent(s) or the Board. The work day, work year, contract year and holidays and holiday pay for the Assistant Principal shall be as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

3. Salary. The Board shall set the Assistant Principal's salary. For the periods from July 20, 2026 to June 1, 2027, the Assistant Principal shall be paid such annual salary as may be agreed to by the Board, but in no case less than the salary for the preceding year. The 2025-2026 fiscal year the amount of the Assistant Principal's salary is **Ninety-Three Thousand Three Hundred Forty-Seven Dollars and no/100 (\$93,347.00)**. The Assistant Principal hereby agrees to devote such time, skill, labor and attention to her employment during the term of this Contract, except as otherwise provided in this Contract, and to perform faithfully the duties of the Assistant Principal for the school district and the Board as set forth in this Contract. The annual salary shall be paid in substantially equal installments in accordance with the policy of the Board governing payment of salary to other licensed members of the professional staff. Any adjustment in salary made during the life of this Contract shall be in the form of a Board approved amendment and shall become a part of this Contract. It is provided, however, that by so doing, it shall not be considered that the Board has entered into a new Contract with the Assistant Principal, nor that the termination date of this Contract has been in any way extended, unless so stated in the Board approved amendment.

4. Pension. In addition to the salary of the Assistant Principal as set forth hereinabove in paragraph 3, the Board shall pay 9.8901% of the salary set forth in paragraph 3 (or 9% deducted from the resulting gross. The resulting gross shall be computed by adding the salary in paragraph 3 to 9.8901% of the salary paragraph 3) as an employer paid pension contribution consistent with the provisions of Internal Revenue Code section 414-h(2) and Tax Opinions 81-35 and 81-36. Such payments shall be consideration for this contract, shall be creditable earnings for purposes of Teacher Retirement System pension calculations and the Assistant Principal did not have the

option of choosing to receive such amount directly instead of having such contribution paid by the employer to the Teacher Retirement System of the State of Illinois.

5. T.H.I.S. From and out of the salary and pension payments of the Assistant Principal as set forth hereinabove in paragraphs 3 and 4 the Board shall withhold any such amount as may be required by law, on behalf of the Assistant Principal to the Teacher Health Insurance Security Fund.

6. Performance Provisions. This contract is a performance-based contract linked to student performance and academic improvement of the Assistant Principal pursuant to 105 ILCS 5/10-23.8a. The Assistant Principal shall meet the goals during the term of this Contract. The parties agree the goals and indicators are linked to student performance and academic improvement of the District. In addition to goals set forth in Appendix A hereto, the Assistant Principal shall meet the obligations, goals, and requirements set forth in the Assistant Principal' job description for the position. In consideration for performance pursuant to a multi-year agreement, the Assistant Principal waives acquisition of tenure during the term of this contract.

7. Evaluation. Annually, but no later than March 1st of each year, the Assistant Superintendent or designee shall review with the Assistant Principal's progress toward established goals and working relationships among the Superintendent, the District leadership team, other administrative personnel, the faculty, the staff and the community, and shall consider the Assistant Principal's annual salary for the next subsequent year (if any). A summary of the evaluation will be provided to the Assistant Principal in writing within 30 days following the evaluation, pursuant to the District's evaluation plan for Administrators.

8. License. The Assistant Principal shall furnish to the Board during the term of this Contract, a valid and appropriate license to act as the Assistant Principal in accordance with the laws of the State of Illinois and as directed by the Board.

9. Other Work. Permission will be granted in advance by the Superintendent. The Assistant Principal may undertake consultative work, speaking engagements, writing, lecturing, college or university teaching, and other professional duties and obligations provided that these activities do not interfere with the effective performance of job duties. The Assistant Principal shall have the responsibility to discuss with the Superintendent and mutually agree to such outside activity in a timely fashion.

10. Discharge for Good Cause. Throughout the term of this Contract, the Assistant Principal shall be subject to discharge for good cause provided, however, that the Board shall not arbitrarily or capriciously call for dismissal and that the Assistant Principal shall have the right to service of written charges, notice of hearing and a hearing before the Board. If the Assistant Principal chooses to be accompanied by counsel at such a hearing, all such personal expenses shall be paid by the Assistant Principal. Failure to comply with the terms and conditions of this Contract shall also be sufficient cause for purposes of discharge as provided in this Contract.

11. Termination by Contract. During the term of this Contract, the Board and the Assistant Principal may mutually agree, in writing, to terminate this Contract. The termination, reassignment and/or reclassification at the end of the term of this Contract shall be as provided by

law.

12. Referrals to the Assistant Principal. The Board collectively and individually and the Superintendent shall promptly refer all criticisms, complaints, and suggestions called to its/their attention to the Assistant Principal for study and recommendation.

13. Professional Activities. The Assistant Principal shall be encouraged to attend appropriate professional meetings at the local, state, and national levels. Within budget constraints, such costs of attendance shall be paid by the Board upon receipt of a full, itemized account of such costs.

14. Reimbursement for Use of Personal Car. The Board shall pay the Internal Revenue Service rate to the Assistant Principal for vouchered reimbursable mileage expenses incurred by the Assistant Principal while using the Assistant Principal' personal vehicle for the conduct of approved District business. Reimbursement shall be pursuant to the District's policies, rules and regulations.

15. Membership Dues. The Board shall pay the cost of the Assistant Principal' annual membership dues as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

16. Medical Insurance. The Assistant Principal shall be provided with medical insurance and medical insurance options as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

17. Life Insurance. The Assistant Principal shall be provided with life insurance as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

18. Vacation. The Assistant Principal shall be provided with vacation days as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

19. Sick Leave and Personal Leave. The Assistant Principal shall be provided with sick leave and personal leave days as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

20. Disability. Should the Assistant Principal be unable to perform the duties and obligations of this Contract, by reason of illness, accident or other cause beyond the Assistant Principal' control and such disability exists after the exhaustion of accumulated leave days and vacation days during any school year, the Board, in its discretion, may make a proportionate deduction from the salary stipulated. If such disability continues for sixty (60) days after the exhaustion of accumulated leave days (including FMLA) and vacation days during any school year, or if such disability is permanent, irreparable or of such nature as to make the performance of the Assistant Principal' duties impossible, the Board, at its option, may terminate this Contract, whereupon the respective duties, rights and obligations of the parties shall terminate. The

Assistant Principal shall provide medical evidence of illness to the Board President upon request.

21. Criminal Records Check. Pursuant to 105 ILCS 5/10-21.9, Boards of Education are prohibited from knowingly employing a person who has been convicted of committing or attempting to commit the named crimes therein. If the fingerprint-based criminal records check required by Illinois law is not completed at the time this Contract is signed, and any subsequent investigation or report reveals there has been such a conviction, this Contract shall immediately become null and void.

22. Employment History Review. Pursuant to 105 ILCS 5/22-94, the Assistant Principal shall submit to employee history review, and shall execute and deliver to the Board of Education all necessary consent and forms necessary to accomplish such task. If the Assistant Principal fails to disclose necessary information, fails to complete and deliver appropriate forms upon demand, or if a subsequent employment history review reveals there has been a report or investigation that did not result in an unfounded or fabricated result, this Contract shall immediately become null and void.

23. Notice. Any notice required under this Contract shall be in writing and shall become effective on the day of mailing thereof by first class, registered or certified mail, postage prepaid, addressed:

To the Board:
President, Board of Education
Decatur School District No. 61
Keil Administration Building
101 W. Cerro Gordo Street
Decatur, Illinois 62523

To the Assistant Principal:
Lasonia Reed
last known address

24. Headings. Paragraph headings and numbers have been inserted for convenience of reference only, and if there shall be any conflict between any such headings or numbers and the text of this Contract, the text shall control.

25. Contract Extension. At the end of any year of this Contract, the Board and the Assistant Principal may mutually agree to extend the employment of the Assistant Principal for a multi-year period of up to five (5) years. In such event, the Board shall take specific action to discontinue this Contract and enter into a multi-year Contract of Employment as allowed by law. Notwithstanding the foregoing, prior to April 1 of the year in which this Contract expires, the Board shall take action to extend or not to extend the terms of this Contract for one additional year, and shall notify the Assistant Principal in writing of such action. Failure of the Board to take such action shall extend this Contract for one (1) additional year.

26. Copies of Contract. This Contract may be executed in one or more counterparts, each of which shall be considered an original, and all of which taken together shall be considered one and the same instrument.

27. Severability. It is understood and agreed by the parties that if any part, term, or provision of this Contract is held by the courts to be illegal or in conflict with any law of the State of Illinois, the validity of remaining portions or provisions shall not be affected, and the rights and obligations of the parties shall be construed and enforced as if the Contract did not contain the particular part, term, or provision held to be invalid.

28. Jurisdiction. This Contract has been executed in the State of Illinois, and shall be governed in accordance with the laws of the State of Illinois in every respect.

29. Complete Understanding. This Contract contains all the terms agreed upon by the parties with respect to the subject matter of this Contract and supersedes all prior agreements, arrangements, and communications between the parties, whether oral or written.

30. Relevant Law. This Contract is authorized under the provisions of the Illinois School Code, 105 ILCS 5/10-23.8a.

IN WITNESS WHEREOF, the parties have caused this Contract to be executed in their respective names; and in the case of the Board, by its President and attested to by its Secretary, on the day and year first above written.

Assistant Principal

**Board of Education
Decatur Public School District No. 61**

By: _____
Board President

ATTEST:

Board Secretary

To: Dr Rochelle Clark, Superintendent
From: Monica L Wilks, Director of Human Resources
Date: April 28, 2026
Re: Administrative Recommendation

The following person is recommended for the position of Assistant Principal at Johns Hill

Libby Kirkland

Education:

2013	M.Ed.	Educational Leadership, American College of Education, Indianapolis, IN
2012	M.Ed.	Curriculum & Instruction, American College of Education, Indianapolis, IN
2008	B.S.	Education, Illinois State University, Bloomington, IL

Experience:

2020 – present	Teacher, Decatur Public School District, Decatur, IL
2016 – 2020	Instructional Specialist, Decatur Public School District, Decatur, IL
2012 – 2016	Instructional Coach, Decatur Public School District, Decatur, IL
2008 – 2012	Teacher, Decatur Public School District, Decatur, IL

For payroll purposes only

Effective: July 22, 2026

Pro-rated: Yes No X Step: 19

Base: \$94,047.00 Number of full contract days: 200
TRS: as allowable

Prorated: Number of prorated days:

Licensure Number: 782721

Account Number:

Salary approved _____ Date _____

ASSISTANT PRINCIPAL'S CONTRACT
Fiscal Year 2026-2027

This Contract made between the Board of Education of Decatur Public School District No.61, Decatur, Illinois (hereinafter "the Board") and **Libby Kirkland**, (hereinafter "the Assistant Principal"), ratified at the meeting of the Board held on April 28, 2026 as found in the minutes of that meeting.

IT IS AGREED:

1. Employment. The Assistant Principal is hereby hired and retained for the extended contract term of July 22, 2026 to May 28, 2027, as the Assistant Principal for the District.

2. Duties. The duties and responsibilities of the Assistant Principal shall be all those duties incident to the office of the Assistant Principal as set forth in the job description, a copy of which can be found in the employee's personnel file; those obligations imposed by the law of the State of Illinois upon the Assistant Principal; and to perform such other duties normally performed by the Assistant Principal as from time to time may be assigned to the Assistant Principal by the Superintendent of Schools, Assistant Superintendent(s) or the Board. The work day, work year, contract year and holidays and holiday pay for the Assistant Principal shall be as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

3. Salary. The Board shall set the Assistant Principal's salary. For the periods from July 22, 2026 to May 28, 2027, the Assistant Principal shall be paid such annual salary as may be agreed to by the Board, but in no case less than the salary for the preceding year. The 2025-2026 fiscal year the amount of the Assistant Principal's salary is **Ninety-Four Thousand Forty-Seven Dollars and no/100 (\$94,047.00)**. The Assistant Principal hereby agrees to devote such time, skill, labor and attention to her employment during the term of this Contract, except as otherwise provided in this Contract, and to perform faithfully the duties of the Assistant Principal for the school district and the Board as set forth in this Contract. The annual salary shall be paid in substantially equal installments in accordance with the policy of the Board governing payment of salary to other licensed members of the professional staff. Any adjustment in salary made during the life of this Contract shall be in the form of a Board approved amendment and shall become a part of this Contract. It is provided, however, that by so doing, it shall not be considered that the Board has entered into a new Contract with the Assistant Principal, nor that the termination date of this Contract has been in any way extended, unless so stated in the Board approved amendment.

4. Pension. In addition to the salary of the Assistant Principal as set forth hereinabove in paragraph 3, the Board shall pay 9.8901% of the salary set forth in paragraph 3 (or 9% deducted from the resulting gross. The resulting gross shall be computed by adding the salary in paragraph 3 to 9.8901% of the salary paragraph 3) as an employer paid pension contribution consistent with the provisions of Internal Revenue Code section 414-h(2) and Tax Opinions 81-35 and 81-36. Such payments shall be consideration for this contract, shall be creditable earnings for purposes of Teacher Retirement System pension calculations and the Assistant Principal did not have the option of choosing to receive such amount directly instead of having such contribution paid by the

employer to the Teacher Retirement System of the State of Illinois.

5. T.H.I.S. From and out of the salary and pension payments of the Assistant Principal as set forth hereinabove in paragraphs 3 and 4 the Board shall withhold any such amount as may be required by law, on behalf of the Assistant Principal to the Teacher Health Insurance Security Fund.

6. Performance Provisions. This contract is a performance-based contract linked to student performance and academic improvement of the Assistant Principal pursuant to 105 ILCS 5/10-23.8a. The Assistant Principal shall meet the goals during the term of this Contract. The parties agree the goals and indicators are linked to student performance and academic improvement of the District. In addition to goals set forth in Appendix A hereto, the Assistant Principal shall meet the obligations, goals, and requirements set forth in the Assistant Principal's job description for the position. In consideration for performance pursuant to a multi-year agreement, the Assistant Principal waives acquisition of tenure during the term of this contract.

7. Evaluation. Annually, but no later than March 1st of each year, the Assistant Superintendent or designee shall review with the Assistant Principal's progress toward established goals and working relationships among the Superintendent, the District leadership team, other administrative personnel, the faculty, the staff and the community, and shall consider the Assistant Principal's annual salary for the next subsequent year (if any). A summary of the evaluation will be provided to the Assistant Principal in writing within 30 days following the evaluation, pursuant to the District's evaluation plan for Administrators.

8. License. The Assistant Principal shall furnish to the Board during the term of this Contract, a valid and appropriate license to act as the Assistant Principal in accordance with the laws of the State of Illinois and as directed by the Board.

9. Other Work. Permission will be granted in advance by the Superintendent. The Assistant Principal may undertake consultative work, speaking engagements, writing, lecturing, college or university teaching, and other professional duties and obligations provided that these activities do not interfere with the effective performance of job duties. The Assistant Principal shall have the responsibility to discuss with the Superintendent and mutually agree to such outside activity in a timely fashion.

10. Discharge for Good Cause. Throughout the term of this Contract, the Assistant Principal shall be subject to discharge for good cause provided, however, that the Board shall not arbitrarily or capriciously call for dismissal and that the Assistant Principal shall have the right to service of written charges, notice of hearing and a hearing before the Board. If the Assistant Principal chooses to be accompanied by counsel at such a hearing, all such personal expenses shall be paid by the Assistant Principal. Failure to comply with the terms and conditions of this Contract shall also be sufficient cause for purposes of discharge as provided in this Contract.

11. Termination by Contract. During the term of this Contract, the Board and the Assistant Principal may mutually agree, in writing, to terminate this Contract. The termination, reassignment and/or reclassification at the end of the term of this Contract shall be as provided by law.

12. Referrals to the Assistant Principal. The Board collectively and individually and the Superintendent shall promptly refer all criticisms, complaints, and suggestions called to its/their attention to the Assistant Principal for study and recommendation.

13. Professional Activities. The Assistant Principal shall be encouraged to attend appropriate professional meetings at the local, state, and national levels. Within budget constraints, such costs of attendance shall be paid by the Board upon receipt of a full, itemized account of such costs.

14. Reimbursement for Use of Personal Car. The Board shall pay the Internal Revenue Service rate to the Assistant Principal for vouchered reimbursable mileage expenses incurred by the Assistant Principal while using the Assistant Principal' personal vehicle for the conduct of approved District business. Reimbursement shall be pursuant to the District's policies, rules and regulations.

15. Membership Dues. The Board shall pay the cost of the Assistant Principal' annual membership dues as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

16. Medical Insurance. The Assistant Principal shall be provided with medical insurance and medical insurance options as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

17. Life Insurance. The Assistant Principal shall be provided with life insurance as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

18. Vacation. The Assistant Principal shall be provided with vacation days as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

19. Sick Leave and Personal Leave. The Assistant Principal shall be provided with sick leave and personal leave days as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (October 14, 2025).

20. Disability. Should the Assistant Principal be unable to perform the duties and obligations of this Contract, by reason of illness, accident or other cause beyond the Assistant Principal' control and such disability exists after the exhaustion of accumulated leave days and vacation days during any school year, the Board, in its discretion, may make a proportionate deduction from the salary stipulated. If such disability continues for sixty (60) days after the exhaustion of accumulated leave days (including FMLA) and vacation days during any school year, or if such disability is permanent, irreparable or of such nature as to make the performance of the Assistant Principal' duties impossible, the Board, at its option, may terminate this Contract, whereupon the respective duties, rights and obligations of the parties shall terminate. The Assistant Principal shall provide medical evidence of illness to the Board President upon request.

21. Criminal Records Check. Pursuant to 105 ILCS 5/10-21.9, Boards of Education are prohibited from knowingly employing a person who has been convicted of committing or attempting to commit the named crimes therein. If the fingerprint-based criminal records check required by Illinois law is not completed at the time this Contract is signed, and any subsequent investigation or report reveals there has been such a conviction, this Contract shall immediately become null and void.

22. Employment History Review. Pursuant to 105 ILCS 5/22-94, the Assistant Principal shall submit to employee history review, and shall execute and deliver to the Board of Education all necessary consent and forms necessary to accomplish such task. If the Assistant Principal fails to disclose necessary information, fails to complete and deliver appropriate forms upon demand, or if a subsequent employment history review reveals there has been a report or investigation that did not result in an unfounded or fabricated result, this Contract shall immediately become null and void.

23. Notice. Any notice required under this Contract shall be in writing and shall become effective on the day of mailing thereof by first class, registered or certified mail, postage prepaid, addressed:

To the Board:
President, Board of Education
Decatur School District No. 61
Keil Administration Building
101 W. Cerro Gordo Street
Decatur, Illinois 62523

To the Assistant Principal:
Libby Kirkland
last known address

24. Headings. Paragraph headings and numbers have been inserted for convenience of reference only, and if there shall be any conflict between any such headings or numbers and the text of this Contract, the text shall control.

25. Contract Extension. At the end of any year of this Contract, the Board and the Assistant Principal may mutually agree to extend the employment of the Assistant Principal for a multi-year period of up to five (5) years. In such event, the Board shall take specific action to discontinue this Contract and enter into a multi-year Contract of Employment as allowed by law. Notwithstanding the foregoing, prior to April 1 of the year in which this Contract expires, the Board shall take action to extend or not to extend the terms of this Contract for one additional year, and shall notify the Assistant Principal in writing of such action. Failure of the Board to take such action shall extend this Contract for one (1) additional year.

26. Copies of Contract. This Contract may be executed in one or more counterparts, each of which shall be considered an original, and all of which taken together shall be considered one and the same instrument.

27. Severability. It is understood and agreed by the parties that if any part, term, or provision of this Contract is held by the courts to be illegal or in conflict with any law of the State

of Illinois, the validity of remaining portions or provisions shall not be affected, and the rights and obligations of the parties shall be construed and enforced as if the Contract did not contain the particular part, term, or provision held to be invalid.

28. Jurisdiction. This Contract has been executed in the State of Illinois, and shall be governed in accordance with the laws of the State of Illinois in every respect.

29. Complete Understanding. This Contract contains all the terms agreed upon by the parties with respect to the subject matter of this Contract and supersedes all prior agreements, arrangements, and communications between the parties, whether oral or written.

30. Relevant Law. This Contract is authorized under the provisions of the Illinois School Code, 105 ILCS 5/10-23.8a.

IN WITNESS WHEREOF, the parties have caused this Contract to be executed in their respective names; and in the case of the Board, by its President and attested to by its Secretary, on the day and year first above written.

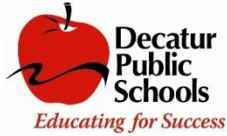
Assistant Principal

**Board of Education
Decatur Public School District No. 61**

By: _____
Board President

ATTEST:

Board Secretary



Board of Education Decatur Public School District #61

Date: April 28, 2026	Subject: Administrative Support Schedule Update
Initiated By: Dr. Rochelle Clark, Superintendent and Dr. Mike Curry, Chief Operational Officer	Attachments: Administrative Support Schedule Update
Reviewed By: Dr. Rochelle Clark, Superintendent	

BACKGROUND INFORMATION:

During the past three years, we have looked at our current salary schedules to ensure all job titles and positions were reflected and that every employee was represented correctly. In doing so, we recognized two positions were not placed correctly on the schedule and have made the necessary highlighted adjustments. Please note, this is not a raise to the salary schedule for this employee group.

CURRENT CONSIDERATIONS:

The two positions that were misrepresented were the Assistant to the COO and Coordinator of Purchasing. To make these two positions whole, we have updated the Administrative Support Schedule.

FINANCIAL CONSIDERATIONS:

Due to the misrepresentation of these two positions, a salary adjustment will be made.

Please note, this is not the annual salary increase recommendation for all administrative support positions; this recommendation will come at a later date for the entire group.

STAFF RECOMMENDATION:

The Administration respectfully requests the Board of Education approve the update to the Administrative Support Schedule as presented.

RECOMMENDED ACTION:

- Approval
- Information
- Discussion

BOARD ACTION: _____

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
OT/PT Assistant	\$40,601.00	\$40,905.00	\$41,212.00	\$41,521.00	\$41,833.00	\$42,146.00	\$42,462.00	\$42,781.00	\$43,102.00	\$43,425.00	\$43,751.00	\$44,079.00	\$44,409.00	\$44,742.00
HR - Assistant	\$44,265.00	\$44,597.00	\$44,931.00	\$45,268.00	\$45,608.00	\$45,950.00	\$46,294.00	\$46,642.00	\$46,991.00	\$47,344.00	\$47,699.00	\$48,057.00	\$48,417.00	\$48,780.00
Coord - Fam Support Transition	\$46,404.00	\$46,752.00	\$47,103.00	\$47,456.00	\$47,812.00	\$48,171.00	\$48,532.00	\$48,896.00	\$49,263.00	\$49,632.00	\$50,005.00	\$50,380.00	\$50,757.00	\$51,138.00
Research Analyst Level 3	\$63,778.00	\$64,256.00	\$64,738.00	\$65,224.00	\$65,713.00	\$66,206.00	\$66,702.00	\$67,203.00	\$67,707.00	\$68,214.00	\$68,726.00	\$69,241.00	\$69,761.00	\$70,284.00
Assistant to the Chief Operational Officer UPDATED	\$65,700.00	\$66,192.75	\$66,689.20	\$67,189.36	\$67,693.28	\$68,200.98	\$68,712.49	\$69,227.84	\$69,747.04	\$70,270.15	\$70,797.17	\$71,328.15	\$71,863.11	\$72,402.09
Coord - Benefits	\$63,778.00	\$64,256.00	\$64,738.00	\$65,224.00	\$65,713.00	\$66,206.00	\$66,702.00	\$67,203.00	\$67,707.00	\$68,214.00	\$68,726.00	\$69,241.00	\$69,761.00	\$70,284.00
Assistant Coord of Payroll and Benefits	\$63,778.00	\$64,256.00	\$64,738.00	\$65,224.00	\$65,713.00	\$66,206.00	\$66,702.00	\$67,203.00	\$67,707.00	\$68,214.00	\$68,726.00	\$69,241.00	\$69,761.00	\$70,284.00
MIS Technician	\$46,782.00	\$47,133.00	\$47,486.00	\$47,842.00	\$48,201.00	\$48,563.00	\$48,927.00	\$49,294.00	\$49,663.00	\$50,036.00	\$50,411.00	\$50,789.00	\$51,170.00	\$51,554.00
EMS Level 1	\$46,782.00	\$47,133.00	\$47,486.00	\$47,842.00	\$48,201.00	\$48,563.00	\$48,927.00	\$49,294.00	\$49,663.00	\$50,036.00	\$50,411.00	\$50,789.00	\$51,170.00	\$51,554.00
Student Intervention	\$42,186.00	\$42,502.00	\$42,821.00	\$43,142.00	\$43,466.00	\$43,792.00	\$44,120.00	\$44,451.00	\$44,785.00	\$45,120.00	\$45,459.00	\$45,800.00	\$46,143.00	\$46,489.00
District Truancy Caseworker	\$41,993.00	\$42,308.00	\$42,625.00	\$42,945.00	\$43,267.00	\$43,592.00	\$43,919.00	\$44,248.00	\$44,580.00	\$44,914.00	\$45,251.00	\$45,590.00	\$45,932.00	\$46,277.00
Coord - Medicaid/Home Study	\$47,968.00	\$48,328.00	\$48,690.00	\$49,056.00	\$49,424.00	\$49,794.00	\$50,168.00	\$50,544.00	\$50,923.00	\$51,305.00	\$51,690.00	\$52,077.00	\$52,468.00	\$52,862.00
HR - Analyst	\$50,723.00	\$51,103.00	\$51,487.00	\$51,873.00	\$52,262.00	\$52,654.00	\$53,049.00	\$53,447.00	\$53,847.00	\$54,251.00	\$54,658.00	\$55,068.00	\$55,481.00	\$55,897.00
Coord - Dig Multi Media & Sp Proj	\$53,966.00	\$54,371.00	\$54,778.00	\$55,189.00	\$55,603.00	\$56,020.00	\$56,440.00	\$56,864.00	\$57,290.00	\$57,720.00	\$58,153.00	\$58,589.00	\$59,028.00	\$59,471.00
Coord - Innovative Programs	\$53,966.00	\$54,371.00	\$54,778.00	\$55,189.00	\$55,603.00	\$56,020.00	\$56,440.00	\$56,864.00	\$57,290.00	\$57,720.00	\$58,153.00	\$58,589.00	\$59,028.00	\$59,471.00
Arts Education Specialist	\$53,966.00	\$54,371.00	\$54,778.00	\$55,189.00	\$55,603.00	\$56,020.00	\$56,440.00	\$56,864.00	\$57,290.00	\$57,720.00	\$58,153.00	\$58,589.00	\$59,028.00	\$59,471.00
Safety and Security Supervisor	\$53,966.00	\$54,371.00	\$54,778.00	\$55,189.00	\$55,603.00	\$56,020.00	\$56,440.00	\$56,864.00	\$57,290.00	\$57,720.00	\$58,153.00	\$58,589.00	\$59,028.00	\$59,471.00
Payroll Analyst	\$53,966.00	\$54,371.00	\$54,778.00	\$55,189.00	\$55,603.00	\$56,020.00	\$56,440.00	\$56,864.00	\$57,290.00	\$57,720.00	\$58,153.00	\$58,589.00	\$59,028.00	\$59,471.00
Coord - Human Resources	\$79,181.00	\$79,775.00	\$80,374.00	\$80,976.00	\$81,584.00	\$82,196.00	\$82,812.00	\$83,433.00	\$84,059.00	\$84,689.00	\$85,324.00	\$85,964.00	\$86,609.00	\$87,259.00
Coord - Information Technology	\$53,966.00	\$54,371.00	\$54,778.00	\$55,189.00	\$55,603.00	\$56,020.00	\$56,440.00	\$56,864.00	\$57,290.00	\$57,720.00	\$58,153.00	\$58,589.00	\$59,028.00	\$59,471.00
HR - Recruitment Specialist	\$53,966.00	\$54,371.00	\$54,778.00	\$55,189.00	\$55,603.00	\$56,020.00	\$56,440.00	\$56,864.00	\$57,290.00	\$57,720.00	\$58,153.00	\$58,589.00	\$59,028.00	\$59,471.00
Student Behavioral Interventionist	\$38,175.00	\$38,462.00	\$38,750.00	\$39,041.00	\$39,334.00	\$39,629.00	\$39,926.00	\$40,225.00	\$40,527.00	\$40,831.00	\$41,137.00	\$41,446.00	\$41,757.00	\$42,070.00
Superintendent Secretary	\$79,181.00	\$79,775.00	\$80,374.00	\$80,976.00	\$81,584.00	\$82,196.00	\$82,812.00	\$83,433.00	\$84,059.00	\$84,689.00	\$85,324.00	\$85,964.00	\$86,609.00	\$87,259.00
Assistive Technology	\$60,102.00	\$60,553.00	\$61,007.00	\$61,465.00	\$61,926.00	\$62,390.00	\$62,858.00	\$63,329.00	\$63,804.00	\$64,283.00	\$64,765.00	\$65,251.00	\$65,740.00	\$66,233.00
MIS Analyst	\$60,102.00	\$60,553.00	\$61,007.00	\$61,465.00	\$61,926.00	\$62,390.00	\$62,858.00	\$63,329.00	\$63,804.00	\$64,283.00	\$64,765.00	\$65,251.00	\$65,740.00	\$66,233.00
EMS Level 2	\$60,102.00	\$60,553.00	\$61,007.00	\$61,465.00	\$61,926.00	\$62,390.00	\$62,858.00	\$63,329.00	\$63,804.00	\$64,283.00	\$64,765.00	\$65,251.00	\$65,740.00	\$66,233.00
Research Analyst Level 2	\$61,940.00	\$62,404.00	\$62,872.00	\$63,344.00	\$63,819.00	\$64,298.00	\$64,780.00	\$65,266.00	\$65,755.00	\$66,248.00	\$66,745.00	\$67,246.00	\$67,750.00	\$68,258.00
Coord - District Early Childhood	\$53,003.00	\$53,401.00	\$53,801.00	\$54,205.00	\$54,611.00	\$55,021.00	\$55,434.00	\$55,849.00	\$56,268.00	\$56,690.00	\$57,115.00	\$57,544.00	\$57,975.00	\$58,410.00
Coord - PreK Family Services	\$53,003.00	\$53,401.00	\$53,801.00	\$54,205.00	\$54,611.00	\$55,021.00	\$55,434.00	\$55,849.00	\$56,268.00	\$56,690.00	\$57,115.00	\$57,544.00	\$57,975.00	\$58,410.00
Custodian Foreman	\$63,778.00	\$64,256.00	\$64,738.00	\$65,224.00	\$65,713.00	\$66,206.00	\$66,702.00	\$67,203.00	\$67,707.00	\$68,214.00	\$68,726.00	\$69,241.00	\$69,761.00	\$70,284.00
HR - Labor Relations Analyst	\$63,778.00	\$64,256.00	\$64,738.00	\$65,224.00	\$65,713.00	\$66,206.00	\$66,702.00	\$67,203.00	\$67,707.00	\$68,214.00	\$68,726.00	\$69,241.00	\$69,761.00	\$70,284.00
Electronics Technician	\$63,778.00	\$64,256.00	\$64,738.00	\$65,224.00	\$65,713.00	\$66,206.00	\$66,702.00	\$67,203.00	\$67,707.00	\$68,214.00	\$68,726.00	\$69,241.00	\$69,761.00	\$70,284.00
Dropout Prevention Coordinator	\$57,283.00	\$57,713.00	\$58,146.00	\$58,582.00	\$59,021.00	\$59,464.00	\$59,910.00	\$60,359.00	\$60,812.00	\$61,268.00	\$61,728.00	\$62,191.00	\$62,657.00	\$63,127.00
Transition & Family Engagement Supervisor	\$70,820.00	\$71,351.00	\$71,887.00	\$72,426.00	\$72,969.00	\$73,516.00	\$74,068.00	\$74,623.00	\$75,183.00	\$75,747.00	\$76,315.00	\$76,887.00	\$77,464.00	\$78,045.00
EMS Level 3	\$74,944.00	\$75,506.00	\$76,072.00	\$76,643.00	\$77,217.00	\$77,797.00	\$78,380.00	\$78,968.00	\$79,560.00	\$80,157.00	\$80,758.00	\$81,364.00	\$81,974.00	\$82,589.00
Innovative Programs Supervisor	\$60,102.00	\$60,553.00	\$61,007.00	\$61,465.00	\$61,926.00	\$62,390.00	\$62,858.00	\$63,329.00	\$63,804.00	\$64,283.00	\$64,765.00	\$65,251.00	\$65,740.00	\$66,233.00
Administrative Assistant to Assistant Superintende	\$60,102.00	\$60,553.00	\$61,007.00	\$61,465.00	\$61,926.00	\$62,390.00	\$62,858.00	\$63,329.00	\$63,804.00	\$64,283.00	\$64,765.00	\$65,251.00	\$65,740.00	\$66,233.00
Coord - Budgets/Accounting	\$79,181.00	\$79,775.00	\$80,374.00	\$80,976.00	\$81,584.00	\$82,196.00	\$82,812.00	\$83,433.00	\$84,059.00	\$84,689.00	\$85,324.00	\$85,964.00	\$86,609.00	\$87,259.00
Coord - Purchasing UPDATED	\$79,181.00	\$79,775.00	\$80,374.00	\$80,976.00	\$81,584.00	\$82,196.00	\$82,812.00	\$83,433.00	\$84,059.00	\$84,689.00	\$85,324.00	\$85,964.00	\$86,609.00	\$87,259.00
Coord - African American Scholars	\$76,534.00	\$77,108.00	\$77,687.00	\$78,269.00	\$78,856.00	\$79,448.00	\$80,044.00	\$80,644.00	\$81,249.00	\$81,858.00	\$82,472.00	\$83,091.00	\$83,714.00	\$84,342.00
Supervisor of Custodians	\$76,937.00	\$77,514.00	\$78,096.00	\$78,681.00	\$79,271.00	\$79,866.00	\$80,465.00	\$81,069.00	\$81,677.00	\$82,289.00	\$82,906.00	\$83,528.00	\$84,155.00	\$84,786.00
Coord - Transportation	\$79,181.00	\$79,775.00	\$80,374.00	\$80,976.00	\$81,584.00	\$82,196.00	\$82,812.00	\$83,433.00	\$84,059.00	\$84,689.00	\$85,324.00	\$85,964.00	\$86,609.00	\$87,259.00
Coord - Payroll	\$79,181.00	\$79,775.00	\$80,374.00	\$80,976.00	\$81,584.00	\$82,196.00	\$82,812.00	\$83,433.00	\$84,059.00	\$84,689.00	\$85,324.00	\$85,964.00	\$86,609.00	\$87,259.00
Maintenance Foreman	\$79,181.00	\$79,775.00	\$80,374.00	\$80,976.00	\$81,584.00	\$82,196.00	\$82,812.00	\$83,433.00	\$84,059.00	\$84,689.00	\$85,324.00	\$85,964.00	\$86,609.00	\$87,259.00
Research Development/Evaluation Senior Analyst	\$79,950.00	\$80,550.00	\$81,154.00	\$81,762.00	\$82,376.00	\$82,993.00	\$83,616.00	\$84,243.00	\$84,875.00	\$85,511.00	\$86,153.00	\$86,799.00	\$87,450.00	\$88,106.00
Research Manager	\$82,947.00	\$83,569.00	\$84,196.00	\$84,827.00	\$85,463.00	\$86,104.00	\$86,750.00	\$87,401.00	\$88,056.00	\$88,716.00	\$89,382.00	\$90,052.00	\$90,728.00	\$91,408.00
Coord - Instructional Technology	\$88,542.00	\$89,206.00	\$89,875.00	\$90,550.00	\$91,229.00	\$91,913.00	\$92,602.00	\$93,297.00	\$93,996.00	\$94,701.00	\$95,412.00	\$96,127.00	\$96,848.00	\$97,575.00
Coord - Instructional Strategist	\$88,542.00	\$89,206.00	\$89,875.00	\$90,550.00	\$91,229.00	\$91,913.00	\$92,602.00	\$93,297.00	\$93,996.00	\$94,701.00	\$95,412.00	\$96,127.00	\$96,848.00	\$97,575.00
Assessment Administrator	\$89,669.00	\$90,342.00	\$91,019.00	\$91,702.00	\$92,390.00	\$93,083.00	\$93,781.00	\$94,484.00	\$95,193.00	\$95,907.00	\$96,626.00	\$97,351.00	\$98,081.00	\$98,816.00
Network Administrator	\$89,669.00	\$90,342.00	\$91,019.00	\$91,702.00	\$92,390.00	\$93,083.00	\$93,781.00	\$94,484.00	\$95,193.00	\$95,907.00	\$96,626.00	\$97,351.00	\$98,081.00	\$98,816.00
Off Schedule - Chris Barnett (Step 34)	\$0.00	\$69,965.00	\$71,889.00	\$72,895.00	\$75,082.00	\$78,859.00	\$79,451.00	\$84,088.00	\$84,719.00	\$85,354.00	\$0.00	\$0.00	\$0.00	\$0.00
Building and Grounds Supervisor 1	\$82,715.00	\$83,336.00	\$83,961.00	\$84,590.00	\$85,225.00	\$85,864.00	\$86,508.00	\$87,157.00	\$87,810.00	\$88,469.00	\$89,133.00	\$89,801.00	\$90,475.00	\$91,153.00
Building and Grounds Supervisor 2	\$85,576.00	\$86,217.00	\$86,864.00	\$87,515.00	\$88,172.00	\$88,833.00	\$89,499.00	\$90,171.00	\$90,847.00	\$91,528.00	\$92,215.00	\$92,906.00	\$93,603.00	\$94,305.00
Building and Grounds Supervisor 3	\$89,465.00	\$90,135.00	\$90,812.00	\$										



Jill R. Reedy 3433 Rupp Parkway

Decatur, IL 62526

Phone: 217-872-3721

Regional Superintendent

jreedy@roe39.org

Macon-Piatt ROE #39 Intergovernmental Agreement 2026-2027

This agreement is between the Macon-Piatt Regional Office of Education #39, 3433 Rupp Parkway, Decatur, IL 62526, and the Board of Education of the ***Decatur Public School District #61***.

RECITALS

- A. The Illinois School Code at 105 ILCA 5/138 et seq. (Alternative Learning Opportunities Law) provides for the operation of Alternative Learning Opportunities (ALOPs), which are intended to provide youth, who are at risk of academic failure, with the education and support services needed to meet Illinois Learning Standards to complete their education in a safe and secure learning environment.
- B. Pursuant to Section 138-20.10, ROE #39 may, in conjunction with a school district(s), establish an ALOP within the ROE #39 service region.
- C. ROE #39 has submitted an ALOP proposal for ROE #39 and the District as part of a consortium of school districts. A description of the ALOP program is set forth herein.
- D. The District and ROE #39 are authorized to enter into this Agreement pursuant to Article VII, Section 10(a) of the Illinois Constitution of 1970 and the Intergovernmental Cooperation Act (5 ILCA 220/1 et seq.), and does so pursuant to 105 ILCS 5/138-35.5 and 23 Ill. Admin. Code 240.10.

NOW, THEREFORE, IT IS HEREBY AGREED BY AND BETWEEN ROE #39 AND THE DISTRICT, AS FOLLOWS:

Section 1: Incorporation of Recitals.

The Recitals set forth herein above are incorporated herein.

Section 2: Scope of Services Provided:

ROE #39 provides enrolled students an alternative learning opportunities program designed to provide support services through a goal oriented, research-based, trauma-informed, individualized approach. Also incorporated are supplemental social-emotional support services designed to help bridge a connection to school for students who are at risk of academic failure. The ROE #39 ALOP as described below are designed to serve students in grades 4-12 with poor attendance, excessive behavioral referrals, credit deficiencies, poor academic performance, and/or needs related to social emotional wellbeing, and each shall be provided onsite. Members of the programs may include an ROE #39 director, site coordinator, student liaisons, teachers, and teaching assistants working in partnership with District teachers and support staff.

Section 3: Placement of Students

Working with ROE #39, the participating district will identify students that may be eligible for and would benefit from placement at ROE #39 ALOP pursuant to state legal requirements. Through a variety of mechanisms (including but not limited to student service team referrals, problem-solving team referrals, universal screeners, articulation meetings, and teacher team meetings) students are identified by the District as needing support with academics, behavioral struggles, attendance issues, and/or social emotional well-being in order to stay on track toward meeting graduation requirements. Priority for placement in the ALOP shall be provided to students who received any ALOP, RSSP or truancy services the previous school year. To increase the likelihood of a successful outcome, every effort should be made to identify students as early as possible for ALOP support.

Enrollment into an ALOP requires parental consent if under the age of 18. After the participating district receives parental consent to share student information with ROE #39 about a potential placement, and if there are current openings for the student in the program, a referral form will be completed and submitted to ROE #39. A designated student liaison from ROE #39 will then meet with the parents and student for initial contact. Upon receiving parental consent for the student's enrollment, a Student Success Plan will then be initiated.

Section 4: Student Success Plan

A Student Success Plan (SSP) shall be developed for each student based on an assessment of the student's educational and social functioning and that establishes goals and objectives for satisfactory performance in the ROE #39 ALOP. The SSP shall include the following: 1). Curriculum and instructional methods to be used to improve student academic performance. 2). The reason the student was referred to the ALOP. 3). A determination of the needs and strengths exhibited by the student. 4). The expected academic, social and behavioral outcomes to be achieved. 5). The assessment procedures to be used to determine the degree to which the student has achieved learning objectives and outcomes. 6). An estimated length of time for student to achieve success. 7). A description of commitments that the student's parent/guardian will make to support the student in successfully completing the program. 8). A description of the instructional support that the student will receive to assist them in making sufficient academic progress to permit successful transition back into the regular school program.

In addition to creating goals, each student is given an assessment to assess the level of current difficulty a student is experiencing and assess the types of interventions that will be most effective. Program staff communicate regularly with parents/guardians regarding academic progress, attendance, and behavior. Daily calls are made to the parents of students who are absent from school without prior notice.

Section 5: Student Progress Monitoring

Student Liaisons will provide support by monitoring student grades, attendance, and behavior, using the school district's learning management system. Each student's progress is evaluated weekly by the Student Liaison using a variety of qualitative and quantitative strategies in accordance with each SSP. Instructional strategies, resources, and academic and social skill intervention will be adjusted as needed. Student and parent contacts, interventions, goal updates, coursework completion and credits earned a documented by the Student Liaison. The ALOP student liaison will provide monthly program updates to building administrators to keep the District informed of progress for students in each program, identify transition goals for students exiting the program, and to share pertinent information on any new referrals. Additionally, upon request, ROE #39 will provide the District with reports including, but not limited to, the following: 1). Student attendance;

2). Student academic progress; 3). Documentation of progress toward the SSP goals.

Section 6: Student Discipline

Students enrolled in the ROE #39 ALOP shall be subject to the District behavior expectations and consequences for engaging in misconduct as per the policies of the District while participating in the ROE ALOP.

Section 7: Evaluation

The District shall participate fully in the evaluation plan for measuring the effectiveness of the program.

Section 8: Student Record Confidentiality

The District agrees to provide access to student records, including access to the student information system, for students enrolled in the ALOP program to ROE #39 Student Liaisons and their immediate supervisors related to the development of the SSPs and the implementation of those plans.

Section 9: Cooperation Regarding Evidence-based Funding

The District agrees to cooperate with ROE #39 in making its claim for evidence-based so that funds will be properly appropriated to ROE #39 for the services provided in this Agreement.

Section 10: Funding


ROE #39 will use its Evidence-Based Funding dollars to fund this program except that the District will continue to provide adequate space for the number of students and staff in the program, including the cost of the utilities in that space(s). It is understood that this commitment can be collectively modified or nullified by either party if a significant reduction of ROE #39 state funding occurs. If, during the March 1 enrollment period, the net total of students recorded with ISBE for this program is less than the actual amount served by ROE #39 on March 1, then by the end of the fiscal year of this agreement, if ROE #39 provides an invoice to the District, the District will reimburse ROE #39 for services rendered to its students on a cost per pupil basis for students not realized in the March 1 enrollment count.

Section 11: Term

The Agreement shall run for the school term as determined by the District calendar in conjunction with the ROE #39 calendar. The District understands and agrees that ROE #39 ALOP may not be able to provide services on certain days throughout the school year due to their professional development obligations with ROE #39. On such days, students will remain in the regular school program.

Acceptance by Parties:

Choosing to sign the signature page allows participation in this program. There is no financial obligation unless the district utilizes this service. A representative signature indicates support of and consent for participation in the ROE ALOP.

By: 
Macon-Piatt ROE #39 Regional Superintendent

Date: 4/16/2026

School District Name and Number: Decatur Public School District #61

By: _____
District Superintendent

Date:

By: _____
1
Board President or designee

Date:



Board of Education Decatur Public School District #61

Date: April 28, 2026	Subject: Consolidated District Plan
Initiated By: Mary Brady, P-12 Director of Teaching & Learning, JaDawn Bryant, Grants Specialist and Dr. Michael Curry, Chief Operational Officer	Attachments: Live Link: https://www.dps61.org/districtplan
Reviewed By: Dr. Rochelle Clark, Superintendent	

BACKGROUND INFORMATION:

ISBE launched a platform in IWAS for grants management called the Consolidated District Plan, which consolidates and streamlines the federal grant application and management process to reduce the burden on grantees. ISBE requires the initial Consolidated District Plan to be approved by the local Board of Education. The Consolidated District Plan allows grantees to answer one set of planning questions to meet those requirements for the federal formula grants listed below:

- Title I, Part A- Improving Basic Programs
- Title I, School Improvement 1003(a)
- Title II, Part A- Preparing, Training, and Recruiting High-Quality Educators
- Title III- English Language Instruction Education Program
- IDEA, Part B Flow-Through
- IDEA, Part B Preschool

CURRENT CONSIDERATIONS:

Decatur Public School District's Consolidated District Plan has been completed under the guidance and direction of those District administrators who administer and manage the various federal grants. It is ready to be submitted to ISBE for approval. To access the live link, click here: <https://www.dps61.org/districtplan>

FINANCIAL CONSIDERATIONS:

There are no financial considerations.

STAFF RECOMMENDATION:

The Administration respectfully requests the Board of Education approves the initial FY27 Consolidated District Plan as presented.

RECOMMENDED ACTION:

- Approval
- Information
- Discussion

BOARD ACTION: _____

Applicant: DECATUR SD 61

County: Macon

Consolidated District Plan 

Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application

[Printer-Friendly](#)
[Click to Return to Application Select](#)

Project Number: 27-CDP-00-39-055-0610-25

Overview

All entities seeking grant funding must have an "active" UEI registration in SAM.gov throughout the lifecycle of the grant.

PROGRAM: Consolidated District Plan

PURPOSE: The District Plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and parents of children in schools served under the Every Student Succeeds Act (ESSA) legislation, and as appropriate, is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Strengthening Career and Technical Education for the 21st Century Act (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.

BOARD GOALS:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

FY 2027 Included Programs:

- Title I, Part A - Improving Basic Programs
- Title I, Part A - School Improvement Part 1003
- Title I, Part D - Delinquent
- Title I, Part D - Neglected
- Title I, Part D - State Neglected/Delinquent
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction Educational Program (LIEP)
- Title III - Immigrant Student Education Program (ISEP)
- EL - Bilingual Service Plan (BSP)
- Title IV, Part A - Student Support and Academic Enrichment
- Title V, Part B - Rural and Low Income Schools
- IDEA, Part B - Flow-Through
- IDEA, Part B - Preschool
- Foster Care Transportation Plan

LEGISLATION: [Every Student Succeeds Act \(ESSA\)](#)
[Individuals with Disabilities Education Act](#)
[Rehabilitation Act](#)
[Strengthening Career and Technical Education for the 21st Century Act](#)
[Workforce Innovation and Opportunity Act](#)
[Head Start Act](#)

23 Illinois Administrative Code 228 Transitional Bilingual Education

DUE DATE: District plans must be submitted to the Illinois State Board of Education and approved before any FY 2027 grant applications for included programs can be approved.

Submission by April 1 is recommended.

DURATION: The District Plan is submitted for the school year 2026-2027 and must be updated annually thereafter.

AMENDMENTS: Each Local Education Agency (LEA) shall periodically review and, as necessary, revise the plan throughout the year. Plan amendments may necessitate amendment of the associated grant application(s) as well.

INSTRUCTIONS:

Instructions in PDF format

COMMON

ABBREVIATIONS:

ESSA - Every Student Succeeds Act (also referenced as the Elementary and Secondary Education Act [ESEA] of 1965 as Amended)

IDEA - Individuals with Disabilities Education Act

ISBE - Illinois State Board of Education

LEA - Local Educational Agency

LIEP - Language Instruction Educational Program

SEA - State Education Agency

BSP - Bilingual Service Plan

Instructions

Contact Information

1. Contact Information for Person Completing This Form

Last Name*		First Name*	Middle Initial
<input type="text" value="BRYANT"/>		<input type="text" value="JADAWN"/>	<input type="text" value="G"/>
Phone*	Extension	Email*	
<input type="text" value="217"/> <input type="text" value="362"/> <input type="text" value="3040"/>	<input type="text" value="32013"/>	<input type="text" value="jgbryant@dps61.org"/>	

2. General Education Provisions Act (GEPA) Section 427 *

Section 427 of GEPA (20 U.S.C. 1228a) affects all applicants submitting proposals under this program. This section requires each applicant to include in its proposal a description of the steps the applicant proposes to take to ensure equitable access to, and participate in, its federally assisted program for students, teachers, and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The applicant should determine whether these or other barriers may prevent students, teachers, etc. from such access to, or participation in, the federally funded project or activity. The description of steps to be taken to overcome these barriers need not be lengthy; the school district may provide a clear and succinct description of how it plans to address those barriers that are applicable to its circumstances. In addition, the information may be provided in a single narration, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of the civil rights statutes, but rather to ensure that, in designing their programs, applicants for federal funds address equity concerns that may affect the ability of certain beneficiaries to fully participate in the program and to achieve high standards. Consistent with requirements and its approved proposal, an applicant may use the federal funds awarded to it to eliminate barriers it identifies.

Describe the steps that will be taken to overcome barriers to equitable program participation of students, teachers, and other beneficiaries with special needs.

([count] of 2500 maximum characters used) In response to compliance with Section 427 of the General Education Provisions Act (GEPA), the Decatur Public Schools District #61 has adopted policy governing Equal Educational and extracurricular opportunities for all students without regard to race, color, national origin, sex, religious beliefs, physical or mental handicap or disability, or actual or potential marital or parental status. The Superintendent has appointed a Nondiscrimination Coordinator, to address any issues that may arise.

3. Bilingual Director (Administrator overseeing EL Services) Assurance

Please take note of the following, which is determined by your district's English Learner (EL) count, shown below:

If the district has 1 or more EL students, the Bilingual Director (Administrator overseeing EL Services) must participate in the completion of the Bilingual Service Plan (BSP). The Bilingual Director (Administrator overseeing EL Services) must also participate in the completion of Title III sections, as applicable. Districts with 0 ELs do not need to complete the Bilingual Service Plan (BSP).

4. District Migrant Education Program Liaison

Last Name		First Name	Middle Initial
<input type="text" value="Conn"/>		<input type="text" value="Eldon"/>	<input type="text"/>
Phone	Extension	Email	
<input type="text" value="217"/> <input type="text" value="521"/> <input type="text" value="3164"/>	<input type="text"/>	<input type="text" value="econn@dps61.org"/>	

The district individual above will be the contact person in the event that a migratory child is or migratory children are believed to have enrolled in the district. The District Migrant Program Liaison may notify ISBE at 312-814-3850 or Multilingual@isbe.net if they are aware that a child could be a potential or active agricultural migrant. ISBE may also contact the above individual if it has information that a migratory child resides in the district and is eligible for supplemental instructional and/or support services under the Elementary and Secondary Education Act of 1965 (Reauthorized under the Every Student Succeeds Act of 2015) - Title I, Part C - Education of Migratory Children.

5. General Completion Instructions

Work through the tabs from left to right. Save each page before moving to the next tab.

Required fields on each page are dependent upon funding sources selected on the Needs Assessment and Programs tab.

Many pages have notes at the bottom indicating for which programs the page is required.

To determine if a page is required for the funding sources selected earlier in the application, save the page before completing and look for error messages. If none, the page is not required for the program(s) selected.

How to Complete Pages with Pre-populated Fields

Several pages have two boxes below the narrative questions - one has the response from the prior year plan and the other allows responses for the updated plan. Copy the response from the redisplay and paste it into the updated plan box, revising the description as necessary. Be sure to save the page once this has been completed for all questions on the page.

*Required field, applicable for all funding sources

Applicant: DECATUR SD 61
Application: 2026-2027 Consolidated District Plan - 00
File: Original Application
Project Number: 27-CDP-00-39-055-0610-25

County: Macon

[Printer-Friendly](#)
[Click to Return to Application Select](#)

Amendments

Indicate whether this is the first submission for the fiscal year or an amendment to the APPROVED initial plan for the fiscal year.*

NOTE: This page must be completed each time a new plan version within the fiscal year is submitted to ISBE.

- Initial submission for the fiscal year
- Amendment to approved plan for the fiscal year

*Required field, applicable for all funding sources

Applicant: DECATUR SD 61
Application: 2026-2027 Consolidated District Plan - 00
Title: Original Application
Project Number: 27-CDP-00-39-055-0610-25

County: Macon

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

Instructions

Needs Assessment and Programs

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2026-2027.* [1]

NOTE: All funding sources should be reviewed after October 1, and the plan should be amended and resubmitted to ISBE if funding sources have been added or removed due to actual grant awards.

- Title I, Part A - Improving Basic Programs
Title I, Part A - School Improvement Part 1003
Title I, Part D - Delinquent
Title I, Part D - Neglected
Title I, Part D - State Neglected/Delinquent
Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
Title III - Language Instruction Educational Program (LIEP)
Title III - Immigrant Student Education Program (ISEP)
Title IV, Part A - Student Support and Academic Enrichment
Title V, Part B - Rural and Low Income Schools
IDEA, Part B - Flow-Through
IDEA, Part B - Preschool

2. Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.* [2]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
The District Executive Committee meets weekly and discusses district goals and strategic priorities. The members of the team are represented by the various departments that manage and oversee the Federal Programs and grants. The district examines the goals of the various Federal programs and ensures alignment with district goals. The district further ensures that the Federal Programs and funding associated with the programming is providing supplementary educational support to students and is not a supplant of district resources.
Response from the approved prior year Consolidated District Plan.
The District Executive Committee meets weekly and discusses district goals and strategic priorities. The members of the team are represented by the various departments that manage and oversee the Federal Programs and grants. The district examines the goals of the various Federal programs and ensures alignment with district goals. The district further ensures that the Federal Programs and funding associated with the programming is providing supplementary educational support to students and is not a supplant of district resources.

3. Will the LEA braid funding?*Indicate the funds that will be braided, and select the programs or initiatives that will be supported by braiding. If no programs/initiatives are supported by braiding, select no.

Braiding of Funds
Yes No

If Yes Braiding is selected, you will need to indicate which fund sources will be used in the box below.

- Title I, Part A - Improving Basic Programs
Title I, Part A - School Improvement Part 1003
Title I, Part D - Delinquent
Title I, Part D - Neglected
Title I, Part D - State Neglected/Delinquent
Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
Title III - Language Instruction Educational Program (LIEP)
Title III - Immigrant Student Education Program (ISEP)
Title IV, Part A - Student Support and Academic Enrichment
Title V, Part B - Rural and Low-Income Schools
IDEA, Part B - Flow-Through

4. Will the LEA hybrid-blend Title II and/or Title IV funding?*Indicate all that apply, and select the programs or initiatives that will be supported by hybrid blending. If no programs/initiatives are supported by the full/partial transfer of funds, select no.

Transfer of Funds
Yes No

If Yes Transfer of Funds is selected, you will need to indicate which fund sources are being transferred and if it will be partial or all in the box below.

- Title II to Title I
Title IV to Title I
Title II to Title IV
Title IV to Title II
Transfer Partial Funds
Transfer All Funds

5. Provide a Summary of the LEA's Needs Assessment.*

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
([count] of 7500 maximum characters used)

Staff responses from the survey indicated a variety of topics to increase their knowledge of special education content instruction and interventions. Staff would like to learn how to best modify the curriculum in order to best meet the needs of their special needs students. Staff would also like to increase their knowledge of special education legal issues, including processes and procedures, and the most appropriate means by which they find the function of students' behaviors. They expressed an increased need to determine ways to support the mental health needs of their students.

Staff reflected on the difficulty of providing quality instruction for IEP services with a lack of qualified staff (i.e. subs).

Parents are generally pleased with the specialized services their students are receiving in the district special education program.

The number of EL students is increasing and there has been an increased focus on address specific student needs. The program director is addressing staff issues and looking at curriculum and technology to supplement services.

Legislative References:

- [1] Title I, Part A, Reference Section 1112(a) (1)
[2] Title I, Part A, Reference Section 1112(a) (1)

Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title Specific Pages	IDEA Specific Requirements	Youth in Care Stability
-------------------------	--------------	------------------------------	-------------------------------	------------------------	---------------------	--------------------	--------------------------	---------------------------	----------------------	----------------------------	-------------------------

Needs Assessment Impact

Indicate which of the instruments below were used in the LEA needs assessment process.*

- A. School and/or district report card(s)
- B. Five Essentials Survey
- C. Student achievement data (disaggregated by student groups)
- D. Current recruitment and retention efforts and effectiveness data
- E. Professional development plan(s)
- F. School improvement plan(s)
- G. ESSA site based expenditure data
- H. ED School Climate Survey (EDSCLS)
- I. CDC School Health Index
- J. National School Climate Center
- K. ASCD School Improvement Tool
- L. Illinois Quality Framework and Supporting Rubric
- M. Other

List and describe other instruments and/or processes that were used in the needs assessment. The District uses needs assessments, the Illinois Quality Framework and Supporting Rubric, a review of individual school data and then creates a Work Plan for School Improvement for each school based upon the ESSA School Designations and the School Report card. Work plans are based upon the student groups identified on the School Designation and School Report card. The district attends quarterly review meetings with ISBE with the principals and DLT in attendance. We help schools secure learning partners that meet the needs of identified support. During Principal PLC, there is a comprehensive review of data and instructional practices to help increase student achievement.

For each program for which funding is anticipated, provide a summary of the needs assessment results. Include the program goal(s) identified through the needs assessment process, as applicable.* Writing space appears if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, save the page, and return to this page.

- i. Identify areas of need related to student achievement, subgroup performance, and resource inequities.
- ii. Include any additional information relevant to this planning document. Provide targeted responses where noted.
- iii. Describe how the needs assessment information will be used for identifying program goals and planning grant activities for each program as applicable.

A. Title I, Part A - Improving Basic Programs

Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, key professional development opportunities for teachers and principals, and nonpublic equitable share (if applicable)

Based on FastBridge data math and reading continue to be primary areas of focus. Phonics and phonemic awareness across grade levels, specifically reading fluency and comprehension, are going to be targeted areas of improvement. We have noticed that students in intermediate grades are struggling tremendously, therefore we will be focusing on early intervention for primary students with continued support for upper elementary into middle school. Our Kindergarten, first, and second grade students are starting on level on numerous areas in math but are struggling to maintain grade-level growth. This continues into the latter years, as our 3rd-8th grade students are below the national average in general math skills and showing below average growth.

Students lack fundamental skills in basic reading and math. Students start in Kindergarten with skill deficits that continue to grow as they progress through the grades. These skills can be addressed with strong tier 1 instruction, but some additional curricular materials, support staff, and training is needed. Some students need more intensive interventions in areas such as phonics, phonemic awareness, reading fluency, reading comprehension, fact fluency, number sense, and computation. These needs can be addressed with targeted interventions, but proper curricular materials and additional staff members are needed to effectively provide those interventions.

The district has shifted to a structured literacy approach and piloted ELA curriculum in the 2025-2026 school year support the shift. After analyzing the data and meeting with teachers, it was determined that teachers have resources, but could benefit from a focus on professional development to address tier 1 instruction will be a priority for the 2026-2027 school year. During these professional development opportunities, the supports needed to properly implement these strategies will be addressed.

Using the structured resources through the newest edition of HMH Reading Curriculum, and our grade-level meeting times, we plan to be able to meet the diverse learning backgrounds of all of our students. The district implemented HMH Reading Curriculum in the 20-21 school year. HMH is now being implemented K-12 grade. Additional training and supports will be needed throughout the school year, the school is targeting schools with new principals.

The district implemented Cengage Learning Math & Me/Big Ideas K-8 for the 2024-2025 school year. Additional professional development opportunities are needed to help the teachers increase their understanding of all the resources within the curriculum and to further develop effective instructional strategies for teaching math. Coordinator and strategist positions for math and literacy are being filled at the district level and will be utilized to focus on professional development and closing the achievement gap for math and literacy.

We are beginning to prioritize a coordinated system of support for the whole child (Social Emotional Learning). The district implemented 7Mindsets District-wide in 2020-2021. This needs to be linked to developing knowledge and skills linked to learning and healthy development outcomes for students. We are continuing to work with some teachers on the transfer of the utilization of data to adjust strategies to meet the needs of the whole child. (Lesson planning, data utilization to guide instruction, student engagement, classroom management). Improving and fostering teacher and student leadership within the school environment, demonstrate respect for all students and teachers, and to be consistent with challenging students to achieve high expectations. (Classroom management, behavioral supports, instructional supports, mentoring of teachers and students). Strengthen quality and consistency of Tier 2 and Tier 3 interventions to provide more targeted academic support to struggling student groups. Expanding trauma-informed training to all staff, including support and specialist staff, as well as supports on MTSS and PBIS. Reorganization at the district level to provide behavioral interventionists and support at the building level was implemented in 2022-2023 to address the opportunity gaps that students face on a daily basis. Continued focus on SEL, MTSS, and PBIS will be a priority as the district is still seeing lingering effects from COVID-19.

B. Title I, Part A - School Improvement Part 1003

Out of the 13 district schools, 3 were designated intensive, 2 comprehensive, 5 targeted, and 3 commendable. Multiple designation indicators were used. IAR ELA and Math, student growth, English learner growth, and absenteeism were among the most prevalent indicators. Designations came from a range of student populations from IEP students, low income, black, to all students. Schools filled out the Illinois Quality Framework Rubrics and used that information to create School Improvement Plans that included SMART goals.

It was found that students lack fundamental skills in basic reading and math. Students start in Kindergarten with skill deficits that continue to grow as they progress through the grades. These skills can be addressed with strong tier 1 instruction, but some additional curricular materials and training is needed. Some students need more intensive interventions in areas such as phonics, phonemic awareness, reading fluency, reading comprehension, fact fluency, number sense, and computation. These needs can be addressed with targeted interventions, but proper curricular materials and additional staff members are needed to effectively provide those interventions.

The district has shifted to a structured literacy approach and piloted ELA curriculum in the 2025-2026 school year to begin to make the shift. After analyzing the data and meeting with teachers, it was determined that teachers have resources, but could benefit from a focus on professional development to address tier 1 instruction will be a priority for the 2026-2027 school year. During these professional development opportunities, the supports needed to properly implement these strategies will be addressed.

Using the structured resources, HMH Reading Curriculum, and our grade-level meeting times, we plan to be able to meet the diverse learning backgrounds of all of our students. The district implemented HMH Reading Curriculum in the 20-21 school year. HMH is now being implemented K-12 grade. Additional training and supports will be needed throughout the school year.

Learning partners were utilized during the 2025-2026 school year. Schools across the district partnered with Illinois Principal Association and Northern Illinois University. Schools will continue to partner with those identified learning partners in 2026-2027.

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

E. Title I, Part D - State Neglected/Delinquent

F. Title II, Part A - Preparing, Training, and Recruiting

Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, reducing class size, key professional development opportunities for teachers and principals, and nonpublic equitable share (if applicable).

The shift to a structured literacy approach will be a primary focus for the district. After analyzing data and meeting with teachers, it was determined that teachers need some additional curriculum to help deliver the standards. The district utilizes HMH Reading Curriculum (Into Reading/Into Literature). Due to the pandemic, more intensive supports for academic instruction are still needed. Teachers have been given the basic structure of balanced literacy however, the resources needed to fully implement this strategy are greatly lacking. Using the structure resources, the HMH classroom materials, and our grade-level meeting times, we plan to be able to meet the diverse learning backgrounds of all students. Additional professional development is needed to ensure the resources are implemented with fidelity. Gradual release is going to be another focus of this academic year. Staff will need appropriate training and support to implement with fidelity.

The district has implemented a Tier 1 math curriculum - Cengage Learning Math & Me/Big Ideas K-8. Some professional development has been provided for the teachers. Additional training is needed to help the teachers increase their understanding of all the resources within the curriculum and to further develop effective instructional strategies for teaching math.

mentoring program has been established to help attract, support, and retain new teachers. This program will continue to develop and grow with the needs of staff.

i. Title III - LIEP

The vast majority of our ELs struggled to Meet or Exceed expectations on IAR and SAT/PSAT. Knowing this information, we know that we have a lot to do to grow and enhance our EL program in Decatur SD 61, one area is to grow the staffing locations using the braiding of other funds to support this program.

We have a wide array of needs to meet for our EL population to be successful. Our EL students come to our district at all levels. Currently, we are utilizing National Geographic for ELA, phonics, and vocabulary for grades K-12. We are also utilizing online materials to focus on deficit areas and to improve ACCESS scores in the 4 domains of the WIDA Standards. We currently have a high number of Spanish and English instructional materials within our main K-8 ESL building, and our new focus is to provide support to our Spanish and Arabic speaking students in their home language. We have decided not to purchase Arabic and Spanish curriculum, but our new series adoption has a Spanish component. We have also purchased supplemental Arabic material but have found that it is difficult to find quality resources. Another focus is a writing program for our students.

Our high school programs have struggled to recruit and retain EL teachers. We are continuing our work to try and build our high school EL program. Knowing all the information above, we have been working on using other avenues to address our deficit areas. This Needs Assessment plan has also given us some potential thoughts and ideas on what instructional materials and professional development are necessary for our staff to best meet the needs of our EL students.

H. Title III - ISEP

I. Title IV, Part A - Student Support and Academic Enrichment

Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps through well-rounded education, improving school conditions for student learning and improving the use of technology, and nonpublic equitable share (if applicable).

Funds are transferred into Title I until Carry-over is received. Title IV funds are blended into Title I to support the employment of staff, especially instructional TAs at the K-2 level. Once carry-over funds are determined, the district may choose to keep some funds in Title IV to support other programming, such as music, arts, and PE.

J. Title V, Part B - Rural and Low Income Schools

K. IDEA, Part B - Flow-Through [1]

Staff responses from the survey indicated a variety of topics to increase their knowledge of special education content instruction and interventions. Staff would like to learn how to best modify the curriculum in order to best meet the needs of their special needs students. Staff would also like to increase their knowledge of special education legal issues, including processes and procedures, and the most appropriate means by which they find the function of students' behaviors. They expressed an increased need to determine ways to support the mental health needs of their students.

Staff reflected on the difficulty of providing quality instruction for IEP services with a lack of qualified staff (i.e. subs).

Parents are generally pleased with the specialized services their students are receiving in the district special education program.

L. IDEA, Part B - Preschool

Staff responses from the survey indicated a variety of topics to increase their knowledge of special education content instruction and interventions. Staff would like to learn how to best modify the curriculum in order to best meet the needs of their special needs students. Staff would also like to increase their knowledge of special education legal issues, including processes and procedures, and the most appropriate means by which they find the function of students' behaviors. They expressed an increased need to determine ways to support the mental health needs of their students.

Staff reflected on the difficulty of providing quality instruction for IEP services with a lack of qualified staff (i.e. subs).

Parents are generally pleased with the specialized services their students are receiving in the district special education program.

Legislative Requirement:

[1] IDEA - 23 IAC Section 1.420(q)

*Required field, applicable for all funding sources selected

Table with 12 columns: Needs Assessment Impact, Stakeholders, Parent and Family Engagement, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements, Youth In Care Stability Plan, Bilingual Service Plan. Includes an 'Instructions' link.

Stakeholder Involvement

STRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

BE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future...
Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments...
Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways...

istrict Goal(s):

Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

Select the types of personnel/groups that were included in the planning process (required stakeholders for various programs as footnoted below).* Check all that apply.

- A. Teachers (1,7,8)
B. Principals (1,7,8)
C. Other school leaders (1,8)
D. Paraprofessionals (1)
E. Specialized instructional support personnel (1,2,3,4,8)
F. Charter school leaders (in a local educational agency that has charter schools) (1)
G. Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8)
H. Parent liaisons
I. Title I director (1)
J. Title II director (1)
K. Bilingual director (Administrator overseeing EL Services) (1,6,8)
L. Title IV director (1)
M. Special Education director
N. Guidance staff
O. Community members and community based organizations (7)
P. Business representatives (2,3,4)
Q. Researchers (7)
R. Institutions of Higher Education (7)
S. Homeless Liaison (1)
T. Other - specify
U. Additional Other - specify

Program Footnotes:

- 1 = Title I, Part A - Improving Basic Programs
2 = Title I, Part D - Neglected
3 = Title I, Part D - Delinquent
4 = Title I, Part D - State Neglected/Delinquent
5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
6 = Title III, including LIEP and ISEP
7 = Title IV, Part A - Student Support and Academic Enrichment
8 = EL - BSP

Articulate how the LEA consulted with the stakeholders identified above in the development of this plan.** Describe how stakeholders' input impacted the final plan submission, as well as references to particular meetings. Note that documentation of stakeholder engagement may be requested during monitoring; keep documentation on file. [1]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

[count] of 7500 maximum characters used
The district re-examined the current plan over a series of months through administrative PLC meetings, administrative walk-throughs, parent advisory meetings, building level PLC meetings, and assessment committee meetings, targeted efforts with individuals were made based on their input for the plan.
Principals scheduled individual building PLC meetings
Administrative PLC meetings held monthly- Discussed ESSA and Title I updates including School-wide plans, early literacy intervention plans, assessment data for planning for next year, discussions on student discipline practices, and social emotional supports for students, along with instructional practices
Superintendent provides communication the Board of Education through weekly and biweekly BOE packets
District Leadership-Weekly Thursday meetings to address any issues and to plan for activities and events

Response from the prior year Consolidated District Plan.
The district re-examined the current plan over a series of months through administrative PLC meetings, administrative walk-throughs, parent advisory meetings, building level PLC meetings, and assessment committee meetings, targeted efforts with individuals were made based on their input for the plan.
Principals scheduled individual building PLC meetings
Administrative PLC meetings- Discussed ESSA and Title I updates including School-wide plans, early literacy intervention plans, assessment data for planning for next year, discussions on student discipline practices, and social emotional supports for students
9/9, 10/7, 12/2, 1/13, 2/3, 3/3, 5/5, 6/2
Superintendent provides communication the Board of Education through weekly and biweekly BOE packets
District Leadership-Weekly Thursday meetings to address any issues and to plan for activities and events

3. Describe the approaches the district will use to include parents and family members in the development of LEA plans including the Title I Parent and Family Engagement Policy so that the plans and related activities represent the needs of varied and diverse populations. **

[2]
For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

[count] of 7500 maximum characters used
The Title I parent involvement plan includes the employment of family liaisons who work with parents/families in the development of positive school relationships with school staff to address potential barriers to student school success. They assist in the coordination and implementation of parent involvement and student activities as appropriate with an emphasis on reaching at-risk students and families. The family liaisons work with school staff and families to provide/link families with needed support services and to facilitate increased school attendance. They make home visits as deemed necessary and serve as an intermediary between school and home to assist in the elimination of situations which could negatively influence student progress. The family liaisons promote, encourage, facilitate, and document opportunities for parent participation. These family involvement committees also influence the IL EMPOWER funds.
Each Title I school hosts a Title I parent meeting to discuss the Title I program at the school. Title I funds are used to host family and community events that promote and encourage parent participation.
In addition we invite multilingual families to participate in the planning of district events and there are interpreters there so that they can be heard and able to participate. Each school has a website that contains important information. Schools utilize social media to reach families, as well as robo-calls. Each Title I school hosts a Title I parent meeting to discuss the Title I program at the school. Title I funds are used to host family and community events that promote and encourage parent participation.
The district has a Parent Advisory committee that provides input and consultation regarding Board policies and procedures for student conduct and student discipline. The Parent Advisory committee meets three times each year. Additionally, the parent-teacher advisory committee provides consultation on the parameters of the law enforcement memorandum of understanding, code of conduct book, and bullying prevention strategies. Title III funds are used to help students that need supplemental supports throughout the school year and summer. The funds are used to help engage and communicate with parents through the process and increase parental involvement through the BPAC committee. The district hosts Bilingual Parent Advisory Council (BPAC) meetings to meet the needs of EL students and to inform parents of district events.

Every school, including the high schools, host open houses annually. Sporting and extra curricular events occur to provide parents with other opportunities to visit the schools and interact with teachers.

Response from the prior year Consolidated District Plan.

The Title I parent involvement plan includes the employment of family liaisons who work with parents/families in the development of positive school relationships with school staff to address potential barriers to student school success. They assist in the coordination and implementation of parent involvement and student activities as appropriate with an emphasis on reaching at-risk students and families. The family liaisons work with school staff and families to provide/link families with needed support services and to facilitate increased school attendance. They make home visits as deemed necessary and serve as an intermediary between school and home to assist in the elimination of situations which could negatively influence student progress. The family liaisons promote, encourage, facilitate, and document opportunities for parent participation. These family involvement committees also influence the IL EMPOWER funds. Each Title I school hosts a Title I parent meeting to discuss the Title I program at the school. Title I funds are used to host family and community events that promote and encourage parent participation. In addition we invite multilingual families to participate in the planning of district events and there are interpreters there so that they can be heard and able to participate.

Describe the activities/strategies the LEA will implement for effective parent and family engagement. Include Title I parent and family engagement required meetings and activities. Also include a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, as applicable. ** [3]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

(Count of 7500 maximum characters used)

Each school has a website that contains important information. Schools utilize social media to reach families, as well as robo-calls. Each Title I school hosts a Title I parent meeting to discuss the Title I program at the school. Title I funds are used to host family and community events that promote and encourage parent participation.

The district has a Parent Advisory committee that provides input and consultation regarding Board policies and procedures for student conduct and student discipline. The Parent Advisory committee meets three times each year. Additionally, the parent-teacher advisory committee provides consultation on the parameters of the law enforcement memorandum of understanding, code of conduct book, and bullying prevention strategies. Title III funds are used to help students that need supplemental supports throughout the school year and summer. The funds are used to help engage and communicate with parents through the process and increase parental involvement through the BPAC committee. The district hosts Bilingual Parent Advisory Council (BPAC) meetings to meet the needs of EL students and to inform parents of district events.

Every school, including the high schools, host open houses annually. Sporting and extra curricular events occur to provide parents with other opportunities to visit the schools and interact with teachers.

Response from the prior year Consolidated District Plan.

Each school has a website that contains important information. Schools utilize social media to reach families, as well as robo-calls. Each Title I school hosts a Title I parent meeting to discuss the Title I program at the school. Title I funds are used to host family and community events that promote and encourage parent participation.

The district has a Parent Advisory committee that provides input and consultation regarding Board policies and procedures for student conduct and student discipline. The Parent Advisory committee meets three times each year. Additionally, the parent-teacher advisory committee provides consultation on the parameters of the law enforcement memorandum of understanding, code of conduct book, and bullying prevention strategies. Title III funds are used to help students that need supplemental supports throughout the school year and summer. The funds are used to help engage and communicate with parents through the process and increase parental involvement through the BPAC committee. The district hosts Bilingual Parent Advisory Council (BPAC) meetings to meet the needs of EL students and to inform parents of district events.

Every school, including the high schools, host open houses annually. Sporting and extra curricular events occur to provide parents with other opportunities to visit the schools and interact with teachers.

Title I Requirement:

n LEA must develop the Title I Plan with timely and meaningful consultation with the stakeholders identified below.

[SEA section 1113\(c\)\(3\)\(A\)](#)

Title III Requirement:

n LEA must develop and implement the plan in consultation with teachers, researchers, school administrators, parent and family members, community members, public or private entities, and institutions of higher education. (Section 121(b)(4)(C))

Legislative References:

- 1] Title I, Part A, Section 1112(a) (1) (A and B) and Section 3121 (b) (4)(C)
- 2] Title I, Part A, Section 1116(a)(2)
- 3] Title I, Part A, Section 1116(a)(2) and Section 1112(b)(7)

Required field

*Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A

Consolidated District Plan

Close Printer Friendly Page

File Upload instructions are linked below. Click here for general page instructions.

Private School Participation

NOTE: This page may remain blank if no private schools are listed or participating in the programs
 NOTE: This page is not applicable to state schools or state-authorized charter schools.

Using the latest available data, private schools within the district's boundaries that are registered with ISBE are pre-populated in the table below. Timely and meaningful consultation with these schools is required by legislation for ESEA Titles I, II, and IV. Any additional newer schools can be added by selecting Create Additional Entries. See separate sections below for more detailed information on completing the table.

Consultation Requirements:

Title I: LEA is required to consult with private schools where LEA-residing students attend. Schools may be located within or outside of district boundaries.

Title II/ IV: LEA is required to consult with private schools located within the LEA boundary.

Will Private Schools participate in the Program?

Yes No

SEA has informed Private Schools of the Title II/Title IV transfer.

Yes No N/A

[Nonpublic School Consultation Form](#)

[Nonpublic School Participation List Form](#)

[Upload Instructions for Private/Nonpublic School Forms](#)

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
St. Teresa High School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text" value="148"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="148"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="button" value="Choose File"/> No file chosen Delete File: <input type="checkbox"/> St T CDP Form.pdf
Unity	<input type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): <input type="text" value="105"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="187"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="button" value="Choose File"/> No file chosen Delete File: <input type="checkbox"/> Unity CDP Form.pdf
Antioch Christian Academy	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text" value="7"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="7"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="button" value="Choose File"/> No file chosen Delete File: <input type="checkbox"/> ACA CDP Form.pdf
Decatur Christian School	<input type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): <input type="text" value="19"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="51"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="button" value="Choose File"/> No file chosen Delete File: <input type="checkbox"/> DCA CDP Form.pdf
St. Patrick Elementary	<input type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): <input type="text" value="38"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="88"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="button" value="Choose File"/> No file chosen Delete File: <input type="checkbox"/> St Pat CDP Form.pdf
Our Lady of Lourdes	<input type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): <input type="text" value="28"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="91"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="button" value="Choose File"/> No file chosen Delete File: <input type="checkbox"/> OLOL CDP Form.pdf
Holy Family School	<input type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): <input type="text" value="17"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="124"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="button" value="Choose File"/> No file chosen Delete File: <input type="checkbox"/> Holy Fam CDP Form.pdf

Comments:

Consolidated District Plan

Consolidated District Plan

Printer-Friendly

[Click to Return to Application Session](#)

County: Macon

Applicant: DECATUR SD 61
Application: 2025-2027 Consolidated District Plan - 00
Type: Original Application
Project Number: 27-CDP-00-39-055-0610-25

Overview	Contact Information	Amendments	Needs Assessment and Programs			Plan Specifics	Assurance Pages	Submit	Application History	Page Lock Control	Application Print	
Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth In Care Stability Plan	Bilingual Service Plan

Parent and Family Engagement

SEA Section 1116(a)(2)

Each Local Educational Agency (LEA) that receives Title I funds shall develop jointly with, agree on with, and distribute to parents and family members of participating children: a written parent and family engagement policy. The policy shall be incorporated into the LEA's Consolidated District Plan, establish the LEA's expectations and objectives for meaningful parent and family involvement, and describe how the LEA will—

- (A) Involve parents and family members in jointly developing the LEA Consolidated District Plan, and the development of support and improvement plans.
- (B) Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
- (C) Coordinate and integrate parent and family engagement strategies with other relevant federal, state and local laws and programs.
- (D) Conduct an annual meeting and evaluate the content and effectiveness of the policy in improving the academic quality of Title I schools, including identifying barriers to greater participation by families and the needs of parents and family members to assist with the learning of their children; and, strategies to support successful school and family interactions.
- (E) Use the findings of the evaluation (D) to design evidence-based strategies for more effective (E) parental involvement, and to revise, if necessary the parent and family engagement policies.
- (F) Involve parents in the activities of the Title I schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by LEA to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

By checking this box, the applicant hereby certifies that they have read, understood, and will comply with the parent and family engagement policy requirements.

Resources:

- [U.S. Department of Education-Parent and Family Engagement Non-Regulatory Guidance](#)
- [Title Grants Administration Parent and Family Engagement Website](#)
- [Parent and Family Engagement Policy Template](#)

Upload a PDF of the District's Parent and Family Engagement Policy. Please use the naming system as noted below.

Convert all the necessary documentation into a single PDF.

Label the document with the region-county-district-type code number of the applicant, followed by a hyphen, then the name of the applicant, followed by a hyphen, followed by PFEPolicy.

Example: ABC School District would name the upload as 01-234-5678-90-ABC-PFEPolicy

DO NOT USE ANY SPACES OR SPECIAL CHARACTERS BESIDES A HYPHEN IN THE NAME.

NOTE: The PDF file size may not exceed 10MB or the upload will fail.

How To Upload A File

Browse your files to locate the required document.

Double-click to display it in the Browser window.

Click on the Upload button.

The name of the uploaded document will display in the area below.

Choose File No file chosen Upload

Any uploaded files will appear below. Until the application is submitted to ISBE, an uploaded document may be deleted using the Delete button below. After submitting to ISBE, any required changes must be submitted separately, adding a version number to the name.

- 01-039-0610-26-DecaturPublicSchools61-PFEPolicy.pdf
- Policy-6170.pdf

Delete Selected Files

Check this box to confirm that the District's Parent and Family Engagement Policy has been uploaded.*

Save Page

Required field

Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Plan
-------------------------	--------------	------------------------------	-------------------------------	------------------------	---------------------	--------------------	--------------------------	---------------------------	----------------------	----------------------------	------------------------------	------------------------

Instructions

Preschool Coordination

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

- ISBE Goals:**
- 1 Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
 - 2 Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
 - 3 Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

Describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs.* [1]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

If the district does not offer early childhood education programs, enter **No Preschool Programs**

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

DPS houses Preschool for All, Preschool Expansion, and Early Childhood Special Ed programs within Pershing Early Learning Center. The Preschool for All and Preschool Expansion programs are prioritized for children who have high risk factors as determined by ISBE. The Macon Platt Special Education program provides services to children aged 3-5 who have IEPs for additional support. Each of these programs is designed to provide equitable access to early education and services for children who have been historically underserved. As such, these programs allow for early identification of social-emotional, academic, and family needs prior to children entering kindergarten. This early identification allows Title funding to be allocated to support these needs through instruction, materials, and professional development.

Response from the approved prior year Consolidated District Plan.

DPS houses Preschool for All, Preschool Expansion, and Early Childhood Special Ed programs within Pershing Early Learning Center. The Preschool for All and Preschool Expansion programs are prioritized for children who have high risk factors as determined by ISBE. The Macon Platt Special Education program provides services to children aged 3-5 who have IEPs for additional support. Each of these programs is designed to provide equitable access to early education and services for children who have been historically underserved. As such, these programs allow for early identification of social-emotional, academic, and family needs prior to children entering kindergarten. This early identification allows Title funding to be allocated to support these needs through instruction, materials, and professional development.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

1] Title I, Part A, Section 1112(b)(8)

*Required field for Title I and/or IDEA Preschool

Table with 12 columns: Needs Assessment Impact, Stakeholders, Parent and Family Engagement, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title Specific Pages, IDEA Specific Requirements, Youth in Care Stability Plan, Bilingual Service Plan. Includes an 'Instructions' button.

Student Achievement and Timely Graduation

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

- ISBE Goals:
1 Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future...
2 Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments...
3 Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways...

District Goal(s): Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Describe the well-rounded instructional program to meet the academic and language needs of all students and how the district will develop and implement the program(s).* [1]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
([count] of 7500 maximum characters used)
The district restructured the Professional Development Institute (PDI) department to allow for more assistance district wide, including an EL Coordinator. Teaching assistants support a well-rounded education. The teaching assistants work in one-on-one and small group situations with students. It was recognized that the need for teaching assistants increased, so there will be a focus of additional teaching assistants, primarily K-2. The PDI staff and assistants work with students and teachers with various activities designed to increase student performance in reading, writing, spelling, mathematics, and speaking. They work collaboratively with teachers in the classrooms and perform instructional duties that are focused on evidence-based best practices and data-driven decision-making. PDI staff assist teachers with developing instructional strategies and goals for students. Educational media staff and research and evaluation staff provide support for 1:1 implementation in the classroom, as well as assisting teachers with utilizing up to date student data to make instructional decisions. Professional learning communities allow for communication and data-sharing, as well as providing a forum for updates and reviewing implementation of strategies. In the K-6 setting there are 90 minute instructional blocks for ELA and Math that are supported through PDI and Teaching Assistants.
Parent/family education about student achievement and meaningful involvement drives the activities planned across the district. A parent/family education goal is required as part of each school's continuous school improvement plan. The District and each school will include a parent education column in their newsletters and include information on their webpages. The District will maintain parent education pieces on its Public Education channel. The District sets the expectation that each school will achieve 100% parent participation in student/parent conferences and at least one parent education activity. Activities sponsored at the District and/or school level will include open forums, community meetings, and focus groups. Parent liaisons and family community outreach personnel provide the impetus for parent involvement and participation. Their work addresses communicating policies and expectations (especially concerning attendance and truancy), facilitating support services, and cultivating and maintaining positive relationships between school, home, and the community.
Professional learning community activities remain the source of collaborative work within the district/school. Professional learning opportunities focus on processes and practices to attain the four major questions. (1. What do you want all students to know and be able to do. 2. How will you know if they learned it? 3. How will you respond when some students don't learn? 4. How will you extend the learning for students that are already proficient?) Schools participate in professional learning opportunities (both internally and outside of the district) that promote curricular and instructional excellence. Building-level embedded professional learning is driven by specific student learning data, collected at the classroom and school level.
The district offers summer learning opportunities to students from kindergarten to 8th grade. This includes providing staff (certified and support) to support implementation, transportation for students, professional learning for staff, and appropriate materials to assure an exemplary program. The District supports kindergarten transition summer programs, summer learning camp and enrichment camps, as well as a middle school camp experience. Supporting extended learning opportunities through reallocation of resources (financial, materials, and human capital), is essential to student success. Additionally, programming as outlined in the state and federal guidelines for schools requiring intervention is put into place. The district also provides support for High School students through credit recovery and in-person teaching.
The District has a strong commitment to digital learning and ensuring individual learning devices are being used purposefully to prepare students with 21st Century skills. This includes, but is not limited to the purchase of individualized learning devices and other technology tools for staff and students, upgrades to the infrastructure to support the learning, and the tools to ensure connectivity to wireless Internet. Professional learning accompanies the installation and the expected use of each type of new technology. Technology tools are used to enhance instructional practices, facilitate collaboration, and take advantage of the global classroom. Professional learning is provided to assure appropriate use of devices by staff and students.

Response from the prior year Consolidated District Plan.
The district restructured the Professional Development Institute (PDI) department to allow for more assistance district wide, including an EL Coordinator. Teaching assistants support a well-rounded education. The teaching assistants work in one-on-one and small group situations with students. It was recognized that the need for teaching assistants increased, so there will be a focus of additional teaching assistants, primarily K-2. The PDI staff and assistants work with students and teachers with various activities designed to increase student performance in reading, writing, spelling, mathematics, and speaking. They work collaboratively with teachers in the classrooms and perform instructional duties that are focused on evidence-based best practices and data-driven decision-making. PDI staff assist teachers with developing instructional strategies and goals for students. Educational media staff and research and evaluation staff provide support for 1:1 implementation in the classroom, as well as assisting teachers with utilizing up to date student data to make instructional decisions. Professional learning communities allow for communication and data-sharing, as well as providing a forum for updates and reviewing implementation of strategies. In the K-6 setting there are 90 minute instructional blocks for ELA and Math that are supported through PDI and Teaching Assistants.
Parent/family education about student achievement and meaningful involvement drives the activities planned across the district. A parent/family education goal is required as part of each school's continuous school improvement plan. The District and each school will include a parent education column in their newsletters and include information on their webpages. The District will maintain parent education pieces on its Public Education channel. The District sets the expectation that each school will achieve 100% parent participation in student/parent conferences and at least one parent education activity. Activities sponsored at the District and/or school level will include open forums, community meetings, and focus groups. Parent liaisons and family community outreach personnel provide the impetus for parent involvement and participation. Their work addresses communicating policies and expectations (especially concerning attendance and truancy), facilitating support services, and cultivating and maintaining positive relationships between school, home, and the community.
Professional learning community activities remain the source of collaborative work within the district/school. Professional learning opportunities focus on processes and practices to attain the four major questions. (1. What do you want all students to know and be able to do. 2. How will you know if they learned it? 3. How will you respond when some students don't learn? 4. How will you extend the learning for students that are already proficient?) Schools participate in professional learning opportunities (both internally and outside of the district) that promote curricular and instructional excellence. Building-level embedded professional learning is driven by specific student learning data, collected at the classroom and school level.
The district offers summer learning opportunities to students from kindergarten to 8th grade. This includes providing staff (certified and support) to support implementation, transportation for students, professional learning for staff, and appropriate materials to assure an exemplary program. The District supports kindergarten transition summer programs, summer learning camp and enrichment camps, as well as a middle school camp experience. Supporting extended learning opportunities through reallocation of resources (financial, materials, and human capital), is essential to student success. Additionally, programming as outlined in the state and federal guidelines for schools requiring intervention is put into place. The district also provides support for High School students through credit recovery and in-person teaching.
The District has a strong commitment to digital learning and ensuring individual learning devices are being used purposefully to prepare students with 21st Century skills. This includes, but is not limited to the purchase of individualized learning devices and other technology tools for staff and students, upgrades to the infrastructure to support the learning, and the tools to ensure connectivity to wireless Internet. Professional learning accompanies the installation and the expected use of each type of new technology. Technology tools are used to enhance instructional practices, facilitate collaboration, and take advantage of the global classroom. Professional learning is provided to assure appropriate use of devices by staff and students.

2. List and describe the measures the district takes to use and create the identification criteria for students at risk of failure.* Include criteria for low-income, EL, special education, neglected, and delinquent as applicable to the district. [2]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
([count] of 7500 maximum characters used)
Decatur Public Schools uses multiple sources of student data to make decisions about instructional needs. These sources are dependent upon grade levels and content areas and include both normative national assessments and standards-based local assessments.
Elementary
-FastBridge Assessment
-Classroom-Based Assessments
Intermediate
-FastBridge Assessment
-Classroom-Based Assessments
-Illinois Science Assessment (5th Grade)
Middle School
-FastBridge Assessment
-Illinois Science Assessment (8th Grade)
-Content-Area Assessments
Academic screening will be done three times per year using FastBridge. The Illinois Assessment for Readiness, the Illinois Science Assessments, PSAT, and SAT are all done yearly. All other local assessments can be done as frequently as needed.
Collaborative analysis of student data follows the protocols set forth in the DPS Framework and involves the grade-level/content-area team, instructional coordinators, and building administrators. The student data analysis results in an instructional plan for meeting the needs of all students. It includes whole-class, small group, and individualized instruction

Response from the prior year Consolidated District Plan.
Decatur Public Schools uses multiple sources of student data to make decisions about instructional needs. These sources are dependent upon grade levels and content areas and include both normative national assessments and standards-based local assessments.
Elementary
-FastBridge Assessment
-Classroom-Based Assessments
Intermediate
-FastBridge Assessment
-Classroom-Based Assessments
-Illinois Science Assessment (5th Grade)
Middle School
-FastBridge Assessment
-Illinois Science Assessment (8th Grade)
-Content-Area Assessments
Academic screening will be done three times per year using FastBridge. The Illinois Assessment for Readiness, the Illinois Science Assessments, PSAT, and SAT are all done yearly. All other local assessments can be done as frequently as needed.
Collaborative analysis of student data follows the protocols set forth in the DPS Framework and involves the grade-level/content-area team, instructional coordinators, and building administrators. The student data analysis results in an instructional plan for meeting the needs of all students. It includes whole-class, small group, and individualized instruction

3. Describe the additional and supplemental education assistance (resources and/or programming) to be provided to individual students needing additional help meeting the challenging State academic and language standards. This includes a description of any additional and supplemental instructional assistance designed to assist English learners and immigrant students to access academic content and develop language proficiency, as applicable.* [3]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
([count] of 7500 maximum characters used)
The District reorganized the capacity of PDI. The goal is to have more of a district focus and supports that will be more content specific to help drive instruction.
The district is a focus of increasing the number of teaching assistants to provide more support in the classroom. Due to COVID-19 we have noticed students struggling in reading, writing, and math, and needing additional social emotional supports.

The Directors of Teaching and Learning and the ELA teacher strategists will work closely together to carry out the literacy plan for the district. The District is committed to ensuring all students are reading at or above grade level by third grade. To achieve this goal, the District is implementing the necessary structures, supports, and resources at the primary grade levels to improve our students' literacy skills. For example, it is the focus of the district to provide a teaching assistant for all classrooms K-2.

Title I schools use problem solving teams to identify students who need interventions and additional assistance. The interventions and academic goals are specifically designed for those students based on the deficit skill(s). Targeted assistance is provided in Math and ELA for students that are demonstrating difficulty mastering the curriculum. Targeted interventions are provided both during the school day as well as after school. Finally, targeted interventions are provided during summer months to help students be better prepared for the next grade level in both ELA and Math in the middle school grades.

The district offers RTI (response to intervention), tutoring, a new-comers class for those that are EL students, and specific resource classes to EL students that may face challenging academic areas. Teachers of EL students are provided multiple professional development opportunities through IRC to improve and strengthen their instructional strategies.

Response from the prior year Consolidated District Plan.

The district reorganized the capacity of PDI. The goal is to have more of a district focus and supports that will be more content specific to help drive instruction.

There is a focus of increasing the number of teaching assistants to provide more support in the classroom. Due to COVID-19 we have noticed students struggling in reading, writing, and math, and needing additional social emotional supports.

The Directors of Teaching and Learning and the ELA teacher strategists will work closely together to carry out the literacy plan for the district. The District is committed to ensuring all students are reading at or above grade level by third grade. To achieve this goal, the District is implementing the necessary structures, supports, and resources at the primary grade levels to improve our students' literacy skills. For example, it is the focus of the district to provide a teaching assistant for all classrooms K-2.

Title I schools use problem solving teams to identify students who need interventions and additional assistance. The interventions and academic goals are specifically designed for those students based on the deficit skill(s). Targeted assistance is provided in Math and ELA for students that are demonstrating difficulty mastering the curriculum. Targeted interventions are provided both during the school day as well as after school. Finally, targeted interventions are provided during summer months to help students be better prepared for the next grade level in both ELA and Math in the middle school grades.

The district offers RTI (response to intervention), tutoring, a new-comers class for those that are EL students, and specific resource classes to EL students that may face challenging academic areas. Teachers of EL students are provided multiple professional development opportunities through IRC to improve and strengthen their instructional strategies.

4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning and how these are implemented. This includes a description of any additional supplemental instructional activities and strategies designed to strengthen academic and language programs for English learners and immigrant students, as applicable.* [4]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

[[count] of 7500 maximum characters used]

Providing instructional support for students is accomplished in several ways in Title I schools. We will be utilizing staff from PDI to provide targeted assistance to teachers and students through modeling lessons, co-teaching, providing one on one support to new teachers as well as providing instructional strategies for implementing technology into the classroom. Title I K-2 grade Teaching Assistants provide instructional support working in one-on-one and small group situations with students. There were additional employees hired in FY23-24 to provide services. They assist students and teachers with various activities designed to increase student performance in reading, writing, spelling, mathematics, and speaking. They work collaboratively with teachers in the classrooms and perform instructional duties that are focused on evidenced-based best practices and data-driven decision-making.

All schools will be utilizing HMH Reading Curriculum (Into Reading/Into Literature) for the 26-27 school year for grades k-8.

All district professional development for EL students will take place early fall as well as other professional opportunities for staff directly serving ELs. There is a coordinator of English Language house at our PDI that will attend a bilingual conference to provide services for the district.

Response from the prior year Consolidated District Plan.

Providing instructional support for students is accomplished in several ways in Title I schools. We will be utilizing staff from PDI to provide targeted assistance to teachers and students through modeling lessons, co-teaching, providing one on one support to new teachers as well as providing instructional strategies for implementing technology into the classroom. Title I K-2 grade Teaching Assistants provide instructional support working in one-on-one and small group situations with students. There were additional employees hired in FY23-24 to provide services. They assist students and teachers with various activities designed to increase student performance in reading, writing, spelling, mathematics, and speaking. They work collaboratively with teachers in the classrooms and perform instructional duties that are focused on evidenced-based best practices and data-driven decision-making.

All schools will be utilizing HMH Reading Curriculum (Into Reading/Into Literature) for the 25-26 school year for grades k-8.

All district professional development for EL students will take place early fall as well as other professional opportunities for staff directly serving ELs. There is a coordinator of English Language house at our PDI that will attend a bilingual conference to provide services for the district.

5. Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. [5]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

[[count] of 7500 maximum characters used]

The district relies on board policy 5:190 Professional Personnel Teacher Qualifications

A teacher, as the term is used in this policy, refers to a District employee who is required to be licensed under State law. The following qualifications apply:

1. Each teacher must:

- Have a valid Illinois Professional Educator License issued by the State Superintendent of Education with the required endorsements as provided in the School Code.
- Provide the District Office with a complete transcript of credits earned in institutions of higher education.
- On or before September 1 of each year, unless otherwise provided in an applicable collective bargaining agreement, provide the District Office with a transcript of an credits earned since the date the last transcript was filed.
- Notify the Superintendent of any change in the teacher's transcript.

2. All teachers working in a program supported with federal funds under Title I, Part A must meet applicable State certification and licensure requirements.

The Superintendent or designee shall:

- Monitor compliance with State and federal law requirements that teachers be appropriately licensed;
- Through incentives for voluntary transfers, professional development, recruiting programs, or other effective strategies, ensure that minority students and students from low-income families are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers; and
- Ensure parents/guardians of students in schools receiving Title I funds are notified of their right to request their students' classroom teachers' professional qualifications.

Response from the prior year Consolidated District Plan.

he district relies on board policy 5:190 Professional Personnel Teacher Qualifications

A teacher, as the term is used in this policy, refers to a District employee who is required to be licensed under State law. The following qualifications apply:

1. Each teacher must:

- Have a valid Illinois Professional Educator License issued by the State Superintendent of Education with the required endorsements as provided in the School Code.
- Provide the District Office with a complete transcript of credits earned in institutions of higher education.
- On or before September 1 of each year, unless otherwise provided in an applicable collective bargaining agreement, provide the District Office with a transcript of an credits earned since the date the last transcript was filed.
- Notify the Superintendent of any change in the teacher's transcript.

2. All teachers working in a program supported with federal funds under Title I, Part A must meet applicable State certification and licensure requirements.

The Superintendent or designee shall:

- Monitor compliance with State and federal law requirements that teachers be appropriately licensed;
- Through incentives for voluntary transfers, professional development, recruiting programs, or other effective strategies, ensure that minority students and students from low-income families are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers; and
- Ensure parents/guardians of students in schools receiving Title I funds are notified of their right to request their students' classroom teachers' professional qualifications.

6. Describe the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop digital literacy skills and improve academic achievement. [6]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

[[count] of 7500 maximum characters used]

Through the libraries, the district provides access to the following digital database resources: Gale Databases, World Book Encyclopedia Online. The library staff provides instruction on these resources to students and staff so that they can use them to fit their learning needs.

Using databases, students learn to locate needed information from credible, up-to-date resources for research or other learning. These resources are integrated with other digital tools, including Google Drive, and provide access to additional resources within the database sites. Resources are chosen based on curriculum needs within the district and support learning at a variety of levels.

Our goal in the library is to get reading materials in students' hands and encourage reading by any format. Our physical resources and access to the databases offer additional ways for students to read during and outside of the school day. Reading practice improves reading skills, and availability of reading material, in a variety of formats, encourages students read as often as they can. The district supports the reading initiative of Success, which is funded by the Decatur Foundation. The district has focused on purchasing multicultural and current classroom and school level libraries.

Response from the prior year Consolidated District Plan.

Through the libraries, the district provides access to the following digital database resources: Gale Databases, World Book Encyclopedia Online. The library staff provides instruction on these resources to students and staff so that they can use them to fit their learning needs.

Using databases, students learn to locate needed information from credible, up-to-date resources for research or other learning. These resources are integrated with other digital tools, including Google Drive, and provide access to additional resources within the database sites. Resources are chosen based on curriculum needs within the district and support learning at a variety of levels.

Our goal in the library is to get reading materials in students' hands and encourage reading by any format. Our physical resources and access to the databases offer additional ways for students to read during and outside of the school day. Reading practice improves reading skills, and availability of reading material, in a variety of formats, encourages students read as often as they can. The district supports the reading initiative of Success, which is funded by the Decatur Foundation. The district has focused on purchasing multicultural and current classroom and school level libraries.

7. Describe how the district will identify and serve gifted and talented students by using objective criteria. [7]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

[[count] of 7500 maximum characters used]

The district uses the CogAT test given in the 2nd grade to identify gifted and talented students. Instructional specialists provide support to classroom teachers in helping identify differentiation strategies to serve the needs of gifted students. The gifted and talented students are then given the opportunity to attend a four-week summer camp providing opportunities to explore creative problem solving and collaborative skills

Response from the prior year Consolidated District Plan.

The district uses the CogAT test given in the 2nd grade to identify gifted and talented students. Instructional specialists provide support to classroom teachers in helping identify differentiation strategies to serve the needs of gifted students. The gifted and talented students are then given the opportunity to attend a four-week summer camp providing opportunities to explore creative problem solving and collaborative skills

Title I Requirements:

Ensure that all children receive a high-quality education.

Close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Legislative References:

[1] Title I, Part A, Section 1112(b)(1)(A)

[2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646

[4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646

[5] Title I, Part A, Section 1112(b)(2)

[6] Title I, Part A, Section 1112(b)(13)(B)

[7] Title I, Part A, Section 1112(b)(13)(A)

Table with 12 columns: Needs Assessment Impact, Stakeholders, Parent and Family Engagement, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title Specific Pages, IDEA Specific Requirements, Youth in Care Stability Plan, Bilingual Service Plan

Instructions

Student Achievement and Timely Graduation

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

SBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future...
Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments...
Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways...

District Goal(s):

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Describe the well-rounded instructional program to meet the academic and language needs of all students and how the district will develop and implement the program(s).* [1]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
([count] of 7500 maximum characters used)
The district restructured the Professional Development Institute (PDI) department to allow for more assistance district wide, including an ELL Strategist Teaching assistants support a well-rounded education...

Parent/family education about student achievement and meaningful involvement drives the activities planned across the district. A parent/family education goal is required as part of each school's continuous school improvement plan...

Professional learning community activities remain the source of collaborative work within the district/school. Professional learning opportunities focus on processes and practices to attain the four major questions...

The district offers summer learning opportunities to students from kindergarten to 8th grade. This includes providing staff (certified and support) to support implementation, transportation for students, professional learning for staff, and appropriate materials to assure an exemplary program...

The District has a strong commitment to digital learning and ensuring individual learning devices are being used purposefully to prepare students with 21st Century skills. This includes, but is not limited to the purchase of individualized learning devices and other technology tools for staff and students...

Response from the prior year Consolidated District Plan.
The district restructured the Professional Development Institute (PDI) department to allow for more assistance district wide, including an EL Coordinator. Teaching assistants support a well-rounded education...

Parent/family education about student achievement and meaningful involvement drives the activities planned across the district. A parent/family education goal is required as part of each school's continuous school improvement plan...

Professional learning community activities remain the source of collaborative work within the district/school. Professional learning opportunities focus on processes and practices to attain the four major questions...

The district offers summer learning opportunities to students from kindergarten to 8th grade. This includes providing staff (certified and support) to support implementation, transportation for students, professional learning for staff, and appropriate materials to assure an exemplary program...

The District has a strong commitment to digital learning and ensuring individual learning devices are being used purposefully to prepare students with 21st Century skills. This includes, but is not limited to the purchase of individualized learning devices and other technology tools for staff and students...

2. List and describe the measures the district takes to use and create the identification criteria for students at risk of failure.* Include criteria for low-income, EL, special education, neglected, and delinquent as applicable to the district. [2]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
([count] of 7500 maximum characters used)
Decatur Public Schools uses multiple sources of student data to make decisions about instructional needs. These sources are dependent upon grade levels and content areas and include both normative national assessments and standards-based local assessments.

- Elementary
-FastBridge Assessment
-Classroom-Based Assessments
Intermediate
-STAR and FastBridge Assessment
-Classroom-Based Assessments
-Illinois Science Assessment (5th Grade)
Middle School
-STAR Assessment
-Illinois Science Assessment (8th Grade)
-Content-Area Assessments

Academic screening will be done three times per year using FastBridge. The Illinois Assessment for Readiness, the Illinois Science Assessments, PSAT, and SAT are all done yearly. All other local assessments can be done as frequently as needed.
Collaborative analysis of student data follows the protocols set forth in the DPS Framework and involves the grade-level/content-area team, instructional coordinators, and building administrators. The student data analysis results in an instructional plan for meeting the needs of all students. It includes whole-class, small group, and individualized instruction

Response from the prior year Consolidated District Plan.
Decatur Public Schools uses multiple sources of student data to make decisions about instructional needs. These sources are dependent upon grade levels and content areas and include both normative national assessments and standards-based local assessments.

- Elementary
-FastBridge Assessment
-Classroom-Based Assessments
Intermediate
-FastBridge Assessment
-Classroom-Based Assessments
-Illinois Science Assessment (5th Grade)
Middle School
-FastBridge Assessment
-Illinois Science Assessment (8th Grade)
-Content-Area Assessments

Academic screening will be done three times per year using FastBridge. The Illinois Assessment for Readiness, the Illinois Science Assessments, PSAT, and SAT are all done yearly. All other local assessments can be done as frequently as needed.
Collaborative analysis of student data follows the protocols set forth in the DPS Framework and involves the grade-level/content-area team, instructional coordinators, and building administrators. The student data analysis results in an instructional plan for meeting the needs of all students. It includes whole-class, small group, and individualized instruction

3. Describe the additional and supplemental education assistance (resources and/or programming) to be provided to individual students needing additional help meeting the challenging State academic and language standards. This includes a description of any additional and supplemental instructional assistance designed to assist English learners and immigrant students to access academic content and develop language proficiency, as applicable.* [3]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
([count] of 7500 maximum characters used)
The district reorganized the capacity of PDI. The goal is to have more of a district focus and supports that will be more content specific to help drive instruction.
There is a focus of increasing the number of teaching assistants to provide more support in the classroom. Since COVID-19 we have noticed students struggling in reading, writing, and math, and needing additional social emotional supports.

The Directors of Teaching and Learning and the Teaching & Learning Strategists will work closely together to carry out the literacy plan for the district. The District is committed to ensuring all students are reading at or above grade level by third grade. To achieve this goal, the District is implementing the necessary structures, supports, and resources at the primary grade levels to improve our students' literacy skills. For example, it is the focus of the district to provide a teaching assistant for all classrooms K-2.

Title I schools use problem solving teams to identify students who need interventions and additional assistance. The interventions and academic goals are specifically designed for those students based on the deficit skill(s). Targeted assistance is provided in Math and ELA for students that are demonstrating difficulty mastering the curriculum. Targeted interventions are provided both during the school day as well as after school. Finally, targeted interventions are provided during summer months to help students be better prepared for the next grade level in both ELA and Math in the middle school grades.

The district offers RTI (response to intervention), tutoring, a new-comers class for those that are EL students, and specific resource classes to EL students that may face challenging academic areas. Teachers of EL students are provided multiple professional development opportunities through IRC to improve and strengthen their instructional strategies.

Response from the prior year Consolidated District Plan.

The district reorganized the capacity of PDI. The goal is to have more of a district focus and supports that will be more content specific to help drive instruction.

There is a focus of increasing the number of teaching assistants to provide more support in the classroom. Due to COVID-19 we have noticed students struggling in reading, writing, and math, and needing additional social emotional supports.

The Directors of Teaching and Learning and the ELA teacher strategists will work closely together to carry out the literacy plan for the district. The District is committed to ensuring all students are reading at or above grade level by third grade. To achieve this goal, the District is implementing the necessary structures, supports, and resources at the primary grade levels to improve our students' literacy skills. For example, it is the focus of the district to provide a teaching assistant for all classrooms K-2.

Title I schools use problem solving teams to identify students who need interventions and additional assistance. The interventions and academic goals are specifically designed for those students based on the deficit skill(s). Targeted assistance is provided in Math and ELA for students that are demonstrating difficulty mastering the curriculum. Targeted interventions are provided both during the school day as well as after school. Finally, targeted interventions are provided during summer months to help students be better prepared for the next grade level in both ELA and Math in the middle school grades.

The district offers RTI (response to intervention), tutoring, a new-comers class for those that are EL students, and specific resource classes to EL students that may face challenging academic areas. Teachers of EL students are provided multiple professional development opportunities through IRC to improve and strengthen their instructional strategies.

4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning and how these are implemented. This includes a description of any additional supplemental instructional activities and strategies designed to strengthen academic and language programs for English learners and immigrant students, as applicable.* [4]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Providing instructional support for students is accomplished in several ways in Title I schools. We will be utilizing staff from PDI to provide targeted assistance to teachers and students through modeling lessons, co-teaching, providing one on one support to new teachers as well as providing instructional strategies for implementing technology into the classroom. Title I K-2 grade Teaching Assistants provide instructional support working in one-on-one and small group situations with students. There were additional employees hired in FY23-24 to provide services. They assist students and teachers with various activities designed to increase student performance in reading, writing, spelling, mathematics, and speaking. They work collaboratively with teachers in the classrooms and perform instructional duties that are focused on evidenced-based best practices and data-driven decision-making.

All schools will be utilizing HMH Reading Curriculum (Into Reading/Into Literature) for the 26-27 school year for grades k-8.

All district professional development for EL students will take place early fall as well as other professional opportunities for staff directly serving ELs. There is a coordinator of English Language house at our PDI that will attend a bilingual conference to provide services for the district.

Response from the prior year Consolidated District Plan.

Providing instructional support for students is accomplished in several ways in Title I schools. We will be utilizing staff from PDI to provide targeted assistance to teachers and students through modeling lessons, co-teaching, providing one on one support to new teachers as well as providing instructional strategies for implementing technology into the classroom. Title I K-2 grade Teaching Assistants provide instructional support working in one-on-one and small group situations with students. There were additional employees hired in FY23-24 to provide services. They assist students and teachers with various activities designed to increase student performance in reading, writing, spelling, mathematics, and speaking. They work collaboratively with teachers in the classrooms and perform instructional duties that are focused on evidenced-based best practices and data-driven decision-making.

All schools will be utilizing HMH Reading Curriculum (Into Reading/Into Literature) for the 25-26 school year for grades k-8.

All district professional development for EL students will take place early fall as well as other professional opportunities for staff directly serving ELs. There is a coordinator of English Language house at our PDI that will attend a bilingual conference to provide services for the district.

5. Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. [5]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

The district relies on board policy 5:190 Professional Personnel Teacher Qualifications

A teacher, as the term is used in this policy, refers to a District employee who is required to be licensed under State law. The following qualifications apply:

1. Each teacher must:

- Have a valid Illinois Professional Educator License issued by the State Superintendent of Education with the required endorsements as provided in the School Code.
- Provide the District Office with a complete transcript of credits earned in institutions of higher education.
- On or before September 1 of each year, unless otherwise provided in an applicable collective bargaining agreement, provide the District Office with a transcript of an credits earned since the date the last transcript was filed.
- Notify the Superintendent of any change in the teacher's transcript.

2. All teachers working in a program supported with federal funds under Title I, Part A must meet applicable State certification and licensure requirements.

The Superintendent or designee shall:

- Monitor compliance with State and federal law requirements that teachers be appropriately licensed;
- Through incentives for voluntary transfers, professional development, recruiting programs, or other effective strategies, ensure that minority students and students from low-income families are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers; and
- Ensure parents/guardians of students in schools receiving Title I funds are notified of their right to request their students' classroom teachers' professional qualifications.

Response from the prior year Consolidated District Plan.

he district relies on board policy 5:190 Professional Personnel Teacher Qualifications

A teacher, as the term is used in this policy, refers to a District employee who is required to be licensed under State law. The following qualifications apply:

1. Each teacher must:

- Have a valid Illinois Professional Educator License issued by the State Superintendent of Education with the required endorsements as provided in the School Code.
- Provide the District Office with a complete transcript of credits earned in institutions of higher education.
- On or before September 1 of each year, unless otherwise provided in an applicable collective bargaining agreement, provide the District Office with a transcript of an credits earned since the date the last transcript was filed.
- Notify the Superintendent of any change in the teacher's transcript.

2. All teachers working in a program supported with federal funds under Title I, Part A must meet applicable State certification and licensure requirements.

The Superintendent or designee shall:

- Monitor compliance with State and federal law requirements that teachers be appropriately licensed;
- Through incentives for voluntary transfers, professional development, recruiting programs, or other effective strategies, ensure that minority students and students from low-income families are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers; and
- Ensure parents/guardians of students in schools receiving Title I funds are notified of their right to request their students' classroom teachers' professional qualifications.

6. Describe the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop digital literacy skills and improve academic achievement. [6]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Through the libraries, the district provides access to the following digital database resources: Gale Databases, World Book Encyclopedia Online. The library staff provides instruction on these resources to students and staff so that they can use them to fit their learning needs.

Using databases, students learn to locate needed information from credible, up-to-date resources for research or other learning. These resources are integrated with other digital tools, including Google Drive, and provide access to additional resources within the database suites. Resources are chosen based on curriculum needs within the district and support learning at a variety of levels.

Our goal in the library is to get reading materials in students' hands and encourage reading by any format. Our physical resources and access to the databases offer additional ways for students to read during and outside of the school day. Reading practice improves reading skills, and availability of reading material, in a variety of formats, encourages students read as often as they can. The district supports the reading initiative of Success, which is funded by the Decatur Foundation. The district has focused on purchasing multicultural and current classroom and school level libraries.

Response from the prior year Consolidated District Plan.

Through the libraries, the district provides access to the following digital database resources: Gale Databases, World Book Encyclopedia Online. The library staff provides instruction on these resources to students and staff so that they can use them to fit their learning needs.

Using databases, students learn to locate needed information from credible, up-to-date resources for research or other learning. These resources are integrated with other digital tools, including Google Drive, and provide access to additional resources within the database suites. Resources are chosen based on curriculum needs within the district and support learning at a variety of levels.

Our goal in the library is to get reading materials in students' hands and encourage reading by any format. Our physical resources and access to the databases offer additional ways for students to read during and outside of the school day. Reading practice improves reading skills, and availability of reading material, in a variety of formats, encourages students read as often as they can. The district supports the reading initiative of Success, which is funded by the Decatur Foundation. The district has focused on purchasing multicultural and current classroom and school level libraries.

7. Describe how the district will identify and serve gifted and talented students by using objective criteria. [7]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

The district uses the CogAT test given in the 2nd grade to identify gifted and talented students. Instructional specialists provide support to classroom teachers in helping identify differentiation strategies to serve the needs of gifted students. The gifted and talented students are then given the opportunity to attend a four-week summer camp providing opportunities to explore creative problem solving and collaborative skills

Response from the prior year Consolidated District Plan.

The district uses the CogAT test given in the 2nd grade to identify gifted and talented students. Instructional specialists provide support to classroom teachers in helping identify differentiation strategies to serve the needs of gifted students. The gifted and talented students are then given the opportunity to attend a four-week summer camp providing opportunities to explore creative problem solving and collaborative skills

Title I Requirements:

Ensure that all children receive a high-quality education.

Close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Legislative References:

[1] Title I, Part A, Section 1112(b)(1)(A)

[2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646

[4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646

[5] Title I, Part A, Section 1112(b)(2)

[6] Title I, Part A, Section 1112(b)(13)(B)

[7] Title I, Part A, Section 1112(b)(13)(A)

Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Plan
-------------------------	--------------	------------------------------	-------------------------------	------------------------	---------------------	--------------------	--------------------------	---------------------------	------------------------	----------------------------	------------------------------	------------------------

College and Career Readiness

Instructions

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Describe how the district will facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable, through:* [1]

- i. Coordination with institutions of higher education, employers, and other local partners;* and**
- ii. Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.***

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

[[count] of 7500 maximum characters used]

Students study career and industry opportunities while in middle school. There is vertical alignment of areas of focus within careers and industry that we have course opportunities for study in high school. Students begin to have a better idea of what courses they would like to take to continue to develop their interests even prior to entering high school. Middle school students take a course in project based learning in which they learn various skills to help them be more successful in group work and in their high school coursework.

The freshman counselor and freshman community assistant principal involve students and their parents in a guidance and advisement system that develops positive relationships and ensures completion of a program of study with an academic or career/technical concentration. They provide each student with a mentor throughout high school to assist with setting goals, selecting courses, reviewing the student's progress and suggesting appropriate interventions as necessary.

All freshmen are enrolled in Freshman Seminar which is designed to enhance reading and language skills. It provides students with the strategies for improving skills in the areas of comprehension and vocabulary. Students read a variety of materials, including non-fiction, short stories, magazine and newspaper articles, selections from varied academic disciplines, and books. This diverse reading material gives students practice with specific strategies for reading more effectively and efficiently. Students are expected to apply these tips and strategies to the reading they do in other classes. Mini-workshops are presented throughout the seminar to address such topics as motivation, goal setting, and study skills. The seminar will also address social issues that affect freshmen as they begin to explore high school and postsecondary planning. Freshman Seminar is designed to help students with academic and personal demands during their transition to high school - and to help ensure their educational success.

Response from the approved prior year Consolidated District Plan.

Students study career and industry opportunities while in middle school. There is vertical alignment of areas of focus within careers and industry that we have course opportunities for study in high school. Students begin to have a better idea of what courses they would like to take to continue to develop their interests even prior to entering high school. Middle school students take a course in project based learning in which they learn various skills to help them be more successful in group work and in their high school coursework.

The freshman counselor and freshman community assistant principal involve students and their parents in a guidance and advisement system that develops positive relationships and ensures completion of a program of study with an academic or career/technical concentration. They provide each student with a mentor throughout high school to assist with setting goals, selecting courses, reviewing the student's progress and suggesting appropriate interventions as necessary.

All freshmen are enrolled in Freshman Seminar which is designed to enhance reading and language skills. It provides students with the strategies for improving skills in the areas of comprehension and vocabulary. Students read a variety of materials, including non-fiction, short stories, magazine and newspaper articles, selections from varied academic disciplines, and books. This diverse reading material gives students practice with specific strategies for reading more effectively and efficiently. Students are expected to apply these tips and strategies to the reading they do in other classes. Mini-workshops are presented throughout the seminar to address such topics as motivation, goal setting, and study skills. The seminar will also address social issues that affect freshmen as they begin to explore high school and postsecondary planning. Freshman Seminar is designed to help students with academic and personal demands during their transition to high school - and to help ensure their educational success.

Freshmen are provided a structured system of extra help to assist them in completing accelerated courses with high-level academic and technical content. They are supported within the freshman community to become independent learners by practicing habits of successful learners, including study and literacy skills, time management, and learning with others, is integrated within all their first-year courses. Freshman Seminar teachers are chosen and trained to form nurturing academic relationships with students to improve students' work and achievement.

Students are given various opportunities to gain dual credit through AP coursework as well as dual credit courses provided by our local community college and University. Students have access to various trade programs that help prepare students with the skills to be successful in a two year degree or trade certification program as well.

The District is partnering with the local community college, Richland Community College, to provide students the unique opportunity of taking college courses throughout High School, and obtaining an Associates Degree their Senior Year. The Prep Academy is piloted in the 2021-2022 school year, and continues to grow with community support.

2. If applicable, describe the district's support for programs that coordinate and integrate the following:* [2]

Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth integration with industry professionals and, if appropriate, academic credit.

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

NOTE: If not applicable because district serves only grades K-8, enter Elementary District

[[count] of 7500 maximum characters used]

DPS serves 11 Title I schools grades K-8 and as such students are not of working age. The district partners with Heartland Technical Academy to provide career classes and programs, we offer internship opportunities for students throughout the community, and we offer a building trades and career course at the high school building level as well. The school district has a FFA program that is named the Dwayne Andreas Ag Academy, this focuses on opportunities in the agricultural field and leadership building courses. During Spring of 2021, the District worked with the maintenance department to provide an internship to one of the High School students, it is the intent to continue this program in the 2025-2026 school year.

Response from the approved prior year Consolidated District Plan.

DPS serves 11 Title I schools grades K-8 and as such students are not of working age. The district partners with Heartland Technical Academy to provide career classes and programs, we offer internship opportunities for students throughout the community, and we offer a building trades and career course at the high school building level as well. The school district has a FFA program that is named the Dwayne Andreas Ag Academy, this focuses on opportunities in the agricultural field and leadership building courses. During Spring of 2021, the District worked with the maintenance department to provide an internship to one of the High School students, it is the intent to continue this program in the 2025-2026 school year.

Legislative References:

- [1] Title I, Part A, Section 1112(b)(10)(A and B)
- [2] Title I, Part A, Section 1112(b)(12)(A and B)

Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Plan
-------------------------	--------------	------------------------------	-------------------------------	------------------------	---------------------	--------------------	--------------------------	---------------------------	------------------------	----------------------------	------------------------------	------------------------

Professional Development - Highly Prepared and Effective Teachers and School Leaders

Instructions

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

For each program for which funding is anticipated for the 2026-2027 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

NOTE: - If Professional Development will not be provided for a funded program below, enter **NOT PROVIDING**.

- Be sure to include information on how participating private schools will be included in the professional development plans.

- NOTE - writing space appears only if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, save the page, and return to this page.

Program and Description

A. Title I, Part A - Improving Basic Programs

Professional development may be provided through stipends, substitutes during the school year for teachers to attend training as well as conference expenses and consultants at the building level to support building School Improvement Plans, as needed. Nonpublic consultation takes place two times a year. Nonpublic communication is ongoing throughout the year regarding each buildings' allocation of funds and support for procurement and expense reports.

B. Title I, Part A - School Improvement Part 1003

Professional development will be provided according to school improvement work plans and focused on the student groups identified for support. Learning Partners will be utilized for PD services.

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

E. Title I, Part D - State Neglected/Delinquent

F. Title II, Part A - Preparing, Training, and Recruiting

Professional development will be provided through stipends, substitutes during the school year for teachers to attend training as well as conference expenses and consultants, as outlined by the district level improvement plan. Nonpublic consultation takes place two times a year. Nonpublic communication is ongoing throughout the year regarding each buildings' allocation of funds and support for procurement and expense reports.

G. Title III - LIEP

Professional development will be provided to members of the BPAC committee. The EL coordinator for the district will provide training to include Brain Pop, Moby Max, Reading A-Z, and Vocabulary and Writing A-Z. A focus will be on literacy. PD will also include updates, new platforms for online services and will be provided to all ELL endorsed staff.

H. Title III - ISEP

I. Title IV, Part A - Student Support and Academic Enrichment

These funds are transferred into Title I. Carryover funds are utilized to purchase materials for well-rounded education.

J. Title V, Part B - Rural and Low Income Schools

K. IDEA, Part B - Flow-Through [2]

Professional development will be offered to staff of students with IEPs in the topics of behavior managements, trauma informed practices, social skills development, as well as content area specific instruction, progress monitoring, collaborative teaching methods, and disability specific information including adaptations, modifications and accommodations needed.

L. IDEA, Part B - Preschool

Professional development will be offered to staff of early childhood students with IEPs in the topics of behavior managements, trauma informed practices, social skills development, as well as progress monitoring, collaborative teaching methods, and disability specific information including adaptations, modifications and accommodations needed.

Legislative Requirement:

[1] Title III, Section 3115(c)(2)

[2] 34 CFR 300.207 ; 2122(b)(4-9) of ESSA

*Required if funding selected for Title I, Part A; Title II, Part A; Title III; Title IV, Part A; Title V, Part B; IDEA, Part B Flow-Through; and/or IDEA, Part B Preschool

Table with 12 columns: Needs assessment Impact, Stakeholders, Parent and Family Engagement, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title Specific Pages, IDEA Specific Requirements, Youth In Care Stability Plan, Bilingual Service Plan

Instructions

Safe and Healthy Learning Environment

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

SBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future...
Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments...
Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways...

District Goal(s):
Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Describe the process through which the districts will:

- i. reduce incidences of bullying and harassment;
ii. reduce the overuse of discipline practices that remove students from the classroom [1];
iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below [2]:
a. each major racial and ethnic group;
b. economically disadvantaged students as compared to students who are not economically disadvantaged;
c. children with disabilities as compared to children without disabilities;
d. English proficiency status;
e. gender; and
f. migrant status.

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

(i)Decatur Public schools believe all students should have accessibility to a safe and civil learning environment free from instances of bullying, intimidation, harassment, and adverse behaviors. Prevention activities include curriculum covering conflict resolution, appropriate social skills, identifying and reporting bullying, retaliation, and bystander skill set building. Interventions are used to reduce instances at every tier which includes, social work interventions, check in/check out, problem solving skills interventions, social emotional learning curriculum integration, counseling, and community based therapeutic support services. Behavior Interventionists are employed at school building to assist staff with disruptive behavior. Interventionists are trained to provide support through behavior assessments, building level intervention plans, and meet with and implement interventions with students that exhibit disruptive behaviors to the learning environment.

Students and families are encouraged to report instances to school personnel at the first inception. School personnel are required to investigate and report findings within 5 days to the family. After findings are gathered remedial action and next steps are taken to address concerns with interventions at the building level.

In addition to school based intervention, policies and practices are reviewed by the parent-teacher advisory committee. Policy evaluation consists of frequency of incidents of bullying, assessment of district needs in response to bullying, reducing cyber-bullying, and providing student, family, staff, and community professional development. The district provides bullying and suicide prevention on the district website for families to access as a support and to help identify issues of bullying/harassment.

(ii)Restorative practices are a means of interventions and supports that reduce exclusionary discipline and provide a continuum of care for student's needs. Communities of trust, care, accountability, and integrity are built by utilizing constructive practices that engage students, teachers, and families with a balanced approach while keeping safety the top priority. Consequences are constructed in such a way that focuses on repairing the harm done through peace circles, conferencing, affective statements and questions, and formalized conferences.

(iii)Response to Intervention is the practice of providing high quality interventions that match the needs of the student populations, identifying the level of performance and making data based decisions. Interventions are provided at tier on with consistent classroom behavioral expectations in alignment with school-wide expectations. Supplemental behavioral supports are provided at Tier 2 such as social work intervention, classroom consultations, check in/check out, brief FBA/BIP, behavioral modification plan, and counseling. Students needing additional behavioral support services at Tier 3 receive individualized behavioral supports and are identified through the problem solving/MTSS process.
Response from the prior year Consolidated District Plan.

(i)Decatur Public schools believe all students should have accessibility to a safe and civil learning environment free from instances of bullying, intimidation, harassment, and adverse behaviors. Prevention activities include curriculum covering conflict resolution, appropriate social skills, identifying and reporting bullying, retaliation, and bystander skill set building. Interventions are used to reduce instances at every tier which includes, social work interventions, check in/check out, problem solving skills interventions, social emotional learning curriculum integration, counseling, and community based therapeutic support services. Behavior Interventionists are employed at school building to assist staff with disruptive behavior. Interventionists are trained to provide support through behavior assessments, building level intervention plans, and meet with and implement interventions with students that exhibit disruptive behaviors to the learning environment.

Students and families are encouraged to report instances to school personnel at the first inception. School personnel are required to investigate and report findings within 5 days to the family. After findings are gathered remedial action and next steps are taken to address concerns with interventions at the building level.

In addition to school based intervention, policies and practices are reviewed by the parent-teacher advisory committee. Policy evaluation consists of frequency of incidents of bullying, assessment of district needs in response to bullying, reducing cyber-bullying, and providing student, family, staff, and community professional development. The district provides bullying and suicide prevention on the district website for families to access as a support and to help identify issues of bullying/harassment.

(ii)Restorative practices are a means of interventions and supports that reduce exclusionary discipline and provide a continuum of care for student's needs. Communities of trust, care, accountability, and integrity are built by utilizing constructive practices that engage students, teachers, and families with a balanced approach while keeping safety the top priority. Consequences are constructed in such a way that focuses on repairing the harm done through peace circles, conferencing, affective statements and questions, and formalized conferences.

(iii)Response to Intervention is the practice of providing high quality interventions that match the needs of the student populations, identifying the level of performance and making data based decisions. Interventions are provided at tier on with consistent classroom behavioral expectations in alignment with school-wide expectations. Supplemental behavioral supports are provided at Tier 2 such as social work intervention, classroom consultations, check in/check out, brief FBA/BIP, behavioral modification plan, and counseling. Students needing additional behavioral support services at Tier 3 receive individualized behavioral supports and are identified through the problem solving/MTSS process.

2. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3]

(42 U.S.C. 11301 et seq.):*

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Students identified as Homeless under the McKinney Vento homeless Act are provided multiple supports to minimize barriers to student education. Students receive transportation support immediately upon enrollment through collaboration with our transportation department, as well as secondary students are provided tokens for public transportation. Additional supports provided are uniform vouchers and assistance, fee waivers for registration, books, and field trips, connection with community agencies, assistance with obtaining records, and assistance with immunization requirements. With the braiding of ARP funds, the district purchased washers and dryers for students to have access to hygiene supplies and materials.
Response from the prior year Consolidated District Plan.

Students identified as Homeless under the McKinney Vento homeless Act are provided multiple supports to minimize barriers to student education. Students receive transportation support immediately upon enrollment through collaboration with our transportation department, as well as secondary students are provided tokens for public transportation. Additional supports provided are uniform vouchers and assistance, fee waivers for registration, books, and field trips, connection with community agencies, assistance with obtaining records, and assistance with immunization requirements. With the braiding of ARP funds, the district purchased washers and dryers for students to have access to hygiene supplies and materials.

Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards

Legislative Requirements:

- 1] Title I, Part A, Section 1112(b)(11)
2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646
3] Title I, Part A, Section 1112(b)(6)

*Required if funding selected for Title I, Part A and/or Title IV, Part A

Consolidated District Plan

ose Printer Friendly Page

[Instructions](#)

endance Center Designation

endance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
36 - EISENHOWER HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
38 - MACARTHUR HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
34 - STEPHEN DECATUR MIDDLE SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4/28/2026
04 - DENNIS LAB SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4/28/2026
09 - FRANKLIN GROVE ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4/28/2026
10 - ELLSWORTH DANSBY JR. MAGNET SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4/28/2026
11 - MONTESSORI ACADEMY FOR PEACE	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4/28/2026
16 - MUFFLEY ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4/28/2026
19 - PARSONS ELEMENTARY SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4/28/2026
1C - ROBERTSON CHARTER SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4/28/2026
23 - SOUTH SHORES ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4/28/2026
31 - MICHAEL E BAUM ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4/28/2026
32 - JOHNS HILL MAGNET SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4/28/2026
34 - HOPE ACADEMY	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4/28/2026
01 - PERSHING EARLY LEARNING CENTER	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4/28/2026
04 - Alternative Education Center	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4/28/2026

Describe anticipated organizations: The high schools are not served, because it is a priority for the district to focus funds and support on early intervention. Majority of funds are allocated to salaries of teaching assistants to provide support in reading and math at the K-2 level.

Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth In Care Stability Plan	Bilingual Service Plan
Title I Specific - Part One									Title I Specific - Part Two			

Instructions

Title I Specific Requirements - Part Two

If Title I funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use Title I funds, return to the Needs Assessment and Programs page and select Title I, save the page, and return to this page.

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

SBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s): Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. School Improvement 1003: Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d).* (Section 1112(b)(3))

Section 1111(d)

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

If the district does not have any schools identified as comprehensive or targeted, enter

No schools identified under this part

((count) of 7500 maximum characters used)

The District uses needs assessments, the Illinois Quality Framework and Supporting Rubric, a review of individual school data and then creates a Work Plan for School Improvement for each school based upon the ESSA School Designations and the School Report card. Work plans are based upon the student groups identified on the School Designation and School Report card. The district attends quarterly review meetings with ISBE with the principals and DLT in attendance. We help schools secure learning partners that meet the needs of identified support. During Principal PLC, there is a comprehensive review of data and instructional practices to help increase student achievement.

Response from the approved prior year Consolidated District Plan.

The District uses needs assessments, the Illinois Quality Framework and Supporting Rubric, a review of individual school data and then creates a Work Plan for School Improvement for each school based upon the ESSA School Designations and the School Report card. Work plans are based upon the student groups identified on the School Designation and School Report card. The district attends quarterly review meetings with ISBE with the principals and DLT in attendance. We help schools secure learning partners that meet the needs of identified support. During Principal PLC, there is a comprehensive review of data and instructional practices to help increase student achievement.

2. Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution?*(Section 1112(b)(5))

- Yes
- No

3. Select the poverty criteria below that will be used to rank school attendance centers. A district shall use the same measure(s) of poverty, which measure the number of children aged 5 through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA.* (Section 1112(b)(4))

Measures of Poverty from 1113(5)(A) and (B)

- School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.);
- TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,
- Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program, and/or
- Direct Certification.

4. Describe, in general, the targeted assistance (section 1115) and/or schoolwide programs (section 1114) the district will operate, as well as the goal of those programs. Where appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.* (Section 1112(b)(5))

Section 1114 and 1115

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

((count) of 7500 maximum characters used)

The District operates schoolwide programs at all 11 Title I schools district-wide. There are no targeted assistance programs in DPS.

The schoolwide programs provide supplemental support to students to ensure that they are showing growth, meeting standards, and closing the achievement gap. The goals for the program are that students are meeting or exceeding on the IAR test.

Response from the approved prior year Consolidated District Plan.

The District operates schoolwide programs at all 11 Title I schools district-wide. There are no targeted assistance programs in DPS.

The schoolwide programs provide supplemental support to students to ensure that they are showing growth, meeting standards, and closing the achievement gap. The goals for the program are that students are meeting or exceeding on the IAR test.

5. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND how teachers and school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.* (Section 1112(b)(9))

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

If the district does not serve any schools identified as targeted assistance, enter Schoolwide Program Only

((count) of 7500 maximum characters used)

Schoolwide Program Only

Response from the approved prior year Consolidated District Plan.

Schoolwide Program Only

Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

*Required field

Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth In Care Stability Plan	Bilingual Service Plan
-------------------------	--------------	------------------------------	-------------------------------	------------------------	---------------------	--------------------	--------------------------	---------------------------	------------------------	----------------------------	------------------------------	------------------------

DEA Specific Requirements

[Instructions](#)

If IDEA funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use IDEA funds, return to the Needs Assessment and Programs page and select IDEA, save the page, and return to this page.

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s): Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. How was the comprehensive needs assessment information used for planning grant activities?* This section should include the comprehensive needs identified that will be targeted by the activities and programs funded by IDEA.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

[[count] of 7500 maximum characters used]

The needs assessment survey was used to inform the PD plan for FY27. The district also noted the need for additional behavior supports and collaborative methods for teaching.

Response from the approved prior year Consolidated District Plan.

The needs assessment survey was used to inform the PD plan for FY26. The district also noted the need for additional behavior supports and collaborative methods for teaching.

2. Summarize the activities and programs to be funded within the grant application.*

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

[[count] of 7500 maximum characters used]

IDEA funds will be used to off-set the costs of our most significantly impaired students. This will take the form of parapro supports, supplies, assistive technology, and tuition to send our students to the cooperative programs in Decatur. The required set-aside funds for private and parochial schools will be used in collaboration via a Timely and Meaningful consultation meeting.

Response from the approved prior year Consolidated District Plan.

IDEA funds will be used to off-set the costs of our most significantly impaired students. This will take the form of parapro supports, supplies, assistive technology, and tuition to send our students to the cooperative programs in Decatur. The required set-aside funds for private and parochial schools will be used in collaboration via a Timely and Meaningful consultation meeting.

3. Describe any changes in the scope or nature of services from the prior fiscal year.*

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

[[count] of 7500 maximum characters used]

No anticipated changes are expected from the FY26 grant application.

Response from the approved prior year Consolidated District Plan.

No anticipated changes are expected from the FY25 grant application.

4. How are funds being used to support district performance on the State Performance Plan Indicators? Please provide a brief narrative below for each indicator that's applicable. For a listing of State Performance Plan (SPP) Indicators, please click on the hyperlink below.

<https://www.isbe.net/Pages/Special-Education-Programs.aspx>

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

[[count] of 7500 maximum characters used]

Funds will lead to improved performance in indicators 1, 2, and 3. By providing access to appropriate special education programming, students will stay in school until graduation, and perform better on high stakes alternative assessments (DLM).

*Required field

Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth In Care Stability Plan	Bilingual Service Plan
Youth in Care Stability Plan Requirements		Youth in Care Stability Plan Contacts		Best Interest Determination Plan		Youth In Care Transportation Plan						

Contact Information

Note: This page is not required for the Department of Juvenile Justice.

As part of the Youth in Care Stability Plan development process, several stakeholders should be involved. These may include, but are not limited to:

- a. Local educational agency (LEA) point of contact for Youth in Care/Foster Care students (LEA-POC)
- b. LEA transportation director
- c. Child welfare agency point of contact
- d. LEA Department of Children and Family Services (DCFS) liaison as permitted by 105 ILCS 5/10-20.58, if applicable
- e. Title I director
- f. School social worker
- g. Guidance counselor
- n. Special education personnel

Provide contact information for all personnel included in the development of the plan. The LEA-POC and transportation director are required; others are optional and should be included as applicable.

1. Youth in Care/Foster Care LEA-POC - required*

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="Tull"/>	<input type="text" value="Jodi"/>	<input type="text" value="Transition and Family Engagement Supervisor"/>	<input type="text" value="jtull@dps61.org"/>
Phone*			
<input type="text" value="217 362 3060"/>			

Click here to add information for an additional Youth in Care/Foster Care LEA-POC.

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="Taylor"/>	<input type="text" value="Kimmy"/>	<input type="text" value="Transportation Coordinator"/>	<input type="text" value="kdtaylor1@dps61.org"/>
Phone*			
<input type="text" value="217 362 3027"/>			

Click here to add information for other personnel involved in the plan development.

*Required field

Client: DECATUR SD 61
Application: 2026-2027 Consolidated District Plan - 00
Type: Original Application
Project Number: 27-CDP-00-39-055-0610-25

County: Macon

Printer Friendly
Click to Return to Application Select

Table with 12 columns: Needs Assessment Impact, Stakeholders, Parent and Family Engagement, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title Specific Pages, IDEA Specific Requirements, Youth In Care Stability Plan, Bilingual Service Plan. Sub-headers include Youth In Care Stability Plan Requirements, Youth In Care Stability Plan Contacts, Best Interest Determination Plan, and Youth In Care Transportation Plan.

Best Interest Determination as it relates to School Stability

Note: This page is not required for the Department of Juvenile Justice.

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

Describe the process for determining the best interest of the affected student's placement if the student becomes a Youth in Care or changes residences while they are a Youth in Care. Include the positions of all district personnel and other stakeholders involved.*

Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is in their best interest, as it relates to ensuring school stability. For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

Response from the approved prior year Consolidated District Plan. The Child Welfare Agency (CWA) Point of Contact (POC) will notify the Local Education Agency (LEA) POC within one day of placement or change of placement if there is a student who CWA would like to keep in the school of origin, but who will no longer be living in the that school's boundary. At this point, the POC and CWA can schedule a best interest determination (BID) team meeting within five school days that will include: The CWA POC, LEA POC, education decision maker for the student; the student when necessary; the school principal or designee; any other key partners for decision making. If the student has an Individualized Education Program (IEP) or a Section 504 plan, then the relevant staff members shall participate in the BID process. For each BID meeting, the CWA POC and the LEA POC will determine which of these participants must be present in-person and who may join remotely or be consulted prior to the meeting in order to prevent unnecessary delays due to scheduling. This determination shall be made as quickly as possible to prevent education disruption, and transportation costs should not be considered when determining a student's best interest. The student shall remain in their school of origin during the BID process. The information considered will be on significant relationships; academic progress; and social and emotional wellbeing. A BID form will be completed for CWA to keep as documentation of the decision and LEA POC will maintain a copy as well. The CWA holds ultimate legal responsibility for making the BID for the student in their care. The LEA POC will work with the transportation department to setup transportation for the student.

Describe any special considerations and legal requirements taken into account for children with disabilities under IDEA and students with disabilities under Section 504.*

See IDEA legislation here See Section 504 here For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan. A BID for a student under IDEA and a student under section 504, will be handled in the same manner as any student, however; taking into account the students IEP/504 goals, accommodations, and the educational needs and programming available for the students educational success. Response from the approved prior year Consolidated District Plan. A BID for a student under IDEA and a student under section 504, will be handled in the same manner as any student, however; taking into account the students IEP/504 goals, accommodations, and the educational needs and programming available for the students educational success.

Describe any special consideration and legal requirements taken into account for children who are English learners.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan. BID for a student who is an English learner, will be handled in the same manner as any student, however; taking into account the students accommodations and the educational needs and programming available for the students educational success. Response from the approved prior year Consolidated District Plan. BID for a student who is an English learner, will be handled in the same manner as any student, however; taking into account the students accommodations and the educational needs and programming available for the students educational success.

Describe the dispute resolution process should there be disagreement among education decision makers, and other stakeholders regarding the best interest determination.*

Be sure to include the step-by-step process if one would want to initiate a dispute about the Best Interest Determination decision. NOTE: Include that DCFS has the final say if a resolution cannot be determined. For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan. Level One The student's caregiver or education decision-maker may dispute the district's BID, transportation, or the provision of any other education related service for a student in foster care. The may do so by providing the district or the LEA POC with written notice of the dispute within fifteen business days of receiving the notice of the district's determination. The notice of the dispute, if provided to the district will be immediately forwarded to the LEA POC. The LEA POC will log the receipt of the notice, and then forward to their immediate supervisor and the superintendent or designee. The LEA POC will make a decision on the dispute within five business days of receipt and inform the caregiver or educational decision-maker in writing of the result. The following documents will be included in an appeals package; a copy of the original notice of dispute; any additional information from the caregiver or educational decision-maker and/or LEA POC; and instructions on appealing the decision to level two. Level Two If the caregiver or education decision-maker disagrees with the decision of the LEA POC, they may appeal the decision to the superintendent or designee. They may do so by providing the superintendent's office with a copy of the Level I appeals package within ten business days of their receipt of the Level I decision. Within five business days of the notification to the district that the caregiver or education decision-maker intends to appeal, the superintendent or designee will arrange to meet within a reasonably expeditious time period either in-person through phone/video conference with the student's caregiver or educational decision-maker, the student if appropriate, and at least one representative from CWA. If it is not possible for CWA to be present within a reasonable time, the superintendent or designee will document their efforts to include CWA and proceed with the conference.

DCFS has the final say if a resolution cannot be determined.

Response from the approved prior year Consolidated District Plan. Level One The student's caregiver or education decision-maker may dispute the district's BID, transportation, or the provision of any other education related service for a student in foster care. The may do so by providing the district or the LEA POC with written notice of the dispute within fifteen business days of receiving the notice of the district's determination. The notice of the dispute, if provided to the district will be immediately forwarded to the LEA POC. The LEA POC will log the receipt of the notice, and then forward to their immediate supervisor and the superintendent or designee. The LEA POC will make a decision on the dispute within five business days of receipt and inform the caregiver or educational decision-maker in writing of the result. The following documents will be included in an appeals package; a copy of the original notice of dispute; any additional information from the caregiver or educational decision-maker and/or LEA POC; and instructions on appealing the decision to level two. Level Two If the caregiver or education decision-maker disagrees with the decision of the LEA POC, they may appeal the decision to the superintendent or designee. They may do so by providing the superintendent's office with a copy of the Level I appeals package within ten business days of their receipt of the Level I decision. Within five business days of the notification to the district that the caregiver or education decision-maker intends to appeal, the superintendent or designee will arrange to meet within a reasonably expeditious time period either in-person through phone/video conference with the student's caregiver or educational decision-maker, the student if appropriate, and at least one representative from CWA. If it is not possible for CWA to be present within a reasonable time, the superintendent or designee will document their efforts to include CWA and proceed with the conference.

DCFS has the final say if a resolution cannot be determined.

Describe how the district/school will ensure that all appropriate school personnel are aware of the ESSA requirements for educational stability for students who are identified as Youth in Care. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan. The McKinney-Vento liaison/Foster Care Point of Contact will continue to provide Decatur Public School staff with yearly trainings regarding youth in care and McKinney-Vento eligible students.

*Required field

icant: DECATUR SD 61
Location: 2026-2027 Consolidated District Plan - 00
st: Original Application
ect Number: 27-CDP-00-39-055-0610-25

County: Macon

Printer-Friendly
Click to Return to Application Select

Table with 12 columns: Needs Assessment Impact, Stakeholders, Parent and Family Engagement, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements, Youth In-Care Stability Plan, Bilingual Service Plan. Includes sub-sections for Youth In-Care Stability Plan Requirements, Youth In-Care Stability Plan Contacts, Best Interest Determination Plan, and Youth In-Care Transportation Plan.

Youth In-Care Stability Plan Development

Note: This plan section is not required for the Department of Juvenile Justice.

OTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.
Describe the process for determining how transportation will be provided to students who qualify, including the position of all individuals involved in the process.*

Be sure to include the factors that should be considered when developing the transportation procedures for a student who is Youth in Care.
For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan. Title I director/coordinator
Local Education Agency (LEA) Point of Contact (POC)
McKinney-Vento liaison (consultation purposes- Representative from transportation department
Representative from Child Welfare Agency (CWA)
When a student is placed in foster care or changes residence while in foster care, the CWA worker must notify the principal. If the new residence is not in the same school zone, the LEA POC must be notified and invited to participate in the best interest determination (BID).
Upon receipt of the invitation to participate in the BID, the LEA POC notifies the school of origin (SOO) transportation designee.
The LEA POC should provide the student's name, current school, new residence address, and whether the student has an IEP with specialized transportation. This information is given to the LEA POC to include in the BID.
The SOO transportation designee identifies the potential ways that the child could be transported if the BID results in a decision to maintain the current school enrollment. This information is given to the LEA POC to include in the BID.
The CWA worker, LEA POC, and other essential members of the BID share their information. The joint decision is made by the CWA worker and the LEA POC.
If the BID decision is that the student will remain in the current school, the LEA POC notifies the SOO transportation designee, who then assists the CWA worker in arranging transportation to and from school.
The Child Welfare Agency worker, foster care point of contact, transportation director, building principal and other essential members shall meet to determine transportation for foster care youth.
Factors that should/can be considered for transportation include:

- Safety
Duration of the need for services
The time/length of travel time for the student each day
Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)
Traffic patterns
Flexibility in school schedule
Impact of extracurricular activities on transportation options.
Maturity and behavioral capacity of student

Response from the approved prior year Consolidated District Plan.
Title I director/coordinator
Local Education Agency (LEA) Point of Contact (POC)
McKinney-Vento liaison (consultation purposes- Representative from transportation department
Representative from Child Welfare Agency (CWA)
When a student is placed in foster care or changes residence while in foster care, the CWA worker must notify the principal. If the new residence is not in the same school zone, the LEA POC must be notified and invited to participate in the best interest determination (BID).
Upon receipt of the invitation to participate in the BID, the LEA POC notifies the school of origin (SOO) transportation designee.
The LEA POC should provide the student's name, current school, new residence address, and whether the student has an IEP with specialized transportation. This information is given to the LEA POC to include in the BID.
The SOO transportation designee identifies the potential ways that the child could be transported if the BID results in a decision to maintain the current school enrollment. This information is given to the LEA POC to include in the BID.
The CWA worker, LEA POC, and other essential members of the BID share their information. The joint decision is made by the CWA worker and the LEA POC.
If the BID decision is that the student will remain in the current school, the LEA POC notifies the SOO transportation designee, who then assists the CWA worker in arranging transportation to and from school.
The Child Welfare Agency worker, foster care point of contact, transportation director, building principal and other essential members shall meet to determine transportation for foster care youth.
Factors that should/can be considered for transportation include:

- Safety
Duration of the need for services
The time/length of travel time for the student each day
Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)
Traffic patterns
Flexibility in school schedule
Impact of extracurricular activities on transportation options.
Maturity and behavioral capacity of student

2. Indicate which options will be considered when developing the transportation plan. Check all that apply.*

- a. Pre-existing transportation route
b. New transportation route
c. Route-to-route hand-offs
d. District-to-district boundary hand-offs
e. Other services for which student is eligible, such as IDEA transportation options
f. Options presented by DCFS worker
g. Alternatives not directly provided by the district/school such as taxis, carpools, public transportation, etc.

IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

- h. Other - describe
i. Other - describe
j. Other - describe

3. Describe how all funding options selected above will be considered and coordinated when developing the transportation plan.*

Be sure to include the funding options that should be considered when developing the transportation procedures for a student who is Youth in Care.
For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
If the student has an IEP that includes provision for specialized transportation, transportation must be provided by the school division responsible for the student's IDEA.
If Decatur Public Schools can offer an existing means of transportation at no additional cost, the CWA will not be charged.
If Decatur Public Schools can provide transportation but will need to modify a route or create a new option, the SOO transportation designee will calculate the cost that will be charged to the CWA. The calculation is not required until the BID has been completed and the decision to maintain the current school enrollment is made. The CWA should explore whether the student is eligible for IV-E, IDEA funds, Title I, or local funds
Response from the approved prior year Consolidated District Plan.
If the student has an IEP that includes provision for specialized transportation, transportation must be provided by the school division responsible for the student's IDEA.
If Decatur Public Schools can offer an existing means of transportation at no additional cost, the CWA will not be charged.
If Decatur Public Schools can provide transportation but will need to modify a route or create a new option, the SOO transportation designee will calculate the cost that will be charged to the CWA. The calculation is not required until the BID has been completed and the decision to maintain the current school enrollment is made. The CWA should explore whether the student is eligible for IV-E, IDEA funds, Title I, or local funds

4. Describe the dispute resolution process to be utilized if the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a particular student in need.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
The SOO will continue to provide transportation during the dispute resolution process.
Level One
The student's caregiver or education decision-maker may dispute the district's BID, transportation, or the provision of any other education related service for a student in foster care. They may do so by providing the district or the LEA POC with written notice of the dispute within fifteen business days of receiving the notice of the district's determination. The notice of the dispute, if provided to the district will be immediately forwarded to the LEA POC. The LEA POC will log the receipt of the notice, and then forward to their immediate supervisor and the superintendent or designee. The LEA POC will make a decision on the dispute within five business days of receipt and inform the caregiver or educational decision-maker in writing of the result. The following documents will be included in an appeals package; a copy of the original notice of dispute; any additional information from the caregiver or educational decision-maker and/or LEA POC; and instructions on appealing the decision to level two.
Level Two
If the caregiver or education decision-maker disagrees with the decision of the LEA POC, they may appeal the decision to the superintendent or designee. They may do so by providing the superintendent's office with a copy of the Level I appeals package within ten business days of their receipt of the Level I decision.
Within five business days of the notification to the district that the caregiver or educational decision-maker intends to appeal, the superintendent or designee will arrange to meet within a reasonably expeditious time period either in-person through phone/video conference with the student's caregiver or educational decision-maker, the student if appropriate, and at least one representative from CWA. If it is not possible for CWA to be present within a reasonable time, the superintendent or designee will document their efforts to include CWA and proceed with the conference.
Within five business days of the conference, the superintendent or designee will provide the caregiver or educational decision-maker with a written decision, supporting evidence, reasons for the decision and an appeals package that includes: a copy of the initial dispute files at Level I and the Level II decision; the Level II decision rendered by the superintendent or designee; any additional information from the caregiver or education decision-maker and/or LEA POC; Instructions as to how to file a Level III appeal, including the physical address and the email address of where to submit the dispute.
The LEA POC will also be provided with a copy of the Level II decision and appeals package. The LEA POC will be responsible for verifying receipt of the decision and appeals package by the caregiver or educational decision-maker.
Level Three
If the caregiver or education decision-maker disagrees with the decision the superintendent or designee, they may appeal the decision by notifying the LEA POC with ten business days of receipt of the Level II decision of their intent for file a Level III appeal.
The superintendent or designee will forward all written and electronic documentation to the Illinois State Board of Education (ISBE) within five business days of receiving the notification of the caregiver or education decision-makers' intent to file a Level III appeal.
The caregiver or education decision-maker may also submit related documentation to ISBE and the LEA POC for review within five business days after notifying the district of their intent to file a Level III appeal. The documentation must be submitted in one consolidated and complete package via email or the US Postal Service.
ISBE and appropriate CWA representatives shall make a decision within fifteen business days of receipt of the dispute. The decision will be forwarded to the district's LEA POC for distribution to the caregiver or educational decision maker, the CWA representative engaged by the district at Level II and the superintendent. The decision shall be the final resolution for placement and the provision of services for a student in foster care in the district.
The district will maintain records of disputes resolved at the Level I, Level II and/or Level III and shall be made available to ISBE upon request.
Response from the approved prior year Consolidated District Plan.
The SOO will continue to provide transportation during the dispute resolution process.
Level One
The student's caregiver or education decision-maker may dispute the district's BID, transportation, or the provision of any other education related service for a student in foster care. They may do so by providing the district or the LEA POC with written notice of the dispute within fifteen business days of receiving the notice of the district's determination. The notice of the dispute, if provided to the district will be immediately forwarded to the LEA POC. The LEA POC will log the receipt of

the notice, and then forward to their immediate supervisor and the superintendent or designee. The LEA POC will make a decision on the dispute within five business days of receipt and inform the caregiver or educational decision-maker in writing of the result. The following documents will be included in an appeals package; a copy of the original notice of dispute; any additional information from the caregiver or educational decision-maker and/or LEA POC; and instructions on appealing the decision to level two.

Level Two
If the caregiver or education decision-maker disagrees with the decision of the LEA POC, they may appeal the decision to the superintendent or designee. They may do so by providing the superintendent's office with a copy of the Level I appeals package within ten business days of their receipt of the Level I decision.

Within five business days of the notification to the district that the caregiver or education decision-maker intends to appeal, the superintendent or designee will arrange to meet within a reasonably expeditious time period either in-person through phone/video conference with the student's caregiver or educational decision-maker, the student if appropriate, and at least one representative from CWA. If it is not possible for CWA to be present within a reasonable time, the superintendent or designee will document their efforts to include CWA and proceed with the conference.

Within five business days of the conference, the superintendent or designee will provide the caregiver or educational decision-maker with a written decision, supporting evidence, reasons for the decision and an appeals package that includes: a copy of the initial dispute files at Level I and the Level I decision; the Level II decision rendered by the superintendent or designee; any additional information from the caregiver or education decision-maker and/or LEA POC; Instructions as to how to file a Level III appeal, including the physical address and the email address of where to submit the dispute.

The LEA POC will also be provided with a copy of the Level II decision and appeals package. The LEA POC will be responsible for verifying receipt of the decision and appeals package by the caregiver or educational decision-maker.

Level Three
If the caregiver or education decision-maker disagrees with the decision the superintendent or designee, they may appeal the decision by notifying the LEA POC with ten business days of receipt of the Level II decision of their intent to file a Level III appeal.

The superintendent or designee will forward all written and electronic documentation to the Illinois State Board of Education (ISBE) within five business days of receiving the notification of the caregiver or education decision-makers' intent to file a Level III appeal.

The caregiver or education decision-maker may also submit related documentation to ISBE and the LEA POC for review within five business days after notifying the district of their intent to file a Level III appeal. The documentation must be submitted in one consolidated and complete package via email or the US Postal Service.

ISBE and appropriate CWA representatives shall make a decision within fifteen business days of receipt of the dispute. The decision will be forwarded to the district's LEA POC for distribution to the caregiver or educational decision maker, the CWA representative engaged by the district at Level II and the superintendent. The decision shall be the final resolution for placement and the provision of services for a student in foster care in the district.

The district will maintain records of disputes resolved at the Level I, Level II and/or Level III and shall be made available to ISBE upon request.

i. Describe how the district/school will provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.*

NOTE: Include that the School Of Origin [SOO] is responsible for the transportation while all disputes are being resolved.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

The LEA POC, CWA worker and transportation director would work collaboratively to come up with a means of transporting student during the dispute process. The School of Origin (SOO) is responsible for the transportation while all disputes are being resolved.

This could include:

Pre-existing transportation route

New transportation route

Response from the approved prior year Consolidated District Plan.

The LEA POC, CWA worker and transportation director would work collaboratively to come up with a means of transporting student during the dispute process. The School of Origin (SOO) is responsible for the transportation while all disputes are being resolved.

This could include:

Pre-existing transportation route

New transportation route

i. Describe how the district/school will ensure that all school personnel are aware of the transportation plan process and can initiate the process if they become aware of a student who is eligible for such services.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

Decatur Public Schools will provide mandatory training to all District Leadership Staff and principals at the beginning of the year District Leadership Institute on the transportation plan for foster care students.

All building administrators will be required to include the mandatory training to all staff during their first day back meetings and provide agendas.

All building administrators, secretaries, counselors, and social workers will be provided a copy of the transportation plan and the best interest determination plan.

Response from the approved prior year Consolidated District Plan.

Decatur Public Schools will provide mandatory training to all District Leadership Staff and principals at the beginning of the year District Leadership Institute on the transportation plan for foster care students.

All building administrators will be required to include the mandatory training to all staff during their first day back meetings and provide agendas.

All building administrators, secretaries, counselors, and social workers will be provided a copy of the transportation plan and the best interest determination plan.

Required field

Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Plan
BSP Overview					BSP Plan Specifics							

ISP Overview

Program Name: EL - Bilingual Service Plan

Purpose: The purpose of the EL - Bilingual Service Plan is to ensure that English learner programs are implemented in accordance with Illinois School Code Article 14C and 23 IL Administrative Code Part 228 Transitional Bilingual Education. In addition, this data collection will help the Multilingual Department better support school districts in providing services for English learners to attain English proficiency and meet the same challenging academic standards as all children are expected to meet in Illinois.

Rules: [23 Ill. Admin. Code, Part 228.50](#)

Contact: Multilingual Department at 312-814-3850
multilingual@isbe.net

Applicant: DECATUR SD 61
Application: 2026-2027 Consolidated District Plan - 00
Title: Original Application
Project Number: 27-CDP-00-39-055-0610-25

County: Macon

Consolidated District Plan

[Printer-Friendly](#)
[Click to Return to Application Select](#)

Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Plan
BSP Overview				BSP Plan Specifics								
BSP Program Contact		Attendance Center Enrollment Information		BSP Professional Development			BSP TBE Requirements		BSP Parent Advisory Committee			

ISP Contact Information

120 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

Provide information below for the Bilingual Director (Administrator overseeing EL Services)

Last Name*
Brady
Phone*
217 362 3040

First Name*
Mary
Middle Initial
C
Email*
mbrady@dps61.org

EL Program Director Requirements:

- a. Administrative Endorsement
- AND
- b. ESL/Bilingual Endorsement
- OR
- Eight (8) Hours of Professional Development Related to EL Education

Required field

Applicant: DECATUR SD 61
Application: 2026-2027 Consolidated District Plan - 00
Title: Original Application
Subject Number: 27-CDP-00-39-055-0610-25

County: Macon

Consolidated District Plan

[Printer-Friendly](#)
[Click to Return to Application Select](#)

Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Plan
BSP Overview				BSP Plan Specifics				BSP TBE Requirements		BSP Parent Advisory Committee		
BSP Program Contact				Attendance Center Enrollment Information				BSP Professional Development		BSP Parent Advisory Committee		

Attendance Center Enrollment Information

[Instructions](#)

320 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

Types of Instructional Design Offered in Your District (Mark all that apply.)

- Dual Language One-Way
- Dual Language Two-Way
- Transitional Bilingual Education Program
- Transitional Program of Instruction

Staffing Levels in Your District (Mark all that apply.)

- We have sufficient ESL-certified staff to provide services.
- We have sufficient bilingual-endorsed staff to provide services.
- We do not have sufficient staff and are working to increase the number of bilingual/ESL-endorsed staff to meet district needs.

Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth In Care Stability Plan	Bilingual Service Plan
BSP Overview				BSP Plan Specifics				BSP TBE Requirements		BSP Parent Advisory Committee		
BSP Program Contact		Attendance Center Enrollment Information		BSP Professional Development			BSP TBE Requirements		BSP Parent Advisory Committee			

3SP Professional Development

[Instructions](#)

320 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

PROFESSIONAL DEVELOPMENT ACTIVITIES

Professional development activities must be provided to all staff working with EL students at least twice yearly. If your district has a full-time TBE Spanish program, Spanish language arts PD must be offered annually to the TBE Spanish Instructional staff.

*The required professional development will be provided.

- Yes
- No

If the district has any additional comments or explanations they would like to provide, please do so here: (Optional)

*Required field

Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Plan
BSP Overview				BSP Plan Specifics				BSP Parent Advisory Committee				
BSP Program Contact		Attendance Center Enrollment Information			BSP Professional Development			BSP TBE Requirements		BSP Parent Advisory Committee		

ISP TBE Requirements

[Instructions](#)

English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

PROGRAM ENROLLMENT

Does your district offer a TBE program? Yes No

Indicate if the district is placing students in part-time TBE based on the criteria found in Section 228.30(c)(3). Yes No

Does your district have a full-time TBE Spanish program? Yes No

Does your district use Spanish Language Arts Standards? Yes No

Required field

Applicant: DECATUR SD 61
Application: 2026-2027 Consolidated District Plan - 00
Type: Original Application
Project Number: 27-CDP-00-39-055-0610-25

County: Macon

Consolidated District Plan

[Printer-Friendly](#)
[Click to Return to Application Select](#)

Needs Assessment Impact	Stakeholders	Parent and Family Engagement	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Plan
BSP Overview				BSP Plan Specifics				BSP TBE Requirements		BSP Parent Advisory Committee		
BSP Program Contact		Attendance Center Enrollment Information		BSP Professional Development			BSP TBE Requirements		BSP Parent Advisory Committee			

BE Parent Advisory Committee

[Instructions](#)

320 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

Does your district offer a TBE program?

- Yes
- No

Please check all that apply to the district's Bilingual Parent Advisory Committee (BPAC).

The district attests that:

- The BPAC meets at least 4 times a year.
- The BPAC minutes, bylaws, and attendance information is maintained by the district.
- The BPAC reviews the bilingual service plan and EL-EBF plan annually.
- The BPAC is composed of a majority of TBE parents.

If the district has any additional comments or explanations they would like to provide, please do so here: (Optional)

Board Approval, Certification, and Assurances

By checking this box, the applicant hereby certifies that he or she has read, understood, and will comply with the assurances listed below, as applicable to the planning requirements of all included programs as applicable.

Provide the date on which the District Board approved the Consolidated District Plan.

04/28/2026

Each district plan shall provide assurances that the district will, as applicable based on grant award(s):

1. Ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. Participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. Coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. Collaborate with the State or local child welfare agency to—
 - A. Designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
 - B. By not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
 - i. Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
 - ii. Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
 - a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - b. The local educational agency agrees to pay for the cost of such transportation; or
 - c. the local educational agency and the local child welfare agency agree to share the cost of such transportation; and
6. Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7. In the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
8. Each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
9. The eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
10. The eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
11. The eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
13. In the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
14. In the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.
15. The district further assures that no policy of the LEA prevents, or otherwise denies participation in constitutionally protected prayer in public elementary schools and secondary schools as set forth in the Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools on the U.S. Department of Education website.

Applicant: DECATUR SD 61
Application: 2026-2027 Consolidated District Plan - 00
Application: Original Application
Project Number: 27-CDP-00-39-055-0610-25

County: Macon

Printer-Friendly
Click to Return to Application Select

Table with 6 columns: Plan Assurances, State Assurances, Debarment, Lobbying, GEPA 442, Assurances

Grant Application Certifications and Assurances

Instructions

By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires) hereby certifies and assures the Illinois State Board of Education that:

- 1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative of the applicant in connection with this application and any award in relation thereto.

The undersigned representative affirms, under penalties of perjury, that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information, and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.

DEFINITIONS

"Applicant" means an individual, entity, or entities for which grant funds may be available and who has made application to the Illinois State Board of Education for an award of such grant funds.

"Grant" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms "grant," "award," "program," and "project" may be used interchangeably.

"Grantee" means the person, entity, or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"Project" means the activities to be performed for which grant funds are being sought by the applicant. The terms "project" and "program" may be used interchangeably.

The capitalized word "Term" means the period of time from the project beginning date through the project ending date.

Termination means the ending of a grant, whether in whole or in part, at any time prior to the end of the grant Term, as stated in the Grant Agreement.

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

The applicant acknowledges and agrees that this grant is subject to the provisions of:

2 CFR Part 200 - Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200?toc=1

Illinois Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq.

https://www.ilga.gov/Legislation/ILCS/Articles?ActID=3559&ChapterID=7

Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000

https://ilga.gov/agencies/JCAR/Sections?PartID=04407000

NO BINDING OBLIGATION

- 2. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.

- 3. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.

- 4. Funding in the subsequent years beyond the Term of the grant will be contingent upon compliance with federal and state law, regulations, administrative rules, terms and conditions of the award, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. Renewal decisions are at the sole discretion of the Illinois State Board of Education, and the receipt of an award in a current or previous Term does not create any right to or expectation of renewal in a subsequent Term.

PROJECT

- 5. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the "project." In planning the project there has been, and in establishing and carrying out the project there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.

- 6. Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.

- 7. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

FUNDING

- 8. All funds provided will be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the grant.

- 9. The applicant may not count tuition and fees collected from students towards meeting matching, cost sharing, or maintenance of effort requirements of a program, pursuant to 34 CFR 76.534.

- 10. The applicant will maintain records for three years following competition of the activities for which the applicant uses the federal or state funding, pursuant to 2 CFR 200.334.

- 11. If real property or structures are provided or improved with the aid of federal financial assistance, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, or sale of such property or structure. If personal property is so provided, the

applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, disposal, and sale of such.

12. The applicant will have effective financial management systems which conform to the standards present in 2 CFR 200.302, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.
13. The applicant will conform all activities conducted under the approved grant to the provisions contained within 2 CFR Part 200
14. All expenditures claimed in relation to a grant are subject to applicable federal and state laws, regulations, and administrative rules. Expenditures claimed in relation to an award are subject to cost allowability standards, as defined by the grant program and 2 CFR Part 200, and other applicable federal and state laws, regulations, and administrative rules. Failure to adhere to these requirements will lead to disallowed expenditures for which funds must be returned.
15. Adequacy tier designation under Evidence-Based Funding will be utilized by ISBE at its discretion pursuant to applicable law and agency policy (105 ILCS 5/18-8.15).

INVOLUNTARY TERMINATION

16. The applicant will accept funds in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award, and administer the programs in compliance with all provisions of such statutes, regulations, administrative rules, terms and conditions of the award, and amendments thereto.
17. Failure of applicant to comply with state and federal statutes, regulations, administrative rules, or the terms and conditions of the award may result in conditions placed on grantee, including, but not limited to, involuntary termination of a grant at the discretion of the Illinois State Board of Education, in whole or in part, in accordance with federal and state law and regulations.

GENERAL CERTIFICATIONS AND ASSURANCES

18. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyier v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
19. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
20. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.
21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
23. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
24. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state, and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
25. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

28. Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.
29. The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:
 - a) Obtain fully executed Grant Application Certifications and Assurances forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
 - b) Maintain separate accounts and ledgers for the project;
 - c) Provide a proper accounting of all revenue from the Illinois State Board of Education for the project;
 - d) Properly post all expenditures made on behalf of the project;
 - e) Be responsible for the accountability, documentation, and cash management of the project; the approval and payment of all expenses, obligations, and contracts; and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
 - f) Disburse all funds to joint applicants/grantees based on information (payment schedules) from joint applicants/grantees showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants/grantees.);
 - g) Require joint applicants/grantees to report expenditures to the fiscal agent based on actual expenditures/obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants/grantees on actual expenditures/obligations that occur within project beginning and ending dates;
 - h) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;

- i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education; and
- j) Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education.

DRUG-FREE WORKPLACE CERTIFICATION

30. This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the state unless that grantee or contractor has certified to the state that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the state of Illinois for at least one (1) year but not more than five (5) years.

For the purpose of this certification, "applicant," "grantee," or "contractor" means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of \$5,000 or more from the state

The applicant certifies and agrees that it will provide a drug-free workplace by:

a) Publishing a statement:

- i) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantee's or contractor's workplace.
- ii) Specifying the actions that will be taken against employees for violations of such prohibition.
- iii) Notifying the employee that, as a condition of employment on such contract or grant, the employee will:
 - 1) Abide by the terms of the statement; and
 - 2) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.

b) Establishing a drug-free awareness program to inform employees about:

- i) The dangers of drug abuse in the workplace;
- ii) The grantee's or contractor's policy of maintaining a drug-free workplace;
- iii) Any available drug counseling, rehabilitation, and employee assistance programs; and
- iv) The penalties that may be imposed upon an employee for drug violations.

c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.

d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.

e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.

f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.

g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.

31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

Applicant: DECATUR SD 61
Application: 2026-2027 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 27-CDP-00-39-055-0610-25

County: Macon

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances
---------------------------------	----------------------------------	---------------------------	--------------------------	--------------------------	----------------------------

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion Lower Tier Covered Transactions

[Instructions](#)

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 2 CFR part 3485, including Subpart C Responsibilities of Participants Regarding Transactions (also see federal guidance at 2 CFR part 180). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

Before completing this certification, read instructions below.

CERTIFICATION

By checking this box, the prospective lower tier participant certifies that:


1. Neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency;
2. It will provide immediate written notice to whom this Certification is submitted if at any time the prospective lower tier participant learns its certification was erroneous when submitted or has become erroneous by reason of changed circumstances;
3. It shall not knowingly enter any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated;
4. It will include the clause titled 'Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion--Lower Tier Covered Transactions,' without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions; and
5. The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into.

Instructions for Certification

1. By checking the box above and saving this page, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms 'covered transaction,' 'debarred,' 'suspended,' 'ineligible,' 'lower tier covered transaction,' 'participant,' 'person,' 'primary covered transaction,' 'principal,' 'proposal,' and 'voluntarily excluded,' as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the 'GSA Government-Wide System for Award Management Exclusions' (SAM Exclusions) at:
www.sam.gov
6. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

Applicant: DECATUR SD 61
Application: 2026-2027 Consolidated District Plan - 00
Role: Original Application
Project Number: 27-CDP-00-39-055-0610-25

County: Macon

Consolidated District Plan 

[Printer-Friendly](#)
[Click to Return to Application Select](#)

Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances
---------------------------------	----------------------------------	---------------------------	--------------------------	--------------------------	----------------------------

Certification Regarding Lobbying

[Instructions](#)

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by 31 U.S.C. 1352. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

By checking this box, the applicant hereby certifies, to the best of his or her knowledge and belief, that:

- (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit [ISBE 85-37](#) "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

Applicant: DECATUR SD 61
Application: 2026-2027 Consolidated District Plan - 00
Locale: Original Application
Project Number: 27-CDP-00-39-055-0610-25

County: Macon

[Printer-Friendly](#)
[Click to Return to Application Select](#)

Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances
---------------------------------	----------------------------------	---------------------------	--------------------------	--------------------------	----------------------------

GEPA 442 Assurances

[Instructions](#)

By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

DEFINITIONS

"APPLICANT" means an individual, entity, or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"LEA" means the local educational agency.

"AWARD RECIPIENT" means the person, entity, or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"GRANT" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award. The terms "grant," "award," and "project" may be used interchangeably.

"PROGRAM" means any applicable program under which federal funds are made available to the applicant.

"PROJECT" means the activities to be performed for which grant funds are being sought by the applicant.

"SECRETARY" means the Secretary of Education.

PROJECT

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program, in accordance with 2 CFR 200.302 and 2 CFR 200.303 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State Board of Education's Internet website. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.
5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under 20 U.S.C. 1232f, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
7. An application, evaluation, periodic program plan, or report relating to each Program will be made readily available to parents and other members of the general public;
8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under 29 U.S.C. 794 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;
9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

Applicant: DECATUR SD 61

County: Macon

Application: 2026-2027 Consolidated District Plan - 00

Type: Original Application

Object Number: 27-CDP-00-39-055-0610-25

Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances
---------------------------------	----------------------------------	---------------------------	--------------------------	--------------------------	----------------------------

Instructions

Assurances

GRANT AGREEMENT: The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in each tab of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds described in the "Budget Detail" tab. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. This grant agreement constitutes the entirety of the agreement between the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification. This grant agreement may not be amended or modified except as by receiving approval for an amendment through the IWAS application process or otherwise by the approval of the Illinois State Board of Education. By hitting "Submit" on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood, and will comply with all of the provisions of the following certifications, and assurances.

The person approving these Grant Application Certifications and Assurances hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so.

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete, and accurate to the best of his/her knowledge. He/she also provided the required assurances and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil, or administrative penalties, in accordance with applicable federal and state law, including, but not limited to, 18 U.S.C. 101, the federal False Claims Act (31 U.S.C. 3729 et seq.), and the Illinois False Claims Act (740 ILCS 175/). The list of certifications and assurances is included below and/or incorporated into the Uniform Grant Agreement contained herein.

NOTE: These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

- Assurances for all covered programs
- Grant Application Certifications and Assurances (State Assurances)
- Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion; see the Overview page for instructions
- Certification Regarding Lobbying
- GEPA 442 Assurances

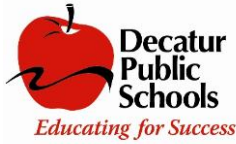
02.17.2026

ROCHELLE CLARK

Signature of School District Superintendent / Agency Administrator
 Signature of Board-Certified Delegated Authority for the School District Superintendent

Agreed to on this Date: 03/26/2026

RCDT when agreed to: 39-055-0610-25



Board of Education Decatur Public School District #61

Date: April 28, 2026	Subject: Prep Academy MacBook Purchase
Initiated By: Maurice Payne, Director of IT and Ashley Grayned, Executive Director of Strategic Planning & Innovative Programs	Attachments: Prep Academy MacBooks - Apple Quote
Reviewed By: Dr. Larry Gray, Assistant Superintendent of Teaching & Learning	

BACKGROUND INFORMATION:

The Prep Academy is a joint sponsored program between DPS and Richland Community that is unique to DPS students. DPS enrolled students enrolled in the Prep Academy will have the opportunity to participate in Dual Credit classes that will enhance the student's ability to complete academic requirements necessary to earn and achieve all degree requirements for an Associate's of Arts Degree and a high school diploma concurrently. This program is intended to promote academic success for students so that they achieve their potential through the efforts of RCC and DPS.

Students enrolled in the Prep Academy will utilize the use of Macbooks to be more efficient in their work as they transition through their courses. As it stands currently, the ipads are not the best source of technology that will support the student's efficiency in their work. The Macbook offers a keyboard, word processing, and other software that will ensure the students have the technology resources needed to complete their work accurately, efficiently, and effectively.

CURRENT CONSIDERATIONS:

IT would supply Prep Academy cohort 5 students with MacBooks. The MacBooks would be protected by a Brenthaven case that provides 4 years of insurance coverage.

FINANCIAL CONSIDERATIONS:

This purchase would be paid from the FY26 Information Technology budget in the amount \$29,640.00.

STAFF RECOMMENDATION:

The Administration respectfully requests the Board of Education approve the Prep Academy MacBook Purchase in the amount of \$29,640.00, as presented.

RECOMMENDED ACTION:

- Approval
- Information
- Discussion

BOARD ACTION: _____



Apple Inc. Education Price Quote

Customer:

Maurice Payne
 DECATUR PUBLIC SCHOOL DISTRICT 61
 Phone: 217-362-3072
 Email: mpayne@dps61.org

Apple Inc:

Tracy Ingersoll
 Email: tingersoll@apple.com

Apple Quote:

2214335120

Quote Date:

April 15, 2026

Quote Valid Until:

May 15, 2026

Quote Comments:

Item #	Details	Qty	Unit List Price	Extended List Price
--------	---------	-----	-----------------	---------------------

1	13-inch MacBook Neo: Apple A18 Pro chip with 6-core CPU and 5-core GPU, 8GB, 256GB SSD - Silver (Packaged in a 5-pack) Part Number: MHFK4LL/A Configuration: 065-CLMN : A18 Pro 065-CLMP : 8GB unified memory 065-CLMQ : 256GB SSD storage 065-CLMY : 20W USB-C Power Adapter 065-CLP2 : Magic Keyboard - US English 065-CLPH : Accessory Kit	60	\$494.00	\$29,640.00
---	---	----	----------	-------------

Education List Price Total	\$29,640.00
Additional Tax	\$0.00
Estimated Tax	\$0.00
Total Tax	\$0.00
Extended Total Price*	\$29,640.00

**In most cases Extended Total Price does not include Sales Tax
 If applicable, Recycle/eWaste/CBE Fees for CA Accounts are included. Standard shipping is complimentary

[Terms & Use](#) | [Privacy Policy](#) | [Return Policy](#)

Disclosure

This document has been created for you as Apple Quote ID **2214335120**.

Your institution's Authorized Purchaser may submit an order online at <https://ecommerce.apple.com>. Go to the Quote area of your Apple Online Store, click on it and convert to an order.

- If you're the authorized purchaser and need assistance in registering for access to the Apple Online Store, please contact your Apple Sales Representative.

This is a quote for the sale of products or services. Your use of this quote is subject to the following provisions which can change on subsequent quotes:

- A. Any order that you place in response to this Quote will be governed by the purchase agreement between Apple Inc. ("Apple") and you or another entity under which you're authorized to purchase under, in effect at the time you place the order.
 - If you do not have a purchase agreement in effect with Apple, please contact csteam.edu@apple.com.
- B. All sales are final. Please review Return Policy below if you have any questions. If you use your institution's Purchase Order form to place an order in response to this Quote, Apple rejects any Terms set out on the Purchase Order that are inconsistent with or in addition to the Terms of the governing purchase agreement between the parties.
- C. Unless this Quote specifies otherwise, it remains in effect until the Quote Valid Until Date set forth above. Apple reserves the right to withdraw this Quote before an order is placed, modify, or cancel any provision of this Quote, or cancel any orders placed.



**Board of Education
Decatur Public School District #61**

Date: April 28, 2026	Subject: International Teacher Professional Development and Coaching Contract for 2026-2027 and 2027-2028 School Years
Initiated By: Mary Brady, P-12 Director of Teaching & Learning	Attachments: Proposal
Reviewed By: Dr. Larry Gray, Assistant Superintendent of Teaching & Learning and Dr. Rochelle Clark, Superintendent	

BACKGROUND INFORMATION:

38 International Exchange Teachers have been hired and arrived in Decatur. International teachers face a unique set of challenges in American schools, from cultural adaptation and language nuances to navigating educational standards and curricula. A survey of the international teachers provided insight in their most pressing needs which included professional development with a strong desire for regular workshops specifically designed to address their unique challenges as expressed.

CURRENT CONSIDERATIONS:

Eleven (11) additional International Teachers will join DPS for the 2026-2027 school year. The Department of Teaching & Learning is partnering with Square 1 Strategy Group over the next two years to Professional Development program for the International Exchange Teachers along with their building administrators. The program is designed to have monthly sessions throughout the school year and into the summer. Topics of the professional development series include, but are not limited to, pacing and practice design, explanation and clarity, cultural responsiveness and relationships, classroom management and engagement, and principal coaching capacity. This will provide an additional layer of support to help with their overall success as they navigate/balance their time in DPS.

FINANCIAL CONSIDERATIONS:

The total cost of the Professional Development is \$266,000 a year and will be paid utilizing Title II funds.

STAFF RECOMMENDATION:

The Administration respectfully requests the Board of Education approve International Teacher Professional Development and Coaching Contract for 2026-2027 and 2027-2028 School Years as presented.

RECOMMENDED ACTION:

- Approval
- Information
- Discussion

BOARD ACTION: _____



Proposal for International Teacher Professional Development and Coaching

Prepared for Decatur Public Schools District 61 (DPS 61)

Prepared by Square One Strategy Group (S1S)

Engagement Begins: August 2026 |

Executive Summary

This proposal outlines a two-year partnership in which S1S will provide professional development, embedded coaching support, real-time classroom observations, and written feedback for international teachers and the principals who supervise them. The design reflects the attached data, which identifies districtwide needs in pacing, explanation and modeling, checks for understanding, classroom relationships, cultural responsiveness, and leader coaching capacity.

Statement of Need

- Student perception and leadership feedback indicate that international teachers are creating generally positive and fair learning environments, while still needing stronger support in pacing calibration, clear explanations, student engagement routines, classroom management, and culturally responsive relationship-building.
- The data also shows that principals need practical tools for coaching international teachers, especially around difficult feedback conversations, explaining survey data, cultural responsiveness coaching, peer learning structures, and decisions about when coaching should escalate into formal support pathways.
- Because these needs affect both teacher performance and supervisor effectiveness, District 61 will benefit most from a sustained model that develops both groups together while also providing monthly live observation evidence, coaching and written feedback tied to classroom practice.

Needs Identified from the Attached Data

Priority Area	Evidence in Data	Implication for Support
Pacing and practice design	Recurring need for stronger lesson tempo, processing time, and practice structures across classrooms.	Provide workshops and observation feedback focused on chunking, transitions, timed practice, and I do / We do / You do lesson design.

Explanation and clarity	Student data points to a need for more modeling, think-alouds, visuals, and student restate routines.	Train teachers in explanation routines and reinforce them through monthly written feedback and coaching debriefs.
Cultural responsiveness and relationships	Students want stronger evidence that teachers know them beyond respectful interactions; principals also need language for coaching this area.	Provide teacher workshops on cultural transition and relationship-building plus principal PD on culturally responsive coaching conversations.
Classroom management and engagement	Some teachers need stronger consistency, positive reinforcement, and engagement systems that fit U.S. classroom expectations.	Deliver classroom management and engagement workshops tailored to international teacher contexts.
Principal coaching capacity	Leaders asked for support in scripting conversations, explaining data, facilitating peer pairings, and knowing when to escalate.	Deliver principal workshops, coaching labs, co-observation debriefs, and decision-making tools to improve follow-through.

Scope of Work

1. Teacher Workshops

Design and facilitate workshops for international teachers on cultural transition to U.S. classrooms, instructional clarity, pacing and lesson design, checks for understanding, classroom management, student engagement, technology integration, and relationship-building routines.

2. Principal Workshops

Design and facilitate workshops for principals and instructional leaders on coaching conversation scripting, data translation, cultural responsiveness coaching, peer learning structures, co-observation debriefs, and escalation decision-making.

3. Monthly Classroom Observations and Written Feedback

Conduct live classroom observations of international teachers on a monthly basis during each school year and provide written feedback that identifies strengths, priority growth areas, and specific next actions. S1S will also debrief key patterns with school and district leadership as needed.

4. Coordination, Reporting, and Implementation Support

Coordinate calendars, participant groups, observation windows, and workshop agendas with DPS 61; track recurring themes; and provide periodic implementation summaries and recommendations.

Required Summer Workshops

Timeframe	Audience	Focus
June 2027 - 1 week	International teachers and supervising principals	Midpoint summer institute focused on year-one trend analysis, reteaching of high-leverage routines, and preparation for the 2027-2028 school year.
July 2027 - 1 week	International teachers and supervising principals	Second summer institute focused on classroom launch planning, coaching calibration, and readiness supports before the new school year begins.

Implementation Timeline

Period	Cadence	Planned Activities
Aug 2026	Launch	Kickoff planning with DPS 61, confirm participant groups, finalize annual calendar, and align observation and workshop priorities to district needs.
Sep 2026 - May 2027	Monthly during school year	Deliver teacher and principal workshops, conduct monthly classroom observations, provide written feedback, and hold coordination/debrief meetings as needed.
Jun 2027	Summer workshop week 1	Facilitate first summer institute for teachers and principals.
Jul 2027	Summer workshop week 2	Facilitate second summer institute for teachers and principals.
Aug 2027	Reset and planning	Refine focus areas based on year-one findings and prepare for year-two implementation.
Sep 2027 - Jun 2028	Monthly during school year	Continue teacher and principal workshops, monthly live observations, written feedback, and leadership consultation through the end of the engagement.

Proposed Pricing Schedule

The annual program budget is proposed at \$266,000 per year. Pricing below is presented as an annual service allocation for budgeting purposes. Year 1 includes the two summer workshop weeks in June and July 2027 within the same annual budget.

Service Category	Year 1 2026-2027	Year 2 2027-2028
Teacher workshops and facilitation	\$78,000	\$84,000
Principal workshops and coaching labs	\$42,000	\$44,000
Monthly classroom observations and written feedback	\$110,000	\$108,000
Coordination, reporting, and district consultation	\$24,000	\$20,000
Summer workshops (June and July 2027)	\$12,000	\$10,000*
Annual Total	\$266,000	\$266,000

*Year 2 includes closeout planning, sustainability supports, and end-of-engagement transition work in place of a second summer institute.

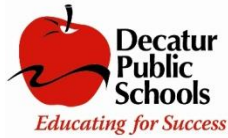
Terms and Conditions

- Either party may cancel the agreement with at least ninety (90) days advance written notice.
- DPS 61 and S1S may adjust scheduling details by mutual written agreement, provided that changes remain consistent with the overall scope and annual budget.
- Written feedback produced through the monthly observation cycle is intended for professional growth and implementation support.

Acceptance and Signatures

The undersigned acknowledge acceptance of this proposal and authorize the parties to proceed with final contracting consistent with the scope, pricing, and conditions described above.

For DPS 61	For S1S
_____	_____
Name/Title: _____	Name/Title: _____
Date: _____	Date: _____



Board of Education Decatur Public School District #61

Date: April 28, 2026	Subject: Award of Quote to Mill, Re-Pave & Stripe Parking Lot at Hope Academy
Initiated By: Floyd Bolt, Director of Buildings and Grounds	Attachments: Dunn Company Quote Dated March 27, 2026, Bid Tabulation & Area Map
Reviewed By: Dr. Mike Curry, Chief Operations Officer and Dr. Rochelle Clark, Superintendent	

BACKGROUND INFORMATION:

The West parking lot at Hope Academy has experienced significant deterioration, creating concerns for operations and safety. The surface has developed extensive potholes and uneven surfaces due to high volumes of traffic associated with student drop-off and pick-up in a confined and heavily utilized area. These conditions present potential safety concerns for students, staff, and visitors. To address these issues, the scope of work includes milling and resurfacing the existing asphalt, performing targeted base repairs in high-failure areas, increasing asphalt thickness where needed, restriping the entire lot for improved traffic flow, and replacing worn parking stops. It is important to note that the south parking lot (gym entrance) is excluded from this project, as it remains in good condition

CURRENT CONSIDERATIONS:

Dunn Company has submitted a competitive and thorough proposal in the amount of \$245,853.00 to complete the necessary improvements. Based on their experience and capacity, Dunn has indicated that the project can be completed efficiently during the Summer of 2025-2026 timeframe, minimizing disruption to school operations.

FINANCIAL CONSIDERATIONS:

These services will be paid out of Fund 60 – Capital Projects

STAFF RECOMMENDATION:

The Administration respectfully requests the Board of Education approve this project and proposal from Dunn Company in the amount of \$245,853.00.

RECOMMENDED ACTION:

- Approval
- Information
- Discussion

BOARD ACTION: _____

Dunn Company – Bid Summary

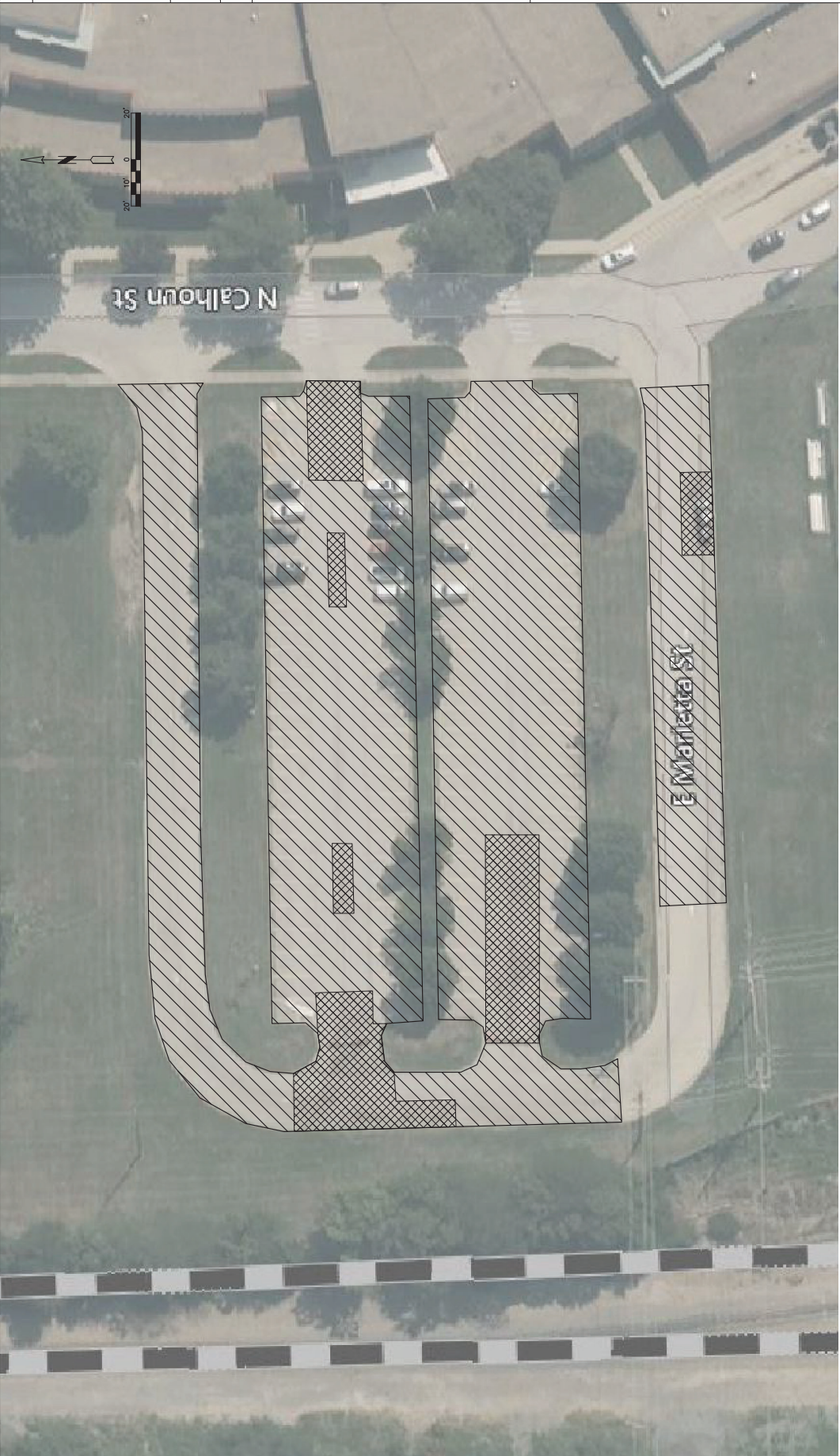
A. Hope				
1	ASPHALT PAVING: Mill Existing Asphalt 3" Deep, Prime, And Install 3" Compacted Hot Mix Asphalt Surface Course Over Prepared Areas	6,010.00 SY	\$28.30	\$170,083.00
2	ASPHALT PATCHING: Mill Additional 6" Deep, Install Two 3" Lifts Of Asphalt Binder	710.00 SY	\$67.00	\$47,570.00
3	BUMPER BLOCKS: Install New Recycled Rubber Parking Stops After Paving	108.00 EACH	\$200.00	\$21,600.00
4	PAVEMENT MARKINGS- Re-Stripe Parking Lot According To Current Layout	1.00 LS	\$6,600.00	\$6,600.00
Total Price for above A. Hope Items:				<u>\$245,853.00</u>
B. RR				
5	ASPHALT PAVING: Mill Existing Asphalt 2' Deep, Prime, And Install 3" Compacted Hot Mix Asphalt Surface Course Over Prepared Areas	3,170.00 SY	\$28.00	\$88,760.00
6	ASPHALT PATCHING: Mill Additional 6" Deep, Install Two 3" Lifts Of Asphalt Binder	700.00 SY	\$67.00	\$46,900.00
7	AGGREGATE WEDGE SHOULDER: Install 1' Wide Aggregate Wedge Shoulder Along Edges Of New Asphalt Pavement Where Applicable. (Utilize Milled Material For Aggregate Installabon)	2,500.00 LF	\$3.00	\$7,500.00
Total Price for above B. RR Items:				<u>\$143,160.00</u>
C. SDMS				
8	ASPHALT PAVING: Mill Existing Asphalt 2' Deep, Prime, And Install 2" Compacted Hot Mix Asphalt Surface Course Over Prepared Areas (1" Overlay Included)	15,550.00 SY	\$19.00	\$295,450.00
9	ASPHALT PATCHING: Mill Additional 6" Deep, Install Two 3" Lifts Of Asphalt Binder	660.00 SY	\$67.00	\$44,220.00
10	PAVEMENT MARKINGS- Re-Stripe Parking Lot According To Current Layout	1.00 LS	\$17,179.00	\$17,179.00
Total Price for above C. SDMS Items:				<u>\$356,849.00</u>
Total Bid Price:				<u><u>\$745,862.00</u></u>

NO.	DATE	REVISION	BY

MEC
MARTIN ENGINEERING COMPANY
at Illinois
 CONSULTING ENGINEERS AND SURVEYORS
 ILLINOIS PROFESSIONAL DESIGN FIRM NO. 184-005839
 5695 S. 6TH ST. FRONTAGE RD. WEST, SPRINGFIELD, ILL. 62703
 Phone : (217) 698-8900, E-Mail : mechai@martinengineeringco.com

SITE PLAN AND DETAILS
HOPE ACADEMY
DECATUR, IL

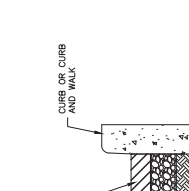
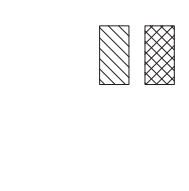
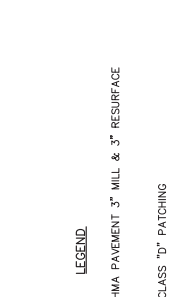
DATE: 3/25/2026
 SCALE: 1"=20'
 DRAWN BY: LTM
 CHECKED BY: TKW
 DWG: 26039-X-BASE
 SHEET NO. **4**
 MEC JOB # 26039



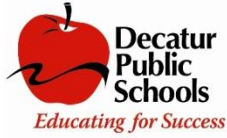
QUANTITIES — HOPE ACADEMY

ITEM	AREA (S.Y.)
3" MILL AND RESURFACE	6,010
CLASS D PATCH	710
RUBBERIZED PARKING BLOCKS*	108 EA.

* CONTRACTOR SHALL REMOVE EXISTING PARKING BLOCKS AND STOCK PILE ON-SITE FOR DP'S FUTURE USE. PLACE NEW PARKING BLOCKS IN EACH SPACE.



** CONTRACTOR SHALL PROVIDE A UNIT PRICE PER SY FOR ALL ITEMS LISTED. CONTRACTOR WILL BE COMPENSATED FOR ACTUAL PATCHING QUANTITIES (ADD/REDUCT) MEASURED IN THE FIELD.



Board of Education Decatur Public School District #61

Date: April 28, 2026	Subject: Award of Quote to Mill, Re-Pave & Stripe Selected Parking Lot Areas at Stephen Decatur Middle School
Initiated By: Floyd Bolt, Director of Buildings and Grounds	Attachments: Dunn Company Quote Dated March 27, 2026, Bid Tabulation & Area Map
Reviewed By: Dr. Mike Curry, Chief Operations Officer and Dr. Rochelle Clark, Superintendent	

BACKGROUND INFORMATION:

The parking lot areas at Stephen Decatur Middle School have experienced significant deterioration, creating concerns for both daily operations and safety. High volumes of student drop-off and pick-up traffic, combined with bus circulation in a confined and heavily utilized space, have resulted in extensive potholes and uneven surfaces. To address these conditions, the proposed scope of work includes milling and resurfacing the existing asphalt, targeted base repairs in high-failure areas, increasing asphalt thickness where necessary, and restriping all parking lot areas included in this project.

The specific project areas are identified on the attached map. This project has been reviewed and approved by the Finance Committee.

CURRENT CONSIDERATIONS:

Dunn Company has submitted a competitive and thorough proposal in the amount of \$356,849.00 to complete the necessary improvements. Based on their experience and capacity, Dunn has indicated the project can be completed during the Summer of 2025-2026 timeframe, minimizing disruption to school operations.

FINANCIAL CONSIDERATIONS:

These services will be paid out of Fund 60 – Capital Projects.

STAFF RECOMMENDATION:

The Administration respectfully requests the Board of Education approve this project and proposal from Dunn Company in the amount of \$356,849.00 as presented.

RECOMMENDED ACTION:

- Approval
- Information
- Discussion

BOARD ACTION: _____

Dunn Company – Bid Summary

A. Hope

1	ASPHALT PAVING: Mill Existing Asphalt 3" Deep, Prime, And Install 3" Compacted Hot Mix Asphalt Surface Course Over Prepared Areas	6,010.00 SY	\$28.30	\$170,083.00
2	ASPHALT PATCHING: Mill Additional 6" Deep, Install Two 3" Lifts Of Asphalt Binder	710.00 SY	\$67.00	\$47,570.00
3	BUMPER BLOCKS: Install New Recycled Rubber Parking Stops After Paving	108.00 EACH	\$200.00	\$21,600.00
4	PAVEMENT MARKINGS - Re-Stripe Parking Lot According To Current Layout	1.00 LS	\$6,600.00	\$6,600.00

Total Price for above A. Hope Items: \$245,853.00

B. RR

5	ASPHALT PAVING: Mill Existing Asphalt 2' Deep, Prime, And Install 3" Compacted Hot Mix Asphalt Surface Course Over Prepared Areas	3,170.00 SY	\$28.00	\$88,760.00
6	ASPHALT PATCHING: Mill Additional 6" Deep, Install Two 3" Lifts Of Asphalt Binder	700.00 SY	\$67.00	\$46,900.00
7	AGGREGATE WEDGE SHOULDER: Install 1' Wide Aggregate Wedge Shoulder Along Edges Of New Asphalt Pavement Where Applicable. (Utilize Milled Material For Aggregate Installation)	2,500.00 LF	\$3.00	\$7,500.00

Total Price for above B. RR Items: \$143,160.00

C. SDMS

8	ASPHALT PAVING: Mill Existing Asphalt 2' Deep, Prime, And Install 2" Compacted Hot Mix Asphalt Surface Course Over Prepared Areas (1" Overlay Included)	15,550.00 SY	\$19.00	\$295,450.00
9	ASPHALT PATCHING: Mill Additional 6" Deep, Install Two 3" Lifts Of Asphalt Binder	660.00 SY	\$67.00	\$44,220.00
10	PAVEMENT MARKINGS - Re-Stripe Parking Lot According To Current Layout	1.00 LS	\$17,179.00	\$17,179.00

Total Price for above C. SDMS Items: \$356,849.00

Total Bid Price: \$745,862.00

NO.	DATE	REVISION	BY

MEC
MARTIN ENGINEERING COMPANY
at Illinois
 CONSULTING ENGINEERS AND SURVEYORS
 LICENSE PROFESSIONAL DESIGN FIRM NO. 184-05659
 5995 S. 61ST ST. FRONTAGE RD. WEST, SPRINGFIELD, ILLINOIS 62703
 Phone: (217) 698-8900, E-Mail: mecentral@martinengineering.com

SITE PLAN AND DETAILS
STEPHEN DECATUR MIDDLE SCHOOL
DECATUR, IL

DATE: 3/25/2026
 SCALE: 1"=40'
 DRAWN BY: LTM
 CHECKED BY: TKW
 DWG: 26039-X-BASE
 SHEET NO. **2**
 MEC JOB # 26039

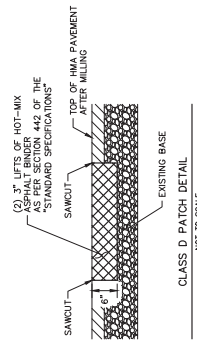
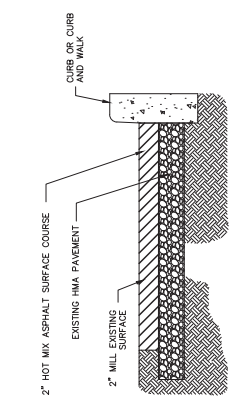


QUANTITIES — STEPHEN DECATUR

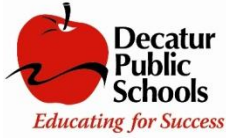
ITEM	AREA (S.Y.)
2" MILL AND RESURFACE	15,550
1" OVERLAY	180
CLASS D PATCH	660

LEGEND

- HMA PAVEMENT 2" MILL & 2" RESURFACE
- HMA PAVEMENT 1" OVERLAY
- CLASS "D" PATCHING



** CONTRACTOR SHALL PROVIDE A UNIT PRICE PER SY FOR ALL ITEMS LISTED IN THIS QUANTITY TAKEOFF. CONTRACTOR WILL BE COMPENSATED FOR ACTUAL PATCHING QUANTITIES (ADD/REDUCT) MEASURED IN THE FIELD.



Board of Education Decatur Public School District #61

Date: April 28, 2026	Subject: Award of Quote to Mill, Re-Pave & Add Aggregate Shoulder at Running Reds Boulevard
Initiated By: Floyd Bolt, Director of Buildings and Grounds	Attachments: Dunn Company Quote Dated March 27, 2026, Bid Tabulation & Area Map
Reviewed By: Dr. Mike Curry, Chief Operations Officer and Dr. Rochelle Clark, Superintendent	

BACKGROUND INFORMATION:

Running Reds Boulevard has reached a point where significant deterioration is impacting daily operations and safety. Due to the high volume of traffic associated with one of the main entrances to Stephen Decatur Middle School as well as being a heavily utilized area for the Decatur Park District Mid-State Soccer Complex, the surface has developed extensive potholes, uneven surfaces and washed away shoulders. These conditions present potential safety concerns for students, staff, visitors and spectators.

DPS #61 entered into an IGA with the Decatur Park District on November 7, 2019 that included a shared cost for repairing Running Reds Boulevard. Per the IGA, Decatur Park District is responsible for 1/3 of the cost (\$47,720) and DPS #61 is responsible for 2/3 of the cost (\$95,440).

To address these issues, the scope of work includes milling and resurfacing the existing asphalt, performing targeted base repairs in high-failure areas, increasing asphalt thickness where needed and applying an aggregate base shoulder for safer traffic flow.

CURRENT CONSIDERATIONS:

Dunn Company has submitted a competitive and thorough proposal in the amount of \$143,160.00 to complete the necessary improvements. Based on their experience and capacity, Dunn has indicated that the project can be completed efficiently during the Summer of 2025-2026 timeframe, minimizing disruption to school and Mid-State Soccer Complex operations.

FINANCIAL CONSIDERATIONS:

These services will be paid out of Fund 60 – Capital Projects. The Decatur Park District will reimburse the District for their associated costs.

STAFF RECOMMENDATION:

The Administration respectfully requests the Board of Education approve this project and proposal from Dunn Company in the amount of \$143,160.00.

RECOMMENDED ACTION:

- Approval
- Information
- Discussion

BOARD ACTION: _____

Dunn Company – Bid Summary

A. Hope

1	ASPHALT PAVING: Mill Existing Asphalt 3" Deep, Prime, And Install 3" Compacted Hot Mix Asphalt Surface Course Over Prepared Areas	6,010.00 SY	\$28.30	\$170,083.00
2	ASPHALT PATCHING: Mill Additional 6" Deep, Install Two 3" Lifts Of Asphalt Binder	710.00 SY	\$67.00	\$47,570.00
3	BUMPER BLOCKS: Install New Recycled Rubber Parking Stops After Paving	108.00 EACH	\$200.00	\$21,600.00
4	PAVEMENT MARKINGS - Re-Stripe Parking Lot According To Current Layout	1.00 LS	\$6,600.00	\$6,600.00

Total Price for above A. Hope Items: \$245,853.00

B. RR

5	ASPHALT PAVING: Mill Existing Asphalt 2' Deep, Prime, And Install 3" Compacted Hot Mix Asphalt Surface Course Over Prepared Areas	3,170.00 SY	\$28.00	\$88,760.00
6	ASPHALT PATCHING: Mill Additional 6" Deep, Install Two 3" Lifts Of Asphalt Binder	700.00 SY	\$67.00	\$46,900.00
7	AGGREGATE WEDGE SHOULDER: Install 1' Wide Aggregate Wedge Shoulder Along Edges Of New Asphalt Pavement Where Applicable. (Utilize Milled Material For Aggregate Installation)	2,500.00 LF	\$3.00	\$7,500.00

Total Price for above B. RR Items: \$143,160.00

C. SDMS

8	ASPHALT PAVING: Mill Existing Asphalt 2' Deep, Prime, And Install 2" Compacted Hot Mix Asphalt Surface Course Over Prepared Areas (1" Overlay Included)	15,550.00 SY	\$19.00	\$295,450.00
9	ASPHALT PATCHING: Mill Additional 6" Deep, Install Two 3" Lifts Of Asphalt Binder	660.00 SY	\$67.00	\$44,220.00
10	PAVEMENT MARKINGS - Re-Stripe Parking Lot According To Current Layout	1.00 LS	\$17,179.00	\$17,179.00

Total Price for above C. SDMS Items: \$356,849.00

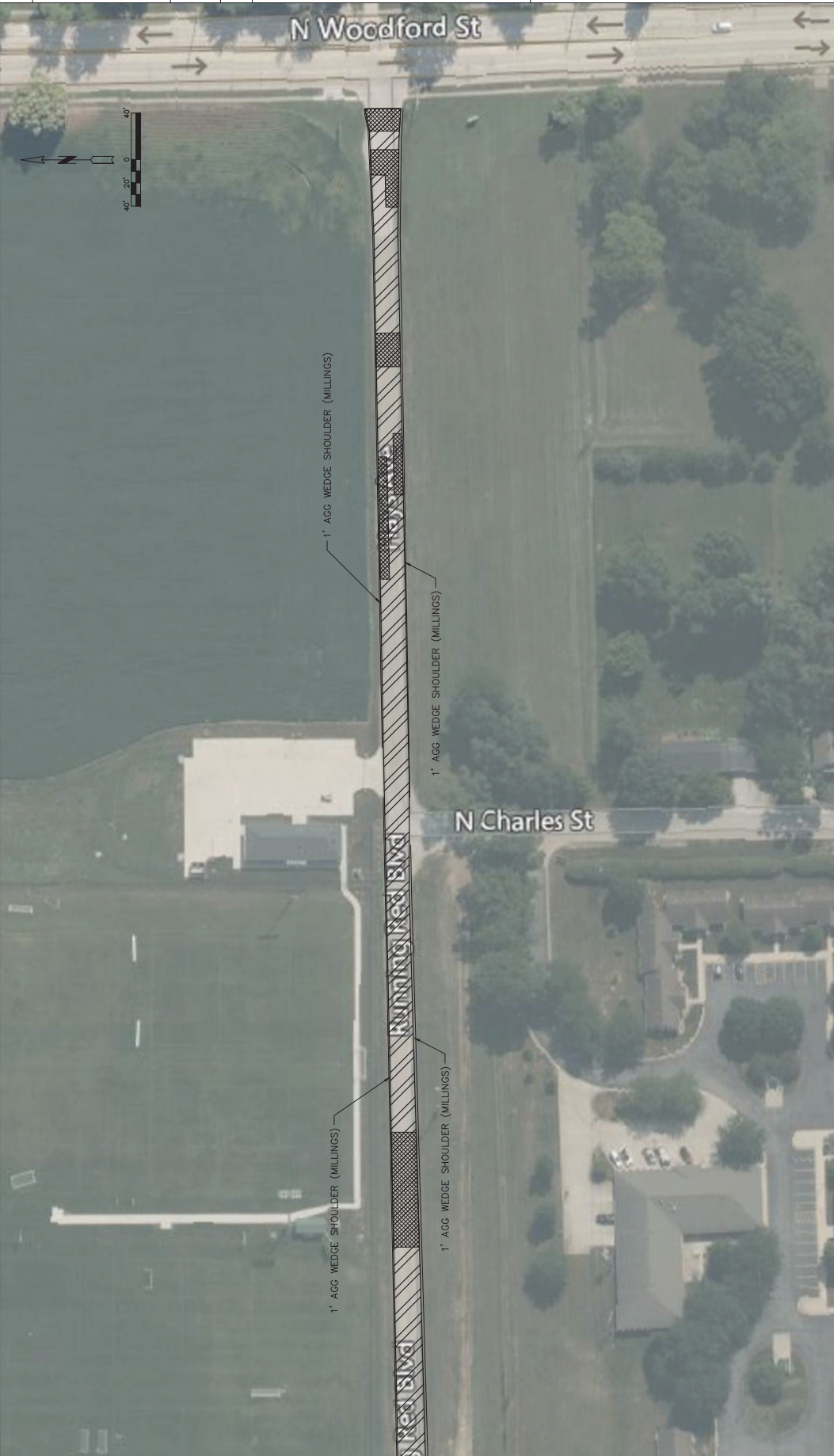
Total Bid Price: \$745,862.00

NO.	DATE	REVISION	BY

MEC
MARTIN ENGINEERING COMPANY
at Illinois
 CONSULTING ENGINEERS AND SURVEYORS
 (ILLINOIS PROFESSIONAL DESIGN FIRM NO. 184-00658)
 5995 S. 6TH ST. FRONTAGE RD. WEST, SPRINGFIELD, ILLINOIS 62703
 Phone: (217) 698-8900, E-Mail: mecentral@martinengineeringco.com

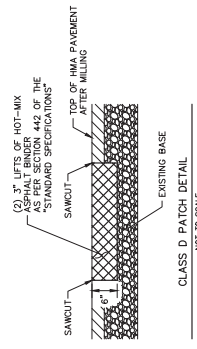
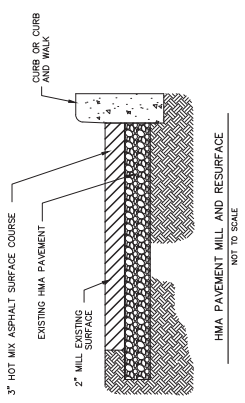
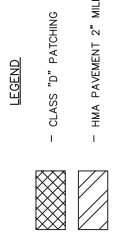
SITE PLAN AND DETAILS
RUNNIN REDS BLVD
DECATUR, IL

DATE:	3/25/2026
SCALE:	1"=40'
DRAWN BY:	LTM
CHECKED BY:	TKW
DWG:	26039-X-BASE
SHEET NO.	3
MEC JOB #	26039



QUANTITIES — RUNNIN REDS BLVD

ITEM	AREA (S.Y.)
2" MILL AND 3" RESURFACE	3,170
1' AGG WEDGE SHOULDER	2,500 FT
CLASS D PATCH	700



3" HOT MIX ASPHALT SURFACE COURSE
 EXISTING HMA PAVEMENT
 2" MILL EXISTING SURFACE
 CURB OR CURB AND WALK
 HMA PAVEMENT MILL AND RESURFACE
 NOT TO SCALE

(3) 1" LITS OF HOT-MIX ASPHALT BINDER #42 THE "STANDARD SPECIFICATIONS"
 SAWCUT
 TOP OF HMA PAVEMENT AFTER MILLING
 EXISTING BASE

CONTRACTOR SHALL PROVIDE A UNIT PRICE PER SY FOR MILL AND RESURFACE. CONTRACTOR WILL BE COMPENSATED FOR ACTUAL PATCHING QUANTITIES (ADD/REDUCT) MEASURED IN THE FIELD.



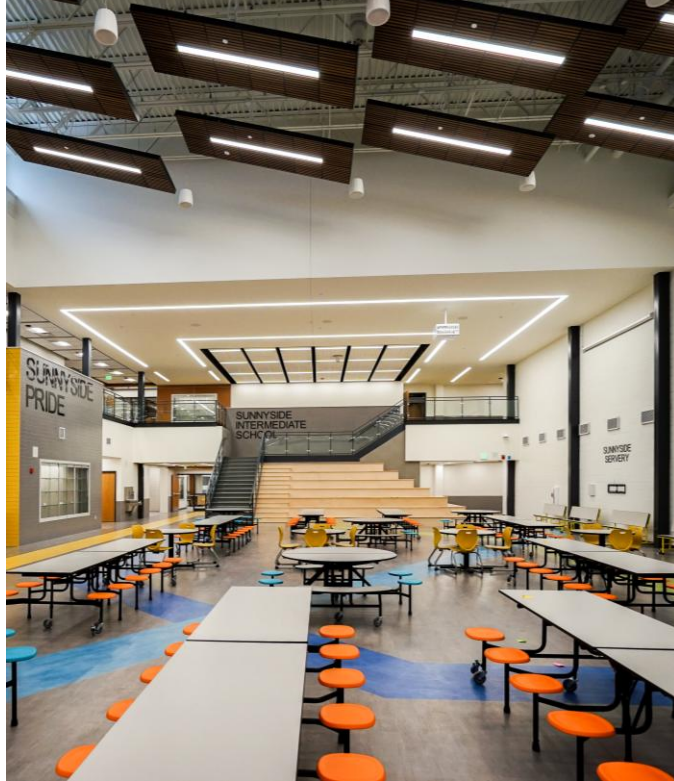
Decatur Public Schools

Educating for Success



DECATUR SCHOOL DISTRICT 61

MASTER FACILITIES PLAN INTERVIEW | APRIL 14, 2026



INTRODUCTIONS

FIRM OVERVIEW



57 Years of Experience
35+ Districts Served
150+ Districts Served Nationally
3,900+ K12 Projects



In-House Engineers
Long-Term Approach



350+ Staff
National Presence, Local Commitment
Ranked #8 in Nation for K-12 Firms



INTRODUCTIONS

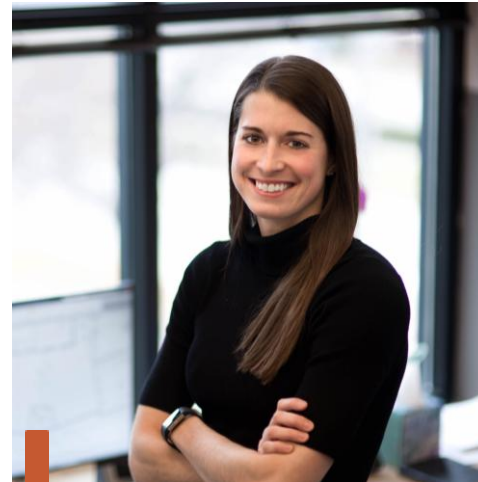
INTERVIEW TEAM



**MIKE
EICHHORN**

AIA, LEED AP BD+C

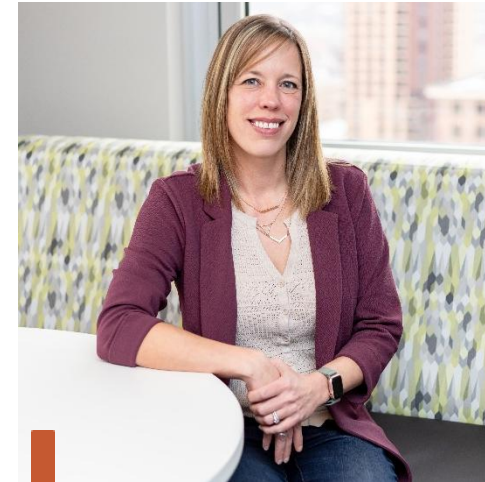
Principal-in-Charge



**ALISON
ANDREWS**

AIA

Educational
Practice Leader



**VAL
PETERSON**

AIA, LEED AP

Educational
Programmer

Wold



WE LISTEN
BEFORE
WE PLAN

collaborator



1

Capacity and Utilization

- Get the Facts
- Unbiased and Objective
- Agree on Needs and Criteria



2

Solutions and Costs

- Which Option Best Achieves Your Needs
- Cost Estimating



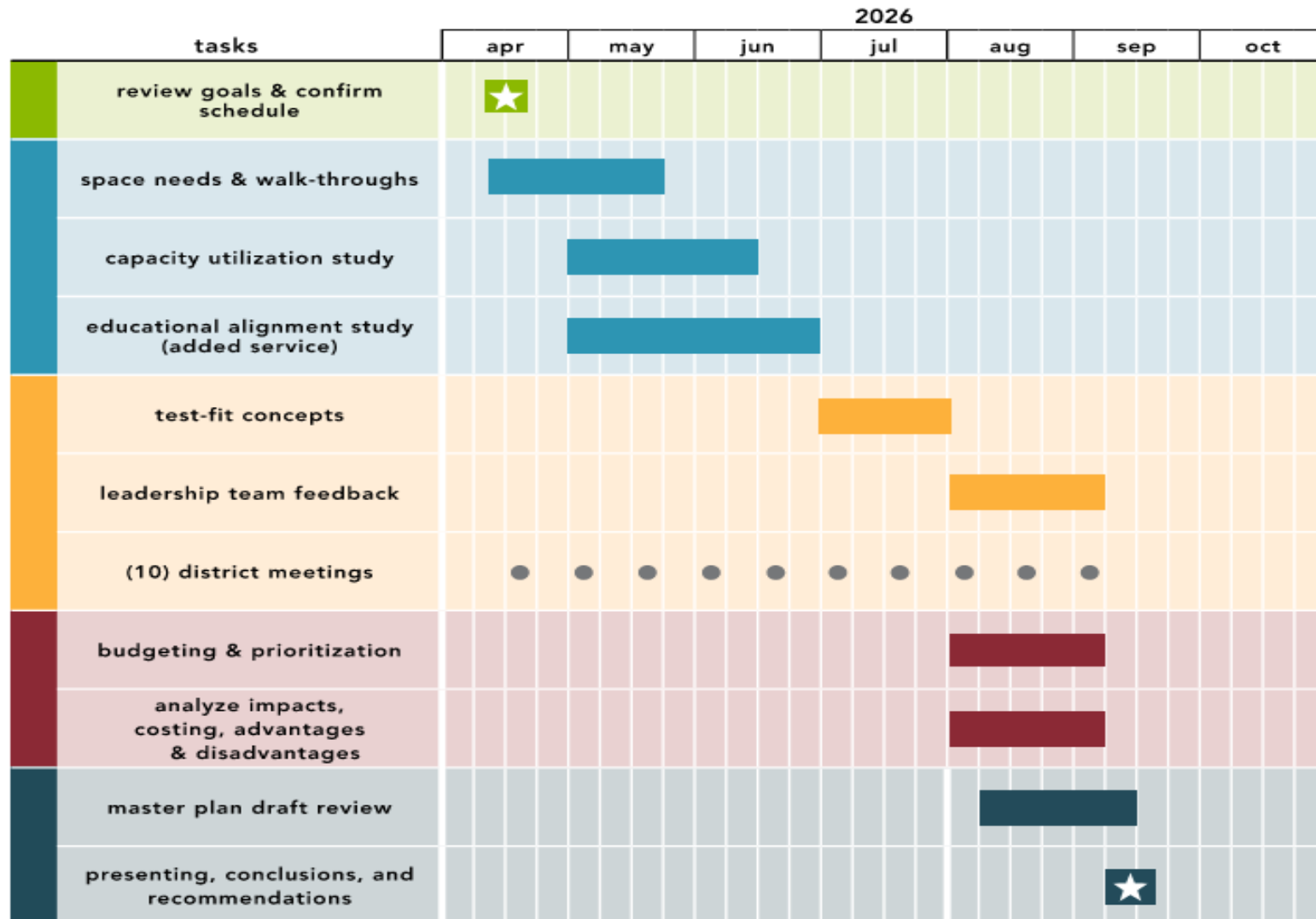
3

Funding Alignment



ROADMAP

TIMELINE PHASES



KICKOFF – APRIL 2026

CAPACITY & UTILIZATION

SOLUTIONS

COSTS

FINAL DOCUMENTS – SEPTEMBER 2026



GOALS

DECATUR SCHOOL DISTRICT 61



DRAFT GOAL 1: Improve Student Achievement

DRAFT GOAL 2: Create Effective Learning Environments

DRAFT GOAL 3: Promote a Positive Workplace Experience

DRAFT GOAL 4: Increase Family and Community Engagement

DRAFT GOAL 5: Ensure Fiscal Stewardship



STEP I

CAPACITY & UTILIZATION





CAPACITY & UTILIZATION

UNDERSTANDING DECATUR / FINDING OPPORTUNITIES



Embracing each school's identity
Each school is unique

Understanding how students develop and transition through their school career



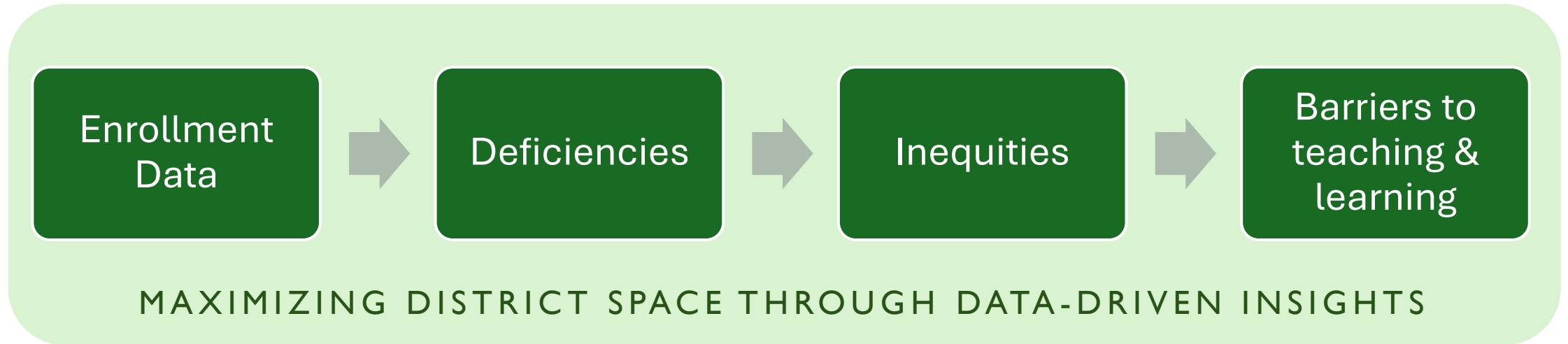
We bring ideas and innovation with our expertise in education with PK-12 Districts





CAPACITY & UTILIZATION













WHAT DO WE LOOK FOR?





CAPACITY & UTILIZATION

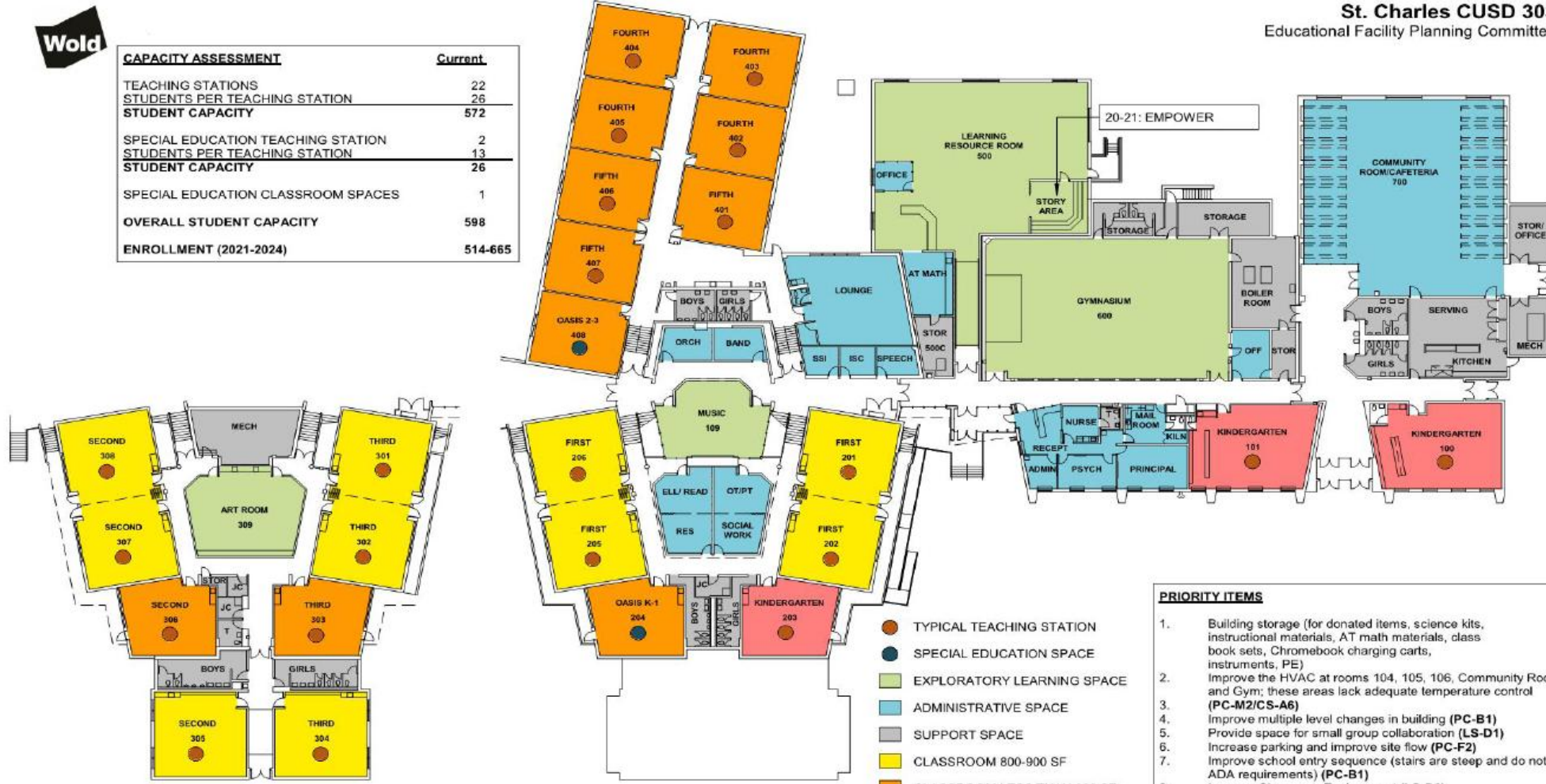
DEVELOPING BASELINE STANDARDS

DISTRICT PROGRAM/ SPACE STANDARDS													
	SPACE STANDARD	AN	BG	CR	NC	FR (EC)	FC	MH	LN	DV	RM	WS	WR
Enrollment History	3 Year Average	486	417	515	442	--	464	520	211	320	357	442	500
Current Enrollment	2021/2022 Count (actual)	418	478	542	445		555	498	211	341	341	450	509
Current Enrollment	2021/2022 Count (by geography)	471	456	512	435	NA	566	513	221	308	350	466	537
Enrollment Projections	2022/23	480	441	501	440		598	532	211	312	330	475	562
(3 Year Outlook)	2023/24	492	424	489	458		629	565	221	316	328	510	627
	2024/25	474	417	464	456		696	557	237	261	344	498	627
Current capacity	Based on 2021/2022 utilization (TS)	456 (19)	480 (20)	552 (23)	432 (18)	NA	552 (23)	528 (22)	240 (10)	432 (18)	432 (18)	480 (20)	528 (22)
Accommodates a minimum of 3 Sections per grade level	18 instructional classrooms (Capacity based on avg. 24 students/classroom)	18 +2 (432)	18 +1 (432)	18 +3 (432)	18 +3 (432)	18 (432)	18 (432)	18 +3 (432)	10 (240)	18 +1 (432)	16 (384)	18 (432)	18 +2 (432)
Accommodates 3.5 Sections per grade level	21 instructional classrooms – where attainable using extra and/or Flex Rooms	21 (504)	21 (504)	21 (504)	21 (504)	19 (456)	19 (456)	21 (504)	10 (240)	21 (504)	16 (384)	20 (480)	21 (504)
Accommodates Flexible Classrooms	2 multi-use teaching stations	2 (1)	2 (0)	2	2	1 (0)	1 (0)	2	0	2 (0)	0	2 (0)	2 (1)
Appropriate Spaces for Art, Music, Empower and Band/Orchestra	3 Rooms at 850+ SF 1 Room at 500+ SF	4	4	4	4	4	4	4	2	4	4	4	4
Kindergarten Rooms – minimum size	1,100 SF (quantity meeting standard of total shown)	2 of 3	2 of 3	2 of 3	2 of 3	2 of 3	2 of 3	2 of 3	1 of 2	1 of 7	N/A	2 of 3	2 of 3
Instructional classrooms minimum size	850 SF (Smallest classroom size shown)	870 SF	870 SF	852 SF	852 SF	697 SF	697 SF	667 SF	695 SF	854 SF	903 SF	752 SF	738 SF
- Classroom size range	Quantity less than 800 SF	0	0	0	0	2	2	5	10	0	0	8	12
- Classroom size range	Quantity between 800 SF and 849 SF	0	0	0	0	0	0	6	0	0	0	4	1
- Classroom size range	Quantity between 850 SF and 899 SF	6	15	18	18	0	0	1	0	6	0	0	10
- Classroom size range	Quantity above 900 SF	20	9	9	9	23	23	15	2	18	21	10	3
Main Office minimum size	2,400 SF incl. nurse	3,206	3,538	3,237	3,237	3,495	3,495	2,448	1,367	1,858	3,620	1,994	2,943
LRC – minimum size w/o office and storage	3,000 SF	3,426	3,578	3,565	3,578	3,684	3,684	3,006	2,950	2,580	3,002	2,242	3,745
Gymnasium – 2 class capacity (based on 75 SF/student)	4,050 SF minimum w/o stage area	2 (3,900)	2 (6,036)	2 (6,036)	2(6,036)	2 (6,300)	2 (6,300)	2 (3,900)	1 (st)				

St. Charles D303 - Example



CAPACITY ASSESSMENT	Current
TEACHING STATIONS	22
STUDENTS PER TEACHING STATION	26
STUDENT CAPACITY	572
SPECIAL EDUCATION TEACHING STATION	2
STUDENTS PER TEACHING STATION	13
STUDENT CAPACITY	26
SPECIAL EDUCATION CLASSROOM SPACES	1
OVERALL STUDENT CAPACITY	598
ENROLLMENT (2021-2024)	514-665



WILD ROSE ELEMENTARY SCHOOL

1/32" = 1'-0"
0 24' 48'

- PRIORITY ITEMS**
1. Building storage (for donated items, science kits, instructional materials, AT math materials, class book sets, Chromebook charging carts, instruments, PE)
 2. Improve the HVAC at rooms 104, 105, 106, Community Room and Gym; these areas lack adequate temperature control (PC-M2/CS-A6)
 3. Improve multiple level changes in building (PC-B1)
 4. Provide space for small group collaboration (LS-D1)
 5. Increase parking and improve site flow (PC-F2)
 6. Improve school entry sequence (stairs are steep and do not meet ADA requirements) (PC-B1)
 7. Improve Classroom Environment (LS-D3)
 8. Update audio and lighting systems in the Community Room
 9. Improve sound isolation between adjacent resource spaces (PC-Q7)
 10. Improve condition of four (4) undersized classrooms (PC-Q1)

WILD ROSE ES

Comm No: 203083

GOAL: Optimize efficiency and balancing capacity with programmatic initiatives



STEP 2

SOLUTIONS & COSTS



NEEDS AGREEMENT + CRITERIA



OPTIONS ANALYSIS + COST ESTIMATING



FUNDING ANALYSIS



NEEDS AGREEMENT + CRITERIA





NEEDS AGREEMENT + CRITERIA

STOP TO AGREE ON NEEDS & PRIORITIES



- Cannot move forward with solutions until consensus on needs
- Includes:
 - District Administration
 - The Board of Education
 - Other Stakeholders



“Needs Unite and Solutions Divide”



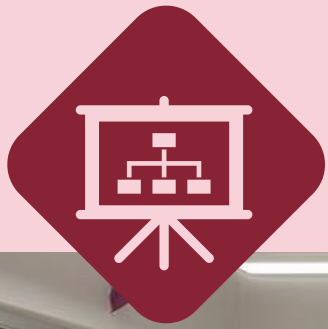
NEEDS AGREEMENT + CRITERIA

DEFINE THE CRITERIA TO ADDRESS DISTRICT NEEDS



- Ensure all facilities are fully accessible, including entrances, restrooms, and learning spaces
- Renovate elementary schools to add collaborative support spaces
- Enhance cafeterias, kitchens, and food service to support student wellness
- Transform libraries into flexible, multi-use collaboration spaces
- Prioritize infrastructure upgrades to extend building life





OPTIONS ANALYSIS & COST

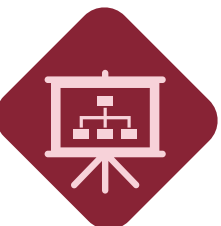
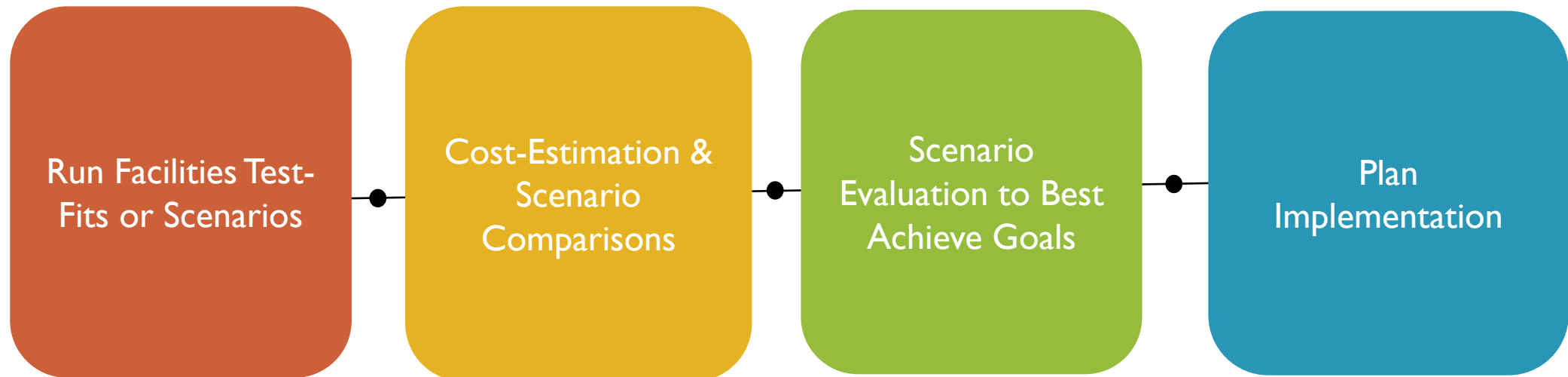




OPTIONS ANALYSIS

HOW CAN MANY SOLUTIONS BE STUDIED?

- Scenarios address need statements and prioritization of criteria
- Evaluate scenarios to determine BEST fit for alignment with comprehensive District needs and goals





OPTIONS ANALYSIS

GETTING ALL THE IDEAS OUT ON THE TABLE

WHITE BEAR LAKE AREA SCHOOLS
2019 FACILITY PLANNING
DRAFT March 20, 2019

OPTION: ONE HIGH SCHOOL ON CENTRAL SITE (USE NC)
Expand North Campus to become one 9-12 HS; South Campus / New as MS

WHITE BEAR LAKE AREA SCHOOLS
2019 FACILITY PLANNING
DRAFT March 20, 2019

ELEMENTARY AND EARLY CHILDHOOD OPTIONS

OPTION: ONE HIGH SCHOOL ON A NEW SITE
Build new 9-12 HS on a new site; convert 2 HS campuses to Middle Schools

PROS OF THIS OPTION:

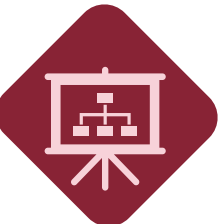
- No longer leasing TEC
- All HS Students on one campus, with all HS needs
- Expanded/improved secondary athletic/activities facilities
- Efficient reuse of NC and SC
- 8th and 10th grades will feel like they are in HS
- Less student transitions

CONS OF THIS OPTION:

- Land availability
- New HS unlikely to be in WBL (identity?)
- Closing CM and SP - empty - how to use? Boundaries?
- New HS Location - If not central than transp. issues
- Alt: #1: 760 seats unused
- Alt: #1: Staffing/programming expensive
- Equity across ES?
- NC - not good for MS?

Comm No: 9999

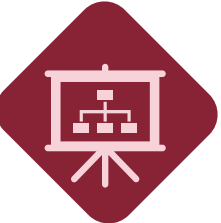
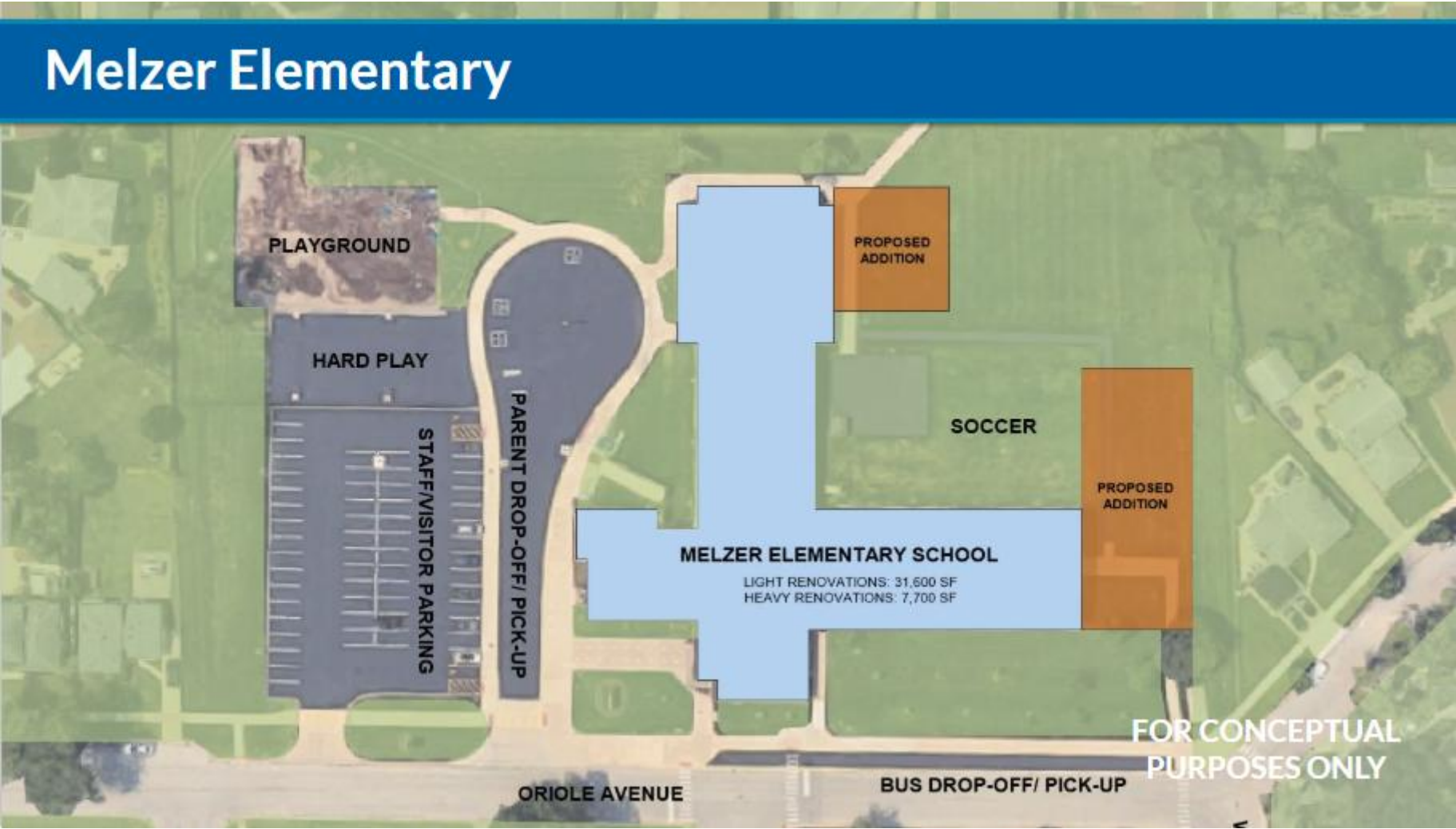
CATEGORY	SCOPE OF IMPROVEMENTS	INTERRELATED WORK	ANTICIPATED PROJECT COST	CUMULATIVE PROJECT COST	NEEDS ADDRESSED
SCOPE ONE	Infrastructure, Mechanical Systems and Roofs	NA	\$48,724,000	\$48,724,000	Provides safer, more efficient and more reliable school facilities and sites, improved temperature control at Gyms
	Learning Environments, Restrooms, Students Services and Secure Entrance	Concessions Impacted by Learning Commons, Student Services Consolidation Requires Entrance Addition and Affects Library Space, Learning Space Created with Nurse Relocation			Improved Classroom learning environments, Flexible/Collaborative student spaces developed, Safer Science Labs aligned with modern curriculum, Improved student experience and confidentiality with student services consolidation, Enhanced Security at Main Entrance and improved student flow through building, Modernized Restrooms compliant with ADA
SCOPE TWO	Site Access, Parking and Drainage and Playgrounds	Exterior Phys. Ed. Improvements may Influence Parking/Drive Solutions	\$30,830,000	\$79,554,000	Improved Traffic flow and added parking, improved drainage for increased pavement longevity, safer pavement conditions, safer and accessible playground equipment
	Exterior Physical Education, Locker Rooms and Maintenance/Transportation Relocations	Locker Room Upgrades Are Independent of Exterior Work, Maintenance Building and Transportation Building/Bus Lot Require Relocation			Meet demands of outside physical education and athletic programs, increased efficiency and safety of support buildings, enhanced usability of stadium, resolve field drainage issues, operational benefits of centrally relocated transportation facility, upgraded maintenance facility relocated behind KMAC
SCOPE THREE	New Fieldhouse, Collaborative Spaces/Production Lab Relocation (West Gym) and Learner Support/Special Services	Learner Support and Special Services/MTSS Improvements Require Production Lab Relocation, Development of Collaborative Academic Spaces and Production Lab Relocation Requires West Gym Vacated, West Gym Vacated/Repurposed Requires Field House Addition	\$60,720,000	\$140,274,000	Improved and centralized learning environments for Special Education/MTSS, requirements of physical education opportunities, athletic programs and community use addressed with Field House, effective repurposing of West Gym to accommodate collaborative learning space and displaced Production Lab





OPTIONS ANALYSIS

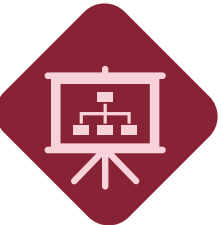
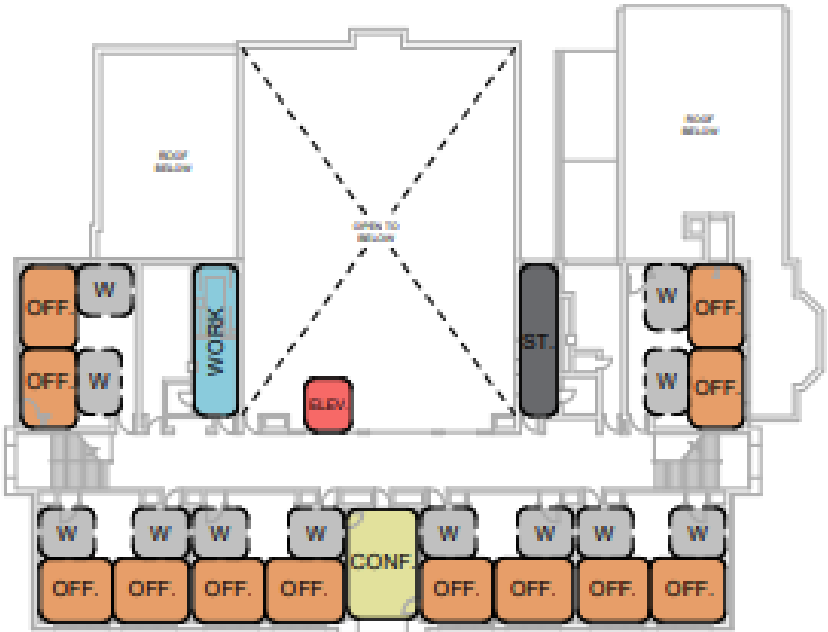
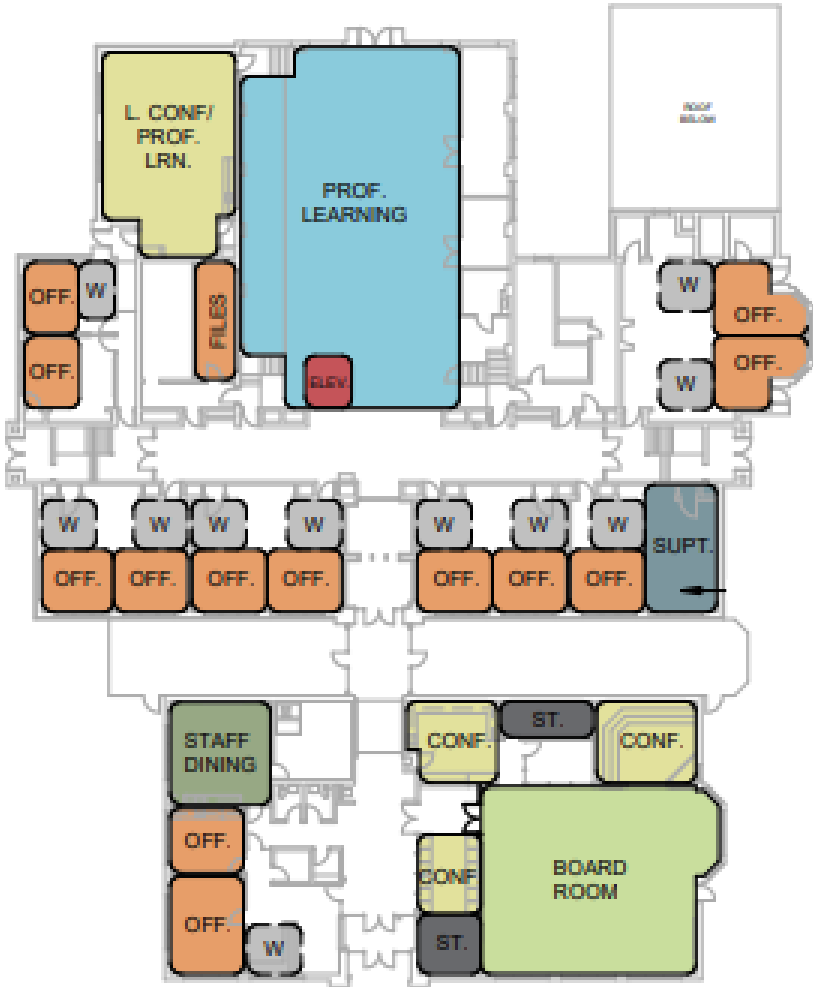
TEST FIT EXAMPLES





OPTIONS ANALYSIS

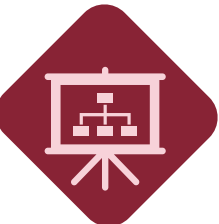
TEST FIT EXAMPLES





OPTIONS ANALYSIS

VISUALIZATION EXAMPLES





COST ESTIMATING THE OPTIONS

MAKING A VIABLE PLAN

UNDERSTANDING THE IMPACT

- High-level estimating vs. detailed estimates
- Leveraging over 55 years of designing Educational Environments
- 3RD Party Estimating





FUNDING ALIGNMENT





FUNDING EXPLORATION

UNDERSTANDING HOW TO GET YOUR PROJECT IMPLEMENTED

**Funding options
should be explored
in tandem with
planning**

WE UNDERSTAND SCHOOL FINANCE

- Fund 20, 60 and 90
- Operating Funds
- Bond Referendum
- Health/Life Safety
- Non-Traditional: Grant Funding, Tax Credits, Rebates and Incentives





CREATE A COMPREHESIVE MASTER FACILITIES PLAN

KEY ELEMENTS SOLVED

- Educational Needs
- Space Efficiency
- Facility Maintenance
- Funding Source
- Comprehensive 10-Year Long-Range Master Plan





150+
DISTRICTS

8
LUDA
SCHOOLS

- We are **committed** to the partnership, not just the project
- We **listen first**
- We get the **big picture**
- Deep **resources**, national experience
- **Personalized** service, local team

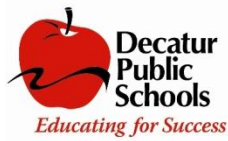
Talk to Our Clients!





QUESTIONS





Board of Education Decatur Public School District #61

Date: April 28, 2026	Subject: Alltown Bus Service One-Year Transportation Contract Extension
Initiated By: Dr. Mike Curry, Chief Operations Officer and District Legal Counsel	Attachments: One-Year Transportation Contract Extension
Reviewed By: Dr. Mike Curry, Chief Operations Officer and Dr. Rochelle Clark, Superintendent	

BACKGROUND INFORMATION:

Alltown has been the District’s transportation provider for student transportation since 2017. Alltown was given a one-year extension at the end of the most recent three-year contract that ended in 2024-2025. The extension was granted for the 2025-2026 school year.

CURRENT CONSIDERATIONS:

This one-year extension includes a uniform 16% increase across all categories due to a system-wide cost adjustment, not just isolated changes driven by labor market pressures (driver costs), insurance and benefit increases, fleet and compliance costs, and the uncertainty of a one-year extension. Benefits for the District include no service disruption (proven, existing provider), performance penalties (late routes, safety violations), enhanced safety systems (AI cameras, GPS tracking), and operational stability (fully staffed, experienced team).

FINANCIAL CONSIDERATIONS:

Cost Comparison: FY26 vs FY27

Cost Category	FY26 Rate	FY27 Rate	\$ Change	% Change
Cost per Bus (Per Day)	\$409.50	\$475.00	\$65.50	16%
Additional Route Hours	\$48.83	\$56.64	\$7.81	16%
Noon Service Hours	\$52.24	\$60.60	\$8.36	16%
Bus Attendants (Hourly)	\$31.24	\$36.25	\$5.01	16%
Charter Rate (Hourly)	\$70.35	\$81.50	\$11.15	16%

STAFF RECOMMENDATION:

The Administration respectfully requests the Board of Education approve a one-year transportation contract extension, 2026-2027 school year, with Alltown Bus Service as presented.

RECOMMENDED ACTION:

- Approval
- Information
- Discussion

BOARD ACTION: _____



April 21, 2026

Decatur Public Schools District #61

Attention: Dr. Michael Curry, Chief Operating Officer
101 W Cerro Gordo St
Decatur, Illinois 62523

RE: Student Transportation Proposal






Dear Dr. Curry,

Alltown Bus Service, LLC (Alltown) – as requested, we are providing pricing for a one-year extension to provide bus transportation services to the Decatur Public Schools for the upcoming school year 2026-2027.




Since our partnership with Decatur Public Schools originally began, Alltown Bus Service has had a consistent track record of providing customer-focused transportation services to your students on time and in a safe manner. We would like the opportunity to continue to provide transportation services to Decatur #61. We will continue to do an outstanding job for the students, parents, and schools.

Our experience with this school demonstrates the vast knowledge of our key staff members, our expansive fleet of well-maintained vehicles, and our strategically located operating facilities. Most importantly, you will see our **unmatched safety programs** and **focus on developing our people go far beyond the required guidelines** and will continue to be **fundamental to our mission**.

Highlights of our proposal include:

-  A fresh approach to leading and continuously developing the local team to achieve their fullest potential to maximize their customer service and safety performance.
-  A robust compensation plan for starting and existing wages providing annual increases designed to seek, be selective, and retain the most caring and responsive employees.
-  A fleet of newer school buses that includes the latest emission controls and safety features.
-  Alltown is adequately staffed to fulfill the services of this contract, including a Operations manager, a dispatch team, and a maintenance team.
-  We will continue to provide the Zonar GPS system on each bus.



-  We will utilize the Lytx DriveCam® Artificial intelligence (AI) enabled safety cameras to monitor and coach driver behavior.
-  Access to our ever-evolving Beacon Connect technology platform and a commitment to partnering with your district to develop and innovate additional enhancements over time.
-  A time-honored flexible partner who stands ready to work thoroughly with you to take your transportation system to the next level.

Contractual Provisions

Our proposal is derived with Alltown and Decatur signing a mutually agreeable extension. Both parties understand our requirements and are willing to negotiate a mutually acceptable contract that includes terms based on the agreed upon terms and conditions.

1. The initial contract term will be a minimum of 1 year and extensions will be subject to mutual written agreement.
2. “Notwithstanding any contrary statements in the Proposal or in any documents incorporated therein by reference, in the event any federal, state, local or other government body’s statutes, laws, rules, or regulations materially impact Contractor’s methods and/or costs in connection with the provision of services hereunder (e.g., changes in healthcare or other benefits requirements, changes labor wage mandates, changes in equipment requirements, changes in services requirements such as changing from a five day week to a four day week, changes in unemployment insurance benefit requirements, changes to seat belt regulations or mandates, etc.) during the term of the Agreement, Contractor, upon written notice to District, may request a renegotiation of this Agreement which shall be conducted in good faith. Such renegotiations may include, without limitation, changes in rates, terms, payment schedules, levels of service, and the types or number of vehicles to be used. Any modification to this Agreement resulting from such renegotiations shall become effective on a mutually agreed upon date.”
3. Contractor shall be excused from performance hereunder, and district shall not be allowed to levy any damages or penalties, liquidated or otherwise during the time and to the extent that contractor is prevented from performing in the customary manner by an act of God, fire, flood, war, riot, civil disturbance, state of emergency, terrorism, epidemic, quarantine, strike, lockout, labor dispute, oil or fuel shortage, freight embargo, rationing or unavailability of materials or products, loss of transportation facilities, commandeering of equipment, materials, products, plants, or facilities by the Government, or any other occurrence which is beyond the control of contractor. In the event contractor is unable to provide transportation services for the reasons described above and the district takes over buses during a Force Majeure event, the district shall insure that the drivers are properly licensed, and the district must carry the same insurance as required by the contractor. The contractor shall inform the district when the contractor is able to resume its regular operations.



4. Fuel Escalator: Alltown will be entitled to add a fuel surcharge per the outline specifications for the cost of fuel should it rise above, \$3.46 gallon for gas and \$4.30/gallon for diesel. Due to volatility in fuel markets, the rates set forth in this Agreement are based on baseline fuel prices not to exceed \$4.30 per gallon for diesel fuel and \$3.46 per gallon for unleaded gasoline. In the event the actual average cost per gallon of diesel fuel exceeds \$4.30, or unleaded gasoline exceeds \$3.46, during any billing period, Alltown Bus Service reserves the right to assess a fuel surcharge for the amount exceeding the applicable threshold. Such surcharge shall be billed as a separate line item or invoice, in addition to the contracted service rates. Fuel pricing will be measured using a recognized industry fuel index appropriate for the Decatur, Illinois market (e.g., OPIS, EIA, or equivalent), or based on verifiable supplier invoices. The fuel surcharge shall apply only for the duration in which fuel prices exceed the stated thresholds and will be adjusted or removed accordingly if fuel prices decline below those levels. Should levels drop below the stated rates, Alltown will credit the amounts to the district accordingly.
5. Liquidated Damages
 - Unreported accident with students on bus within 30 minutes of accident. \$100/occurrence
 - Buses 11-20 minutes late to the first tier. \$50/occurrence
 - Buses 20 minutes late to the first tier. \$100/occurrence
 - Failure to provide the requested video within 48 business hours after receipt of request or operating a bus with an inoperable video camera system. \$100
 - Releasing students to unauthorized adult or no adult. \$100/occurrence
 - Bus operating without fully functioning camera and/ or GPS/tracking equipment \$50/first five (5), \$100/6th occurrence.
 - Vendor operates a route without completing a student check on a bus. \$\$/occurrence
 - Operating a route without a proper route sheet. \$25/occurrence
 - Driver discharging a student from the bus that is not the student's designated stop. \$50/occurrence
6. Tolls, parking fees, etc. will be passed through to the school.





Our entire organization looks forward to continuing a long-lasting partnership and the opportunity to continue providing an exceptional level of transportation service to Decatur Public School District. Should you, the district, or the board have further questions, please feel free to reach out to me at M.Polan@alltownbus.com.

Respectfully,

A handwritten signature in black ink, appearing to read "M. Polan", is positioned above the typed name.

Alltown Bus Service, LLC
Part of the Beacon Mobility Family

Max Polan
VP, Operations

Pricing Page

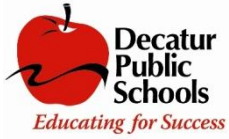
A. Home to School Routes	2026-2027 Unit Cost Per Day
Cost per bus per day	\$475.00
B. Additional Hours	
Additon to Existing Routes	\$56.64
Additional Service Hours (Noons)	\$60.60
C. Bus Attendants	
Attendants	\$36.25
E. Charters (two Hour Minimum)	2026-2027 Unit Cost Per Day
Hourly Rate	\$81.50

I hear by agree and sign that I have thoroughly read and understand the transportation specifications and agree to provide the transportation services as per the above prices.

Max Polan	VP of Operations
NAME	TITLE
	Alltown Bus
SIGNATURE	COMPANY
4/21/2026	7300 St Louis, Skokie IL
DATE	ADDRESS

Scope of Work – Home to School Transportation and Trip Transportation





Board of Education Decatur Public School District #61

Date: April 28, 2026	Subject: Dennis Lab Portable Office Trailer
Initiated By: Floyd Bolt, Director of Buildings and Grounds	Attachments: Willscot Quote for Portable Office Trailer Contract Extension
Reviewed By: Dr. Mike Curry, Chief Operations Officer and Dr. Rochelle Clark, Superintendent	

BACKGROUND INFORMATION:

Due to the ongoing need for temporary office space for Dennis Lab School and the impending expiration of the current lease on November 13, 2026, the Buildings & Grounds Department is requesting approval to extend the lease agreement through June 24, 2027.

CURRENT CONSIDERATIONS:

Due to the continued need for office space to support Dennis Lab staff, and in order to align with the existing lease terms for the three modular classroom buildings through the 2026–2027 school year, the Buildings & Grounds Department is requesting approval to extend the lease agreement for the portable office trailer from November 13, 2026, through June 24, 2027.

FINANCIAL CONSIDERATIONS:

The cost to extend the lease agreement from 11/13/2026 through 06/24/2027 is \$ 3,745.00 per month, for a total of \$ 26,215.00

STAFF RECOMMENDATION:

The Administration respectfully requests the Board of Education approve the seven-month lease extension for the Dennis Lab portable office trailer at a monthly cost of \$3,745.00, for a total cost of \$26,215.00.

RECOMMENDED ACTION:

- Approval
- Information
- Discussion

BOARD ACTION: _____



AMENDMENT TO LEASE AGREEMENT
(LEASE TERM RENEWAL)

LESSEE:
DECATUR PUBLIC SCHOOLS #61
101 W CERRO GORDO ST
DECATUR, IL 62523

EQUIPMENT LOCATION:
300 MEADOW TERRACE PL
DECATUR, IL 62521

Contract Number: 1002526765
Equipment Serial/Complex Number: CPX-98246
Insurance Value: \$125,274.00

By this Amendment, **Williams Scotsman, Inc.** and the Lessee (listed above) agree to modify the original lease agreement, dated 11/15/2024 ("Lease Agreement") as set forth below.

1. The rental term for the equipment identified above, shall be renewed from 11/13/2026– 06/24/2027 (the "Lease Renewal Term").
2. The rental rate during the Lease Renewal Term shall be \$3,745.00 plus applicable taxes, which Lessee agrees to pay Lessor in advance as set forth in the Lease during the Lease Renewal Term.
3. Knockdown and return freight shall be at Lessor's prevailing rate at the time the Equipment is returned.

4.

Quantity	Item Description	Price Each	Total
1	60X24 MODULAR	\$2,695.00	\$2,695.00
2	LOSS DAMAGE WAIVER	\$175.00	\$350.00
1	PROF ENTRANCE STEPS W CANOPY	\$130.00	\$130.00
1	ADA/IBC RAMP	\$570.00	\$570.00

5. All other Terms and Conditions of the original Lease Agreement shall remain the same and in full force and effect.

ACCEPTED:

LESSEE: DECATUR PUBLIC SCHOOLS #61

LESSOR: WILLIAMS SCOTSMAN, INC.

Signature: _____

Signature: _____

Print Name: _____

Print Name: _____

Title: _____

Title: _____

Date: _____

Date: _____