



DECATUR PUBLIC SCHOOL DISTRICT #61
BOARD OF EDUCATION
AGENDA

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

August 04, 2020
4:00 PM Open Session
Closed Session Immediately Following
6:30 PM Open Session Continuing

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.

IO 1.0 CALL TO ORDER – CALL FOR EXECUTIVE SESSION

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

Roll Call

AI 2.0 RETURN TO OPEN SESSION

- Possible Approval of Student Expulsion

AI 3.0 RETURN TO CLOSED EXECUTIVE SESSION

AI 4.0 RETURN TO OPEN SESSION

IO 5.0 PLEDGE OF ALLEGIANCE

AI 6.0 APPROVAL OF AGENDA, AUGUST 04, 2020

DI 7.0 BOARD AND/OR OTHER COMMITTEE REPORTS

- Discipline Action
- Schedule B
- Finance
- DPS Foundation
- Policies
- Human Resources
- Naming
- Joint – City, DPS 61 and Park District

BOARD DISCUSSION

- Resolution on Racism

IO 8.0 SUPERINTENDENT’S REPORT

- A. SRO Program Review (S2)
- B. Teaching and Learning: LEAD 180 and Starks Consulting (S1)

AI 9.0 ROLL CALL ACTION ITEMS

- A. Personnel Action Items (S4)
- B. Employee Assistance Program (EAP) Health and Well-Being Contract Amendment with LifeWorks (S4)
- C. LEAD 180 (S1)
- D. Starks Consulting (S1)
- E. iPad Purchase (S1)
- F. Learning Partner Contract with Houghton Mifflin Harcourt (HMH) for Baum, Franklin, Oak Grove, Parsons and Stevenson Elementary Schools, Montessori for Peace and Stephen Decatur Middle School for the 2020-2021 School Year (S1)
- G. Learning Partner Contract with Consortium for Educational Change (CEC) for Muffley, Oak Grove and Stevenson Elementary Schools, Hope Academy (K-8) and Stephen Decatur Middle School for the 2020-2021 School Year (S1)
- H. Decatur Public School District 61 Resolution on Racism (S2)

AI 10.0 CONSENT ITEMS

- A. Minutes: Open/Closed Meetings July 21, 2020
- B. Approval to Move the Open/Closed Session Board of Education Meetings from Tuesday, November 03, 2020 to Wednesday, November 04, 2020. Open Session will begin at 6:30 PM and Closed Executive Session To Be Determined.
- C. Freedom of Information Report
- D. Release July 2020 Checks Early (S4)
- E. SMARTMUSIC for 5th through 12th Grades (S1)
- F. Resolution Authorizing Donation-Recycling of School Personal Property
- G. Approval of School Board Policies

- H. Northern Illinois University (NIU) Learning Partner Contract with South Shores Elementary School for 2020-2021 School Year (**S1**)
- I. Illinois Association of Regional School Superintendents (IARSS, ROE #39) Learning Partner Contract with American Dreamer STEM Academy and Stephen Decatur Middle School for 2020-2021 School Year (**S1**)

IO 11.0 PUBLIC PARTICIPATION

- Identify oneself and be brief.
- Any public comments received will be read during this time.
- Comments should be limited to 3 minutes.

IO 12.0 ANNOUNCEMENTS

The Board of Education sends condolences to the family of:

Michael “Dubb” Williams, who passed away Wednesday, July 29, 2020. Mike also known as “Dubb” was the MacArthur High School Girls Varsity Basketball Coach and a Long-Term Substitute in Decatur Public Schools.

IO 13.0 IMPORTANT DATES

NEXT MEETING

The public portion of the next regular meeting of the Board of Education will be at 6:30 PM, Tuesday, August 18, 2020 at the Keil Administration Building.

14.0 ADJOURNMENT

**RESOLUTION TO DECLARE RACISM IS A PUBLIC HEALTH CRISIS
AS IT ADVERSELY IMPACTS OUR STUDENTS, FAMILIES, STAFF, AND
COMMUNITY AT LARGE**

Whereas, the Board of Education of the Decatur Public School District #61 (DPS61) in Macon County, Illinois (“Board”), is a public school system within Macon County; and

Whereas, there is a long history of racism, discrimination, and segregation within our country, beginning over 400 years ago when enslaved human beings from African countries and of African descent were brought to what would become the United States; and

Whereas, this history has negatively impacted health, educational, and economic outcomes for many racial groups, and specifically Blacks; and

Whereas, extensive peer-reviewed research demonstrates that this history has had a lasting detrimental impact on the educational outcomes of Black students and other students of color through curriculum, discipline, and school climate; and

Whereas, racism has been determined to be a social determinant of health inequities through its direct physiological impact on individual and population health, as well as indirectly through its impact on educational, socioeconomic, and other social structures which can lead to negative long-term health outcomes; and

Whereas, the Board acknowledges that our students are a diverse body of which 47% are Black; 35.6% are white; 4.1% are Latinx; 0.6% are Asian; 12.3% are multi-racial; 0.4% identify as another race, all with diverse experiences (*2019 Illinois Report Card*). Similarly, our DPS61 employees (full time and part time) are a diverse body of which 15.7% are Black; 81.4% are white; 0.9% are Latinx; 1.16% are Asian; 0.7% are multi-racial; 0.15% identify as another race, all with diverse experiences (*DPS Human Resources, July 2020*). Finally, our Decatur community is a diverse body of which 20.5% are Black; 71.4% are white; 2.8% are Latinx; 0.9% are Asian; 6.2% are multi-racial; 0.3% identify as another race, all with diverse experiences (*2019 United States Census Bureau*); and

Whereas, students of color lag behind white students on measures of academic achievement by 15% in reading 10% and math (*2019 results; www.isbe.net*); and

Whereas, the Board desires to further implement vigorous actions and share stronger statements recognizing all students who are entrusted in our care; and

Whereas, the Board desires to continue to live out its mandate and responsibility, as outlined in Policy 2:20 Powers and Duties of the Board to, “Evaluating the education program, and approving School Improvement and District Improvement Plans,” “Establishing student discipline policies designed to maintain an environment conducive to learning, including hearing individual student suspension or expulsion cases brought before it;” and “Communicating the schools’ activities and operations to the community and representing the needs and desires of the community in educational matters.”

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE DECATUR PUBLIC SCHOOLS DISTRICT #61 THAT:

Section I - The Board hereby declares that racism is a public health crisis that negatively impacts our students, our families, our community, and our staff; the Board hereby declares its commitment to establishing, supporting, and sustaining a culture of anti-racism districtwide.

Section II - The Board directs its Board Policy Committee, in collaboration with student ambassadors and members/graduates of the DPS Parent Leadership Training Institute (*PLTI*), to develop a racial equity policy to guide our district's equity work in an effort to reduce the effects of racism on our Black, Latinx and other marginalized students, families, staff, and community.

Section III - Representatives of the DPS Teaching and Learning Team, along with member(s) of the Board, will develop or revise policies and protocols that integrate additional racially and culturally relevant content, along with anti-racism instruction, into the curriculum. Additionally, this team will bring forward recommendations around the implementation of an aligned, culturally responsive social-emotional learning curriculum. This team will also review and decide if "College African-American History" should be a general education course, as opposed to its current status as a general elective course, or if there is a better way to achieve the desired result of including such history in our curriculum and bring a recommendation before the Board. Similarly, this team will address course naming and bring any recommendations of revisions to the Board.

Section IV - The Board requests the Calendar Committee to recognize Juneteenth as a district holiday in the district calendar. The Board requests the Calendar Committee recognize the second Monday in October as Indigenous Peoples Day. Moving forward, the Board requests that the Calendar Committee reach out to various populations represented in our District to ensure our calendar is inclusive of important cultural holidays celebrated by our students, their families, our staff, and our community.

Section V - Representatives of the DPS Teaching and Learning Team, along with member(s) of the Board, will determine how to best recognize and honor the lives and history of local and national Indigenous Peoples and the impact that history has had on their heritage within our curriculum. Additionally, this team will seek to strengthen Board policies around racist and offensive imagery in our classrooms and school buildings.

Section VI - The Board directs the Superintendent or their designee(s) to conduct expanded mandatory diversity and inclusion, equity, cultural relevancy, and implicit bias training, to the extent it is not already being provided to district administration, teachers and staff (in accordance to their representative contracts) and all volunteers (including all members of the Board of Education), guest teachers, and pre-certified teachers who serve our students.

Section VII - The Board directs the Superintendent to aggressively recruit and develop teachers and staff who reflect the diversity of our students. The Superintendent should submit an annual report to the Board outlining the hiring and promotion trends and practices among racial groups inside DPS61, including information regarding the racial composition of those hired from outside of the district for open positions.

The Board directs the Superintendent or their designee(s) to identify the person(s) specifically responsible for planning and implementing the marketing and strategy of recruitment and retention of Black educators.

Section VIII - The Board directs the Superintendent to prepare an annual report to the Board that highlights successes inside and outside the classroom and outlines challenges including: the number of complaints received from teachers, staff, parents, students or community members regarding racial bias, the status of the investigation and the general outcome of each complaint, while maintaining individual privacy and confidentiality. The Board directs the Superintendent to provide quarterly updates to the Board with this information.

Section IX - Representatives of the DPS Student Services Team, along with the Discipline Action Committee, and member(s) of the Board, will work directly with administrators, teachers, students, and families to provide a recommendation to the Board for a revised discipline and safety system that protects the physical, mental, and social health of students and staff through a culturally responsive, restorative justice model that prioritizes the goal of involving the Decatur Police Department only in emergent violent crises.

Section X - The Board directs the Superintendent or their designee(s) to publish student rights and responsibilities on every campus where School Resource Officers (SRO) are assigned and to increase training for teachers, principals, and administrators on their responsibilities to provide fair and equitable discipline that prioritizes the physical and mental health of all students and staff. The Board requests a discussion that includes the voices of a representative group of students, the Chief of Police, and other district stakeholders, accompany the SRO contract as it is presented to the Board annually to make informed decisions on the role of armed police officers in our schools.

Section XI - The Board directs its Board Policy Committee to draft a policy that establishes Employee Resource Groups (or, affinity groups) focused on intentionally supporting and improving retention, morale, professional growth, and opportunities for teachers and staff to collaborate in a supportive, affirming atmosphere. Additionally, the Board directs the Superintendent or their designee(s) to work with our nearly 1,300 employees to begin gathering feedback regarding the establishment of Employee Resource Groups (or, affinity groups).

Section XII - The Board directs the DPS Teaching and Learning Team, along with the DPS Student Services Team, to regularly report to the Board and make public (while maintaining individual student privacy and confidentiality) the educational outcomes of students of color specific to curriculum, discipline, opportunities, and social climate.

Section XIII - Be it hereby resolved that the Board expects policy recommendations, as outlined in this resolution, to be brought forth for discussion and ratification at the second scheduled Board meeting in October 2020; be it further resolved that the Board will evaluate district progress toward the goals above and will revisit every six (6) months, with its first evaluation to be held at the second scheduled Board meeting in March 2021.

Section XIV - It is hereby found and determined that all formal actions of the Board concerning and relating to the adoption of this resolution were adopted in an open meeting of the Board.

**Adapted from Akron Public Schools Board Resolution #20-065 (June 8, 2020) and the Champaign Unit School District #4 Resolution (June 24, 2020)*

ADOPTED this ____ day of August 2020, by the following roll-call vote:

AYES: _____

NAYS: _____

ABSENT: _____

President, Board of Education

ATTEST:

Secretary, Board of Education

Courtney Carson, Vice President

Kendall Briscoe, Board Member

Beth Creighton, Board Member

Regan Lewis, Board Member

Dan Oakes, Board Member

Andrew Taylor, Board Member

Decatur Public School District 61



**Intergovernmental Agreement
for School Resource Officers (SROs)**

Board of Education Meeting August 04, 2020



**The mission of this
Intergovernmental Agreement
is to provide security at various
facilities within
Decatur Public Schools.**

School Resource Officers

- 4 police officers assigned to DPS61 by the City of Decatur.
- Officers originally assigned to the District's middle schools and high schools - EHS, MHS (2014-2015), TJMS, SDMS (2015-2016). Duties expanded to feeder schools, etc. (2016-2017).
- Officers work during the regular school year as assigned by the District, typically mid-August through end of May.
- Officers work up to forty (40) hours per week in schools (times agreed upon between the City and District).
- Officers, at times, may be recalled from schools for training, leaves, etc. as part of being a sworn police officer for the City.
- Duties and responsibilities at facilities are determined by the City and District.



Employment Status of SROs

- Officers at all times assigned to serve as police officers to the District - subject to the command and control of the Chief of Police.
- Officers are employees of the City of Decatur and subject to all applicable laws, statutes, Code, ordinances, Administrative Policies and Procedures of the City of Decatur and Decatur Police Department.
- Payroll, employee benefits, evaluation, background checks, and workers compensation as provided in the City's Collective Bargaining Agreement, subject to the District's reimbursement (75% total cost per officer assigned), are maintained by the City of Decatur.



Employment Status of SROs

- No overtime allowed for District activities or purposes unless expressly authorized by the City's Police Chief. 100% of overtime reimbursed by the District.
- City of Decatur provides supplies, equipment, and vehicles, as deemed appropriate by the City.
- Officers assist the District with the maintenance of order in the buildings; shall not be involved in District administrative affairs nor be requested to do so by District.

Compliance with District Policies and Laws

- ❑ SRO's shall comply with all applicable State, City, and City Police Department laws, statutes, Codes, ordinances, rules, and policies in regard to the performance of their duties.
- ❑ If any City or Police Department rules, policies or procedures are in conflict with District policies, the City and Police Department rules, policies, and procedures shall supercede and be followed by the SRO's.

School Resource Assignments

2020-2021



Det. Patient

SDMS

Harris Learning
Hope Academy
Parsons
Pershing
Stevenson

Det. Hale

EHS

American Dreamer
Montessori for Peace
Johns Hill
Muffley
South Shores

Det. St. Pierre

MHS

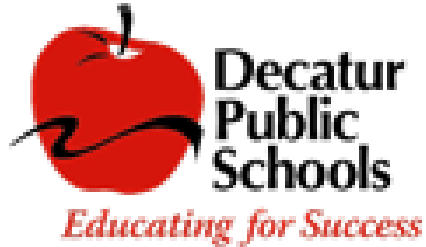
Dennis Mosaic
Dennis Kaleidoscope
Franklin
Oak Grove

Det. Wittmer

SDMS

Baum
Futures
Milligan Academy
SEAP

Agreement Term



Board Approved on 12/8/14

Automatically Renew one (1)
year terms thereafter unless

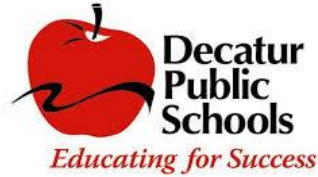
Notice of termination is served
by one (1) party on the other by
May 15th of the year prior to
start of District school year

Thank You!

Questions?



Curriculum Alignment Project



Jeff Dase, Assistant Superintendent of T&L
Board of Education Meeting
August 04, 2020





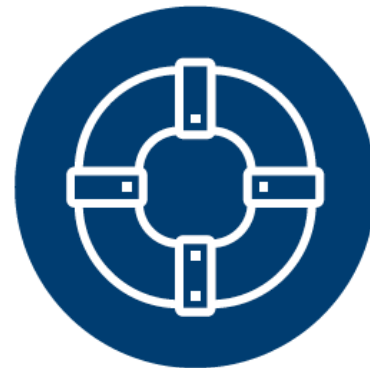
:LEAD180[®] FRAMEWORK



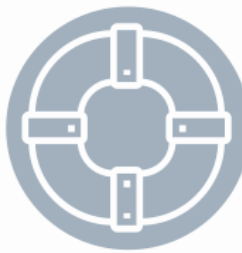
PEOPLE



ALIGNMENT



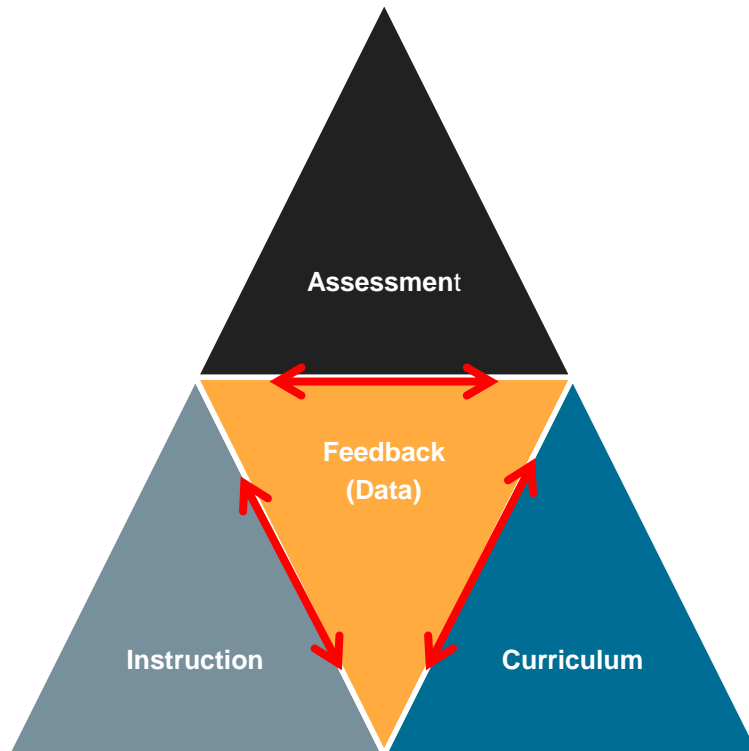
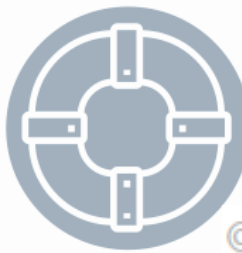
SUPPORT



:180[®]

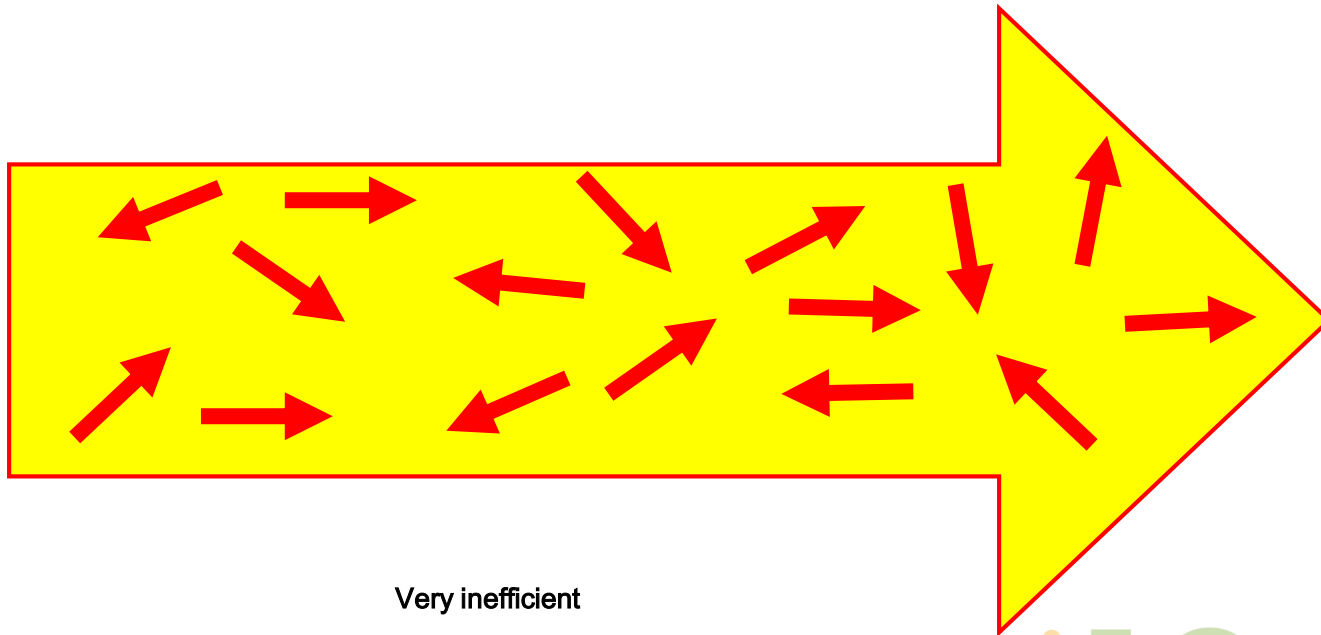


Factors that impact alignment

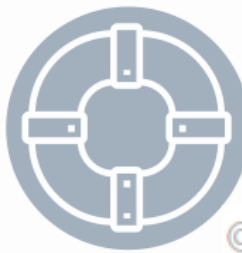




Assessment & Instruction Misalignment



Very inefficient





Schools Need to Develop a Common Approach to Teaching & Learning



**What we
teach**



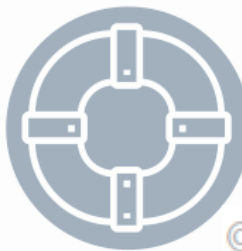
**How we
teach**



**How we
assess**

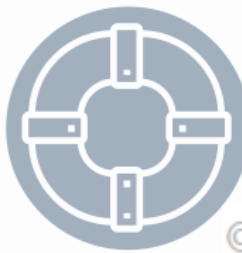
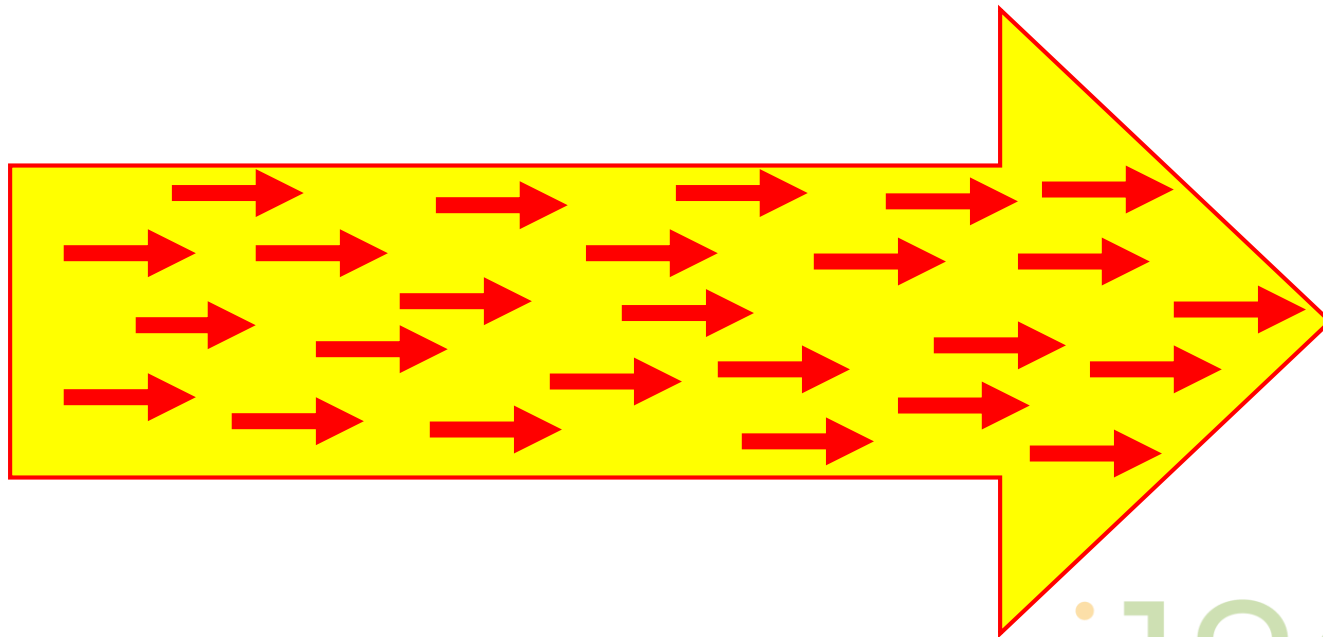


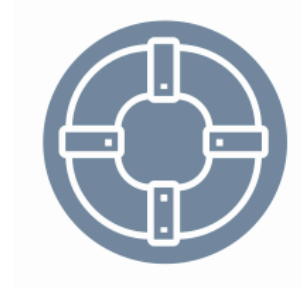
**How we
utilize our
time**





=Instruction, Assessment & Standards Alignment

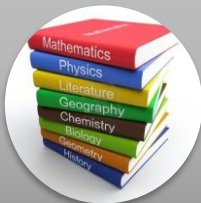
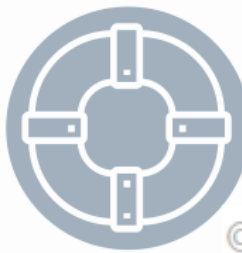




Cognitive Rigor + College & Career Readiness



What Depth of Knowledge looks like in classrooms



DOK 1 - RECALL AND REPRODUCE

Students recall and recite information or use simple skills.



DOK 2 - APPLY KNOWLEDGE AND SKILLS

Beyond simple recall, students make decisions about the approach to use.



DOK 3 - STRATEGIC THINKING

Students use planning and evidence to validate their thinking.



DOK 4 - EXTENDED THINKING

Students synthesize information across sources or content areas to solve complex problems.

The Seven Survival Skills for Careers, College, And Citizenship in the 21st Century

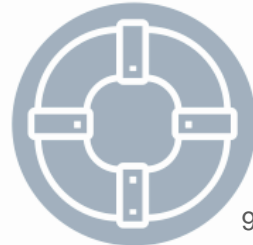


Tony Wagner

Innovation Education Fellow
Technology & Entrepreneurship Center at Harvard



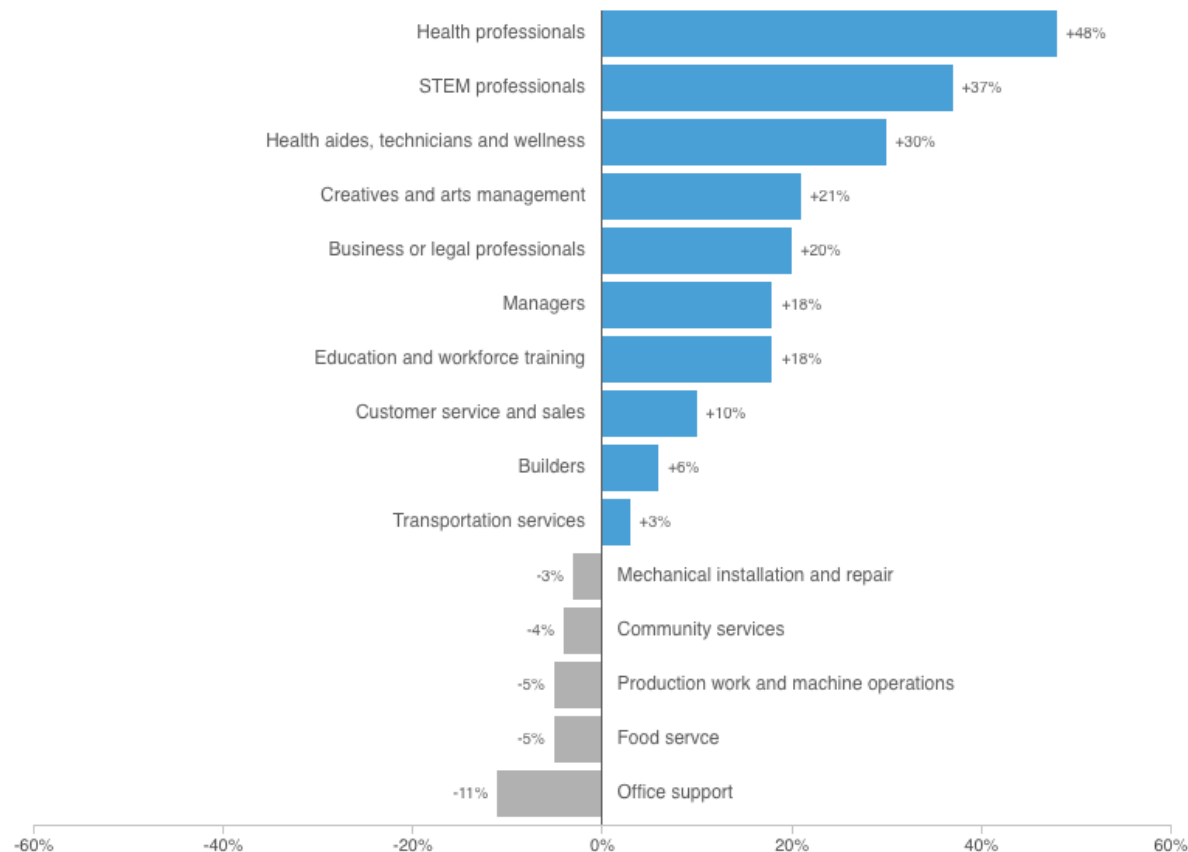
1. Critical Thinking and Problem-Solving
2. Collaboration Across Networks and Leading by Influence
3. Agility and Adaptability
4. Initiative and Entrepreneurialism
5. Effective Oral and Written Communication
6. Accessing and Analyzing Information
7. Curiosity and Imagination



Source: Wagner, T. (2008). *The global achievement gap: Why even our best schools don't teach the new survival skills our children need--and what we can do about it*. New York: Basic Books.

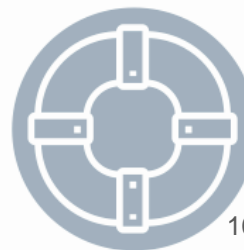
Office Support, Food Service Jobs Could Be Hardest Hit By Automation

Job growth projections as percentage changes from 2017 to 2030



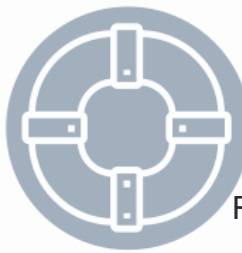
Source: McKinsey Global Institute analysis

Credit: Alyson Hurt/NPR





Why Using Both Bloom's and Webb's is Important



	Webb's Depth of Knowledge			
	1	2	3	4
Types of Thinking	1	26%	3.0%	
	2	9.2%	29%	1.8%
	3	13%	8.6%	0.3%
	4	0.1%	5.5%	0.3%
	5		0.3%	
	6	0.1%	2.0%	1.0%

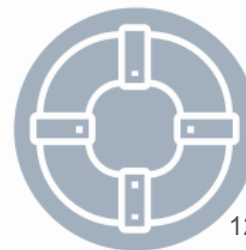
Grade 3 ELA

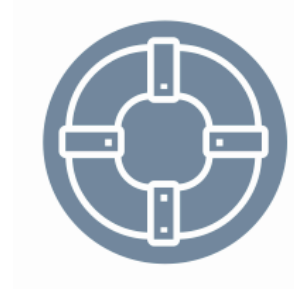
Results from a study of 12,060 samples of 3rd grade student work from 205 schools found that a vast majority of what was taught was within the lower levels of thinking and complexity.



Hess' Cognitive Rigor Matrix

Depth + thinking	Level 1 Recall & Reproduction	Level 2 Skills & Concepts	Level 3 Strategic Thinking/ Reasoning	Level 4 Extended Thinking
Remember	-Recall, locate basic facts, details, events		Not appropriate at this level	
Understand	-Select appropriate words to use when intended meaning is clearly evident	-Specify or explain relationships -summarize -identify central idea	-Explain, generalize, or connect ideas using supporting evidence (quote, example...)	-Explain how concepts or ideas specifically relate to other content domains or concepts
Apply	-Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning	-Use context to identify meaning of word -Obtain and interpret information using text features	-Use concepts to solve non-routine problems	-Devise an approach among many alternatives to research a novel problem
Analyze	-Identify whether information is contained in a graph, table, etc.	-Compare literary elements, terms, facts, events -analyze format, organization, & text structures	-Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to critique a text	-Analyze multiple sources -Analyze complex/abstract themes
Evaluate			-Cite evidence and develop a logical argument for conjectures	-Evaluate relevancy, accuracy, & completeness of information
Create	-Brainstorm ideas about a topic	-Generate conjectures based on observations or prior knowledge	-Synthesize information within one source or text	-Synthesize information across multiple sources or texts

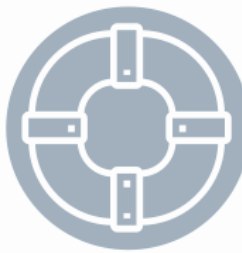




LEAD180 Partnership & Process



LEAD180's partnership with Decatur Public Schools



- Assist the Department of Teaching and Learning with the development and implementation of an instructional planning curriculum aligned to College and Career Ready Standards.
- The assistance and professional development will reach well beyond the Department of Teaching and Learning and will build the capacity of principals and teachers also.
- LEAD180 will go beyond assisting in the development of instructional planning guides and will also provide best practices aligned to rigor and relevance of the College and Career Ready Standards.
- LEAD180 will coach teachers and leaders to learn and implement best practices aligned to the rigor and relevance of the College and Career Ready Standards.



Four Steps to Curriculum Alignment



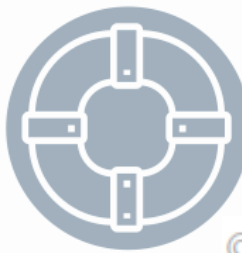
Know what you're teaching and when it will be taught



Draft a unit plan to guide instructional planning



Make a plan for unit assessments



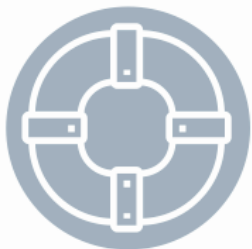
Develop learning scales and rubrics





Step 1: Know what you are teaching and when it will be taught

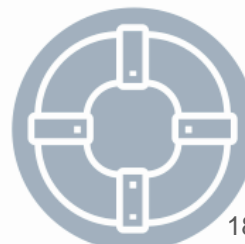
- Create a High Level Scope and Sequence that provides a quick one-page view of the entire school year for each grade and subject
- Break down which standards are being taught in each quarter and in what order
- Divide those standards into units of study that are chunked out into a suggested amount of days



Timeline	Quarter 1		Quarter 2		Quarter 3			Quarter 4	
Units	Unit 1	Unit 2	Unit 1	Unit 2	Unit 1	Unit 2	Unit 3	Unit 1	Unit 2
	Literature = Narratives (characterization focus)	Literature - Narratives/ Folk Tales & Myth Stories (Central Message/ Theme)	Informational /Opinion	Information, Expository	Literature/ Poetry	Informational - Research	Literature - Narrative	Informational - Research	Literature Students' Genres of Choice
End of Unit Products (Writing)	W3.3 Writing	W3.3 Writing -	W3.1 Writing -	W3.2 Writing -	W3.5, W3.4 W3.3	W3.1, W3.7, W3.5	W3.5 W3.7 Point of View	W3.2, W3.3 W3.4, W3.5	W3.4, W3.5, W3.6
Priority Standard)	Narrative - Character Focus	Narrative- Theme Focus	Opinion	Informational	Writing - a poem	Writing - Research Project (with opinion)	Writing - Narrative	Writing - Research Paper - Sources	Writing - student choice of genre (Lit.) - author's voice)
Reading Priority Standards	RL3.1, RL3.3 RL3.9	RL3.2, RL3.4 RL3.1, RL3.9	RL3.7, RI 3.7 RI3.9 RI3.1	RI3.2, RI3.4, RI3.5 RI3.1	RL3.5, RL3.4	RI 3.1, RI 3.3 RI3.6 RI 3.8	RL3.9, RL 3.4 RL 3.5 RL3.6	RI 3.2, RI 3.7 RI 3.3	RL3.4, RL3.5, RL3.6
Speaking & Listening	SL3.3	SL3.4	SL3.2	SL3.2	SL3.5	SL3.3	SL3.6	SL3.2	SL3.4
Language	L3.2: a, c, e L3.5: b, c	L3.1 L3.2 L3.4* *Vocabulary L3.5	L3.1 L3.2	L3.1 L3.2	L3.1 L3.2 L3.4 L3.5	L3.1 L3.2	L3.1 L3.2 L3.4 L3.5	L3.1 L3.2	L3.1 L3.2 L3.4
Recursive Standards	SL3.1a-d (Collaborative Conversations)	RL 3.8, RI 3.8 SL3.1a-d (Collaborative Conversations)	RL 3.8, RI 3.8 SL3.1a-d (Collaborative Conversations)	SL3.1a-d (Collaborative Conversations)	RL 3.8, RI 3.8 SL3.1a-d (Collaborative Conversations)	SL3.1a-d (Collaborative Conversations)	RL 3.8, RI 3.8 SL3.1a-d (Collaborative Conversations)	RL 3.8, RI 3.8 SL3.1a-d (Collaborative Conversations)	
Reading focus at a glance	Character Traits and actions Writing - Narrative	Literal/Nonliteral Language, Theme, Folktales/Fables Write Narrative	Analyzing illustration, moods, maps, text features... Write Opinion	Main idea, Key details, academic lang. Write Informational	Poem study, craft and structure text features Write a poem	Cause & Effect, Historical events Write - Opinion Research Project	Author study - compare/contrast Point of View Write Narrative	Main Idea, text features Write Research Paper -Sources	Writing - Give students a choice of genre to write (Literature) - author's voice

“As teachers **unpack** the component knowledge and skill required by a standard statement, they **better understand the learning expectations** and can more clearly articulate those expectations to students and parents.”

-Konrad et al., 2014

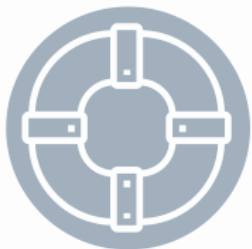




Step 2: Create a unit plan to plan the instruction of each unit



- This step is your GPS that shows you the instructional goals you want to achieve within each unit.
- Your curriculum map/unit plan will drive the work within each unit of study.
- Each map will point out essential standards for each unit and unpack them into specific learning targets.
- Identify the level of rigor (aka: Depth of Knowledge) for each target to make sure everyone on your team understands how to design their lessons and keep rigor in the forefront when designing lessons, developing instruction strategies, and creating assessments.



RL.3.1

RL.3.2

RL.3.3

RL.3.4

RL.3.5

RL.3.6

RL.3.7

RL.3.8

RL.3.9

RI.3.

**ANCHOR READING
STANDARD RL.6**

Assess how point of view or purpose shapes the content and style of a text.

GRADE LEVEL STANDARD UNPACKED**CCSS.ELA-Literacy.
RL.3.6**

Distinguish their own point of view from that of the narrator or those of the characters.

**Standard Cognitive
Complexity:**

Level 3 – strategic thinking and complex reasoning

Paired Standards:

Literature standards 3.1, 3.3, 3.5, 3.7

**Academic
Vocabulary**

- **Character** – a person or animal in a story, play, or movie
- **Dialogue** – conversational exchange between two or more characters
- **Narrator** – a person who narrates something, especially a character who recounts the events of a novel or narrative poem
- **Point of view** – perspective through which a story is told or an event is related

**Essential
Question(s)**

- How is your point of view the same as or different from any characters in the text?

**Instructional
Targets****Instructional Targets for Recall and Reproduction**

- Recognize own point of view.
- Identify the narrator's point of view.
- Identify the character's point of view.

**Instructional Targets for Basic Application of Skills & Concepts**

- Compare your own point of view to the narrator's or character's point of view.
- Contrast your own point of view to the narrator's or character's point of view.

**Instructional Targets for Strategic Thinking**

- Use textual evidence to distinguish between multiple points of view within a text.

**Instructional Targets for Extended Thinking**

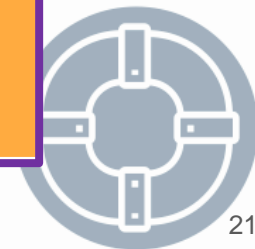
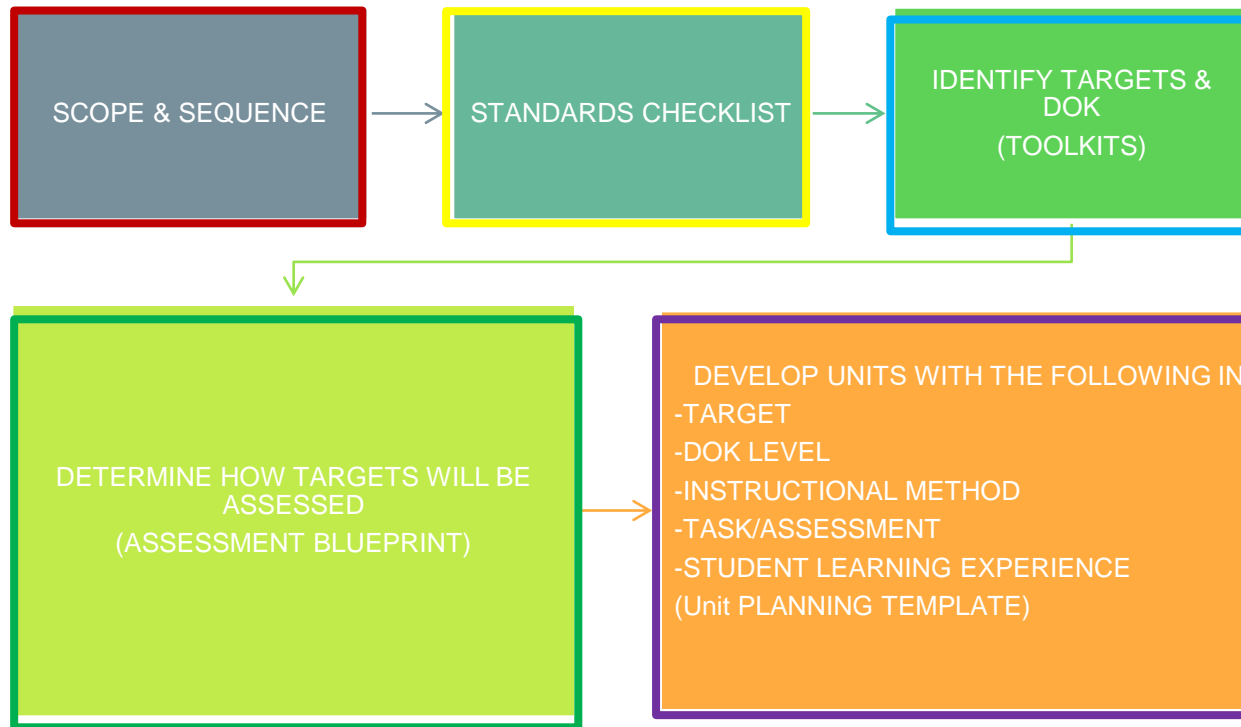
- N/A

Instructional Planning Toolkit

Teachers will have access to the Instructional Planning Toolkit.

- The IPT breaks each standard down into instructional targets with DOK levels which form the basis of daily instruction.
- The IPT also includes several foundational pieces needed to build a unit plan that include instructional strategies, academic vocabulary, and essential questions.

Curriculum alignment process flow chart

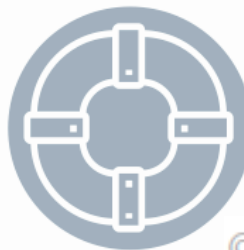




Unit Title	Flying Animals & Endangered Animals Unit 1
Unit Overview	Students will independently read stories, poems, and non-narrative texts about animals. They will dramatically read poetry. Students will write an opinion piece based on one's own thinking; applying growing understanding of strong, focused paragraphs. They will research and write a report about an animal, asking key questions to guide their research.
Unit Duration	5 weeks
Academic Vocabulary	RI.3.6- Author, Point of View, Text RI.3.7- Illustration, Map, Photographs, Text RI.3.9- Compare and Contrast, Key, Text, Topic RL.3.7- Character, Detail, Drawing, Event, Illustration, Illustrator, Plot, Setting, Story
Essential Questions	RI.3.6- How is your point of view the same as or different from the text? RI.3.7- How can illustrations help you understand information? RI.3.9- How does the author use important points and key details to help you learn about the topic? RL.3.7- What can illustrations tell you about the story? RL.3.7- What can illustrations tell you about story elements?

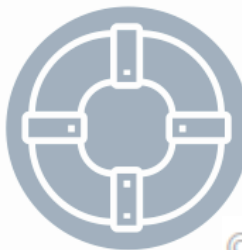
UNIT AT A GLANCE

Unit Assessments			
Summative Assessments		Formative Assessments	
Assessment Name and Standards Assessed:	Administered During Week:	Assessment Name and Standards Assessed:	Administered During Week:
-End of Unit Assessment: RI.3.6, RI.3.7, RI.3.9, RL.3.7 -Opinion Essay: W.3.1 & W.3.7	5	Flying Animals RI.3.6, DOK1; RI.3.7, DOK1	1
	5	Flying Animals RI.3.9, DOK1; RL.3.7, DOK1	2
		Extinct & Endangered Animals RI.3.6, DOK2, RI.3.7, DOK1	3



Unit Priority Standards and Learning Targets

Priority Standard 1:	RI 3.6 Distinguish their own point of view from that of the author of a text.	Priority Standard 2:	RI 3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of a text (e.g., where, when, why, and how key events occur).
Learning Targets for Priority Standard 1		Learning Targets for Priority Standard 2	
DOK 1	-Recognize own point of view. -Identify the author's point of view. -Identify the narrator's point of view. -Identify the character's point of view.	DOK 1	-Recognize key events. -Recognize nonfiction text features. -Read graphs, charts, diagrams, time lines, etc. -Recognize interactive Web elements.
DOK 2	-Compare and contrast own point of view to the narrator's or the character's point of view.	DOK 2	-Demonstrate understanding using information from maps. -Demonstrate understanding using information from photographs. -Demonstrate understanding using information from words telling where, when, why, and how key events occur.
DOK 3	N/A	DOK 3	N/A
DOK 4	N/A	DOK 4	N/A



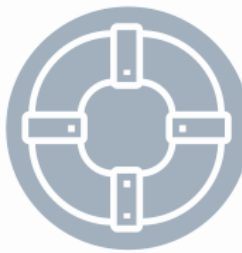
Week 1		
Today's Learning Target(s) and DOK(s)	Bats & Birds RI.3.6, DOK1 -Recognize own point of view. -Identify the author's point of view. RI.3.7, DOK1 -Recognize nonfiction text features. -Read graphs, charts, diagrams, time lines, etc. -Recognize interactive Web elements	
Essential Question(s)	RI.3.6- How is your point of view the same as or different from the text? RI.3.7- How can illustrations help you understand information?	
Academic Vocabulary	RI.3.6- Author, Point of View, Text RI.3.7- Illustration, Map, Photographs, Text	
Assessment (if applicable)	Bats & Birds RI.3.6, DOK1 RI.3.7, DOK1	
Resources/ Materials	Nonfiction Texts: Bats & Birds & <u>BrainPop</u> Videos on Bats and Birds	
Instructional Activities/ Strategies	DOK: 1	Teacher will introduce new animal unit to students. Teacher will ask students what's their favorite flying animal. Students will turn and talk. Teacher will ask students what is nonfiction and the author's purpose for writing nonfiction.
Learning Activities/ Strategies	DOK: 1	Students will turn and talk with a partner. Students will share what they know about nonfiction. Teacher and students will create an anchor chart of the elements of a nonfiction text. Teacher will emphasize how nonfiction texts have text features to help the reader comprehend the text.
Student Task/Work Product	DOK: 1	Before reading, students will preview text features. After reading the last part, each student will recognize their own point of view and the author's point of view using details from the text using a T-Chart. Students will write down what nonfiction text features help them understand the nonfiction text better.



Step 3: Develop a plan for unit assessments



- Planning for assessments will give you detailed blueprints that help you achieve perfect alignment.
- Plus, developing these blueprints for each unit assessment makes sure each item is aligned to the specific level of rigor for each learning target.
- This method provides students accurate and relevant feedback while giving you trustworthy data when you plan for corrective instruction.





Essential Questions for the unit:

EQ 1: How does identifying the story elements and major events lead to better comprehension?

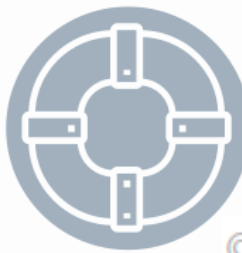
EQ 2: How can you use the details of the text to express the theme?

EQ 3: Why is it important to use key details from the story when retelling the story?

EQ 4: How do readers discover the central message or lesson of a text?

EQ 5: How can you retell the text to express the central message or lesson?

EQ 6: How can you use the details of the text to express the theme?



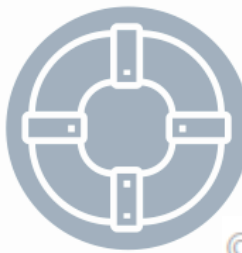
Context or criteria	Learning Targets	DOK Level	Bloom's Level	Assessment Options	Additional Assessment option
CCSS.ELA-LITERACY.RL.1.3 Describe characters, settings, and major events in a story, using key details.	Learning Target: I can define characters	DOK 1	Remember	Multiple Choice	
	Learning Target: I can define setting	DOK 1	Remember	Multiple Choice	#2
	Learning Target: I can define major events	DOK 1	Remember	Multiple Choice	#3
	Learning Target: I can identify characters using key details	DOK 1	Understand	Drawing	#6
	Learning Target: I can identify setting using key details	DOK 1	Understand	Drawing	#4
CCSS.ELA-LITERACY.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Learning Target: I can describe characters using key details, and discern which details are important	DOK 2	Apply	Circling	#7
	Learning Target: I can describe setting using key details, and discern which details are important	DOK 2	Understand	Fill in the blank	#5
	Learning Target: I can identify the central message or lesson of the story	DOK 2	Understand	Multiple Choice	#8
	Learning Target: I can apply understanding of central message, meaning, or lesson	DOK 3	Apply	Drawing	#9
	Learning Target: I can retell a story including key plot points, details, and ideas	DOK 1	Remember	Matching	#10
Determine – to decide or settle finally without question • Determine – to decide or settle finally without question					



3 Quick Questions...

Questions we ask schools on Day 1...

- How do you know that **EVERY** standard in every grade/subject is being taught throughout the year?
- How do you know that the **FULL** intent of **EVERY** standard is being taught by **EVERY** teacher in your school?
- Do the teachers in your school know what level of **DOK** or **Bloom's** Taxonomy to plan for when designing a lesson or task?



NOTE: “I don’t know” is an acceptable answer.

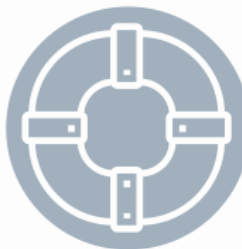




Step 4: Develop learning scales and rubrics

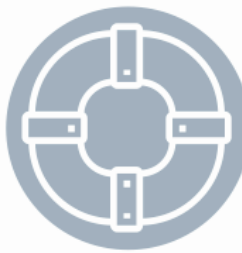


- Learning scales provide students with clear sets of expectations of what every level of their learning within a lesson looks like on the way to and past proficiency.
- Rubrics provide a clear guide for students to work both individually and in groups to help them understand what they need to do to demonstrate mastery of the intended learning target(s) for assignments or long-term projects.





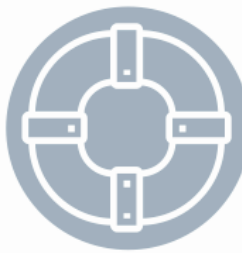
Scale Example



Standard:	RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
Grade	Third Grade
Content Area	ELA
Advanced	<p>Orally or in writing, the student can:</p> <ul style="list-style-type: none">• Describe why the author chose to have the character act in the way he or she did.• Compare the actions of a character in one text with the actions of a character in another text and describe how their actions impacted the story.
Proficient	<p>Orally or in writing, the student can:</p> <ul style="list-style-type: none">• Infer a character's feelings and/or emotions• Interpret how a character's traits, motivations, and feelings lead to actions. <p>The student exhibits no major errors or omissions with Score 2.0 skills.</p>
Basic	<p>The student recognizes or recalls specific academic vocabulary such as:</p> <ul style="list-style-type: none">• Character traits, motivations, feelings, sequence, events, problem, solution <p>The student performs basic processes either orally or in writing, such as:</p> <ul style="list-style-type: none">• Describe a character's feelings/emotions• Describes a character's traits/motivations• Retell the sequence of events <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes contained in the Score 3.0.</p>
Below Basic	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes is demonstrated.</p>



Professional Learning Model



INTRODUCE



APPLY



PRACTICE



PRODUCE

180[®]

LEAD180 Facilitators



Scott Neil, PhD



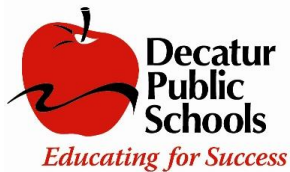
Danica Lewis



Amy Lubben



Questions?



Leadership Development 2020-2021

Jeff Dase, Assistant Superintendent of T&L
Board of Education Meeting
August 04, 2020



Phases of work:

Phase I: Needs Assessment, Goal Setting and Evaluation

- Conduct needs assessment (e.g. survey of leaders) three times per year (BOY, MOY, and EOY).
- Conduct observations (in-person and/or remotely) and data analysis to assess the identified leader capacity.
- Evaluate and share identified leaders' needs assessment, set goals, and make any adjustments based on the findings.

Phase II: Leadership Coaching

- Provide adaptive and technical support throughout the partnership that will allow identified leaders to find and know their leadership voice.
- Engage in learning experiences that integrate a coaching and feedback cycle.
- Implement a set of processes and protocols for monitoring and accountability of the coaching and feedback cycle.

Goal: Increase the leadership capacity of DPS
Assistant Principals and Dean of Students



Starks Consulting will focus on Leadership Development and Coaching for DPS Assistant Principals and Dean of Students (when applicable). Some topics will focus on the following:

- Finding Your Leadership Voice
- Building Your Leadership Real Estate
- Building a Community of Educators: You Can Not Do This Work Alone
- Fostering a Mindset in Students and Staff
- Aspiring Principals: Sharing the Promise of Leadership



Deliverables and Success Factors

By the end of this engagement, Decatur will have:

- Structures and systems for realizing a vision for coaching and feedback.
- Process, protocols, and resources to support work focused on building their adaptive and technical leadership capacity.
- Improve leadership capacity in instruction and/or culture and climate.



Starks Consulting Facilitators



Dr. Kenyatta Stansberry



Dr. Angel Johnson



Dr. Angel Turner





Board of Education Decatur Public School District #61

Date: August 04, 2020	Subject: Personnel Action
Initiated By: Deanne Hillman, Director of Human Resources, and the Human Resources Department	Attachments: 6 Pages of Personnel Action
Reviewed By: Dr. Paul Fregeau, 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: Deanne Hillman
Human Resources Director
Date: July 28, 2020
Board Date: August 4, 2020
Re: Personnel Action

EMPLOYMENT RECOMMENDATIONS

TEACHERS:

Name	Position	Effective Date
Lauren Capranica	Grade 6, Oak Grove	August 10, 2020
James Dawson	Art, Baum	August 10, 2020
Skyler Flesch	Art, Muffley	August 10, 2020
Apryl Mayes	Middle School English Language Arts, Dennis Lab	August 10, 2020
Alexandra Rodriguez	Orchestra, Montessori Academy for Peace	August 10, 2020
Philip Suarez	Middle School English Language Arts, Dennis Lab	August 10, 2020
Andrea Wakeland	Grade 1, Hope Academy	August 10, 2020

TEACHING ASSISTANTS:

Name	Position	Effective Date
Scott Miller	Instructional Assistant, Hope Academy, 6 hours per day	August 10, 2020
Martiece O'Neal	Instructional Assistant, American Dreamer STEM Academy, 6 hours per day	August 10, 2020
Brenna Waite	Special Ed Assistant, Dennis Lab, 6 hours per day	August 10, 2020
Lisa Wherry	Instructional Assistant, American Dreamer STEM Academy, 6 hours per day	August 10, 2020

MAINTENANCE:

Name	Position	Effective Date
Cory Jones	Maintenance Worker, Buildings & Grounds	July 27, 2020

TRANSFERS**TEACHERS:**

Name	Position	Effective Date
Alicia Alves	From Grade 6, Oak Grove to Cross Categorical, Hope Academy	August 10, 2020
Crystal Eilers	From Cross Categorical, Stephen Decatur to Careers PBL, Stephen Decatur	August 10, 2020
Kevin Greene	From Band, MacArthur, Stephen Decatur and Parsons to Band, MacArthur, Stephen Decatur, Parsons and Stevenson	August 10, 2020
James McNair	From Orchestra, Durfee, American Dreamer STEM Academy, Franklin and Oak Grove to Orchestra, Montessori Academy for Peace, American Dreamer STEM Academy, Franklin and Oak Grove	August 10, 2020
Brandy Vanderberg	From PE, Dennis/American Dreamer STEM Academy to PE, Johns Hill	August 10, 2020

OFFICE PERSONNEL:

Name	Position	Effective Date
Sherry Johnson	From Part Time Secretary, American Dreamer STEM Academy, 2 hours per day to Part Time Secretary, Oak Grove, 2 hours per day (recall from RIF)	August 10, 2020

TEACHING ASSISTANTS:

Name	Position	Effective Date
Crista Hjort	From Individual Life Skills Assistant, Parsons, 6.25 hours per day to Individual Life Skills Assistant, Stephen Decatur, 6.25 hours per day	August 10, 2020
Marilyn Lange	From LPN Assistant, Stephen Decatur, 7.5 hours per day to LPN Assistant, MacArthur, 7.5 hours per day	August 10, 2020
Sydnee Sturdivant	From Care(Calm)/Recovery Room Assistant, Hope Academy, 6.5 hours per day to Instructional Assistant, American Dreamer STEM Academy, 6 hours per day	August 10, 2020

RESIGNATIONS

TEACHERS:

Name	Position	Effective Date
Brittany Acree	Grade 4, Dennis Lab	August 2, 2020
Ann Akers	Grade 5, Muffley	July 21, 2020
Holly Lewis	Cross Categorical, Stephen Decatur	July 20, 2020
Ashley Zook	Life Skills, Stephen Decatur	July 27, 2020

SCHEDULE B:

Name	Position	Effective Date
Anton Madison	Middle School Girls Basketball, Johns Hill	July 23, 2020

COMPENSATION RECOMMENDATIONS:

- The following staff members should be compensated **\$50.00** for participating in Equal Opportunity Schools on July 24, 2020 at Eisenhower:
Matthew Gremo
Krystal Reyes
Samantha Stark
- The following staff members should be compensated **\$16.67** for participating in Number Talks with HMH during the week of July 15, 2020 at Muffley:
Angie Guernsey
Ashley Atchason
- The following staff members should be compensated **\$16.66** for participating in HMH Vocabulary Grades 3-6 on July 20, 2020 at Stevenson:
Kelly Bailey
Elizabeth Case
Rebecca Harman
Olivia Mannlein
Carrie Sager
Leslie Woolsey
- The following staff members should be compensated **\$16.66** for participating in HMH Vocabulary K-2 on July 20, 2020 at Stevenson:
Linda Cole
Tessa Meinders
Stacey Wilson
- The following staff member should be compensated **\$25.00** for participating in HMH Professional Development on July 20, 2020 at Harris Learning Academy:
Katherine Moore
- The following staff members should be compensated for participating in HMH Professional Development on July 20, 2020 at Harris Learning Academy:
Carol Dance \$17.00 Krista Hudson \$25.00

- The following staff members should be compensated **\$33.00** for participating in Getting Started Webinar with Literature Grades 6-11 on July 16, 2020 at PDI/Webinar:

Stephanie Bellinger	Rick Koetje
Lisa Betzer	Timothy Koslofski
Shelby Hawkshaw	SuEllen Mackey
Jennifer Hopkins	Kathy Moore
Krista Hudson	Ann Zuehkle-Denoyer
Katie Jostes	
- The following staff members should be compensated **\$16.66** for participating in HMH Fluency Grades K-2 on July 16, 2020 at Stevenson:

Linda Cole	Roxann Kennedy
Taryn Diaz	
- The following staff members should be compensated **\$16.66** for participating in HMH Fluency Grades 3-6 on July 16, 2020 at Stevenson:

Kelly Bailey	Olivia Mannlein
Elizabeth Case	Carrie Sager
Rebecca Harman	Leslie Woolsey
- The following staff member should be compensated **\$50.00** for participating in EOS Team Meeting on July 21, 2020 at MacArthur:

Jennifer Young
- The following staff members should be compensated **\$24.99** for participating in HMH Training on July 20, 2020 at SEAP:

Sheryl Austin	Katie Jostes
---------------	--------------
- The following staff member should be compensated **\$24.99** for participating in HMH Training on July 21, 2020 at SEAP:

Katie Jostes
- The following staff member should be compensated **\$16.66** for participating in HMH Training on July 22, 2020 at SEAP:

Tamara Stoneburg
- The following staff members should be compensated for participating in Number Talks with HMH during the week of July 21, 2020 at Muffley:

Caryn Fuiten	\$16.67	Jodi Folmnsbee	\$16.67
Vanessa Kelson	\$16.67	Kim Decesaro	\$33.34
Jessica Meier	\$16.67	Melissa Prasun	\$16.67
Megan Hull	\$16.67	Jobeth Sweeney	\$16.67
Julie Comerford	\$16.67	Jared Staples	\$16.67
Hilda Nicholls	\$16.67	Megan Noel	\$16.67
Stephanie Meis	\$16.67	Diane Orr	\$16.67

- The following staff members should be compensated **\$25.00** for participating in Help for Billy Book Study Discussion Group on July 14, 2020 at Macon Piatt:

Julie Lauper
Annie Brahler

Kara Anderson
Ashley Swanson

- The following staff members should be compensated for participating in LS & ES Reopening Work Session on July 21, 2020 at Keil:

Hannah Freese	\$99.00	Megan Trimby	\$99.00
Danyel Schwartle	\$99.00	Chelsea Brewer	\$99.00
Becca Massey	\$49.50	Lisa Foster	\$66.00
Samantha Johnson	\$66.00	Stephanie Shook	\$49.50
Karrie Anderson-Bird	\$99.00	Sara DeVore	\$66.00
Shannen Ray	\$99.00	April Parks	\$99.00
Ashlee Smith	\$99.00	Christina Lipe	\$99.00
Jessica Zavada	\$99.00	Kristina Luttrell	\$99.00
Amanda Wrigley	\$99.00	Barb Hausler	\$99.00
Dotti Nisbet	\$99.00	Ashley Zook	\$99.00

- The following staff members should be compensated **\$33.00** for participating in Getting Started Webinar with Reading Grades 3-5 on July 15, 2020 at PDI/Webinar:

Tricia Athey	Olivia Mannlein
Sheryl Austin	Jessica Meier
Bobbi Clark	Stephanie Meis
Terri Ellis	Kandice Michener
Carla Giberson	Alicia Morris
Rebecca Harman	Norma Ramos
Jill Hubbard	Amy Richards
Megan Hull	Rachelle Rico
Nicole Jones	Carrie Sager
Carolynn Keizer	Gregory Smith
Vanessa Kelson	Morgan Wolter

- The following staff members should be compensated for participating in My Learning Plan Online Training on July 9 & 10, 2020 at Hope Academy:

Carla Giberson	\$33.34	Deborah Rice	\$16.67
Kandice Michener	\$33.34	Terri Ellis	\$16.67
Karen Walker	\$33.34	Nicole Jones	\$16.67
Heather Herron	\$33.34	Tara Lueras	\$16.67
SuEllen Mackey	\$16.67	Marcy Braden	\$16.67
Timothy Koslofski	\$33.34	Annette Kirkpatrick	\$16.67
Christy Lowe	\$50.01	Shara Schutter	\$16.67
Lisa Holmes	\$33.34	Erin Miller	\$16.67
Stacey William	\$16.67	Mary Evans	\$16.67

- The following staff members should be compensated for participating in Topic Tuesday HMH Talk Moves & Into Reading - Summer PD on July 14, 16, 20, 21 & 23, 2020 at Hope Academy:

Melissa Goede	\$133.28	Lisa Landacre	\$66.64
Stacy Benda	\$33.32	Kathryn Rodgers	\$99.96

Rhonda Ganley	\$133.28
Sarah Hott	\$133.28
Gerri Munos	\$33.32
Dawn Hawkins	\$99.96
Samantha Johnson	\$99.96
Elizabeth Karakachos	\$66.64
Colleen Johnson	\$133.28

Connie Heinz	\$8.33
Christina Woo	\$133.28
Julie Mower	\$99.96
Theressa Tozer	\$99.96
Dawn Davis	\$49.98
Greg Green	\$33.32
Amy Richards	\$33.32



Board of Education Decatur Public School District #61

Date: August 04, 2020	Subject: LifeWorks by Morneau Shepell Agreement
Initiated By: Deanne Hillman, Director of Human Resources	Attachments: LifeWorks by Morneau Shepell Invoice; Amendment to original agreement with LifeWorks by Morneau Shepell
Reviewed By: Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

LifeWorks by Morneau Shepell provides well-being services (Employee Assistance Program, or EAP) for district employees. The current agreement with LifeWorks provides employees with up to six (6) sessions. Due to stress levels associated with the Pandemic, Union Leaders and Administration agree that providing additional support to employees is warranted.

CURRENT CONSIDERATIONS:

Administration is recommending an increase from 6 sessions to 10 session for employees.

FINANCIAL CONSIDERATIONS:

Pending Board approval, the amendment to the original agreement with LifeWorks by Morneau Shepell will be signed, and a requisition for this purchase will be submitted for payment. The cost difference is \$7,194.24 and will be covered by CARES Act funding.

STAFF RECOMMENDATION:

The Administration respectfully requests that the Board of Education approve this Amended Contract Agreement with LifeWorks by Morneau Shepell as presented.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____

AMENDMENT

EFFECTIVE DATE: Upon execution by both Parties

TERRITORY: United States

SPONSORING ORGANIZATION INFORMATION				
Sponsoring Organization Name Decatur Public School District 61				
				the "Sponsoring Organization"
Sponsoring Organization Service Contact Deanne Hillman, Director of Human Resources		Phone No. (217) 362-3031	Fax No.	e-mail dhillman@dps61.org
Billing Street Address 101 West Cerro Gordo Street		City Decatur	State Illinois	Zip Code 62523

LifeWorks US Inc. ("LifeWorks") and Sponsoring Organization hereby agree to amend and modify the terms and provisions of the Well-being Services Agreement dated February 12, 2019 (the particulars of which the Parties are familiar, and a copy of which may be attached hereto, and hereinafter referred to as the "Original Agreement"). The Parties acknowledge that unless otherwise expressly provided herein, this Amendment does not and will not serve to revise the relationship between the Parties, and the Parties hereby agree that any and all unremedied and outstanding accounts, defaults, breaches or other matters, existing between the Parties as at the effective date of this Amendment shall remain intact and subsisting notwithstanding this Amendment.

LifeWorks and Sponsoring Organization agree that the Original Agreement is amended as follows:

1. **EAP Session Model Increase.** Effective August 1, 2020, at Sponsoring Organization's request, LifeWorks hereby agrees to change the EAP session model from a 6 session model to a ten (10) session model (session model limitations apply in California and Nevada). As such, the session model language as outlined on the Order Form, is hereby deleted and replaced with the following:
 - Session Model - USA, Non-CA/Non-NV:** up to ten (10) in person sessions per Eligible User per applicable category per contract year
 - Session Model - USA, California:** up to three (3) per Eligible User within a rolling six (6) month period, provided, that regardless of the issue or topic, such Eligible User does not receive more than three (3) total sessions through LifeWorks in any six (6) month period
 - Session Model - USA, Nevada:** up to six (6) per Eligible Users within a rolling six (6) month period, provided, that regardless of the issue or topic, such Eligible User does not receive more than six (6) total sessions through LifeWorks in any six (6) month period
2. **Service Fees.** Due to the increase in the EAP session model, effective August 1, 2020, Fees applicable to the Core Platform Only services shall be increased to \$2.11 per Direct Eligible User per month (\$25.32 per Direct Eligible User per year). Fees are based on approximately 1,249 Direct Eligible Users. For avoidance of doubt, the Initial Term effective February 1, 2019, remains in effect and shall continue through January 31, 2022. Thereafter, LifeWorks reserves the right to increase Fees annually with 30 days' prior written notice to Sponsoring Organization.
3. **Future EAP Session Model Decrease.** Effective January 1, 2022, at Sponsoring Organization's request, LifeWorks hereby agrees to change the EAP session model from a ten (10) session model to a six (6) session model (session model limitations apply in California and Nevada). As such, the session model language as outlined on the Order Form, is hereby deleted and replaced with the following:
 - Session Model - USA, Non-CA/Non-NV:** up to six (6) in person sessions per Eligible User per applicable category per contract year
 - Session Model - USA, California:** up to three (3) per Eligible User within a rolling six (6) month period, provided, that regardless of the issue or topic, such Eligible User does not receive more than three (3) total sessions through LifeWorks in any six (6) month period
 - Session Model - USA, Nevada:** up to six (6) per Eligible Users within a rolling six (6) month period, provided, that regardless of the issue or topic, such Eligible User does not receive more than six (6) total sessions through LifeWorks in any six (6) month period
4. **Service Fees.** Due to the decrease in the EAP session model, effective January 1, 2022, Fees applicable to the Core Platform Only services shall be decreased to \$1.63 per Direct Eligible User per month (\$19.56 per Direct Eligible User per year). Fees are based on approximately 1,249 Direct Eligible Users. For avoidance of doubt, the Initial Term effective February 1, 2019, remains in effect and shall continue through January 31, 2022. Thereafter, LifeWorks reserves the right to increase Fees annually with 30 days' prior written notice to Sponsoring Organization.

Except as specifically modified by this Amendment, all terms and conditions of the above-referenced Original Agreement will remain in full force and effect.

LifeWorks US Inc.

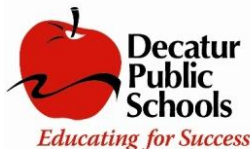
Per: _____
 Printed Name: _____
 Title: _____
 Date: _____

I have the authority to bind the corporation

Decatur Public School District 61

Per: _____
 Printed Name: _____
 Title: _____
 Date: _____

I have the authority to bind the corporation/company/partnership



Board of Education Decatur Public School District #61

Date: August 04, 2020	Subject: Decatur Public Schools Curriculum Alignment – LEAD 180
Initiated By: Jeff Dase, Assistant Superintendent of Teaching and Learning	Attachments: LEAD 180 Decatur Public Schools Curriculum Alignment Proposal
Reviewed By: Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

Decatur Public Schools is seeking assistance with aligning our current instructional planning to College and Career Ready Standards. The district is seeking technical assistance and support to ensure that teachers are planning, teaching, assessing and providing learning activities and tasks that are designed to the full intent of each standard. In addition, the district is seeking to create a guaranteed and viable curriculum that is sustainable in the face of teacher turnover. This will ensure that every student receives feedback that is aligned with the expectations of the standards and will in turn provide students with a K-12 education that will provide them for the challenges of the 21st Century world of work.

CURRENT CONSIDERATIONS:

The attached proposal is for LEAD180's ongoing coaching support to district staff, principals and their teachers throughout the alignment process and provides job embedded professional learning in which district staff, principals and teachers grasp a deeper level of understanding of the standards and how they work together through thoughtful planning as designers of student tasks. Instruction and student learning activities are aligned to the Depth of Knowledge of each individual learning target within each standard. This ongoing support begins to build Collective Efficacy through ongoing feedback to teachers as they accomplish incremental short-term milestones within LEAD180's *Four Steps to Curriculum Alignment*.

FINANCIAL CONSIDERATIONS:

LEAD 180 contract for a total of \$254,000.00 will be paid in full using Title II funds.

STAFF RECOMMENDATION:

The Administration respectfully requests that the Board of Education approve the LEAD 180 Contract in the amount of \$254,000.00 as presented.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____

Decatur Public Schools
Curriculum Alignment Proposal
June 11, 2020



Current State

Decatur Public Schools is seeking assistance with aligning their current instructional planning to College and Career Ready Standards. The district is seeking technical assistance and support to ensure that teachers are planning, teaching, assessing and providing learning activities and tasks that are designed to the full intent of each standard. In addition, the district is seeking to create a guaranteed and viable curriculum that is sustainable in the face of teacher turnover. This will ensure that every student receives feedback that is aligned with the expectations of the standards and will in turn provide students with a K-12 education that will provide them for the challenges of the 21st Century world of work.

Proposed Solution

LEAD180's ongoing coaching supports district staff, principals and their teachers throughout the alignment process and provides job embedded professional learning in which district staff, principals and teachers grasp a deeper level of understanding of the standards and how they work together through thoughtful planning as designers of student tasks. Instruction and student learning activities are aligned to the Depth of Knowledge of each individual learning target within each standard. This ongoing support begins to build Collective Efficacy through ongoing feedback to teachers as they accomplish incremental short-term milestones within LEAD180's *Four Steps to Curriculum Alignment*.

Hattie's research on the most powerful strategies to improve student learning, supports LEAD180's model for creating sustained change with each school. The findings from multiple studies provide evidence of Teacher Clarity to have an effect size of 0.75 and Teacher Collective Efficacy to have an effect size of 1.57. A year of attending school in a typical classroom has an effective size of 0.40. Teacher Clarity, in this research, means that the teacher is clear on the goals and learning intentions of their instruction each day. The teacher knows where they have been and where they are going in their teaching. Teacher Collective Efficacy addresses the work that teachers do together to improve student learning. Teachers instruct toward common goals and work together to address the learning needs of their students.

When teachers participate in the LEAD180 work, the resulting unit plans bring clarity to learning intentions and allow teachers to more effectively work together to ensure student success. Additionally, teachers begin to build collective efficacy as they begin to reach goals and milestones together as a team while creating tasks and experiences for students that will ensure that feedback and the levels of thinking required to successfully engage in a task or experience mirrors the full intent of each target with every standard.

LEAD180's Four Steps to Curriculum Alignment

Know what you're teaching and when it will be taught

Think of this first step as a compass that points you in the right direction. Create a high-level scope and sequence document that delivers a quick, one-page view of the entire school year for each grade and subject at the standards level. This document serves as a guide for teachers so they know ahead of time what's going to be taught and when. Plus, it will provide clarity to everyone for short- and long-term planning.

Draft a unit plan to guide instructional planning

This step is your GPS that shows you the instructional goals you want to achieve within each unit. Your unit plan will drive the work within each unit of study. Each unit will point out essential standards for each unit and unpack them into specific learning targets. Identify the level of rigor (aka: Depth of Knowledge) for each target to make sure everyone on your team understands how to design their lessons and keep rigor in the forefront when designing lessons, developing instruction strategies, and creating assessments.

Make a plan for unit assessments

Planning for assessments will give you detailed blueprints that help you achieve perfect alignment. Plus, developing these blueprints for each unit assessment makes sure each item is aligned to the specific level of rigor for each learning target. This method provides students accurate and relevant feedback while giving you trustworthy data when you plan for corrective instruction.

Develop learning scales and rubrics

Learning scales provide students with clear sets of expectations of what every level of their learning within a lesson looks like on the way to and past proficiency. Rubrics provide a clear guide for students to work both individually and in groups to help them understand what they need to do to demonstrate mastery of the intended learning target(s) for assignments or long -term projects.

Project Scope of Work

Potential Dates	Days	Outcomes	Participants	Deliverables
July/August	1 (2 Coaches)	District Leadership Training Outcomes: <ul style="list-style-type: none">● Understand the process of curriculum alignment● Understand the alignment from standard, objective, to learning target within the CCSS● Analyze the complexity and rigor levels within the standards utilizing the Cognitive Rigor Matrix	<ul style="list-style-type: none">● School leaders● District leaders● District curriculum staff	<ul style="list-style-type: none">● Common understanding of the process of curriculum design, alignment and assessment development.● Participants will gain experience with analysis of the rigor of a task and with aligning the task to the rigor of the standard.
July/August	4 (2 Coaches)	District-Wide Scope & Sequence Outcomes: <ul style="list-style-type: none">● Identify the priority standards for the grade level/content● Break down which standards are being taught in each quarter and in what order (by unit)● Provide other key details that may be needed for a high-level look at the entire year● Prepare leaders to implement the rigor and alignment work through school-based PLCs	<ul style="list-style-type: none">● School teacher & instructional leaders● District curriculum staff	<ul style="list-style-type: none">● Participants will utilize the tools from the session to produce a high-level scope and sequence for the entire school year.● Review current pacing guides for alignment to all standards, distribution of standards, and analyze the frequency of Power Standards.● Develop district assessment blueprints for interim assessments.
September-October 2020	Asynchronous Online Course Module	Understanding Cognitive Rigor <i>(Asynchronous Online Course Module)</i> Cognitive Rigor describes both the type of thinking and the depth of thinking required by a standard. When teachers understand Cognitive Rigor, they are able to provide students with a more enriched learning environment. Teachers will explore both Depth of Knowledge and Cognitive Rigor and will engage in opportunities to practice planning with both within this online course.	Teachers and leaders from... 16 schools total	<ul style="list-style-type: none">● Create or revise each school’s scope and sequence broken down into units of study.● Completed unit vision for the first unit.● Completed high level unit plan for each unit of an entire quarter.● Completed placement of learning targets by week and/or days.● Begin to establish assessment options for each target on the assessment alignment tool.

September 2020- June 2021	20 (2 Coaches)	<p>Rigor Alignment Training and Coaching <i>(Staff Training Session and Coaching Sessions in-person or online, with each school site)</i></p> <p>Academic Standards are written to varying levels of Cognitive Rigor. When teachers are adept at determining the Cognitive Rigor of the standard, and understand the types of experiences best suited to those levels of rigor, they are able to develop learning experiences that challenge all students. Teachers will learn the steps to developing lessons and assessments aligned to the rigor of the standard and will have the opportunity to practice using the provided template.</p> <p>Outcomes:</p> <ul style="list-style-type: none">• Understand the alignment from standard, objective, to learning target within the CCSS/IL State Standards and how that aligns to the IAR• Practice utilizing rigor alignment tools to align authentic student work and assessments to CCSS/IL State Standards learning targets and standards and to the IAR.• Unwrap standards into specific learning targets, and identify the level of rigor (DOK) for each learning target, using the Instructional Planning Toolkit	Teachers and leaders from... 16 schools total	<ul style="list-style-type: none">• Develop each school's instructional calendar based on the district scope and sequence.• Break down the instructional calendar of each school into units of study.• Completed unit vision for the first unit.• Completed high level unit plan for each unit of an entire quarter.• Completed placement of learning targets by week and/or days.• Begin to establish assessment options for each target on the assessment alignment tool.• Develop a task aligned to the rigor of the standards.
August 2020- June 2021	Ongoing	Monthly virtual advisor support (additional provided as needed)	District/Schools	<ul style="list-style-type: none">• Provide ongoing virtual coaching support to schools throughout the project

Proposed Project Budget

Service/ Resource	List Pricing	Project Cost
25 Days training/coaching Days (2 Coaches)	\$250,000	\$170,000
Monthly virtual advisor support (as needed)		Included
Instructional Planning Toolkits ELA & Math unlimited site license for 16 schools	\$100,000	\$40,000
LEAD180 Templates and protocols unlimited district license	\$60,000	\$20,000
Understanding Cognitive Rigor (Asynchronous Online Course Module) District License-16 schools	\$60,000	\$24,000
Total Project cost:	\$370,000	\$254,000

CONCLUSION

We look forward to working with Decatur Public Schools and supporting your efforts to improve the alignment of curriculum, instruction and student tasks. We are confident that we can meet the challenges ahead, and stand ready to partner with you in delivering an effective curriculum alignment solution.

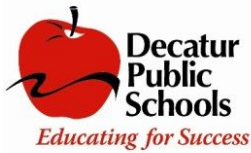
If you have questions on this proposal, feel free to contact Scott Neil at your convenience by email at sneil@lead180.com or by phone at 772-240-2464. We look forward to discussing this proposal in further detail.

Thank you for your consideration,

Scott Neil, PhD



Founder



Board of Education Decatur Public School District #61

Date: August 04, 2020	Subject: Decatur Public Schools Leadership Training
Initiated By: Jeff Dase, Assistant Superintendent of Teaching and Learning	Attachments: Starks Consulting Proposal and Starks Consulting Contract
Reviewed By: Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

Decatur Public Schools is seeking assistance with leadership coaching that will build the capacity of our current aspiring leaders which includes but is not limited to Assistant Principals and Deans of Students. This leadership coaching will provide our aspiring leaders with structures and systems to enhance their adaptive and technical leadership skills. This leadership coaching will also improve our aspiring leaders' capacity in instruction leadership and school climate development. This leadership coaching will benefit the district of Decatur Public Schools by developing a robust list of leaders that can lead our schools in the foreseeable future.

CURRENT CONSIDERATIONS:

The attached contract is for Starks Consulting to provide leadership coaching for the 2021-2022 school year to Decatur Public Schools aspiring leaders which includes but is not limited to Assistant Principals and Deans of Students.

FINANCIAL CONSIDERATIONS:

Starks Consulting contract for a total of \$40,000.00 will be paid in full using Title II funds.

STAFF RECOMMENDATION:

The Administration respectfully requests that the Board of Education approve the Starks Consulting Contract in the amount of \$40,000.00 as presented.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____



Phase I: Needs Assessment, Goal Setting and Evaluation

- Conduct needs assessment (e.g. survey of leaders) three times per year (BOY, MOY, and EOY).
- Conduct observations and data analysis to assess the identified leader capacity.
- Evaluate, share identified leaders' needs assessment, set goals, and make any adjustments based on the findings.

Phase II: Leadership Coaching

- Provide adaptive and technical support throughout the partnership that will allow identified leaders to:
 - a. Engage in learning experiences that integrate a coaching and feedback cycle.
 - b. Implement a set of processes and protocols for monitoring and accountability of the coaching and feedback cycle.

Deliverables and Success Factors

By the end of this engagement, Decatur will have:

- Structures and systems for realizing a vision for coaching and feedback.
- Process, protocols, and resources to support work focused on building their adaptive and technical leadership capacity.
- Improve leadership capacity in instruction and/or culture and climate.

Consulting Agreement

This agreement dated as of August 1, 2020, is between Starks Consulting (Kenyatta Starks), 7955 South Washtenaw, Chicago, Illinois 60652, and Decatur School District 61 ("Client"). The parties agree to the following terms and conditions regulating work to be performed by the consultant.

Accordingly, it is agreed as follows:

1. **Terms and Compensation.** This contract shall commence August 1, 2020, and May 30, 2020, unless extended by both parties in writing.

For the period covered by this agreement, the Client agrees to pay Kenya Starks. Payment of 5,000.00 is due by August 20th (two weeks after the execution of this contract) and the amount of 3,500 monthly. Checks will be made payable to Starks Consulting and mailed to the address listed above.

2. **Description of Services.** Kenya Starks will support the client with the scope of work described in Appendix A.

3. **Confidentiality.** Kenya Starks will hold confidential and proprietary the entire project, as well as any information made available which is not in the public domain or generally available through other sources.

4. **Indemnification and Liability.**

Client shall promptly indemnify, defend and hold harmless, Kenya Starks against all claims, liabilities, expenses, and costs, including reasonable attorney fees, arising out of or relating to Client's breach of this Agreement, its negligence or the business of Client, Neither party shall be liable to the other under this Agreement for any failure to perform or delay in performance, due to causes beyond its reasonable control or due to the failure of the other party to provide sufficient information or cooperation to support the project or to otherwise carry out its obligations hereunder.

5. **Employment Status.** Kenya Starks is acting as an independent contractor and is not an employee, partner, or joint venture of Client.

6. **Applicable Law.** This contract shall be governed by the laws of the State of Illinois.

7. **Entire Agreement of the Parties.** This contract agreement contains the entire understanding of the parties and it supersedes all prior understandings and agreements, whether written or oral and all prior dealings of the parties with respect to the subject matter of this agreement.

The above is agreed to:

By: _____ By: _____

Jeff Dase (Decatur School District) Kenya Starks 7955 South Washtenaw, Chicago, Illinois 60652

Appendix A

Phase I: Needs Assessment, Goal Setting and Evaluation

- Conduct needs assessment (e.g. survey of leaders) three times per year (BOY, MOY, and EOY).
- Conduct observations and data analysis to assess the identified leader capacity.
- Evaluate, share identified leaders' needs assessment, set goals, and make any adjustments based on the findings.

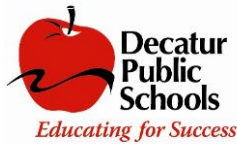
Phase II: Leadership Coaching

- Provide adaptive and technical support throughout the partnership that will allow identified leaders to:
 - a. Engage in learning experiences that integrate a coaching and feedback cycle.
 - b. Implement a set of processes and protocols for monitoring and accountability of the coaching and feedback cycle.

Deliverables and Success Factors

By the end of this engagement, Decatur will have:

- Structures and systems for realizing a vision for coaching and feedback.
- Process, protocols, and resources to support work focused on building their adaptive and technical leadership capacity.
- Improve leadership capacity in instruction and/or culture and climate.



Board of Education Decatur Public School District #61

Date: August 04, 2020	Subject: iPad Purchase
Initiated By: Maurice Payne, Director of Information Technology	Attachments: iPad Purchase
Reviewed By: Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

Teaching Staff Devices

The standard issue devices for teaching staff is a MacBook Air and a standard iPad. Even though the receive a standard iPad is similar to what students receive., they have mainly used their MacBook to create and deliver instruction. Consistent professional development of instructional delivery practices using the iPad has been lacking in the districts 1:1 program.

Student iPad Purchase

After reconciling iPad inventory, it has been determined that we have inadequate inventory to replace lost devices. When a student loses a device, they are not given a brand new device. The stock of oldest devices are not usable going forward as they no longer receive security updates from Apple. When delivering remote instruction, teaching staff can use advanced features from the iPad pro to create an enhanced learning experience.

CURRENT CONSIDERATIONS:

Teaching Staff Devices

IT recommends issuing teaching staff an iPad Pro, Magic Keyboard, and Apple Pencil. The iPad Pro with a Magic Keyboard will give teachers the feel of a traditional laptop, use a device that is compatible with students devices, and streamline the technology integration between teachers and students.

To support the switch to issuing iPad Pro's and to build our district's capacity for Remote Learning, targeted professional development is recommended. This will provide staff opportunities to learn how to use the iPad Pro effectively to deliver remote learning for DPS students. Encouraging expanded use of the iPad would also provide an opportunity to evaluate a shift to issue an iPad Pro only instead of both a standard iPad and a MacBook Air.

Student iPad Purchase

In order to replace lost devices, IT recommends replacing Franklin Elementary with iPad 7's. The replaced iPads will provide a stock of older iPads to act as loaners and replacements.

FINANCIAL CONSIDERATIONS:

This purchase is being funded by the CARES grant. The total cost is \$759,000.00.

STAFF RECOMMENDATION:

The Administration respectfully requests that the Board of Education approve the iPad Purchase in the amount of \$759,000.00 as presented.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____

Apple Inc. Education Price Quote

Customer:	Maurice Payne DECATUR PUBLIC SCHOOL DISTRICT 61 email: MPayne@dps61.org	Apple Inc:	Patrick Beedles One Apple Park Way Cupertino, CA 95014 Phone: +1-630-8415797 email: beedles@apple.com
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Apple Quote: 2206447520

Quote Date: Monday, July 27, 2020

Quote Valid Until: Wednesday, August 26, 2020

Quote Comments:

Please reference Apple Quote number on your Purchase Order.

#	Product Description	Qty	Unit List Price	Discount per Unit	Unit Discounted Price	Extended Discounted Price
1	Apple Pencil (2nd Generation) Part Number MU8F2AM/A	520	\$119.00	\$0.00	\$119.00	\$61,880.00
2	12.9-inch iPad Pro Wi-Fi 128GB – Space Gray (5-pack) Part Number MY2N2LL/A	520	\$889.00	\$35.00	\$854.00	\$444,080.00
3	Magic Keyboard for 12.9-inch iPad Pro (4th generation) – US English Part Number MXQU2LL/A	520	\$329.00	\$12.00	\$317.00	\$164,840.00
4	10.2-inch iPad Wi-Fi 32GB – Space Gray (10-pack) Part Number MW7L2LL/A	300	\$294.00	\$0.00	\$294.00	\$88,200.00

Extended EDU List Price Total \$783,440.00

Total Discount \$24,440.00

Extended Discounted Price Subtotal \$759,000.00

– Additional Tax \$0.00

– Estimated Tax

\$0.00

Extended Discounted Total Price***\$759,000.00**

*In most cases Extended discounted Total price does not include Sales Tax

*If applicable, eWaste/Recycling Fees are included. Standard shipping is complimentary

Complete your order by one of the following:

- This document has been created for you as Apple Quote ID 2206447520. Please contact your institution's Authorized Purchaser to submit the above quote online. For account access or new account registration, go to <https://ecommerce.apple.com>. Simply go to the Quote area of your Apple Education Online Store, click on it and convert to an order.
 - For registration assistance, call 1.800.800.2775
- If you are unable to submit your order online, please send a copy of this Quote with your Purchase Order via email to institutionorders@apple.com. **Be sure to reference the Apple Quote number on the PO to ensure expedited processing of your order.**
 - For more information, go to provision C below, for details.

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. A. ANY ORDER THAT YOU PLACE IN RESPONSE TO THIS QUOTE WILL BE GOVERNED BY (1) ANY CONTRACT IN EFFECT BETWEEN APPLE INC. ("APPLE") AND YOU AT THE TIME YOU PLACE THE ORDER OR (2), IF YOU DO NOT HAVE A CONTRACT IN EFFECT WITH APPLE, CONTACT contracts@apple.com.
- B. 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 YOUR AGREEMENT WITH APPLE.
- C. C. YOUR ORDER MUST REFER SPECIFICALLY TO THIS QUOTE AND IS SUBJECT TO APPLE'S ACCEPTANCE. ALL FORMAL PURCHASE ORDERS SUBMITTED BY EMAIL MUST SHOW THE INFORMATION BELOW:
 - APPLE INC. AS THE VENDOR
 - BILL-TO NAME AND ADDRESS FOR YOUR APPLE ACCOUNT
 - PHYSICAL SHIP-TO NAME AND ADDRESS (NO PO BOXES)
 - PURCHASE ORDER NUMBER
 - VALID SIGNATURE OF AN AUTHORIZED PURCHASER
 - APPLE PART NUMBER AND/OR DESCRIPTION OF PRODUCT AND QUANTITY
 - TOTAL DOLLAR AMOUNT AUTHORIZED OR UNIT PRICE AND EXTENDED PRICE ON ALL LINE ITEMS
 - CONTACT INFORMATION: NAME, PHONE NUMBER AND EMAIL
- D. UNLESS THIS QUOTE SPECIFIES OTHERWISE, IT REMAINS IN EFFECT UNTIL {QuoteExpirationDate} UNLESS APPLE WITHDRAWS IT BEFORE YOU PLACE AN ORDER, BY SENDING NOTICE OF ITS INTENTION TO WITHDRAW THE QUOTE TO YOUR ADDRESS SET OUT IN THE QUOTE.
 - APPLE MAY MODIFY OR CANCEL ANY PROVISION OF THIS QUOTE, OR CANCEL ANY ORDER YOU PLACE PURSUANT TO THIS QUOTE, IF IT CONTAINS A TYPOGRAPHIC OR OTHER ERROR.
- E. THE AMOUNT OF THE VOLUME PURCHASE PROGRAM (VPP) CREDIT SHOWN ON THIS QUOTE WILL ALWAYS BE AT UNIT LIST PRICE VALUE DURING REDEMPTION ON THE VPP STORE.
- F. UNLESS SPECIFIED ABOVE, APPLE'S STANDARD SHIPPING IS INCLUDED IN THE TOTAL PRICE.

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Document rev 10.6.1

Date of last revision – June 20th, 2016





Board of Education Decatur Public School District #61

Date: August 04, 2020	Subject: ESSA 1003(a) School Improvement Grant Learning Partner Contract with Houghton Mifflin Harcourt (HMH)
Initiated By: Mary Ann Schloz, Assistant Director of Finance, Grants and Special Projects	Attachments: IL-EMPOWER Service Agreement for Learning Partner services for Baum, Franklin, Oak Grove, Parsons and Stevenson Elementary Schools, Montessori for Peace and Stephen Decatur Middle School
Reviewed By: Dr. Paul Fregeau, Superintendent, and Dr. Todd Covault, Treasurer	

BACKGROUND INFORMATION:

In December 2019, the Board approved the three –year School Improvement Plans (SIP) for schools designated as Lowest Performing and Underperforming under the ESSA guidelines. The SIP requires the Lowest Performing schools to have a Learning Partner which is paid from the ESSA grant, Underperforming schools may opt-in.

The SIP serves as a narrative and outlines the processes and programs used to serve the students identified in the ESSA summative designation. The individual school SIP guides the professional development, instructional delivery, and interventions for each school, and are updated, reviewed, and revised as needed. While academic goals are multi-year, the action steps and respective budget are for the current school year (FY21).

The State Board of Education requires the local board to approve all learning partner contracts.

CURRENT CONSIDERATIONS:

The attached contracts are for the service relationship between Houghton Mifflin Harcourt (HMH) and the respective school including Baum, Franklin, Oak Grove, Parsons and Stevenson Elementary Schools, Montessori for Peace and Stephen Decatur Middle School.

FINANCIAL CONSIDERATIONS:

The individual contracts with HMH will be paid in full using ESSA 1003(a) School Improvement Grant funds.

- The contract between Baum and HMH is for \$15,108.
- The contract between Franklin and HMH is for \$38,922.
- The contract between Oak Grove and HMH is for \$37,020.
- The contract between Parsons and HMH is for \$14,206.
- The contract between Stevenson and HMH is for \$45,726.
- The contract between Montessori for Peace and HMH is for \$17,010.
- The contract between Stephen Decatur and HMH is for \$38,922.

STAFF RECOMMENDATION:

The Administration respectfully requests that the Board of Education approve Houghton Mifflin Harcourt individual Learning Partner contracts with Baum, Franklin, Oak Grove, Parsons and Stevenson Elementary Schools, Montessori for Peace and Stephen Decatur Middle School in the collective amount of \$206,914 as presented.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____

Increasing Capacity for Literacy Learning

2020-2021 Proposed Scope of Work for: Baum Elementary School

Literacy Solutions supports your vision for educating students and can reinforce your efforts with strategic planning, professional learning, coaching, and capacity-building for teachers and leaders.

We begin with a comprehensive instructional audit of Literacy practices in Baum classrooms, identifying teacher opinions, beliefs, and practices around literacy instruction as well as looking at available student learning data to support instructional changes. Next, we lay a foundation for learning through workshops/courses and introduce Baum educators to our Instructional Practices Inventory as they work to enhance Literacy Practices in the classroom.

Literacy Solutions Instructional Practices help schools focus on and improve four key areas of instruction to reach literacy achievement goals:

- **Learning Environment**
- **Formative Assessment**
- **Reading & Vocabulary**
- **Writing & Communicating**

Proposed Implementation Timeline		
2020-2021		
Date	Event	Audience
TBD	Literacy Solutions Classroom Observations with Instructional Practices Inventory (1 Days) – 6 hours @ \$567.00 per hour	Building Level Administrator and Leadership Team
TBD	Literacy Solutions Classroom Observations with Instructional Practices Reporting (1 Days) - 6 hours @ \$250 per hour	Building Level Administrator and Leadership Team
October	Reading Workshop/Coaching – (1 Day) – 6 hours @ \$567.00 per hour	Grade Level Teams
January	Differentiation Workshop/Coaching – (1 Day) – 6 hours @ \$567.00 per hour	Grade Level Teams
February/March	Writing Workshop/Coaching – (1 Day) – 6 hours @ \$567.00 per hour	Grade Level Teams

Pricing Structure		
Description		
Literacy Solutions Classroom Observations with Instructional Practices Inventory and Reporting (2 Days, 12 Hours)	\$567.00 per hour 6 Hours	\$3,402.00
Literacy Solutions Classroom Observations with Instructional Practices Inventory Reporting (2 Days, 12 Hours)	\$250 per hour 6 Hours	\$1,500.00
Literacy Solutions Coaching Day (1 Day, 6 Hours) <ul style="list-style-type: none"> • Reading Workshop (1/2 Day) • Coaching (1/2 Day) 	\$567.00 per hour 6 Hours	\$3,402.00

Literacy Solutions Coaching Day (1 Day, 6 Hours) <ul style="list-style-type: none"> • Differentiation Workshop (1/2 Day) • Coaching (1/2 Day) 	\$567.00 per hour 6 Hours	\$3,402.00
Literacy Solutions Coaching Day (1 Day, 6 Hours) <ul style="list-style-type: none"> • Writing Workshop (1/2 Day) • Coaching (1/2 Day) 	\$567.00 per hour 6 Hours	\$3,402.00
Total Price (All Inclusive)	30 Hours	\$15,108.00

Presented by:

Annalisa Musacchio, Supplemental and Services Account Executive

Email: annalisa.musacchio@gmail.com | Phone: 312.804.5447

Amy Waller, Account Executive

Email: amy.waller@hnhco.com | Phone: 217.597.2432

Kate Weber, Director of Professional Learning

Email: kate.weber@hnhco.com | Phone: : 712.292.5118

LITERACY SOLUTIONS SERVICES AGREEMENT

DATE: July 24, 2020

NAME OF DISTRICT: Baum Elementary
ADDRESS OF School: 801 Lake Ridge Avenue **Decatur, IL 62521**

Days	Description	Cost
1	Needs Assessment (1 Day) – 6 Hours @ \$567.00 per hour	\$3,402.00
1	Report Writing For Needs Assessment 6 Hours @ \$250.00 per hour	\$,1,500.00
1	Reading Workshop and Coaching (1 Day) – 6 Hours @ \$567.00 Per hour	\$3,402.00
1	Differentiation Workshop and Coaching – (1 Day) – 6 Hours @\$567.00 per hour	\$3,402.00
1	Writing Workshop and Coaching(1 Day) – 6 Hours @ \$567.00 Per hour	\$3,402.00
Total (All Inclusive)		\$15,108.00

	Total Cost Includes
Travel and Expenses	<ul style="list-style-type: none"> • Airfare • Ground transportation • Lodging • Meals • All Other Travel Expenses
Materials	Instructional Materials used during presentation (If applicable)

Subject to terms and conditions, located at: <https://www.hmhco.com/terms-of-use/services>

LITERACY SOLUTIONS SERVICES AGREEMENT

DATE: July 24, 2020

NAME OF SCHOOL: Baum Elementary

ADDRESS OF SCHOOL: 801 Lake Ridge Avenue **Decatur, IL** 62521

The district referenced above hereby accepts and agrees to the details set forth in this Services Summary, including dates and fees, subject to the terms and conditions.

CLIENT:

Signature: _____

Date: _____

Printed Name: _____

Title: _____

- Will a PO be issued for this purchase? ☐ Yes ☐ No PO Required
- Is the PO attached? ☐ Yes ☒ No If no, anticipated date of PO: N/A
- Please invoice from Houghton Mifflin Harcourt: ☐ Upon delivery of service or ☐ Upfront
- If invoice 'upon delivery of service' is selected, please indicate funding/PO expiration/last date HMH can invoice:
- Please return Services Agreement to: annalisa.musacchio@hnhco.com

Increasing Capacity for Mathematical Learning

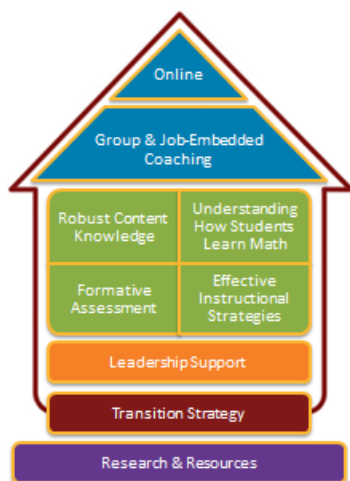
2020-2021 Proposed Scope of Work for: Franklin Elementary School





Math Solutions has identified four *Guiding Principles* as essential to improving instruction and student outcomes. These *Guiding Principles* are the foundation of all the professional learning we provide and ensure that educators:

- **Know the math they need to teach**—know it well and flexibly enough to understand various solution paths to increase students' reasoning of mathematics. Math Solutions increases teachers' math content knowledge necessary to deliver effective classroom instruction.
- **Understand the conditions necessary for learning**, so they may understand deeply the unique conditions necessary for student learning in mathematics—what they need to provide and what students must make sense of for themselves.
- **Recognize each student's mathematical potential**, content knowledge, reasoning strategies, and conceptions.
- **Have the expertise to make math accessible for all students**, to ask questions that reveal and build understanding, and help students make sense of and solve problems.

Recent academic research (Learning Forward) tells us that a successful professional learning plan needs to be ongoing and include leadership support. At the foundation is math instruction that improves teachers' math content knowledge and pedagogy, which is sustained by classroom coaching and online support. Additionally, school and district leaders need to play a strong role in the plan, and the plan needs to connect to district goals.

Math Solutions Professional Learning



-  ...is part of a larger, long-range strategy to improve math instruction and student outcomes
-  ...is built on a foundation of leadership support
-  ...addresses the instructional needs of every teacher
-  ...is sustained through differentiated, targeted, on-going professional learning
-  ...is based on extensive in-classroom research incorporating the most innovative strategies and “best practices” from our award winning authors

Proposed Implementation Timeline

2020-2021

Date	Event	Audience
August/September	Math Solutions Classroom Observational Inventory (1 Day) - 6 hours @ \$567.00 per hour	Building Level Administrator and Leadership Team
	Report Writing for Classroom Observational Inventory 6 hours @ 250.00 per hour	Building Level Administrator and Leadership Team
TBD	Math Solutions Group Coaching Day Aligned to Go Math 10 Days -72 hours @\$567.00 per hour	Grade Level Teams

Investment Summary		
Description		
Math Solutions Classroom Observational Inventory (1 Day) (6 Hours)	\$567.00 per hour 6 Hours	\$3,402.00
Math Solutions Classroom Observational Inventory Report Writing (1 Day)(6 Hours)	\$250 per hour 6 Hours	\$1,500.00
Math Solutions Group Coaching Day (10 days) (72 Hours)	\$567.00per hour 60 Hours	\$34,020.00
Total Price (All Inclusive)	72 hours	\$38,922.00

Presented by:

Annalisa Musacchio, Supplemental and Services Account Executive

Email: annalisa.musacchio@gmail.com | Phone: 312.804.5447

Amy Waller, Account Executive

Email: amy.waller@hnhco.com | Phone: 217.597.2432

Treve Brinkman, Director of Professional Development

Email: TBrinkman@mathsolutions.com | Phone: 720-509-9329

SERVICES AGREEMENT

DATE: June 13, 2020

NAME OF SCHOOL: Franklin Elementary

ADDRESS OF SCHOOL: 2400 N Summit Ave, Decatur, IL 62526

Days	Description	Cost
1	Math Solutions Classroom Observational Inventory (1 Day) - 6 hours @ \$567.00 per hour	\$3,402.00
1	Math Solutions Classroom Observational Inventory Report Writing (1 Day) - 6 hours @ \$250.00 per hour	\$1500.00
12	Math Solutions Group Coaching Day 10 Days - 60 hours @ \$567.00 per hour	\$34,020.00
Total (All Inclusive)		\$ 38,922.00

Total Cost Includes	
Travel and Expenses	<ul style="list-style-type: none"> - Airfare - Ground transportation - Lodging - Meals - All other travel expenses
Materials	<ul style="list-style-type: none"> - Instructional materials used during the session (as applicable)

Subject to terms and conditions, located at: <https://www.hmhco.com/terms-of-use/services>

The district referenced above hereby accepts and agrees to the details set forth in this Services Summary, including dates and fees, subject to the terms and conditions.

CLIENT:

Signature: _____

Date: _____

Printed Name: _____

Title: _____

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- Is the PO attached? ☐ Yes ☐ No If no, anticipated date of PO: _____
- Please invoice from Houghton Mifflin Harcourt: ☒ Upon delivery of service or ☐ Upfront

- If invoice 'upon delivery of service' is selected, please indicate funding/PO expiration/last date HMH can invoice:
- Please return Services Agreement and PO (payable to Houghton Mifflin Harcourt) to:
Email: annalisa.musacchio@hnhco.com

Increasing Capacity for Mathematical and Literacy Learning

2020-2021 Proposed Scope of Work for: Peace Montessori Middle School

Math Solutions

Math Solutions has identified four *Guiding Principles* as essential to improving instruction and student outcomes. These *Guiding Principles* are the foundation of all the professional learning we provide and ensure that educators:

- **Know the math they need to teach**—know it well and flexibly enough to understand various solution paths to increase students' reasoning of mathematics. Math Solutions increases teachers' math content knowledge necessary to deliver effective classroom instruction.
- **Understand the conditions necessary for learning**, so they may understand deeply the unique conditions necessary for student learning in mathematics—what they need to provide and what students must make sense of for themselves.
- **Recognize each student's mathematical potential**, content knowledge, reasoning strategies, and conceptions.
- **Have the expertise to make math accessible for all students**, to ask questions that reveal and build understanding, and help students make sense of and solve problems.

Recent academic research (Learning Forward) tells us that a successful professional learning plan needs to be ongoing and include leadership support. At the foundation is math instruction that improves teachers' math content knowledge and pedagogy, which is sustained by classroom coaching and online support. Additionally, school and district leaders need to play a strong role in the plan, and the plan needs to connect to district goals.

Literacy Solutions

Literacy Solutions supports your vision for educating students and can reinforce your efforts with strategic planning, professional learning, coaching, and capacity-building for teachers and leaders.

We begin with a comprehensive instructional audit of Literacy practices in Peace Montessori classrooms, identifying teacher opinions, beliefs, and practices around literacy instruction as well as looking at available student learning data to support instructional changes. Next, we lay a foundation for learning through workshops/courses and introduce Peace Montessori educators to our Instructional Practices Inventory as they work to enhance Literacy Practices in the classroom.

Literacy Solutions Instructional Practices help schools focus on and improve four key areas of instruction to reach literacy achievement goals:

- **Learning Environment**
- **Formative Assessment**
- **Reading & Vocabulary**
- **Writing & Communicating**

Proposed Implementation Timeline		
2020-2021		
Date	Event	Audience
TBD	Math Solutions Group Coaching Day 2 Days -12 hours @\$567.00 per hour	Grade Level Teams
TBD	Literacy Solutions Group Coaching Day 3 Days - 18 hours @\$567.00 per hour	Grade Level Teams

Description		
Math Solutions Group Coaching Day (2 days) (12 Hours)	\$567.00 per hour 12 Hours	\$6,804.00
Literacy Solutions Group Coaching Day (3 days) (18 Hours)	\$567.00 per hour 18 Hours	\$10,206.00
Total Price (All Inclusive)	30 Hours	\$17,010.00

Presented by:

Annalisa Musacchio, Supplemental and Services Account Executive

Email: annalisa.musacchio@gmail.com | Phone: 312.804.5447

Amy Waller, Account Executive

Email: amy.waller@hnhco.com | Phone: 217.597.2432

Treve Brinkman, Director of Professional Development

Email: TBrinkman@mathsolutions.com | Phone: 720-509-9329

Kate Weber, Director of Professional Development

Email: kate.weber@hnhco.com | Phone: : 712.292.5118

SERVICES AGREEMENT

DATE: July 24, 2020

NAME OF SCHOOL: Peace Montessori

ADDRESS OF SCHOOL: 4735 E Cantrell St, Decatur, IL 62521

Days	Description	
2	Math Solutions Group Coaching Day 2 Days -12 hours @\$567.00 per hour	\$6,804.00
3	Literacy Solutions Group Coaching Day 3 Days -18 hours @\$567.00 per hour	\$10,206.00
Total (All Inclusive)		\$17,010.00

Total Cost Includes	
Travel and Expenses	<ul style="list-style-type: none"> - Airfare - Ground transportation - Lodging - Meals - All other travel expenses
Materials	- Instructional materials used during the session (as applicable)

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The district referenced above hereby accepts and agrees to the details set forth in this Services Summary, including dates and fees, subject to the terms and conditions.

CLIENT:

Signature: _____

Date: _____

Printed Name: _____

Title: _____

- Will a PO be issued for this purchase? ☐ Yes ☐ No PO Required
- Is the PO attached? ☐ Yes ☐ No If no, anticipated date of PO: _____
- Please invoice from Houghton Mifflin Harcourt: ☒ Upon delivery of service or ☐ Upfront
- If invoice 'upon delivery of service' is selected, please indicate funding/PO expiration/last date HMH can invoice: _____
- Please return Services Agreement and PO (payable to Houghton Mifflin Harcourt) to:
Email: annalisa.musacchio@hnhco.com

SERVICES AGREEMENT

DATE: June 12, 2020

NAME OF SCHOOL: Oak Grove Elementary School
ADDRESS OF SCHOOL: 2160 W Center St, Decatur, IL 62521

Days	Description	Cost
1	Math Solutions Classroom Observational Inventory (1 Day) - 6 hours @ \$567.00 per hour	\$3,402.00
1	Math Solutions Classroom Observational Inventory Report Writing (1 Day) - 6 hours @ \$250.00 per hour	\$1,500.00
4	Math Solutions Group Coaching Day 4 Days -24 hours @\$567.00 per hour	\$13,608.00
1	Literacy Solutions Classroom Observational Inventory (1 Day) - 6 hours @ \$567.00 per hour	\$3,402.00
1	Literacy Solutions Classroom Observational Inventory Report Writing (1 Day) - 6 hours @ \$250.00 per hour	\$1,500.00
4	Literacy Solutions Group Coaching Day 4 Days -24 hours @\$567.00 per hour	\$13,608.00
Total (All Inclusive)		\$37,020.00

Total Cost Includes	
Travel and Expenses	<ul style="list-style-type: none"> - Airfare - Ground transportation - Lodging - Meals - All other travel expenses
Materials	- Instructional materials used during the session (as applicable)

Subject to terms and conditions, located at: <https://www.hmhco.com/terms-of-use/services>

The district referenced above hereby accepts and agrees to the details set forth in this Services Summary, including dates and fees, subject to the terms and conditions.

CLIENT:

Signature: _____

Date: _____

Printed Name: _____

Title: _____

- Will a PO be issued for this purchase? ☐ Yes ☐ No PO Required
- Is the PO attached? ☐ Yes ☐ No If no, anticipated date of PO: _____
- Please invoice from Houghton Mifflin Harcourt: ☒ Upon delivery of service or ☐ Upfront
- If invoice 'upon delivery of service' is selected, please indicate funding/PO expiration/last date HMH can invoice: _____
- Please return Services Agreement and PO (payable to Houghton Mifflin Harcourt) to:
Email: annalisa.musacchio@hnhco.com

Increasing Capacity for Mathematical and Literacy Learning

2020-2021 Proposed Scope of Work for: Oak Grove Middle School

Math Solutions

Math Solutions has identified four **Guiding Principles** as essential to improving instruction and student outcomes. These **Guiding Principles** are the foundation of all the professional learning we provide and ensure that educators:

- **Know the math they need to teach**—know it well and flexibly enough to understand various solution paths to increase students' reasoning of mathematics. Math Solutions increases teachers' math content knowledge necessary to deliver effective classroom instruction.
- **Understand the conditions necessary for learning**, so they may understand deeply the unique conditions necessary for student learning in mathematics—what they need to provide and what students must make sense of for themselves.
- **Recognize each student's mathematical potential**, content knowledge, reasoning strategies, and conceptions.
- **Have the expertise to make math accessible for all students**, to ask questions that reveal and build understanding, and help students make sense of and solve problems.

Recent academic research (Learning Forward) tells us that a successful professional learning plan needs to be ongoing and include leadership support. At the foundation is math instruction that improves teachers' math content knowledge and pedagogy, which is sustained by classroom coaching and online support. Additionally, school and district leaders need to play a strong role in the plan, and the plan needs to connect to district goals.

Literacy Solutions

Literacy Solutions supports your vision for educating students and can reinforce your efforts with strategic planning, professional learning, coaching, and capacity-building for teachers and leaders.

We begin with a comprehensive instructional audit of Literacy practices in Baum classrooms, identifying teacher opinions, beliefs, and practices around literacy instruction as well as looking at available student learning data to support instructional changes. Next, we lay a foundation for learning through workshops/courses and introduce Baum educators to our Instructional Practices Inventory as they work to enhance Literacy Practices in the classroom.

Literacy Solutions Instructional Practices help schools focus on and improve four key areas of instruction to reach literacy achievement goals:

- **Learning Environment**
- **Formative Assessment**
- **Reading & Vocabulary**
- **Writing & Communicating**

Proposed Implementation Timeline		
2020-2021		
Date	Event	Audience
August/September	Math Solutions Classroom Observational Inventory (1 Day) - 6 hours @ \$567.00 per hour	Building Level Administrator and Leadership Team
August/September	Report Writing for Math Classroom Observational Inventory 6 hours @ 250.00 per hour	Building Level Administrator and Leadership Team
August/September	Literacy Solutions Classroom Observational Inventory (1 Day) - 6 hours @ \$567.00 per hour	Building Level Administrator and Leadership Team
August/September	Report Writing for Literacy Classroom Observational Inventory 6 hours @ 250.00 per hour	Building Level Administrator and Leadership Team
TBD	Math Solutions Group Coaching Day 4 Days -24 hours @ \$567.00 per hour	Grade Level Teams
TBD	Literacy Solutions Group Coaching Day 4 Days - 24 hours @ \$567.00 per hour	Grade Level Teams

Description		
Math Solutions Classroom Observational Inventory (1 Day) (6 Hours)	\$567.00 per hour 6 Hours	\$3,402.00
Math Solutions Classroom Observational Inventory Report Writing (1 Day) (6 Hours)	\$250 per hour 6 Hours	\$1,500.00
Math Solutions Group Coaching Day (4 days) (24 Hours)	\$567.00 per hour 24 Hours	\$13,608.00
Literacy Solutions Classroom Observational Inventory (1 Day) (6 Hours)	\$250 per hour 6 Hours	\$3,402.00
Literacy Solutions Classroom Observational Inventory Report Writing (1 Day) (6 Hours)	\$250 per hour 6 Hours	\$1,500.00
Literacy Solutions Group Coaching Day (4 days) (24 Hours)	\$567.00 per hour 24 Hours	\$13,608.00
Total Price (All Inclusive)	76 Hours	\$37,020.00

Presented by:

Annalisa Musacchio, Supplemental and Services Account Executive

Email: annalisa.musacchio@gmail.com | Phone: 312.804.5447

Amy Waller, Account Executive

Email: amy.waller@hnhco.com | Phone: 217.597.2432

Treve Brinkman, Director of Professional Development

Email: TBrinkman@mathsolutions.com | Phone: 720.509.9329

Kate Weber, Director of Professional Development

Email: kate.weber@hnhco.com | Phone: 712.292.5118

SERVICES AGREEMENT

DATE: June 15, 2020

NAME OF SCHOOL: Parsons Elementary

ADDRESS OF SCHOOL: 3591 N MacArthur Rd, Decatur, IL 62526

Days	Description	Cost
3	Math Solutions Group Coaching Day 3 Days -18 hours @\$567.00 per hour	\$10,206.00
4	Math Solutions Online Coaching Day (5 – 2 hour webinars) (10 Hours)	\$4,000.00
Total (All Inclusive)		\$14,206.00

Total Cost Includes	
Travel and Expenses	<ul style="list-style-type: none"> - Airfare - Ground transportation - Lodging - Meals - All other travel expenses
Materials	- Instructional materials used during the session (as applicable)

Subject to terms and conditions, located at: <https://www.hmhc.com/terms-of-use/services>

The district referenced above hereby accepts and agrees to the details set forth in this Services Summary, including dates and fees, subject to the terms and conditions.

CLIENT:

Signature: _____

Date: _____

Printed Name: _____

Title: _____

- Will a PO be issued for this purchase? ☐ Yes ☐ No PO Required
- Is the PO attached? ☐ Yes ☐ No If no, anticipated date of PO: _____
- Please invoice from Houghton Mifflin Harcourt: ☒ Upon delivery of service or ☐ Upfront
- If invoice 'upon delivery of service' is selected, please indicate funding/PO expiration/last date HMH can invoice: _____
- Please return Services Agreement and PO (payable to Houghton Mifflin Harcourt) to:

Email: annalisa.musacchio@hnhco.com

Increasing Capacity for Mathematical Learning

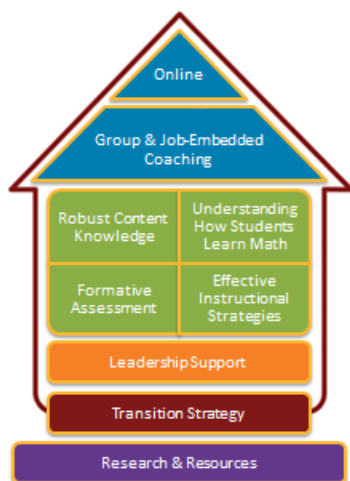
2020-2021 Proposed Scope of Work for: Parsons Elementary School






Math Solutions has identified four *Guiding Principles* as essential to improving instruction and student outcomes. These *Guiding Principles* are the foundation of all the professional learning we provide and ensure that educators:

- **Know the math they need to teach**—know it well and flexibly enough to understand various solution paths to increase students' reasoning of mathematics. Math Solutions increases teachers' math content knowledge necessary to deliver effective classroom instruction.
- **Understand the conditions necessary for learning**, so they may understand deeply the unique conditions necessary for student learning in mathematics—what they need to provide and what students must make sense of for themselves.
- **Recognize each student's mathematical potential**, content knowledge, reasoning strategies, and conceptions.
- **Have the expertise to make math accessible for all students**, to ask questions that reveal and build understanding, and help students make sense of and solve problems.

Recent academic research (Learning Forward) tells us that a successful professional learning plan needs to be ongoing and include leadership support. At the foundation is math instruction that improves teachers' math content knowledge and pedagogy, which is sustained by classroom coaching and online support. Additionally, school and district leaders need to play a strong role in the plan, and the plan needs to connect to district goals.

Math Solutions Professional Learning



-  ...is part of a larger, long-range strategy to improve math instruction and student outcomes
-  ...is built on a foundation of leadership support
-  ...addresses the instructional needs of every teacher
-  ...is sustained through differentiated, targeted, on-going professional learning
-  ...is based on extensive in-classroom research incorporating the most innovative strategies and “best practices” from our award winning authors

Proposed Implementation Timeline

2020-2021

Date	Event	Audience
TBD	Math Solutions In Person Group Coaching Day Aligned to Go Math 3 Days -18 hours @\$567.00 per hour	Grade Level Teams
TBD	Math Solutions Online Coaching Day (5 – 2 hour webinars) (10 Hours)@ \$400.00 per hour	Grade Level Teams

Investment Summary		
Description		
Math Solutions In Person Group Coaching Day (3 days) (18 Hours)	\$567.00per hour 18 Hours	\$10,206.00
Math Solutions Online Coaching Day (5 – 2 hour webinars) (10 Hours)	\$400 per hour 10 Hours	\$4,000.00
Total Price (All Inclusive)	28 hours	\$14,206.00

Presented by:

Annalisa Musacchio, Supplemental and Services Account Executive

Email: annalisa.musacchio@gmail.com | Phone: 312.804.5447

Amy Waller, Account Executive

Email: amy.waller@hnhco.com | Phone: 217.597.2432

Treve Brinkman, Director of Professional Development

Email: TBrinkman@mathsolutions.com | Phone: 720-509-9329

SERVICES AGREEMENT

DATE: June 12, 2020

NAME OF SCHOOL: Stephen Decatur Middle School
ADDRESS OF SCHOOL: 1 Educational Park, Decatur, IL 62526

Days	Description	Cost
1	Literacy Solutions Classroom Observational Inventory (1 Day) - 6 hours @ \$567.00 per hour	\$3,402.00
1	Literacy Solutions Classroom Observational Inventory Report Writing (1 Day) - 6 hours @ \$250.00 per hour	\$1,500.00
4	Literacy Solutions Group Coaching Day 10 Days -60 hours @ \$567.00 per hour	\$34,020.00
Total (All Inclusive)		\$38,922.00

Total Cost Includes	
Travel and Expenses	<ul style="list-style-type: none"> - Airfare - Ground transportation - Lodging - Meals - All other travel expenses
Materials	<ul style="list-style-type: none"> - Instructional materials used during the session (as applicable)

Subject to terms and conditions, located at: <https://www.hmhco.com/terms-of-use/services>

The district referenced above hereby accepts and agrees to the details set forth in this Services Summary, including dates and fees, subject to the terms and conditions.

CLIENT:

Signature: _____

Date: _____

Printed Name: _____

Title: _____

- Will a PO be issued for this purchase? ☐ Yes ☐ No PO Required
- Is the PO attached? ☐ Yes ☐ No If no, anticipated date of PO: _____
- Please invoice from Houghton Mifflin Harcourt: ☒ Upon delivery of service or ☐ Upfront
- If invoice 'upon delivery of service' is selected, please indicate funding/PO expiration/last date
HMH can invoice: _____
- Please return Services Agreement and PO (payable to Houghton Mifflin Harcourt) to:
Email: annalisa.musacchio@hnhco.com

Increasing Capacity for Mathematical and Literacy Learning

2020-2021 Proposed Scope of Work for: Stephen Decatur Middle School

Literacy Solutions supports your vision for educating students and can reinforce your efforts with strategic planning, professional learning, coaching, and capacity-building for teachers and leaders.

We begin with a comprehensive instructional audit of Literacy practices in Baum classrooms, identifying teacher opinions, beliefs, and practices around literacy instruction as well as looking at available student learning data to support instructional changes. Next, we lay a foundation for learning through workshops/courses and introduce Stephen Decatur educators to our Instructional Practices Inventory as they work to enhance Literacy Practices in the classroom.

Literacy Solutions Instructional Practices help schools focus on and improve four key areas of instruction to reach literacy achievement goals:

- **Learning Environment**
- **Formative Assessment**
- **Reading & Vocabulary**
- **Writing & Communicating**

Proposed Implementation Timeline		
2020-2021		
Date	Event	Audience
August/ September	Literacy Solutions Classroom Observational Inventory (1 Day) - 6 hours @ \$567.00 per hour	Building Level Administrator and Leadership Team
	Report Writing for Literacy Classroom Observational Inventory 6 hours @ 250.00 per hour	Building Level Administrator and Leadership Team
TBD	Literacy Solutions Group Coaching Day 10 Days - 60 hours @ \$567.00 per hour	Grade Level Teams

Pricing Structure		
Description		
Literacy Solutions Classroom Observational Inventory (1 Day) (6 Hours)	\$567.00 per hour 6 Hours	\$3,402.00
Literacy Solutions Classroom Observational Inventory Report Writing (1 Day) (8 Hours)	\$250 per hour 6 Hours	\$1,500.00
Literacy Solutions Group Coaching Day (10 days) (60 Hours)	\$567.00 per hour 60 Hours	\$34,020.00
Total Price (All Inclusive)	72 Hours	\$38,922.00

Presented by:

Annalisa Musacchio, Supplemental and Services Account Executive

Email: annalisa.musacchio@gmail.com | Phone: 312.804.5447

Amy Waller, Account Executive

Email: amy.waller@hnhco.com | Phone: 217.597.2432

Kate Weber, Director of Professional Learning

Email: kate.weber@hnhco.com | Phone: 712.292.5118

SERVICES AGREEMENT

DATE: June 12, 2020

NAME OF SCHOOL: Stevenson Elementary

ADDRESS OF SCHOOL: 3900 Neeley Ave, Decatur, IL 62526

Days	Description	Cost
1	Math Solutions Classroom Observational Inventory (1 Day) - 6 hours @ \$567.00 per hour	\$3,402.00
1	Math Solutions Classroom Observational Inventory Report Writing (1 Day) - 6 hours @ \$250.00 per hour	\$1500.00
12	Math Solutions Group Coaching Day 12 Days -72 hours @\$567.00 per hour	\$40,824.00
Total (All Inclusive)		\$ 45,726.00

Total Cost Includes	
Travel and Expenses	<ul style="list-style-type: none"> - Airfare - Ground transportation - Lodging - Meals - All other travel expenses
Materials	- Instructional materials used during the session (as applicable)

Subject to terms and conditions, located at: <https://www.hmhco.com/terms-of-use/services>

The district referenced above hereby accepts and agrees to the details set forth in this Services Summary, including dates and fees, subject to the terms and conditions.

CLIENT:

Signature: _____

Date: _____

Printed Name: _____

Title: _____

- Will a PO be issued for this purchase? ☐ Yes ☐ No PO Required
- Is the PO attached? ☐ Yes ☐ No If no, anticipated date of PO: _____
- Please invoice from Houghton Mifflin Harcourt: ☒ Upon delivery of service or ☐ Upfront

- If invoice 'upon delivery of service' is selected, please indicate funding/PO expiration/last date HMH can invoice:
- Please return Services Agreement and PO (payable to Houghton Mifflin Harcourt) to:
Email: annalisa.musacchio@hnhco.com

Increasing Capacity for Mathematical Learning

2020-2021 Proposed Scope of Work for:

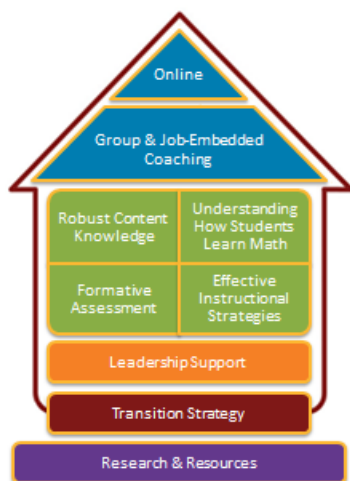
Stevenson Elementary School






Math Solutions has identified four *Guiding Principles* as essential to improving instruction and student outcomes. These *Guiding Principles* are the foundation of all the professional learning we provide and ensure that educators:

- **Know the math they need to teach**—know it well and flexibly enough to understand various solution paths to increase students' reasoning of mathematics. Math Solutions increases teachers' math content knowledge necessary to deliver effective classroom instruction.
- **Understand the conditions necessary for learning**, so they may understand deeply the unique conditions necessary for student learning in mathematics—what they need to provide and what students must make sense of for themselves.
- **Recognize each student's mathematical potential**, content knowledge, reasoning strategies, and conceptions.
- **Have the expertise to make math accessible for all students**, to ask questions that reveal and build understanding, and help students make sense of and solve problems.

Recent academic research (Learning Forward) tells us that a successful professional learning plan needs to be ongoing and include leadership support. At the foundation is math instruction that improves teachers' math content knowledge and pedagogy, which is sustained by classroom coaching and online support. Additionally, school and district leaders need to play a strong role in the plan, and the plan needs to connect to district goals.

Math Solutions Professional Learning



-  ...is part of a larger, long-range strategy to improve math instruction and student outcomes
-  ...is built on a foundation of leadership support
-  ...addresses the instructional needs of every teacher
-  ...is sustained through differentiated, targeted, on-going professional learning
-  ...is based on extensive in-classroom research incorporating the most innovative strategies and “best practices” from our award winning authors

Proposed Implementation Timeline

2020-2021

Date	Event	Audience
August/September	Math Solutions Classroom Observational Inventory (1 Day) - 6 hours @ \$567.00 per hour	Building Level Administrator and Leadership Team
	Report Writing for Classroom Observational Inventory 6 hours @ 250.00 per hour	Building Level Administrator and Leadership Team
TBD	Math Solutions Group Coaching Day Aligned to Go Math 12 Days -72 hours @\$567.00 per hour	Grade Level Teams

Investment Summary		
Description		
Math Solutions Classroom Observational Inventory (1 Day) (6 Hours)	\$567.00 per hour 6 Hours	\$3,402.00
Math Solutions Classroom Observational Inventory Report Writing (1 Day)(6 Hours)	\$250 per hour 6 Hours	\$1,500.00
Math Solutions Group Coaching Day (12 days) (72 Hours)	\$567.00per hour 72 Hours	\$40,824.00
Total Price (All Inclusive)	84 hours	\$45,726.00

Presented by:

Annalisa Musacchio, Supplemental and Services Account Executive

Email: annalisa.musacchio@gmail.com | Phone: 312.804.5447

Amy Waller, Account Executive

Email: amy.waller@hnhco.com | Phone: 217.597.2432

Treve Brinkman, Director of Professional Development

Email: TBrinkman@mathsolutions.com | Phone: 720-509-9329



Board of Education Decatur Public School District #61

Date: August 04, 2020	Subject: ESSA 1003(a) School Improvement Grant Learning Partner Contract with the Consortium for Educational Change (CEC)
Initiated By: Mary Ann Schloz, Assistant Director of Finance, Grants and Special Projects	Attachments: IL-EMPOWER Service Agreement for Learning Partner services for Muffley, Oak Grove and Stevenson Elementary Schools, Hope Academy (K-8) and Stephen Decatur Middle School for the 2020-2021 School Year
Reviewed By: Dr. Paul Fregeau, Superintendent and Dr. Todd Covault, Chief Operational Officer /Treasurer	

BACKGROUND INFORMATION:

In December 2019, the Board approved the three –year School Improvement Plans (SIP) for schools designated as Lowest Performing and Underperforming under the ESSA guidelines. The SIP requires the Lowest Performing schools to have a Learning Partner which is paid from the ESSA grant, Underperforming schools may opt-in.

The SIP serves as a narrative and outlines the processes and programs used to serve the students identified in the ESSA summative designation. The individual school SIP guides the professional development, instructional delivery, and interventions for each school, and are updated, reviewed, and revised as needed. While academic goals are multi-year, the action steps and respective budget are for the current school year (FY21).

The State Board of Education requires the local board to approve all learning partner contracts.

CURRENT CONSIDERATIONS:

The attached contracts are for the service relationship between the Consortium for Educational Change (CEC) and the respective school including Muffley, Oak Grove and Stevenson Elementary Schools, Hope Academy (K-8) and Stephen Decatur Middle School for the 2020-2021 School Year.

FINANCIAL CONSIDERATIONS:

The individual contracts with CEC will be paid in full using ESSA 1003(a) School Improvement Grant funds.

- The contract between Muffley and CEC is for \$14,400.
- The contract between Oak Grove and CEC is for \$40,800.
- The contract between Stevenson and CEC is for \$42,000.
- The contract between Hope Academy and CEC is for \$30,000.
- The contract between Stephen Decatur and CEC is for \$19,800.

STAFF RECOMMENDATION:

The Administration respectfully requests that the Board of Education approve the Consortium for Educational Change (CEC) individual Learning Partner contracts with Muffley, Oak Grove and Stevenson Elementary Schools, Hope Academy (K-8) and Stephen Decatur Middle School for the 2020-2021 School Year in the collective amount of \$147,000.00 as presented.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____



To: Carrie Hogue, Principal, Muffley Elementary School
 CC: Mary McDonald, CEC Senior Director
 From: Ann Cummins Bogan, CEC Director
 Re: CEC Proposal for IL-EMPOWER
 Date: July 28, 2020

Thank you for the opportunity to support you and your colleagues in your efforts implement a comprehensive, integrated approach to ongoing continuous improvement. CEC has drafted a proposal to support your efforts to move this work forward via IL-EMPOWER.

Targeted Areas of Support:

- A. Strategic Leadership Support to develop a schoolwide vision for student learning and provide ongoing reflective opportunities to refine teaching practices through a collaborative evaluation process focused on continuous improvement and the authentic engagement of students in learning.
- B. Capacity Building Support/Professional Development to continually improve all aspects of professional practice, increase student engagement, and create inclusive and supportive learning environments all students.

Targeted Support	Anticipated Outcomes	CEC Support/Timeline	Days	Cost
Strategic Leadership Support for the School Leadership Team (SLT) [Standard 1, Standard 3,]	<ul style="list-style-type: none"> Provide coaching supports for school leaders to build the capacity of staff to collaborate and reflect on teaching. Utilize school level committee work to increase coherence and integration of district and school initiatives to deepen student learning. Use data to develop a common vision for student learning and explore pedagogical approaches that result in authentic student engagement. Support the ongoing work of PLCs and the ways grade level and department teams drive a cycle of systemic continuous improvement throughout the school and district integrating school and classroom level data to monitor progress toward goals. 	3.0 days Co-planning and Co-Facilitating meetings Exploration of the Framework for Teaching and various resources Integration of HMM Strategies	TBD (12 hours for SLT support @ \$300/hour) (12 hours for leadership coaching @ \$300/hour)	\$7,200
Capacity Building Support to continually improve instructional	<ul style="list-style-type: none"> Deepen the understanding of the Framework for Teaching to develop a shared definition of effective teaching practices and as a tool for reflection and professional growth. 	Staff PD sessions: Dates TBD	3 days (24 hours @ \$300/hour)	\$7,200

practices, increase student engagement , and create classrooms that are inclusive and supportive of all learners [Standard 5, Standard 7]	<ul style="list-style-type: none"> • Integrate the elements of the IPI walkthrough tool, used by HMH, and the Framework for Teaching to provide clear guidance to teachers and a common focus for PLC conversations • Develop a plan for teachers to reflect on their own practice to identify strengths and opportunities for growth • Continue to engage teachers and staff in a collaborative evaluation process to identify strengths and focus areas for coaching and support. 	<p>Includes co-planning and facilitation</p> <p>Exploration of the Framework for Teaching and various resources</p> <p>Integration of HMH Strategies</p>		
		CEC IL-EMPOWER rate = \$300/hour	48 hours @ \$300/hour	\$14,400



Shelley Taylor, Executive Director

Consulting Services Agreement

Dear Dr. Fregeau,

We are pleased to submit this Letter of Agreement between the Consortium for Educational Change ("CEC") and Decatur Public Schools ("District"). This Agreement covers services to be provided by CEC to the District as described in the **Scope of Services** which forms part of this Agreement.

The **Scope of Services** is attached. It is understood that CEC is performing its obligations and services as an independent contractor and no employment, partnership, or other business relationship is created through this relationship. CEC will provide the services provided in the attached **Scope of Services** with due diligence and professionalism.

As compensation for the services rendered, the District agrees to pay CEC \$2,400 (IL EMPOWER Grant Rate) inclusive of travel and supplemental publications per day per consultant as set forth in the attached **Scope of Services**. The District agrees to pay CEC based on the schedule provided in the **Scope of Services**, and in accordance with the Illinois Prompt Payment Act. Both CEC and the District agree to make appropriate staff available to ensure that CEC is able to perform its obligations under the **Scope of Services**.

Additional days mutually agreed upon will be at the IL EMPOWER Grant Rate of \$2,400 inclusive of travel and supplemental publications per day per consultant.

Both CEC and the District agree to provide at least 72 hours notice if either is not able to fulfill its commitment to deliver or take delivery of the services under the Scope of Services. If the District cancels within 72 hours, the District shall be responsible for the total contracted amount as defined in the **Scope of Service**.

It will be the District's responsibility to provide copies of the materials that are expected to be sent a week in advance by CEC as well as provide all presenters equipment requirements. Materials may only be reproduced for the use at the session(s) indicated within the **Scope of Service**.

All content and materials are the exclusive rights of CEC and copyrighted by the Consortium for Educational Change. All rights reserved. No part of CEC presentations, documentation or content may be reproduced, recorded, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior written permission of Consortium for Educational Change.

Thank you for this opportunity, and we look forward to working with your District. If you are in agreement with the above, please sign below.

Sincerely,

July 27, 2020

Shelley Taylor, Executive Director
Consortium for Educational Change

Date

I, Dr. Paul Fregeau, Superintendent of Decatur Public Schools, have read the above and agree to comply with the obligations described herein.

Superintendent

Date



Shelley Taylor, Executive Director

CEC Scope of Services

Paul Fregeau Superintendent

Decatur Public Schools
101 W. Cerro Gordo Street
Decatur, IL 62523
217-362-3000

Email Agreement to:

Paul Fregeau – pfregeau@dps61.org

Mary Ann Schloz – MGalligan@dps61.org

Service Summary

Detailed descriptions of each of these services are provided in the "Detailed Service Description" section on the following pages.

Contract Services – IL EMPOWER

Continuous Improvement 17 Consultant Days

Oak Grove Elementary School

Total Consultant Days	17 Consultant Days
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CEC Cost

Total Days: 17 days at \$2,400/consultant/day (136 hours @ \$300/hour)	\$40,800.00
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Total Project Cost	\$40,800.00
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(CEC will invoice the District in the month after which services have been performed).

Detailed Service Description

Targeted Areas of Support:

- A. Strategic Leadership Support to develop a comprehensive, systemic plan for the building merger with Franklin Elementary School at the end of the 2020-2021 school year
- B. Capacity Building Support/Professional Development to refine Response to Intervention (RtI) policies and practices among faculty
- C. Coaching and Consultation Support to strengthen instructional supports that address academic deficiencies

Decatur School District 61			
Oak Grove Elementary School			
CEC Consultant: Jenny Seitz			
Targeted Support	Anticipated Outcomes	CEC Support / Timeline	Days/Cost
A. Standard 1: Continuous Improvement - Strategic Leadership Support for the School Leadership Team	<ul style="list-style-type: none"> Analyze Learning Visit data from both schools Prioritize Key Action Steps for building merger during FY21 school year Develop a 3-year integrated school improvement plan Develop and align school leadership structures and processes to support an integrated, continuous improvement approach to academics and SEL Leadership Coaching (Principal) 	<p>Monthly Sessions (October – May)</p> <p>Dates TBD</p> <p>Preparation, co-planning co-facilitation, and reflection of sessions</p>	<p>8 sessions x .5 days (4 hours)</p> <p>32 hours @ \$300/hour = \$9,600</p>
B. Standard 2: Culture and Climate - Capacity Building Support/Professional Development to refine RtI policies	<ul style="list-style-type: none"> Analyze and build shared understanding of current RtI practices Develop the capacity of the building to strengthen RtI practices 	<p>Monthly PST Sessions (October – May)</p> <p>Dates TBD</p> <p>Preparation, co-planning co-facilitation, and</p>	<p>8 trainings x full days (8 hours)</p> <p>64 hours @ \$300/hour = \$19,200</p>

and practices among faculty	<ul style="list-style-type: none"> Promote and monitor impact of Rtl supports for students Leadership Coaching (Principal) 	<p>reflection of sessions</p> <p>Integration of HMH Strategies</p>	
C. Standard 7: Student and Learning Development - Capacity Building Support/Consultation Support to strengthen instructional supports that address academic deficiencies	<ul style="list-style-type: none"> Build shared understanding of Tier One instructional practices that address academic gaps Monitor impact of Tier One instructional supports 	<p>Grade Level Team Meetings</p> <p>(October – May)</p> <p>Dates TBD</p> <p>Preparation, co-planning co-facilitation, and reflection of sessions</p>	<p>4 sessions x .5 days (4 hours)</p> <p>16 hours @ \$300/hour = \$4,800</p>
Standard 1: Continuous Improvement	<ul style="list-style-type: none"> Progress monitoring of school improvement activities 	<p>3 quarterly Learning Partner meetings x 1 day = 3 days</p> <p>(October, January, April)</p> <p>Preparation of reports and participation in ISBE/DPS meetings</p>	<p>3 sessions x full day (8 hours)</p> <p>24 hours @ \$300/hour = \$7,200</p>
<p align="center">CEC IL-EMPOWER Hourly Rate = \$300</p> <p align="right">¼ day (2 hours) = \$600</p> <p align="right">½ day (4 hours) = \$1,200</p> <p align="right">Full day (8 hours) = \$2,400</p>			<p>Total:</p> <p>136 hours @ \$300/hour = \$40,800</p>

*District will provide copies of all materials that will be sent electronically one week in advance by CEC. District will also provide the basic materials and supplies for these events which typically includes – charts, chart paper, handouts, post-it notes, etc.

PLEASE NOTE: The proposal executed between CEC and Decatur Public Schools/Oak Grove Elementary School on April 30, 2020 will be completed first -- before this contract will begin.



Shelley Taylor, Executive Director

Consulting Services Agreement

Dear Dr. Fregeau,

We are pleased to submit this Letter of Agreement between the Consortium for Educational Change ("CEC") and Decatur Public Schools ("District"). This Agreement covers services to be provided by CEC to the District as described in the **Scope of Services** which forms part of this Agreement.

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Additional days mutually agreed upon will be at the IL EMPOWER Grant Rate of \$2,400 inclusive of travel and supplemental publications per day per consultant.

Both CEC and the District agree to provide at least 72 hours notice if either is not able to fulfill its commitment to deliver or take delivery of the services under the Scope of Services. If the District cancels within 72 hours, the District shall be responsible for the total contracted amount as defined in the **Scope of Service**.

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Thank you for this opportunity, and we look forward to working with your District. If you are in agreement with the above, please sign below.

Sincerely,

July 27, 2020

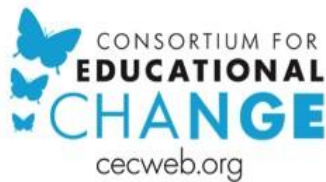
Shelley Taylor, Executive Director
Consortium for Educational Change

Date

I, Dr. Paul Fregeau, Superintendent of Decatur Public Schools, have read the above and agree to comply with the obligations described herein.

Superintendent

Date



Shelley Taylor, Executive Director

CEC Scope of Services

Paul Fregeau Superintendent

Decatur Public Schools
101 W. Cerro Gordo Street
Decatur, IL 62523
217-362-3000

Email Agreement to:

Paul Fregeau – pfregeau@dps61.org

Mary Ann Schloz – MGalligan@dps61.org

Service Summary

Detailed descriptions of each of these services are provided in the "Detailed Service Description" section on the following pages.

Contract Services – IL EMPOWER

Continuous Improvement 17.5 Consultant Days

Stevenson Elementary School

Total Consultant Days	17.5 Consultant
Days	

CEC Cost

Total Days: 17.5 days at \$2,400/consultant/day (140 hours @ \$300/hour)	\$42,000.00
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Total Project Cost	\$42,000.00
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(CEC will invoice the District in the month after which services have been performed).

Detailed Service Description

Targeted Areas of Support:

- A. Strategic Leadership Support to refine the School Leadership Team to ensure school goals are implemented and monitored systematically through data analysis and the engagement of all stakeholders
- B. Capacity Building Support/Professional Development to continually improve all aspects of professional practice, increase student engagement, and create inclusive and supportive learning environments all students.
- C. Build upon the positive school climate through family engagement and strategies that promote social and emotional well-being for staff, students and families.

Decatur School District 61			
Stevenson Elementary School			
CEC Consultant: Ann Cummins-Bogan			
Targeted Support	Anticipated Outcomes	CEC Support / Timeline	Days/Cost
Strategic Leadership Support for the School Leadership Team (SLT) [Standard 1, Standard 3]	<ul style="list-style-type: none"> • Deepen the collaborative work of the SLT aligned with characteristics of effective collaborative teams (norms, expectations, team development, decision-making and communication skills). • Utilize school level committee work to increase coherence and integration of district and school initiatives to deepen student learning. • Use data to develop a common vision for student learning and explore pedagogical approaches that result in authentic student engagement. • Support the ongoing work of PLCs and the ways grade level and department teams drive a cycle of systemic continuous improvement throughout the school 	Monthly Virtual Sessions October – June Co-planning and Co-Facilitating meetings Integration of HMH Strategies	6 sessions x 4 hours (24 hours @ \$300/hour) = \$7,200

	and district integrating school and classroom level data to monitor progress toward goals.		
<p>Capacity Building Support</p> <p>to continually improve instructional practices, increase student engagement, and create classrooms that are inclusive and supportive of all learners</p> <p>[Standard 5, Standard 7]</p>	<ul style="list-style-type: none"> Explore ways to design interdisciplinary instruction with a foundation focused on literacy standards. Deepen the understanding of the Framework for Teaching to develop a shared definition of effective teaching practices and as a tool for reflection and professional growth. Integrate the elements of the IPI walkthrough tool, used by HMH, and the Framework for Teaching to provide clear guidance to teachers and a common focus for PLC conversations. Develop a plan for teachers to reflect on their own practice to identify strengths and opportunities for growth. Develop processes and protocols for PLC conversations focused on reflection and ongoing professional growth. Continue to engage teachers and staff in a collaborative evaluation process to identify strengths and focus areas for coaching and support. 	<p>3 full staff PD sessions: Dates TBD</p> <p>Includes co-planning and facilitation</p> <p>Integration of HMH Strategies</p> <hr/> <p>Coaching sessions Including classroom observations, reflective conversations and PLC support</p>	<p>3 PD sessions x 8 hours (1 day) (3 days @ \$2,400) -- (24 hours @ \$300/hour) = \$7,200</p> <p>(10 days @ \$2,400) (80 hours @ \$300/hour) = \$24,000</p>
Positively Impact School Climate through Family Engagement	<ul style="list-style-type: none"> Create innovative ways to engage families in the instructional programming of the 	Collaborate with the parent Liaison and School Leadership Team to design and implement family	6 sessions x .25 day (2 hour)

[Standard 6]	<p>school</p> <ul style="list-style-type: none"> Develop positive relationships between all staff and the families they serve. 	engagement strategies strategies	(12 hours @ \$300/Hour) = \$3,600
<p align="right">CEC IL-EMPOWER Hourly Rate = \$300</p> <p align="right">¼ day (2 hours) = \$600</p> <p align="right">½ day (4 hours) = \$1,200</p> <p align="right">Full day (8 hours) = \$2,400</p>			<p>Total:</p> <p>140 hours @ \$300/hour = \$42,000.00</p>

*District will provide copies of all materials that will be sent electronically one week in advance by CEC. District will also provide the basic materials and supplies for these events which typically includes – charts, chart paper, handouts, post-it notes, etc.

PLEASE NOTE: The proposal executed between CEC and Decatur Public Schools/Stevenson on April 30, 2020 will be completed first -- before this contract will begin.



Shelley Taylor, Executive Director

To: Tasia Burke, Principal, Hope Academy, Decatur Public School District #61
From: Mary McDonald, CEC Director
Re: Proposed School Improvement Supports, CEC Learning Partner
Date: July 27, 2020

The Consortium for Educational Change (CEC) served as a IL-EMPOWER Learning partner for Hope Academy and Harris Elementary in Decatur Public School District 61 during the spring and summer of 2019 as these two school communities addressed with culture-climate challenges as they combined into one school. CEC continued to support Hope Academy during the 2020-21 school year as the leadership and staff worked to address multiple challenges in its first year as the newly merged Hope Academy.

Returning to school during this unprecedented time will present huge challenges as well as huge opportunities to address issues that have long presented barriers to learning for so many of our children. The Consortium for Educational Change hopes to be able to join you this year to provide support and assistance as a learning partner. We thank you for the opportunity to support you and your colleagues in your efforts to ensure all students are safe and well as they return to Hope Academy for a new year of learning.

To assist us in our meeting on Monday, July 27, CEC has drafted a proposal to address a few priority areas identified earlier this summer through conversations with the school administrative and school leadership teams. Thank you for your consideration. We can make any adjustments needed. I look forward to hearing your feedback.

Detailed Service Description

Targeted Areas of Support:

- A. Provide Strategic Leadership Support to refine and align the Administrative Team and the Instructional Leadership Team to identify and develop, implement and monitor school improvement goals and activities
- B. Provide Targeted Leadership Support for the design, implementation and monitoring of Tier 1-2 MTSS Strategies to deepen learning for all students.
- C. Engage in Quarterly Progress Monitoring and Review of School Improvement Goals

Decatur School District 61 Hope Academy School			
CEC Consultant: Mary McDonald			
Targeted Support	Anticipated Outcomes	CEC Support / Timeline	Days/Cost
Standard 1: Continuous Improvement Strategic Leadership Support for the school's Instructional Leadership Team (ILT) and Administrative Team	<ul style="list-style-type: none"> Support school leadership in conducting a needs assessment using the Illinois Quality Framework Rubrics to identify challenges, opportunities and priority areas of improvement Review and revise the School Improvement Plan to ensure school and district alignment in addressing priority needs of students and staff. Use data to develop a common vision for student learning and explore pedagogical approaches that result in authentic student engagement. Develop and align roles, responsibilities, processes and procedures for the school leadership structures to strengthen communication, clarify purpose and foster organizational coherence 	Monthly Virtual Administrative Team Sessions (Aug-May) Monthly Virtual ILT Sessions (Aug-May) Co-planning and Co-Facilitating meetings	10 sessions x 2 hours = 20 hours 9 sessions x 2 hours = 18 hours SUBTOTAL: 38 hours @ \$300/hour = \$11,400
Standard 2: Culture/Climate Standard 7: Student & Learning Development Targeted Leadership Support for the design and implementation of Tier 1-2 MTSS Strategies	<ul style="list-style-type: none"> Compile, analyze and utilize data to identify strengths, challenges and priorities for improvements in MTSS Tier 1-2 supports (academic and behavior/SEL) Develop, communicate, monitor and improve policies and practices to support staff and students in the 	Weekly virtual planning & design sessions with MTSS Team Leader (Aug-May)	5 hours x 10 months = 50 hours SUBTOTAL 50 hours @ \$300/hour = \$15,000

	<p>implementation of MTSS Tier 1-2 strategies</p> <ul style="list-style-type: none"> • Provide professional learning opportunities for faculty and staff to strengthen academic, social and emotional learning competencies for all students. 		
Standard 1:Continuous Improvement Progress Monitoring and Review	<ul style="list-style-type: none"> • Analysis of school SIP data indicators, preparation of IWAS and school level reports and participation in ISBE/DPS meetings. 	3 Quarterly Learning Partner meetings (October, January, April) <i>(Planning, preparation, and follow-up included)</i>	3 – ½ days (12 hours total) @ \$300/hour = \$3,600
<p>CEC IL-EMPOWER Hourly Rate = \$300 ¼ day (2 hours) = \$600 ½ day (4 hours) = \$1,200 Full day (8 hours) = \$2,400</p>			<p>Total: 100 hours @ \$300/hour = \$30,000.00</p>

*District will provide copies of all materials that will be sent electronically one week in advance by CEC. District will also provide the basic materials and supplies for these events, which typically includes – charts, chart paper, handouts, post-it notes, etc.



Shelley Taylor, Executive Director

Consulting Services Agreement

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Additional days mutually agreed upon will be at the IL EMPOWER Grant Rate of \$2,400 inclusive of travel and supplemental publications per day per consultant.

Both CEC and the District agree to provide at least 72 hours notice if either is not able to fulfill its commitment to deliver or take delivery of the services under the Scope of Services. If the District cancels within 72 hours, the District shall be responsible for the total contracted amount as defined in the **Scope of Service**.

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Thank you for this opportunity, and we look forward to working with your District. If you are in agreement with the above, please sign below.

Sincerely,

July 27, 2020

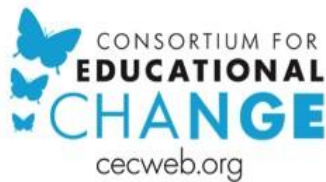
Shelley Taylor, Executive Director
Consortium for Educational Change

Date

I, Dr. Paul Fregeau, Superintendent of Decatur Public Schools, have read the above and agree to comply with the obligations described herein.

Superintendent

Date



Shelley Taylor, Executive Director

CEC Scope of Services

Paul Fregeau Superintendent

Decatur Public Schools
101 W. Cerro Gordo Street
Decatur, IL 62523
217-362-3000

Email Agreement to:

Paul Fregeau – pfregeau@dps61.org

Mary Ann Schloz – MGalligan@dps61.org

Service Summary

Detailed descriptions of each of these services are provided in the "Detailed Service Description" section on the following pages.

Contract Services – IL EMPOWER

Continuous Improvement 8.25 Consultant Days

Stephen Decatur Middle School

Total Consultant Days	8.25 Consultant Days
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CEC Cost

Total Days: 8.25 days at \$2,400/consultant/day (66 hours @ \$300/hour)	\$19,800.00
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Total Project Cost	\$19,800.00
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(CEC will invoice the District in the month after which services have been performed).

Detailed Service Description

Targeted Areas of Support:

- A. Facilitation, coaching, training sessions to develop a comprehensive approach to school-wide SEL implementation to strengthen SEL competencies in adults and students and improve school culture and climate.
- B. Strategic Leadership Support to improve the effectiveness of leadership teams to ensure school goals are implemented and monitored systematically through data analysis and the engagement of all stakeholders.
- C. Progress Monitoring / Review to support reporting and refinements to school improvement supports and ensure communication with all stakeholders.

Decatur School District 61 Stephen Decatur Middle School CEC Consultant: David Osta			
Targeted Support	Anticipated Outcomes	CEC Support / Timeline	Days/Cost
SEL Implementation [Standard 2]	<ul style="list-style-type: none"> Train entire staff to improve awareness and practices of social-emotional learning including trauma-informed practices, self-care, mindfulness, and restorative practices. Solidify schoolwide plan to explicitly teach and integrate social-emotional practices. Feedback to individuals and teams to support adult and student social emotional learning. 	3 - ½ day (12 hours total) training sessions (PLC days) 3 - ½ day (12 hours total) team and classroom observations and feedback sessions Planning and facilitation support for designated SEL leadership team <i>(Work will require CEC planning, preparation, and follow-up to be included in costs.)</i>	3 days (24 hours) training/coaching @ \$300/hour = \$7,200

<p>Strategic Support for Leadership Teams</p> <p>[Standard 1 & Standard 3]</p>	<ul style="list-style-type: none"> • Deepen the collaborative work of the School Leadership Team aligned with characteristics of effective teams (purpose, norms, expectations, facilitation, decision-making and communication skills). • Focus the work of the SLT and related school level committees to implement SEL and improve climate and culture. • Support implementation of a school improvement process based on continuous improvement cycle. • Utilize school level committee work to increase coherence and integration of district and school initiatives to improve staff and student experience overall. • Increase the effectiveness of additional leaders and leadership teams (grade level, departmental, academy, SEL, others) 	<p>Co-planning and Co-Facilitation of team meetings</p> <p>¼ day (2 hour) and ½ day (4 hour) sessions</p> <p><i>(Work will require CEC planning, preparation, and follow-up to be included in costs.)</i></p>	<p>3.75 days total (30 hours total) training/coaching @ \$300/hour = \$9,000</p>
<p>Progress Monitoring and Review</p> <p>[Standard 1]</p>	<ul style="list-style-type: none"> • Analysis of school SIP data indicators, preparation of IWAS and school level reports and participation in ISBE/DPS meetings. 	<p>3 Quarterly Learning Partner meetings (October, January, April)</p> <p><i>(Planning, preparation, and follow-up included)</i></p>	<p>3 – ½ days (12 hours total) @ \$300/hour = \$3,600</p>
<p align="center">CEC IL-EMPOWER Hourly Rate = \$300</p> <p align="right">¼ day (2 hours) = \$600 ½ day (4 hours) = \$1,200 Full day (8 hours) = \$2,400</p>			<p>Total: 66 hours x \$300 = \$19,800</p>



Shelley Taylor, Executive Director

*District will provide copies of all materials that will be sent electronically one week in advance by CEC. District will also provide the basic materials and supplies for these events which typically includes – charts, chart paper, handouts, post-it notes, etc.

PLEASE NOTE: The proposal executed between CEC and Decatur Public Schools/ Stephen Decatur Middle School on April 30, 2020 will be completed first -- before this contract will begin.

**RESOLUTION TO DECLARE RACISM IS A PUBLIC HEALTH CRISIS
AS IT ADVERSELY IMPACTS OUR STUDENTS, FAMILIES, STAFF, AND
COMMUNITY AT LARGE**

Whereas, the Board of Education of the Decatur Public School District #61 (DPS61) in Macon County, Illinois (“Board”), is a public school system within Macon County; and

Whereas, there is a long history of racism, discrimination, and segregation within our country, beginning over 400 years ago when enslaved human beings from African countries and of African descent were brought to what would become the United States; and

Whereas, this history has negatively impacted health, educational, and economic outcomes for many racial groups, and specifically Blacks; and

Whereas, extensive peer-reviewed research demonstrates that this history has had a lasting detrimental impact on the educational outcomes of Black students and other students of color through curriculum, discipline, and school climate; and

Whereas, racism has been determined to be a social determinant of health inequities through its direct physiological impact on individual and population health, as well as indirectly through its impact on educational, socioeconomic, and other social structures which can lead to negative long-term health outcomes; and

Whereas, the Board acknowledges that our students are a diverse body of which 47% are Black; 35.6% are white; 4.1% are Latinx; 0.6% are Asian; 12.3% are multi-racial; 0.4% identify as another race, all with diverse experiences (*2019 Illinois Report Card*). Similarly, our DPS61 employees (full time and part time) are a diverse body of which 15.7% are Black; 81.4% are white; 0.9% are Latinx; 1.16% are Asian; 0.7% are multi-racial; 0.15% identify as another race, all with diverse experiences (*DPS Human Resources, July 2020*). Finally, our Decatur community is a diverse body of which 20.5% are Black; 71.4% are white; 2.8% are Latinx; 0.9% are Asian; 6.2% are multi-racial; 0.3% identify as another race, all with diverse experiences (*2019 United States Census Bureau*); and

Whereas, students of color lag behind white students on measures of academic achievement by 15% in reading 10% and math (*2019 results; www.isbe.net*); and

Whereas, the Board desires to further implement vigorous actions and share stronger statements recognizing all students who are entrusted in our care; and

Whereas, the Board desires to continue to live out its mandate and responsibility, as outlined in Policy 2:20 Powers and Duties of the Board to, “Evaluating the education program, and approving School Improvement and District Improvement Plans,” “Establishing student discipline policies designed to maintain an environment conducive to learning, including hearing individual student suspension or expulsion cases brought before it;” and “Communicating the schools’ activities and operations to the community and representing the needs and desires of the community in educational matters.”

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE DECATUR PUBLIC SCHOOLS DISTRICT #61 THAT:

Section I - The Board hereby declares that racism is a public health crisis that negatively impacts our students, our families, our community, and our staff; the Board hereby declares its commitment to establishing, supporting, and sustaining a culture of anti-racism districtwide.

Section II - The Board directs its Board Policy Committee, in collaboration with student ambassadors and members/graduates of the DPS Parent Leadership Training Institute (*PLTI*), to develop a racial equity policy to guide our district's equity work in an effort to reduce the effects of racism on our Black, Latinx and other marginalized students, families, staff, and community.

Section III - Representatives of the DPS Teaching and Learning Team, along with member(s) of the Board, will develop or revise policies and protocols that integrate additional racially and culturally relevant content, along with anti-racism instruction, into the curriculum. Additionally, this team will bring forward recommendations around the implementation of an aligned, culturally responsive social-emotional learning curriculum. This team will also review and decide if "College African-American History" should be a general education course, as opposed to its current status as a general elective course, or if there is a better way to achieve the desired result of including such history in our curriculum and bring a recommendation before the Board. Similarly, this team will address course naming and bring any recommendations of revisions to the Board.

Section IV - The Board requests the Calendar Committee to recognize Juneteenth as a district holiday in the district calendar. The Board requests the Calendar Committee recognize the second Monday in October as Indigenous Peoples Day. Moving forward, the Board requests that the Calendar Committee reach out to various populations represented in our District to ensure our calendar is inclusive of important cultural holidays celebrated by our students, their families, our staff, and our community.

Section V - Representatives of the DPS Teaching and Learning Team, along with member(s) of the Board, will determine how to best recognize and honor the lives and history of local and national Indigenous Peoples and the impact that history has had on their heritage within our curriculum. Additionally, this team will seek to strengthen Board policies around racist and offensive imagery in our classrooms and school buildings.

Section VI - The Board directs the Superintendent or their designee(s) to conduct expanded mandatory diversity and inclusion, equity, cultural relevancy, and implicit bias training, to the extent it is not already being provided to district administration, teachers and staff (in accordance to their representative contracts) and all volunteers (including all members of the Board of Education), guest teachers, and pre-certified teachers who serve our students.

Section VII - The Board directs the Superintendent to aggressively recruit and develop teachers and staff who reflect the diversity of our students. The Superintendent should submit an annual report to the Board outlining the hiring and promotion trends and practices among racial groups inside DPS61, including information regarding the racial composition of those hired from outside of the district for open positions.

The Board directs the Superintendent or their designee(s) to identify the person(s) specifically responsible for planning and implementing the marketing and strategy of recruitment and retention of Black educators.

Section VIII - The Board directs the Superintendent to prepare an annual report to the Board that highlights successes inside and outside the classroom and outlines challenges including: the number of complaints received from teachers, staff, parents, students or community members regarding racial bias, the status of the investigation and the general outcome of each complaint, while maintaining individual privacy and confidentiality. The Board directs the Superintendent to provide quarterly updates to the Board with this information.

Section IX - Representatives of the DPS Student Services Team, along with the Discipline Action Committee, and member(s) of the Board, will work directly with administrators, teachers, students, and families to provide a recommendation to the Board for a revised discipline and safety system that protects the physical, mental, and social health of students and staff through a culturally responsive, restorative justice model that prioritizes the goal of involving the Decatur Police Department only in emergent violent crises.

Section X - The Board directs the Superintendent or their designee(s) to publish student rights and responsibilities on every campus where School Resource Officers (SRO) are assigned and to increase training for teachers, principals, and administrators on their responsibilities to provide fair and equitable discipline that prioritizes the physical and mental health of all students and staff. The Board requests a discussion that includes the voices of a representative group of students, the Chief of Police, and other district stakeholders, accompany the SRO contract as it is presented to the Board annually to make informed decisions on the role of armed police officers in our schools.

Section XI - The Board directs its Board Policy Committee to draft a policy that establishes Employee Resource Groups (or, affinity groups) focused on intentionally supporting and improving retention, morale, professional growth, and opportunities for teachers and staff to collaborate in a supportive, affirming atmosphere. Additionally, the Board directs the Superintendent or their designee(s) to work with our nearly 1,300 employees to begin gathering feedback regarding the establishment of Employee Resource Groups (or, affinity groups).

Section XII - The Board directs the DPS Teaching and Learning Team, along with the DPS Student Services Team, to regularly report to the Board and make public (while maintaining individual student privacy and confidentiality) the educational outcomes of students of color specific to curriculum, discipline, opportunities, and social climate.

Section XIII - Be it hereby resolved that the Board expects policy recommendations, as outlined in this resolution, to be brought forth for discussion and ratification at the second scheduled Board meeting in October 2020; be it further resolved that the Board will evaluate district progress toward the goals above and will revisit every six (6) months, with its first evaluation to be held at the second scheduled Board meeting in March 2021.

Section XIV - It is hereby found and determined that all formal actions of the Board concerning and relating to the adoption of this resolution were adopted in an open meeting of the Board.

**Adapted from Akron Public Schools Board Resolution #20-065 (June 8, 2020) and the Champaign Unit School District #4 Resolution (June 24, 2020)*

ADOPTED this ____ day of August 2020, by the following roll-call vote:

AYES: _____

NAYS: _____

ABSENT: _____

President, Board of Education

ATTEST:

Secretary, Board of Education

Courtney Carson, Vice President

Kendall Briscoe, Board Member

Beth Creighton, Board Member

Regan Lewis, Board Member

Dan Oakes, Board Member

Andrew Taylor, Board Member

**DECATUR DISTRICT 61 BOARD OF EDUCATION
REGULAR MEETING MINUTES**

DATE/TIME: July 21, 2020

5:00 PM

LOCATION: Keil Administration Building
101 W. Cerro Gordo Street
Decatur, IL 62523

PRESENT: Beth Nolan, President Courtney Carson, Vice President (arrived 5:29 PM)
Kendall Briscoe (Zoom) Beth Creighton (Zoom)
Regan Lewis (arrived 5:44 PM) Dan Oakes
Andrew Taylor

STAFF: Superintendent Dr. Paul Fregeau, Board Secretary Melissa Bradford, Attorney Brian Braun and others

President Nolan called the meeting to order at 5:00 PM.

TOPIC	DISCUSSION	ACTION
Call for Closed Executive Session	President Nolan called the meeting to order and moved into 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, seconded by Mr. Taylor. Hearing no questions, President Nolan called for a Roll Call Vote: Aye: Nolan, Oakes, Briscoe (Zoom), Taylor, Creighton (Zoom) Nay: None Absent: Carson (arrived at 5:29 PM) and Lewis (arrived at 5:44 PM) Roll Call Vote: 5 Aye, 0 Nay, 2 Absent	Board moved to Closed Executive Session at 5:00 PM.
Return to Open Session	President Nolan motioned to return to Open Session, seconded by Mr. Oakes. All were in favor.	Returned to Open Session at 6:22 PM.
Open Session Continued	President Nolan noted that the Board of Education had been 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. No action was taken during Closed Executive Session.	Information only.
Pledge of Allegiance	President Nolan led the Pledge of Allegiance. President Nolan stated to the listening audience, "Because of the COVID 19 crisis and the Governor's disaster declarations, this meeting was not fully open. A fully in-person meeting was not practical or prudent because of COVID 19."	Information only.
	For the record, Board Members Kendall Briscoe and Beth Creighton, Superintendent Dr. Paul Fregeau, Dr. Judith Campbell and other members of the District Leadership Team participated via Zoom.	

TOPIC	DISCUSSION	ACTION
	The Board Members, Attorney Brian Braun and some of the Executive Cabinet Members were physically present and practiced social distancing.	
Approval of Agenda, July 21, 2020	<p>Superintendent Fregeau recommended the Board approve the July 21, 2020 Open Session Board Meeting agenda as presented.</p> <p>Mr. Oakes moved to approve the recommendation, seconded by Vice President Carson. All were in favor.</p>	Agenda was approved as presented.
Roll Call Tentative Collective Bargaining Agreement between DPS BOE and DFTA Local #4324	<p>Superintendent Fregeau recommended the Board Adopt the Tentative Collective Bargaining Agreement July 2019 – June 2023 between the Decatur Public School District #61 Board of Education and the Decatur Federation of Teaching Assistants (DFTA) Local #4324, Illinois Federation of Teachers American Federation of Teachers, AFL-CIO as presented.</p> <p>Mrs. Briscoe moved to approve the recommendation, seconded by Vice President Carson.</p> <p>Mrs. Lewis shared her experience as a Board Member and thanked President Michelle Mitchell for her assistance with common ground and commitment. Mrs. Briscoe shared her experience as a Board Member and thanked both teams for their hard work. She hope that the Teaching Assistants and the Administrative Team knew they were appreciated. President Nolan thanked both teams and Attorney Brian Braun for his guidance and direction through the negotiations. The teams had to listen to each other and find some common ground. President Mitchell listened and brought forth an offer after months of negotiations. President Nolan thanked her colleagues and the DPS families. Vice President Carson thanked his colleagues and President Mitchell for her leadership because working together brings success.</p> <p>Deanne Hillman, Director of Human Resources, thanked both teams and shared information regarding some contract highlights (see attached).</p> <p>President Michelle Oliver Mitchell thanked the community, the negotiating team and her colleagues (Local #4324) for their support during negotiations. They look forward to rebuilding, restoring and renewing the relationship for the betterment of the District, the students, staff and the Decatur community.</p> <p>Hearing no questions, President Nolan called for a Roll Call Vote: Aye: Taylor, Carson, Creighton, Oakes, Nolan, Lewis, Briscoe Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent</p>	<p>Motion carried. TCBA between DPS 61 BOE and DFTA Local #4324 was approved as presented.</p>
Board and/or Committee Reports	No committee reports at this time.	Information only.

TOPIC	DISCUSSION	ACTION
Discussion DPS Real Estate	<p>President Nolan noted that the Board of Education heard a report from Chris Harrison, Representative from Main Place Real Estate, during the June 09, 2020 Board of Education meeting. The presentation was regarding ideas on marketing buildings that will be offline in the near future.</p> <p>Mrs. Briscoe noted that before the District sold any assets, we need to think about potential consolidation at the administrative level.</p> <p>Dr. Todd Covault, Chief Operational Officer, will be the point person during this project. Dr. Covault will bring back a recommendation on a team/committee in the near future.</p>	
DPS 61 Racism Resolution	<p>President Nolan noted that there were some revisions to some of the language regarding the DPS 61 Racism Resolution. Mrs. Creighton assigned as appropriate and only. asked if there were any concerns, please let her know. This resolution will be recommended for approval during the August 04, 2020 Board of Education meeting. The Board members will be working with the administrative designees and plan to submit recommendations towards the end of September 2020. The deadline is for complete implementation in October 2020. Mrs. Creighton noted that this needs to be Board driven.</p>	Information
LGBTQ	<p>President Nolan noted that the Board received information from a former student regarding ideas on a policy for the LGBTQ community. She asked the Board to review and add it in to the discussions on the Racism Resolution.</p> <p>Mrs. Creighton asked if there was a plan for the LGBTQ committee. Lawrence Trimble replied that the committee had met in February 2020 and established some protocols and procedures to ensure we were operating under the lens of equity. They talked with groups at both high schools too. If a policy and/or resolution was the next step, the committee can present to the Board of Education. The committee will meet and the former student was added to the group. The committee will present to the Board August 18, 2020. President Nolan noted that the presentation needs to run parallel to the Racism Resolution.</p>	Information only.
Supt's Report School Board Policy Updates	<p>Dr. Todd Covault, Chief Operational Officer, presented updates to the following School Board Policies (see attached):</p> <ul style="list-style-type: none"> • Section 02 School Board Policy 2:220 • Section 04 Operational Services Policy 4:180 • Section 07 Students Policies 7:40, 7:19, 7:340 and 7:345 <p>The above policy updates will be recommended for approval during the August 04, 2020 Board of Education meeting.</p>	Information only.

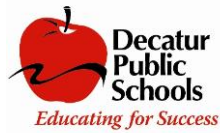
TOPIC	DISCUSSION	ACTION
School Funding	Mrs. Briscoe asked Dr. Covault to explain how the District was currently funded. Dr. Covault replied that the District was funded based on its enrollment, which is called evidence-based funding.	Information only.
Timeline Update for DPS 61 Fall 2020 Re-opening Plan	<p>Superintendent Fregeau presented a timeline regarding the Return to Learn – DPS Fall 2020 Re-opening Plan (see attached). The plan will be released on Friday, July 24, 2020. The District wanted to make sure families could plan accordingly. On July 24th, the plan will be revealed through several avenues. There will also be upcoming virtual parent Q&A and Parent PD sessions.</p> <p>Attorney Braun noted that administration could have a well thought-out plan, but it could still be changed by the State Board of Education. There were no guarantees at this time.</p>	Information only.
Personnel Action Items	<p>Superintendent Fregeau recommended the Board approve the Personnel Action Items listed in the Memo from Deanne Hillman, Director of Human Resources as presented.</p> <p>Vice President Carson moved to approve the recommendation, seconded by Mrs. Lewis. Hearing no questions, President Nolan called for a Roll Call Vote: Aye: Nolan, Briscoe, Lewis, Oakes, Creighton, Taylor, Carson Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent</p>	Motion carried. Personnel Action Items were approved as presented.
Quaver Ed Licenses for K-8 Music Teachers	<p>Superintendent Fregeau recommended the Board approve the Purchases of Quaver Ed Licenses for K-8 Music Teachers as presented.</p> <p>Mrs. Creighton moved to approve the recommendation, seconded by Vice President Carson. Hearing no questions, President Nolan called for a Roll Call Vote: Aye: Lewis, Oakes, Creighton, Carson, Briscoe, Nolan, Taylor Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent</p>	Motion carried. Quaver Ed Licenses for K-8 Music Teachers were approved as presented.
Verizon Hotspots	<p>Superintendent Fregeau recommended the Board approve the Purchase of the Verizon Wireless Hotspots as presented.</p> <p>Mrs. Lewis moved to approve the recommendation, seconded by Mr. Taylor. Hearing no questions, President Nolan called for a Roll Call Vote: Aye: Briscoe, Taylor, Lewis, Carson, Creighton, Nolan, Oakes Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent</p>	Motion carried. Verizon Hotspots were approved as presented.
Employee and Student Masks	Superintendent Fregeau recommended the Board approve to Authorize a Purchase of Employee and Student Masks as presented.	Motion carried. Purchase of Employee and Student Masks

TOPIC	DISCUSSION	ACTION
	<p>Mrs. Lewis moved to approve the recommendation, seconded by Mr. Oakes. Hearing no questions, President Nolan called for a Roll Call Vote: Aye: Carson, Creighton, Taylor, Briscoe, Oakes, Lewis, Nolan Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent</p>	were approved as presented.
Consent Items	<p>Superintendent Fregeau recommended the Board approve the Consent Items as presented:</p> <p>A. Minutes: Special Open Meeting July 01, 2020 and Open/Closed Meetings July 07, 2020</p> <p>B. Financial Conditions Report</p> <p>C. Treasurer's Report</p> <p>D. Blackboard Website and ParentLink Mass Notification System One (1) Year Renewal Agreement</p> <p>E. JAMF Mobile Device Management Software Renewal (S1)</p> <p>F. First Class Educator, LLC Educational Equity Consulting Proposal (S4)</p> <p>G. Intergovernmental Two (2) Year Lease Agreement between Decatur Public School District 61 and Richland Community College for the PreK Programs (S1)</p> <p>H. Contract with Illinois State Historic Preservation Officer regarding the Demolition of Johns Hill</p> <p>Mr. Oakes moved to approve the recommendation, seconded by Vice President Carson. Hearing no questions, President Nolan called for a Roll Call Vote: Aye: Creighton, Taylor, Oakes, Nolan, Lewis, Carson, Briscoe Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent</p>	<p>Motion carried. Consent Items were approved as presented.</p>
Public Participation	<p>President Nolan noted that during Public Participation, the Board of Education asked for the following:</p> <ul style="list-style-type: none"> Identify oneself and be brief. Comments should be limited to 3 minutes. <p>For our listening audience, please note that during any Board of Education meeting and public participation, Board Members do NOT respond and/or comment to public comments. Furthermore, the Board refrains from referring to specific students or staff members by name, and requests that public commenters refrain from doing so as well.</p> <p>Alana G. Banks, former DPS student, public comment was submitted and read to the Board of Education. Ms. Banks sent shortened blurb about the policy that was sent to the Board of Education on July 06, 2020. The description was as follows: Issue - Harassment, Bullying, and Discrimination and Misgendering, Gender, and Pronouns.</p>	Information only.

TOPIC	DISCUSSION	ACTION
	<p>Identity Topic - Transgender Students - Gender Non Conforming (GNC) Students</p> <p>The purpose of this policy is:</p> <ol style="list-style-type: none"> 1) to foster an educational environment that is safe, welcoming, and free from stigma and discrimination for all students, regardless of gender identity or expression, 2) to facilitate compliance with local, state and federal laws concerning bullying, harassment, privacy, and discrimination, 3) to ensure that all students have the opportunity to express themselves and live authentically. <p>Tiaria Mackins, Community Member, public comment was submitted and read to the Board of Education. Ms. Mackins noted that the District's decision to implement a racial resolution was a step in the right direction. However, discontent accompanies any form of change, especially change that challenges normative viewpoints, educational experiences, narratives, and/or rhetoric. She commended the District for partnering with 1st Class Educator LLC to train administration, but asked they or another company directly train educators and staff. She also asked that the District implement a process that addresses implicit and explicit bias, prejudice and stereotypes.</p>	
Announcements	<p>The Board of Education sends condolences to the family of:</p> <p>Bertha "Lee" Gibbs, who passed away Thursday, July 16, 2020. Mrs. Gibbs was retired from Aramark as a Lunchroom Supervisor and the Aunt of Cordell Ingram, Principal of MacArthur High School.</p>	Information only.
Important Dates	<p>NEXT MEETING</p> <p>The public portion of the next regular meeting of the Board of Education will be at 6:30 PM, Tuesday, August 04, 2020 at the Keil Administration Building.</p>	Information only.
Adjournment	<p>President Nolan asked for a motion to adjourn the Open Session. Vice President Carson motioned, seconded by Mr. Taylor. All were in favor.</p>	Board adjourned at 7:34 PM.

 Beth Nolan, President

 Melissa Bradford, Board Secretary



Board of Education Decatur Public School District #61

Date: August 04, 2020	Subject: Freedom of Information Act (FOIA) Report
Initiated By: Melissa Bradford, Board Secretary and District's FOIA Officer	Attachments: None
Reviewed By: Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

Full access to the District's public records is available to any person as provided in the Illinois Freedom of Information Act (FOIA). The Superintendent or designee shall: (1) provide the Board with sufficient information and data to permit the Board to monitor the District's compliance with FOIA and this policy, and (2) report any FOIA requests during the Board's regular meetings along with the status of the District's response. The Board Secretary serves as the District's FOIA Officer and will inform the Board of Education of any FOIA Reports from the previous month every first Board meeting of the month.

CURRENT CONSIDERATIONS:

Please see the below FOIA Report from the District's FOIA Officer for Decatur Public Schools:

Freedom of Information Act Report

Date Received	Due Date	Extension Due Date	Requestor/ Company	Topic/ Summary	Date Responded
07/28/20	08/26/20	None.	Ken Deloian, SmartProcure	Current employee/staff contact information.	None at this time.
07/28/20	08/04/20	None.	JD Miller, IBEW Local 146	Certified Payroll Records for the Contractor named Detection Security.	None at this time.

FINANCIAL CONSIDERATIONS:

None.

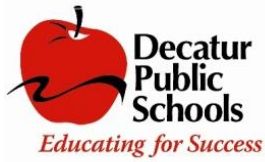
STAFF RECOMMENDATION:

The Administration respectfully requests that the Board of Education approve this FOIA Report as presented.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____



Board of Education Decatur Public School District #61

Date: August 04, 2020	Subject: Release July 2020 Checks Early
Initiated By: Todd Covault, EdD, Chief Operational Officer	Attachments: N/A
Reviewed By: Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

Each month, the Board approves the agenda of bills at the first meeting of the month. The bills are for the previous month's invoices and have a printed check date of the last day of the month.

CURRENT CONSIDERATIONS:

The first board meeting in August is the 4th, the first Tuesday of the month. Since the last day of July is the prior Friday, the agenda of bills would need to be submitted to the Superintendent's office by Thursday, the day before the check dates making it very difficult to have the bills ready for the August 4th meeting.

The Business Office is requesting the Board's authority to release the checks on Wednesday, August 12th, the normal day the checks would have been released. The agenda of bills would be brought to the Board to approve retroactively at the August 18th Board meeting.

FINANCIAL CONSIDERATIONS:

Checks would be released a week later than the first Board meeting; but, a week prior to the meeting in which the bills are approved.

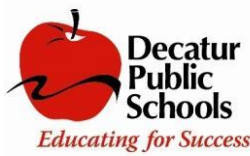
STAFF RECOMMENDATION:

The Administration respectfully requests that the Board authorize the Business Office to Release the July 31, 2020 Checks on August 12, 2020 prior to Board Approval on August 18, 2020.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____



Board of Education Decatur Public School District #61

Date: August 04, 2020	Subject: Purchase of SMARTMUSIC for 5 th – 12 th grade Music Teachers and Students
Initiated By: Ashley Grayned, Executive Director of Innovative Programs and Strategic Planning	Attachments: SMARTMUSIC Quote
Reviewed By: Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

Music Staff, Rhonda Cox and Marie Jagger-Taylor met in the Spring to discuss resources for virtual learning for band, orchestra and secondary music students. Through an online survey and follow up, the Music staff supports the purchase of SmartMusic for Middle School and High School choir as well as 5th – 12th grade band and orchestra students. This program will allow students to continue their studies remotely without interruption.

CURRENT CONSIDERATIONS:

Smart Music is an online program allowing students to learn about rhythm, sight reading, and other key music concepts. Music educators can use SmartMusic to assign practice exercises and songs and monitor individual student progress. Vocalists and musicians who play woodwind, brass, percussion, and string instruments can practice with accompaniment. They can record with an external or computer-based microphone and save; allowing students to continue their studies, either remotely or in the classroom, with teacher feedback. Users can adapt to skill level and can hear songs before playing along with music. Other tools, including a tuner to establish pitch, can also help students prepare, and provides immediate feedback. Correct pitches and rhythms are highlighted in green; incorrect ones appear in red.

FINANCIAL CONSIDERATIONS:

Federal funds available through the Cares Act (Elementary and Secondary School Emergency Relief Fund), will be used to pay for these resources in the amount of \$24,560.00. The resources would assist the teacher/student with online learning while providing resources necessary to address the needs of individual schools and students.

STAFF RECOMMENDATION:

The Administration respectfully requests that the Board of Education approve the purchase of SMARTMUSIC for 5th through 12th Grade Music Teachers and Students in the amount of \$24,560.00 as presented

RECOMMENDED ACTION:

☒ Approval
☐ Information
☐ Discussion

BOARD ACTION: _____



7007 Winchester Circle, Boulder, CO 80301

Ref. Code:

Email:

Issued:

Expires:

8JSU-3DU3

mjtaylor@dps61.org

Friday, July 24, 2020

Tuesday, September 22, 2020

Sales Contact:

866-240-4041

sales@makemusic.com

Bill To:

Decatur Public School District

101 W. Cerro Gordo Street

Decatur, IL, US 62523

Ship To:

Decatur Public School District

101 W. Cerro Gordo Street

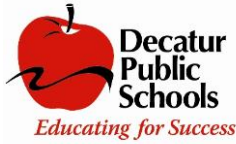
Decatur, IL, US 62523

If you're paying with a credit card, call 866-240-4041 (US) or 952-937-9611 (INT) and have your reference code handy. Tax will be applied to the final price, if applicable.

Qty	Item	Description	Unit Price	Total
14	Full Access Educator Subscription	A Full Access Educator subscription for SmartMusic Web	\$40.00	\$560.00
1200	Premium Student Subscription	A Premium Student subscription for SmartMusic Web	\$20.00	\$24,000.00

Please upload your proof of tax exemption and purchase order at <https://quotes.smartmusic.com/find>. You will need your email address and reference code.

Subtotal (USD): \$24,560.00
Tax (USD): \$0.00
Amount Due (USD): \$24,560.00



Board of Education Decatur Public School District #61

Date: August 04, 2020	Subject: Recycling Resolution
Initiated By: Maurice Payne, Director of Information Technology	Attachments: Resolution and Exhibit A
Reviewed By: Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

When electronic items are no longer used or are replaced with newer models in buildings, the items are sent to the IT Department to be sorted and deemed recyclable.

CURRENT CONSIDERATIONS:

IT will enter an agreement with Green Wave Computer Recycling to dispose of electronic equipment. Their services include pick up equipment from multiple locations, perform stacking and loading, and proper data destruction documentation.

FINANCIAL CONSIDERATIONS:

Green Wave Computer Recycling offers a base price for computer units while accepting all other items for free. The IT Department is requesting the Board to approve the surplus of unused and outdated electronic items be recycled.

STAFF RECOMMENDATION:

The Administration respectfully requests that the Board of Education adopt the Resolution Authorizing the Disposal of Outdated Electronics through Green Wave Computer Recycling, as presented.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____

**RESOLUTION AUTHORIZING DONATION-RECYCLING
OF SCHOOL PERSONAL PROPERTY**

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 various computer equipment, which items are outdated, not working or unsupported by current software and which have no market value (hereinafter “said equipment”), all of which is more specifically described in Exhibit A, attached hereto and incorporated herein by reference; and

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

WHEREAS, the Board of Education further finds and determines that it is in the best interests of Decatur Public School District No. 61 that the School District donate said equipment and supplies for recycling 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 is hereby authorized to donate said equipment to a recycler.

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

ADOPTED this ____ day of August 2020, 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 _____ meeting of the Board of Education on _____, 2020, by the following roll-call vote:

AYES: _____

NAYS: _____

ABSENT: _____

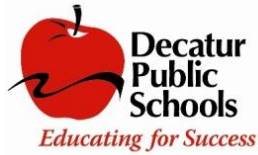
and that the motion was duly declared carried by the President of the Board.

Dated this ____ day of _____, 2020.

Secretary, Board of Education

Exhibit A - Recycle Inventory

Item	Quantity	Reason for Recycle
Misc Cables and Cords	100	No Educational Purpose / Excess Equipment
Monitors	50	No Educational Purpose / Excess Equipment
PCs	80	No Educational Purpose / Excess Equipment
Keyboards/Mice	150	No Educational Purpose / Excess Equipment
Laptops	200	No Educational Purpose / Excess Equipment
Printers	10	No Educational Purpose / Excess Equipment



Board of Education Decatur Public School District #61

Date: August 04, 2020	Subject: Approval of School Board Policies
Initiated By: Todd Covault, EdD, Chief Operational Officer	Attachments: Updated Policies <ul style="list-style-type: none">• Section 02 – School Board• Section 04 – Operational Services• Section 07 – Students
Reviewed By: Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

The District's Policy Committee reviews Board policies to make adjustments based on current practices, needed changes to practices, and updates to reflect changes associated with new laws.

CURRENT CONSIDERATIONS:

The policies listed below were presented to the Board as a first reading on July 21, 2020; and, are now being presented for approval. There have been no changes made to the policy following the first reading.

- Board Policy 2:220 – *School Board – School Board Meeting Procedure*
- Board Policy 4:180 – *Operational Services – Pandemic Preparedness; Management and Recovery*
- Board Policy 7:40 – *Students – Nonpublic School Students, Including Parochial and Home-Schooled Students*
- Board Policy 7:190 – *Students – Student Behavior*
- Board Policy 7:340 – *Students – Student Records*
- Board Policy 7:345 – *Students – Use of Educational Technologies, Student Data Privacy and Security*

FINANCIAL CONSIDERATIONS:

N/A

STAFF RECOMMENDATION:

The Administration respectfully requests that the Board of Education approve the Updates to the attached School Board Policies from Sections 02 School Board, 04 Operational Services and 07 Students as presented.

RECOMMENDED ACTION:

☒ Approval
☐ Information
☐ Discussion

BOARD ACTION: _____

School Board**School Board Meeting Procedure****Agenda**

The School Board President is responsible for focusing the Board meetings agendas on appropriate content. The Superintendent shall prepare agendas in consultation with the Board President. The President shall designate a portion of the agenda as a consent agenda for those items that usually do not require extensive discussion before Board action. Upon the request of any Board member, an item will be withdrawn from the consent agenda and placed on the regular agenda for independent consideration.

Each Board meeting agenda shall contain the general subject matter of any item that will be the subject of final action at the meeting. Items submitted by Board members to the Superintendent or the President shall be placed on the agenda for an upcoming meeting. District residents may suggest inclusions for the agenda. The Board will take final action only on items contained in the posted agenda; items not on the agenda may still be discussed.

The Superintendent shall provide a copy of the agenda, with adequate data and background information, to each Board member at least 48 hours before each meeting, except a meeting held in the event of an emergency. The meeting agenda shall be posted in accordance with Board policy 2:200, *Types of School Board Meetings*.

The Board President shall determine the order of business at regular Board meetings. Upon consent of a majority of members present, the regular order of business at any meeting may be changed.

Voting Method

Unless otherwise provided by law, when a vote is taken upon any measure before the Board, with a quorum being present, a majority of the votes cast shall determine its outcome. A vote of *abstain* or *present*, or a vote other than *yea* or *nay*, or a failure to vote, is counted for the purposes of determining whether a quorum is present. A vote of *abstain* or *present*, or a vote other than *yea* or *nay* or a failure to vote, however, is not counted in determining whether a measure has been passed by the Board, unless otherwise stated in law.

The sequence for casting votes shall be rotated.

On all questions involving the expenditure of money and on all questions involving the closing of a meeting to the public, a roll call vote shall be taken and entered in the Board's minutes. An individual Board member may request that a roll call vote be taken on any other matter; the President or other presiding officer may approve or deny the request but a denial is subject to being overturned by a majority vote of the members present.

Minutes

The Board Secretary shall keep written minutes of all Board meetings (whether open or closed), which shall be signed by the President and the Secretary.

The minutes include:

1. The meeting's date, time, and place;
2. Board members recorded as either present or absent;
3. A summary of the discussion on all matters proposed, deliberated, or decided, and a record of any votes taken;
4. On all matters requiring a roll call vote, a record of who voted *yea* and *nay*;
5. If the meeting is adjourned to another date, the time and place of the adjourned meeting;
6. The vote of each member present when a vote is taken to hold a closed meeting or portion of a meeting and the reason for the closed meeting with a citation to the specific exception contained in the Open Meetings Act (OMA) authorizing the closed meeting;
7. A record of all motions, including individuals making and seconding motions;
8. Upon request by a Board member, a record of how he or she voted on a particular motion; and
9. The type of meeting, including any notices and, if a reconvened meeting, the original meeting's date.

The minutes shall be submitted to the Board for approval or modification at its next regularly scheduled open meeting. Minutes for open meetings must be approved within 30 days after the meeting or at the second subsequent regular meeting, whichever is later.

At least semi-annually in an open meeting, the Board: (1) reviews minutes from all closed meetings that are currently unavailable for public release, and (2) decides which, if any, no longer require confidential treatment and are available for public inspection. The Board may meet in a prior closed session to review the minutes from closed meetings that are currently unavailable for public release.

The Board meeting minutes must be submitted to the Board Treasurer at such times as the Treasurer may require.

The official minutes are in the custody of the Board Secretary. Open meeting minutes are available for inspection during regular office hours within 10 days after the Board's approval; they may be inspected in the District's main office, in the presence of the Secretary, the Superintendent or designee, or any Board member.

Minutes from closed meetings are likewise available, but only if the Board has released them for public inspection (1) in the District's administrative offices or their official storage location, and (2) in the presence of the Recording Secretary, the Superintendent or designated administrator, or any elected Board member. The minutes, whether reviewed by members of the public or the Board, shall not be removed from the District's administrative offices or their official storage location except by vote of the Board or by court order.

The Board's open meeting minutes shall be posted on the District website within ten days after the Board approves them; the minutes will remain posted for at least 60 days.

Verbatim Record of Closed Meetings

The Superintendent, or the Board Secretary when the Superintendent is absent, shall audio record all closed meetings. If neither is present, the Board President or presiding officer shall assume this responsibility. After the closed meeting the person making the audio recording shall label the recording with the date and store it in a secure location. The Superintendent shall ensure that: (1) an audio recording device and all necessary accompanying items are available to the Board for every closed meeting, and (2) a secure location for storing closed meeting audio recordings is maintained close to the Boards' regular meeting location.

After 18 months have passed since being made, the audio recording of a closed meeting is destroyed provided the Board approved: (1) its destruction, and (2) minutes of the particular closed meeting.

Individual Board members may listen to verbatim recordings in the presence of the Recording Secretary, the Superintendent or designated administrator, or any elected Board member. Access to the verbatim recordings is available at the District's administrative offices or the verbatim recording's official storage location. Requests shall be made to the Superintendent or Board President. While a Board member is listening to a verbatim recording, it shall not be re-recorded or removed from the District's Main office or official storage location, except by vote of the Board or by court order.

Before making such requests, Board members should consider whether such requests are germane to their responsibilities, service to District, and/or Oath of Office in policy 2:80, *Board Member Oath and Conduct*. In the interest of encouraging free and open expression by Board members during closed meetings, the recordings of closed meetings should not be used by Board members to confirm or dispute the accuracy of recollections.

Quorum and Participation by Audio or Video Means

A quorum of the Board must be physically present at all Board meetings. A majority of the full members of the Board constitutes a quorum.

Provided a quorum is physically present, a Board member may attend a meeting by video or audio conference if he or she is prevented from physically attending because of: (1) personal illness or disability (2) employment or District business, or (3) a family or other emergency. If a member wishes to attend a meeting by video or audio means, he or she must notify the recording secretary or Superintendent before the meeting. The recording secretary or Superintendent will inform the Board President and make appropriate arrangements. A Board member, who attends a meeting by audio or video means, as provided in this policy, may participate in all aspects of the Board meeting including voting on any item.

No Physical Presence of Quorum and Participation by Audio or Video; Disaster Declaration

The ability of the Board to meet in person with a quorum physically present at its meeting location may be affected by the Governor or the Director of the Ill. Dept. of Public Health issuing a disaster declaration related to a public health emergency. The Board President or, if the office is vacant or the President is absent or unable to perform the office's duties, the Vice President determines that an in-person meeting or a meeting conducted under the **Quorum and Participation by Audio or Video Means** subhead above, is not practical or prudent because of the disaster declaration; if neither the President nor Vice President are present or able to perform this determination the Superintendent shall serve as the duly authorized designee for purposes of making this determination.

The individual who makes this determination for the Board shall put it in writing, include it on the Board's published notice and agenda for the audio or video meeting and in the meeting minutes, and ensure that the Board meets every OMA requirement for the Board to meet by video or audio conference without the physical presence of a quorum.

Rules of Order

Unless State law or Board-adopted rules apply, The Board President, as the presiding officer, will use Robert's Rules of Order Newly Revised (11th Edition), as a guide when a question arises concerning procedure.

Broadcasting and Recording Board Meetings

Any person may record or broadcast an open Board. Special requests to facilitate recording or broadcasting an open Board meeting, such as seating, writing surfaces, lighting, and access to electrical power, should be directed to the Superintendent at least 24 hours before the meeting.

Recording meetings shall not distract or disturb Board members, other meeting participants, or members of the public. The Board President may designate a location for recording equipment, may restrict the movements of individuals who are using recording equipment, or may take such other steps as are deemed necessary to preserve decorum and facilitate the meeting.

LEGAL REF.: 5 ILCS 120/2a, 120/2.02, 120/2.05, 120/2.06, and 120/7.
105 ILCS 5/10-6, 5/10-7, 5/10-12 and 5/10-16.

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:150 (Committees), 2:200 (Types of School Board Meetings), 2:210 (Organizational School Board Meeting), 2:230 (Public Participation at School Board Meetings and Petitions to the Board)

ADOPTED: May 27, 1997

REVISED: October 28, 1997
July 25, 2000
April 14, 2009
August 26, 2014
December 13, 2016
December 10, 2019
August 4, 2020

Operational Services

Pandemic Preparedness; Management and Recovery

The Board of Education recognizes that the District will play an essential role along with the local health department and emergency management agencies in protecting the public's health and safety during a pandemic.

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads sustainably.

To prepare the School District community for a pandemic, the Superintendent or designee shall: (1) learn and understand the roles that the federal, State, and local government function; (2) form a pandemic planning team consisting of appropriate District personnel and community members to identify priorities and oversee the development and implementation of a comprehensive pandemic school action plan; and (3) build awareness of the final plan among staff, students, and community.

Emergency School Closing

In the case of a pandemic, the Governor may declare a disaster due to a public health emergency that may affect any decision for an emergency school closing. Decisions for an emergency school closing will be made by the Superintendent in consultation with and, if necessary, at the direction of the Governor, Ill. Dept. of Public Health, District's local health department, emergency management agencies, and/or Regional Office of Education.

During an emergency school closing, the Board President and the Superintendent may, to the extent the emergency situation allows, examine existing Board policies pursuant to Policy 2:240, *Board Policy Development*, and recommend to the Board for consideration any needed amendments or suspensions to address mandates that the District may not be able to accomplish or implement due to a pandemic.

Board Meeting Procedure: No Physical Presence of Quorum and Participation by Audio or Video

A disaster declaration related to a public health emergency may affect the Board's ability to meet in person and generate, a quorum of members who are physically present at the location of a meeting. Policy 2:220, *School Board Meeting Procedure*, governs Board meetings by video or audio conference without the physical presence of a quorum.

Payment of Employee Salaries During Emergency School Closures

The Superintendent shall consult with the Board to determine the extent to which continued payment of salaries and benefits will be made to the District's employees, pursuant to Board policies 3:40, *Superintendent*, 3:50, *Administrative Personnel Other Than the Superintendent*, 5:35, *Compliance with the Fair Labor Standards Act*, 5:200, *Terms and Conditions of Employment and Dismissal*, and 5:270, *Employment At-Will, Compensation, and Assignment*, and consistent with (1) applicable laws, regulations,

federal or State or local emergency declarations, executive orders, and agency directives; (2) collective bargaining agreements and any bargaining obligations; and (3) the terms of any grant under which an employee is being paid.

Suspension of In-Person Instruction; Remote and/or Blended Remote Learning Day Plan(s)

When the Governor declares a disaster due to a public health emergency pursuant to 20 ILCS 3305/7, and the State Superintendent of Education declares a requirement for the District to use *Remote Learning Days* or *Blended Remote Learning Days*, the Superintendent shall approve and present to the Board for adoption a Remote and/or Blended Remote Learning Day Plan (Plan) that:

1. Recommends to the Board for consideration any suspensions or amendments to curriculum-related policies to reduce any Board-required graduation or other instructional requirements in excess of minimum curricular requirements specified in School Code that District may not be able to provide due to the pandemic;
2. Implements the requirements of 105 ILCS 5/10-30; and
3. Ensures a plan for periodic review of and/or amendments to the Plan when needed and/or required by statute, regulation, or State guidance.

LEGAL REF.: 105 ILCS 5/10-16.7 and 5/10-20.5, 5/10-20.56, and 5/10-30.
5 ILCS 120/2.01 and 120/7(e), Open Meetings Act
20 ILCS 2305/2(b), Ill. Dept. of Public Health Act (Part 1).
20 ILCS 3305/, Ill. Emergency Management Agency Act.
115 ILCS 5/, Ill. Educational Labor Relations Act.

CROSS REF.: 1:20 (District Organization, Operations, and Cooperative Agreements), 2:20 (Powers and Duties of the School Board), 2:220 (School Board Meeting Procedure), 2:240 (Board Policy Development), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 3:70 (Succession of Authority), 4:170 (Safety), 5:35 (Compliance with the Fair Labor Standards Act), 5:200 (Terms and Conditions of Employment and Dismissal), 5:270 (Employment At-Will, Compensation, and Assignment), 6:20 (School year Calendar and Day), 6:60 (Curriculum Content), 6:300 (Graduation Requirements), 7:90 (Release During School Hours), 8:100 (Relations with Other Organizations and Agencies)

ADOPTED: May 27, 2008

REVISED: May 22, 2012
August 5, 2014
May 23, 2017
August 4, 2020

Students

Nonpublic School Students, Including Parochial and Home-Schooled Students

Part-Time Attendance

The District accepts nonpublic school students, including parochial and home-schooled students, who live within the District for part-time attendance in the District's regular education program on a space-available basis. Requests for part-time attendance must be submitted to the Building Principal of the school in the school attendance area where the student resides. All requests for attendance in the following school year must be submitted before May 1.

A student accepted for partial enrollment must comply with all discipline and attendance requirements established by the school. He or she may participate in any co-curricular activity associated with a District class in which he or she is enrolled. The parent(s)/guardian(s) of a student accepted for partial enrollment must pay all fees, pro-rated on the basis of a percentage of full-time fees. Transportation to and/or from school is provided on regular bus routes to or from a point on the route nearest or most easily accessible to the nonpublic school or student's home. This transportation shall be on the same basis as the District provides transportation for its full-time students. Transportation on other than established bus routes is the responsibility of the parent(s)/guardian(s).

Students with a Disability

The District accepts for part-time attendance those children for whom it has been determined that special education services are needed, are enrolled in nonpublic schools, and otherwise qualify for enrollment in the District. Requests must be submitted by the student's parent/guardian. Special educational services shall be provided to such students as soon as possible after identification, evaluation, and placement procedures provided by State law, but no later than the beginning of the next school semester following the completion of such procedures. Transportation for such students shall be provided only if required in the child's individualized educational program on the basis of the child's disabling condition or as the special education program location may require.

Extracurricular Activities, Including Interscholastic Competition

A nonpublic school student is eligible to participate in: (1) interscholastic competition provided his or her participation adheres to the regulations established by any association in which the School District maintains a membership, and (2) non-athletic extracurricular activities, provided the student attends a District school for at least one-half of the regular school day, excluding lunch. A nonpublic student who participates in an extracurricular activity is subject to all policies, regulations, and rules that are applicable to other participants in the activity.

Assignment When Enrolling Full-Time in a District School

Grade placement by, and academic credits earned at, a nonpublic school will be accepted if the school has a Certificate of Nonpublic School Recognition from the Illinois State Board of Education, or, if outside Illinois, if the school is accredited by the state agency governing education.

A student who, after receiving instruction in a non-recognized or non-accredited school, enrolls in the District will: (1) be assigned to a grade level according to academic proficiency, and/or (2) have academic credits recognized by the District if the student demonstrates appropriate academic proficiency to the school administration. Any portion of a student's transcript relating to such instruction will not be considered for placement on the honor roll or computation in class rank.

Notwithstanding the above, recognition of grade placement and academic credits awarded by a nonpublic school is at the sole discretion of the District. All school and class assignments will be made according to School Board policy 7:30, *Student Assignment and Intra-District Transfer*, as well as administrative procedures implementing this policy.

LEGAL REF.: 105 ILCS 5/10-20.24 and 5/14-6.01.

CROSS REF.: 4:110 (Transportation), 6:170 (Title I Programs), 6:190 (Extracurricular and Co- Curricular Activities), 6:320 (High School Credit for Proficiency), 7:30 (Student Assignment and Intra-District Transfer), 7:300 (Extracurricular Athletics)

ADOPTED: March 25, 2997

REVISED: November 8, 2005
January 8, 2013
August 6, 2013
February 24, 2015
October 13, 2015
August 4, 2020

Students

Student Behavior

The goals and objectives of this policy are to provide effective discipline and practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

When and Where Conduct Rules Apply

A student is subject to disciplinary action for engaging in *prohibited student conduct*, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member, or (b) endanger the health or safety of students, staff, or school property.

Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
 - a. Any illegal drug or controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
 - b. Any anabolic steroid unless being administered in accordance with a physician's or licensed practitioner's prescription.

- c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
- d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
- e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
- f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powered form.
- g. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug or controlled substance; or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug or controlled substance, or other substance that is prohibited by this policy.
- h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

- 4. Using, possessing, controlling, or transferring a "weapon" as that term is defined in the **Weapons** section of this policy, or violating the **Weapons** section of this policy.
- 5. Using or possessing an electronic paging device. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules.

Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); or (c) it is used during the student's lunch period, or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, and wrongfully obtaining test copies or scores.
9. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
10. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
11. Teen dating violence, as described in Board policy 7:185, *Teen Dating Violence Prohibited*.
12. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
13. Entering school property or a school facility without proper authorization.
14. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.

15. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.
16. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
17. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
18. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, and hazing.
19. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
20. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

For purposes of this policy, the term “possession” includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student’s person; (b) contained in another item belonging to, or under the control of, the student, such as in the student’s clothing, backpack, or automobile; (c) in a school’s student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of early intervention and progressive discipline, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board’s authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

Disciplinary Measures

School officials shall limit the number of duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following:

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restriction for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy 7:220, *Bus Conduct*.
11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, *Suspension Procedures*. A student who has been suspended may also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years in accordance with Board policy 7:210, *Expulsion Procedures*. A student

who has been expelled may also be restricted from being on school grounds and at school activities.

13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), “look-alikes,” alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Corporal punishment is prohibited. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

Isolated Time Out, Time Out, and Physical Restraint

Neither isolated time out, time out, nor physical restraint shall be used to discipline or punish a student. These methods are only authorized for use as permitted in 105 ILCS 5/10-20.33, State Board of Education rules (23 Ill.Admin.Code §§ 1.280, 1.285), and the District’s procedure(s).

Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than 2 calendar years:

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code (18 U.S.C. § 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including “look-alikes” of any *firearm* as defined above.

The expulsion requirement under either paragraph 1 or 2 above may be modified by the Superintendent, and the Superintendent’s determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar

programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

Re-Engagement of Returning Students

The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall be to support the student's ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member. Upon receiving such a report, the Building Principal or designee shall immediately notify the local law enforcement agency, Ill. Dept. of State Police (ISP), and any involved student's parent/guardian. School grounds includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal, Assistant Building Principal, or Dean of Students is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of 10 school days for safety reasons.

Student Handbook

The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

Incorporated

by Reference: 7:190-AP4 (Use of Isolated Time Out, Time Out, and Physical Restraint)

LEGAL REF.: 20 U.S.C. §6081, Pro-Children Act of 1994.
20 U.S.C §7961 et. seq., Gun Free Schools Act.
105 ILCS 5/10-20.5b, 5/10-20.14, 5/10-20.28, 5/10-20.36, 5/10.-21.7, 5/10-21.10, 5/10-22.6, 5/10-27.1A, 5/10-27.1B, 5/22-33, 5/24-24, 5/26-12, 5/27-23.7, 5/31-3, and 110/3.10.
410 ILCS 130/, Compassionate Use of Medical Cannabis Pilot Program.
410 ILCS 647/, Powdered Caffeine Control and Education Act.
430 ILCS 66/, Firearm Concealed Carry Act.
23 Ill Admin Code §§ 1.280, 1.285.

CROSS REF.: 2:150 (Committees), 2:240 (Board Policy Development), 5:230 (Maintaining Student Discipline), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 7:70 (Attendance and Truancy), 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:160 (Student Appearance and School Uniforms), 7:170 (Vandalism), 7:180 (Preventing Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:200 (Suspension), 7:210 (Expulsion), 7:220 (Bus Misconduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:270 (Administering Medicines to Students), 7:310 (Restrictions on Publications) and 8:30 (Visitors to and Conduct on School Property)

Adopted: July 8, 1997

Revised: June 25, 2002
December 9, 2008
February 12, 2013
May 12, 2015
April 26, 2016
January 8, 2019
August 4, 2020

Students

Student Records

School student records are confidential. Information from them shall not be released other than as provided by law. A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction by a school employee, regardless of how or where the information is stored, except as provided in State or federal law as summarized below:

1. Records kept in a staff member's sole possession;
2. Records maintained by law enforcement officers working in the school;
3. Video and other electronic recordings (including without limitation, electronic recordings made on school buses) that are created in part for law enforcement, security, or safety reasons or purposes. The content of these recordings may become part of a school student record to the extent school officials create, use, and maintain this content, or it becomes available to them by law enforcement officials, for disciplinary or special education purposes regarding a particular student; and
4. Any information, either written or oral, received from law enforcement officials concerning a student less than the age of 17 years who has been arrested or taken into custody.

State and federal law grant students and parent(s)/guardian(s) certain rights, including the right to inspect, copy, and challenge their or their child's school records. The information contained in school student records shall be kept current, accurate, clear and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District may release directory information as permitted by law, but parent/guardian shall have the right to opt-out of the release of directory information regarding his or her child. However, the District will comply with an *ex parte* court order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to, or the consent of the students' parent/guardian. Upon request, the District discloses school student records without parent consent to the official records custodian of another school in which a student has enrolled or intends to enroll, as well as to any other person as specifically required or permitted by State or federal law.

The Superintendent or designee shall fully implement this policy and designate an *official records custodian* for each school who shall maintain and protect the confidentiality of school student records, inform staff members of this policy, and inform students and their parents/guardians of their rights regarding school student records.

Student Biometric Information Collection

The Superintendent or designee may recommend a student biometric information collection system solely for the purposes of identification and fraud prevention. Such recommendation shall be consistent with budget requirements and in compliance with State law. Biometric information means any information that is collected through an identification process for individuals based on their unique behavioral or physiological characteristics, including fingerprint, hand geometry, voice, or facial recognition or iris or retinal scans.

Before collecting student biometric information, the District shall obtain written permission from the person having legal custody/parental responsibility or the student (if over the age of 18). Upon a student's 18th birthday, the District shall obtain written permission from the student to collect student biometric information. Failure to provide written consent to collect biometric information shall not be the basis for refusal of any services otherwise available to a student.

All collected biometric information shall be stored and transmitted in a manner that protects it from disclosure. Sale, lease, or other disclosure of biometric information to another person or entity is strictly prohibited.

The District will discontinue use of a student's biometric information and destroy all collected biometric information within 30 days after: (1) the student graduates or withdraws from the School District, or (2) the District receives a written request to discontinue use of biometric information from the person having legal custody/parental responsibility of the student or the student (if over the age of 18). Requests to discontinue using a student's biometric information shall be forwarded to the Superintendent or designee.

The Superintendent or designee shall develop procedures to implement this policy consistent with State and federal law.

LEGAL REF.: 20 U.S.C. §1232g, Family Educational Rights and Privacy Act,
implemented by 34 C.F.R. Part 99.

50 ILCS 205/7.

105 ILCS 5/10-20.21b, 20.37, 20.40, 5/14-1.01 et seq.

105 ILCS 10/, Ill. School Student Records Act.

105 ILCS 85/, Student Online Personal Protection Act.

325 ILCS 17/, Children's Privacy Protection and Parental Empowerment Act,

750 ILCS 5/602.11, Ill. Marriage and Dissolution of Marriage Act.

23 Ill.Admin.Code Parts 226 and 375.

Owasso I.S.D. No I-011 v Falvo, 534 U.S. 426 (2002).

Chicago Tribune Co. v. Chicago Bd. Of Ed., 332 Ill.App.3d 60 (1st Dist.
2002).

CROSS REF.: 5:100 (Staff Development Program), 5:130 (Responsibilities Concerning Internal Information), 7:15 (Student and Family Privacy Rights), 7:220 (Bus Conduct), 7:345 (Use of Educational Technologies; Student Data Privacy and Security)

ADMIN PROC.: 7:15-E (Notification to Parents of Family Privacy Rights), 7:340-AP1 (School Student Records), 7:340-AP1, E1 (Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records), 7:340-AP1, E3 (Letter to Parents Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information), 7:340-AP1, E4 (Frequently Asked Questions Regarding Military Recruiter Access to Students and Student Information, 7:340-AP1, E5 (Biometric Information Collection Authorization), 7:340-AP2 (Storage and Destruction of School Student Records), 7:340-AP2, E1 (Letter Containing Schedule for Destruction of School Student Records)

ADOPTED: July 8, 1997

REVISED: June 26, 2001
November 12, 2003
February 24, 2015
January 12, 2016
January 9, 2018
December 10, 2019
August 4, 2020

Students

Use of Educational Technologies, Student Data Privacy and Security

Educational technologies used in the District shall further the objectives of the District's educational program, as set forth in Board policy 6:10, *Educational Philosophy and Objectives*, align with the curriculum criteria in policy 6:40, *Curriculum Development*, and/or support efficient District operations. The Superintendent shall ensure that the use of educational technologies in the District meets the above criteria.

The District and/or vendors under its control may need to collect and maintain data that personally identifies students in order to use certain educational technologies for the benefit of student learning or District operations.

Federal and State law govern the protection of student data, including school student records and/or *covered information*. The sale, rental, lease, or trading of any school student records or covered information by the District is prohibited. Protecting such information is important for legal compliance, District operations, and maintaining the trust of District stakeholders, including parents, students and staff.

Definitions

Covered information means personally identifiable information (PII) or information linked to PII in any media or format that is not publicly available and is any of the following: (1) created by or provided to an operator by a student or the student's parent/guardian in the course of the student's or parent/guardian's use of the operator's site, service or application; (2) created by or provided to an operator by an employee or agent of the District; or (3) gathered by an operator through the operation of its site, service, or application.

Operators are entities (such as educational technology vendors) that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes.

Breach means the unauthorized acquisition of computerized data that compromises the security, confidentiality or integrity of covered information maintained by an operator or the District.

Operator Contracts

The Superintendent or designee designates which District employees are authorized to enter into written agreements with operators for those contracts that do not require separate Board approval. Contracts between the Board and operators shall be entered into in accordance with State law and Board policy 4:60, *Purchases and Contracts*, and shall include any specific provisions required by State law.

Security Standards

The Superintendent or designee shall ensure the District implements and maintains reasonable security procedures and practices that otherwise meet or exceed industry standards designed to protect covered information from unauthorized access, destruction, use, modification, or disclosure. In the event the District receives notice from an operator of a breach or has determined a breach has occurred, the Superintendent or designee shall also ensure that the District provides any breach notifications required by State law.

LEGAL REF.: 20 U.S.C. § 1232g, Family and Educational Rights and Privacy Act,
implemented by 34 C.F.R. Part 99.

105 ILCS 10/, Ill. School Student Records Act.

105 ILCS 85/, Student Online Personal Protection Act.

CROSS REF.: 4:15 (Identity Protection), 4:60 (Purchases and Contracts), 6:235 (Access to
Electronic Networks), 7:340 (Student Records)

ADOPTED: August 4, 2020



Board of Education Decatur Public School District #61

Date: August 04, 2020	Subject: ESSA 1003(a) School Improvement Grant Learning Partner Contract with Northern Illinois University (NIU)
Initiated By: Mary Ann Schloz, Assistant Director of Finance, Grants and Special Projects	Attachments: IL-EMPOWER Service Agreement for Learning Partner services for South Shores Elementary
Reviewed By: Dr. Paul Fregeau, Superintendent, and Dr. Todd Covault, Chief Operational Officer	

BACKGROUND INFORMATION:

In December 2019, the Board approved the three –year School Improvement Plans (SIP) for schools designated as Lowest Performing and Underperforming under the ESSA guidelines. The SIP requires the Lowest Performing schools to have a Learning Partner which is paid from the ESSA grant, Underperforming schools may opt-in.

The SIP serves as a narrative and outlines the processes and programs used to serve the students identified in the ESSA summative designation. The individual school SIP guides the professional development, instructional delivery, and interventions for each school, and are updated, reviewed, and revised as needed. While academic goals are multi-year, the action steps and respective budget are for the current school year (FY21).

The State Board of Education requires the local board to approve all learning partner contracts.

CURRENT CONSIDERATIONS:

The attached contracts are for the service relationship between Northern Illinois University (NIU) and South Shores Elementary.

FINANCIAL CONSIDERATIONS:

The individual contract between NIU and South Shores Elementary for \$13,900 will be paid in full using ESSA 1003(a) School Improvement Grant funds.

STAFF RECOMMENDATION:

The Administration respectfully requests that the Board of Education approve Northern Illinois University (NIU) individual Learning Partner Contract with South Shores Elementary in the amount of \$13,900.00 for the 2020-2021 School Year as presented.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____



NIU STEAM

NIU STEAM Professional Development Proposal

This proposal outlines engagement options based on the NIU STEAM Framework.

The NIU STEAM Framework includes multi-tiered delivery of programs and services that will be used in designing a program that best matches the individual needs of schools and communities. The tiers represent levels of engagement with that content that can either **inspire** (Tier 1) interest and curiosity in NIU STEAM, **amplify** (Tier 2) skills and knowledge of participants or totally **transform** (Tier 3) a learner or learning environment.

Proposal Focus: Tier 2 Amplification – building organizational capacity and skills.

Tier 2 outcomes focus on improving professional practice and personal competencies of the key stakeholders. This involves learning experiences that help participants build confidence and develop a deeper understanding of the NIU STEAM catalysts to affect their ongoing classroom practice. As part of the Tier 2 professional development program, we also include Tier 1 student/community programming to help inspire your students and encourage support from parents and the community. During the first year, teacher PD can include training on how to sustain Tier 1 student programming. For example, how to use NIU STEAM materials to host a STEAM literacy night or host a STEM Read event with minimal support from NIU STEAM. Thus making the program sustainable after NIU STEAM programming is complete.

Programming and specific school outcomes are developed jointly as part of the initial needs assessment. During the needs assessment, NIU STEAM Staff will work with the school to outline the following.

- Program goals as outcomes based on local needs.
- Program timeline.
- Specific programming elements such as number of workshops, coaching hours, or number of Tier 1 student events.

The following page provides a general pricing structure. Program specifics will be developed after an initial needs assessment.



NIU STEAM

Sample Timeline

- **August 2020**

- NIU STEAM will work with district leadership to outline measurable goals and outcomes based on NIU STEAM Framework Needs Assessment.
- STEAM 101 Kick-Off Workshop for all participating teachers (1 day).
- STEAM 101 outcomes include:
 - Build knowledge of foundational classroom practices needed for STEAM implementation (Problem-based learning, Teamwork, Role of Failure, etc)
 - Develop a shared understanding and language for STEAM learning as a community of learners
 - Build skills needed to meet expectations for use of available classroom technology

- **2020-2021 School Year**

- Equivalent of 1 full day in-person workshops for all participants..
- Tier 1 student and community facing programs. Options include:
 - Roadshow Demonstration – Held during the school day
 - STEM Exploration Lab – Held during the school day or as community night. Various sizes and options available.
 - STEM Read Experience – Held during the school day.
 - STEAM Stories Literacy Night – Held in the evening as community event.
- 12 hours of virtual coaching and training during the school year – Facilitated online workshops for large groups or smaller collaboration/planning session with smaller groups.
- Access to online STEAM Lesson library. The library includes 10 or more standards aligned model STEAM lessons per grade band. STEAM lessons can be used as is or modified for classroom implementation for various subjects including science, math, art, or language arts.
- Program Evaluation of progress towards outcomes during 2020 -2021 school year.



NIU STEAM

Tentative Timeline (August 2020 – June 2021)

Program	Timeline
NIU STEAM Framework Needs Assessment - Meet with leadership team to establish goals and outcomes	August 2020
STEAMing It Up! Face to Face - STEAM 101 Workshop and ½ PD during the school year.	August 2020
Tier 1 Student Event – STEM Read	Spring 2021
STEAMing It Up! Virtual Support – Virtual Coaching or Workshops and Online Community Activities (Access to online community and 12 hours of live support)	Throughout
Access to NIU STEAM Lessons Library and online community	Throughout
End of Year Planning and Continuous Improvement using STEAMvaluation data analysis for the district.	Spring 2021

Estimated Cost of Proposed Timeline

Total cost July 2020 – June 2021	\$13,900
STEAM in-Person Workshops (2 days total @ \$2,000 per day for 25 teachers)	\$5,000
Tier 1 Student Event Support for STEM Read programming	\$2,600
Virtual PD/Support through Online Community (includes 12 hours of virtual workshops/coaching)	\$1,800
Access to STEAM Lesson Library for 20 teachers	\$2,000
School Evaluation	\$2,500

*Actual cost will vary depending on type and size of event selected.



Board of Education Decatur Public School District #61

Date: August 04, 2020	Subject: ESSA 1003(a) School Improvement Grant Learning Partner Contract with the Illinois Association of Regional School Superintendents (IARSS, ROE #39)
Initiated By: Mary Ann Schloz, Assistant Director of Finance, Grants and Special Projects	Attachments: IL-EMPOWER Service Agreement for Learning Partner services for American Dreamer STEM Academy and Stephen Decatur Middle School
Reviewed By: Dr. Paul Fregeau, Superintendent, and Dr. Todd Covault, Chief Operational Officer	

BACKGROUND INFORMATION:

In December 2019, the Board approved the three –year School Improvement Plans (SIP) for schools designated as Lowest Performing and Underperforming under the ESSA guidelines. The SIP requires the Lowest Performing schools to have a Learning Partner which is paid from the ESSA grant, Underperforming schools may opt-in.

The SIP serves as a narrative and outlines the processes and programs used to serve the students identified in the ESSA summative designation. The individual school SIP guides the professional development, instructional delivery, and interventions for each school, and are updated, reviewed, and revised as needed. While academic goals are multi-year, the action steps and respective budget are for the current school year (FY21).

The State Board of Education requires the local board to approve all learning partner contracts.

CURRENT CONSIDERATIONS:

The attached contracts are for the service relationship between the Illinois Association of Regional School Superintendents (IARSS, ROE #39) and the respective school including American Dreamer and Stephen Decatur Middle School.

FINANCIAL CONSIDERATIONS:

The individual contracts with IARSS, ROE #39 will be paid in full using ESSA 1003(a) School Improvement Grant funds.

- The contract between American Dreamer and IARSS, ROE #39 is for \$26,100.
- The contract between Stephen Decatur and IARSS, ROE #39 is for \$4,950.

STAFF RECOMMENDATION:

The Administration respectfully requests that the Board of Education approve Illinois Association of Regional School Superintendents (IARSS, ROE #39) individual Learning Partner Contracts with American Dreamer STEM Academy and Stephen Decatur Middle School in the collective amount of \$31,050 as presented.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____

EXHIBIT A—SERVICE AGREEMENT

Scope of Services—Academic School Year 2020-2021

School: American Dreamer STEM Academy Principal: Julie Fane

A. 1. Governance and Management (Insert general description of services as needed here and in the chart below. Create additional rows in the chart as needed.)

Scope of Services	Timelines	Benchmarks/Deliverables	Costs

A. 2. Curriculum and Instruction

Scope of Services	Timelines	Benchmarks/Deliverables	Costs
Professional Development	September, 2020 through May, 2021	<ul style="list-style-type: none">Understanding data—3 sessions, following Fastbridge testing, totaling 8 hours per session—6 with staff each session and 2 resource development hours per sessionData driven instructional practice, identifying reading strategies to implement building-wide—8, 2 hour sessions with staff	<ul style="list-style-type: none">\$300 per hour X 24 hours = \$7,200.00\$300 per hour X 8 hours = \$2,400.00
Coaching and fidelity checking	\$300	<ul style="list-style-type: none">40 hours of classroom observation/instructional coaching15 hours of conferencing based on classroom observations	<ul style="list-style-type: none">\$300 per hour X 40 hours = \$12,000.00\$300 per hour X 15 = \$4,500.00

		to implement reading strategies and differentiation in guided reading groups	

A. 3. Climate and Culture

Scope of Services	Timelines	Benchmarks/Deliverables	Costs

EXHIBIT B—BUDGET

(Insert information in the chart below. Create additional rows in the chart as needed.)

Activity	Detail	Timeline of Deliverable	Cost per Unit	Total Cost
Professional Development	Data review and adaptation/development of data-driven instruction	September, 2020-May, 2021	\$300 per hour X 44 hours	\$9,600.00
Coaching and Fidelity Checking	Classroom observations and conferencing for adaptive instructional practice of reading strategies	Ongoing, 2020-2021 academic school year	\$300 per hour X 150 hours	\$16,500.00

			Total:	\$26,100.00
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Signature of District/School Fiscal Agent

Signature of Service Provider

Scope of Services—Academic School Year 2020-2021

School: Stephen Decatur Middle School Principal: Eldon Conn

A. 1. Governance and Management (Insert general description of services as needed here and in the chart below. Create additional rows in the chart as needed.)

Scope of Services	Timelines	Benchmarks/Deliverables	Costs

A. 2. Curriculum and Instruction

Scope of Services	Timelines	Benchmarks/Deliverables	Costs
Professional Development	<ul style="list-style-type: none"> September, 2020 through May, 2021 January-May, 2021 January-May, 2021 	<ul style="list-style-type: none"> Understanding data—3 sessions, following Fastbridge testing, totaling 8 hours per session—3, 3 hour sessions Data driven instructional practice, identifying reading strategies to implement building-wide—5, 2 hour sessions with staff, following HMM professional development Online, self-paced professional learning module, modeling instructional practices for implementing reading strategies—2.5 hours 	<ul style="list-style-type: none"> \$300 per hour X 9 hours = \$2,700.00 \$300 per hour X 5 = \$1,500.00 \$300 per hour X 2.5 hours = \$750.00

A. 3. Climate and Culture

Scope of Services	Timelines	Benchmarks/Deliverables	Costs

EXHIBIT B—BUDGET

(Insert information in the chart below. Create additional rows in the chart as needed.)

Activity	Detail	Timeline of Deliverable	Cost per Unit	Total Cost
Professional Development	Data review and adaptation/development of data-driven instruction	September, 2020-May, 2021	\$300 per hour X 16.5 hours	\$4,950.00
			Total:	\$4,950.00

Signature of District/School Fiscal Agent

Signature of Service Provider