

DECATUR PUBLIC SCHOOL DISTRICT #61
BOARD OF EDUCATION
AGENDA

Regular Meeting
Keil Administration Building
3rd Floor Conference Rooms
1st Floor Board Room

July 24, 2018
5:00 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 communicate clearly and honestly.
- We will practice responsible stewardship of all our resources.

IO 1.0 CALL TO ORDER
Roll Call

IO 2.0 CALL FOR EXECUTIVE SESSION
The Board of Education will meet in Closed Executive Session to discuss the appointment, employment, compensation, discipline, performance or dismissal of specific employees of the public body, pending and/or imminent litigation(s) and discussion of collective negotiating matters between the Board and representatives of its employees.

IO 3.0 PLEDGE OF ALLEGIANCE

AI 4.0 APPROVAL OF AGENDA, JULY 24, 2018

IO 5.0 PUBLIC PARTICIPATION

- Identify oneself and be brief.
- Comments should be limited to 3 minutes.

AI 6.0 CONSENT ITEMS

- A. Minutes: Open/Closed Meetings July 10, 2018
- B. Financial Conditions Report
- C. Treasurer's Report
- D. Purchase of Care Room Furniture (**S1-R4**)
- E. Accept Gift for Literacy Grant
- F. Blackboard Renewal
- G. Audit Proposal for the Information & Technology Department
- H. Job Description: Director of Innovative Programs
- I. Approval of the Mediation Settlement Agreement regarding the High Schools' HVAC Systems
- J. Approval of Updates to School Board Policy:
 - Section 05 Personnel-Policy 5:32 Employment and Supervision of Relatives

AI 7.0 ROLL CALL ACTION ITEMS

- A. Personnel Action Items
- B. Employment of an Assistant Principal at MacArthur High School

DI 8.0 BOARD DISCUSSION ITEMS

- A. Board Committee Updates and other Discussion

IO 9.0 ANNOUNCEMENTS

The Board of Education sends condolences to the family of:

Judith Ann Snyder, who passed away Saturday, July 07, 2018. Mrs. Snyder was the mother of Matt Snyder, Macon-Piatt Regional Superintendent of Schools.

IO 10.0 IMPORTANT DATES

- August**
- 1 Middle and High School Sports Physicals at EHS
 - 11:30 AM to 2:30 PM
 - 3 – 5 Decatur Celebration! Please Visit the DPS Booth!
 - 6 Middle and High School Sports Physicals at MHS
 - 11:30 AM to 2:30 PM
 - 13 First Official Teacher Work Day for the 2018-2019 School Year
 - 14 Teacher Work Day and Elementary and K-8 Schools Open Houses
 - 15 First Day of Student Attendance for the 2018-2019 School Year
 - 20 Middle School Open Houses
 - 27 High School Open Houses

Please contact your home school for additional Open House information

NEXT MEETING

The public portion of the next regular meeting of the Board of Education will be at 6:30 PM, Tuesday, August 14, 2018 in the 1st Floor Board Room at the Keil Administration Building.

11.0 ADJOURNMENT

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

DATE/TIME: July 10, 2018

5:00 PM

LOCATION: Keil Administration Building
3rd Floor Conference Room and
1st Floor Board Room

PRESENT: Dan Oakes, President
Kendall Briscoe
Beth Creighton
Sherri Perkins

Beth Nolan, Vice President
Courtney Carson
Brian Hodges

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

President Oakes noted that for the record that Beth Creighton would be joining the July 10, 2018 Open and Closed meetings via audio (5 ILCS 120/7).

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

TOPIC	DISCUSSION	ACTION
Call for Closed Executive Session	President Oakes 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, pending and/or imminent litigation(s) and discussion of collective negotiating matters between the Board and representatives of its employees, seconded by Mrs. Perkins. Hearing no questions, President Oakes called for a Roll Call Vote: Aye: Hodges, Carson, Perkins, Oakes, Briscoe, Nolan, Creighton Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent	Board moved to Closed Executive Session at 5:00 PM.
Return to Open Session	President Oakes motioned to return to Open Session, seconded by Mrs. Briscoe. All were in favor.	Board returned to Open Session at 6:30 PM.
Open Session Continued	President Oakes 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, pending and/or imminent litigations and discussion of collective negotiating matters between the Board and representatives of its employees. No action was taken during Closed Executive Session.	
Pledge of Allegiance	President Oakes led the Pledge of Allegiance.	
Approval of Agenda, July 10, 2018	Superintendent Fregeau recommended the Board approve the July 10, 2018 Open Session Board Meeting agenda as presented.	Agenda was approved as presented.

TOPIC	DISCUSSION	ACTION
	Vice President Nolan moved to approve the recommendation, seconded by Mrs. Briscoe. All were in favor.	
Public Participation	<p>President Oakes 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>Kim Spicer, parent and Prevention Educator in DPS, spoke to the Board, introduced herself and noted that she taught bullying prevention, the dangers of sexting and child sex trafficking prevention to DPS students.</p>	Information only.
Special Presentations and District Highlights	<p>President Oakes introduced the Student Ambassadors that attended the Open Session Board meeting. They were Londarius Hayes, Junior at Eisenhower High School, Alison McCrady, Senior at MacArthur High School, and Jacob Hamm, Senior at MacArthur High School. The other Student Ambassador, Kyaria Cotton, Junior at Eisenhower High School, will be joining in the near future. Per School Board Policy 2:112 – Student Ambassador Program, the purpose of Student Ambassadors is for the Board of Education to learn about opinions, issues and concerns related to student experiences in Decatur Public Schools. The Board further wishes to provide students with educational experiences related to District operations.</p> <p>The Student Ambassadors will attend Board meetings throughout the 2018/2019 school year.</p>	Information only.
Consent Items	<p>For the record, under Consent Item H. Approval of Updates to School Board Policies, Motion Policy 5:32 was pulled from the July 10, 2018 Open Session Agenda.</p> <p>Please note: After the vote on the remaining Consent Items, the Board of Education and the Superintendent will bring Policy 5:32 back for DISCUSSION ONLY.</p> <p>Superintendent Fregeau recommended the Board approve the remaining Consent Items as presented, which included:</p> <ul style="list-style-type: none"> A. Minutes: Open/Closed Meetings June 26, 2018 B. Bills C. JAMF Software Renewal D. IBM Software Renewal E. eSchoolPLUS and Congnos Software Renewal with PowerSchool F. DecisionEd/Data Warehouse Renewal G. Security Camera Servers H. Approval of Updates to School Board Policies <ul style="list-style-type: none"> Policy: Section 04 – Operational Services Policies: Section 05 – Personnel (5:32 was pulled) 	<p>Motion carried.</p> <p>The remaining Consent Items were approved as presented.</p>

TOPIC	DISCUSSION	ACTION
	<ul style="list-style-type: none"> • Policies: Section 06 – Instruction • Policy: Section 07 – Students • Policy: Section 08 – Community Relations 	
	Vice President Nolan moved to approve the recommendation, seconded by Mr. Carson.	
	Hearing no further discussion, President Oakes called for a Roll Call Vote: Aye: Perkins, Carson, Briscoe, Creighton, Oakes, Hodges, Nolan Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent	
School Board Policy 5:32 Employment and Supervision of Relatives	President Oakes brought back School Board Policy 5:32 Employment and Supervision of Relatives for discussion only. Superintendent Fregeau noted that this policy pertains to Nepotism and that there was no language regarding applicants divulging any relationship(s) with District staff. It is mentioned in the applicant process, but not in the policy.	Discussion only.
	The consensus from the Board Members was to add some language to School Policy 5:32 regarding relationships with administration and/or Board Members. This policy will be recommended for approval during the July 24, 2018 Board of Education meeting.	
Personnel Action Items	Superintendent Fregeau recommended the Board approve the Personnel Action Items listed in the Memo from Deanne Hillman, Director of Human Resources, as presented.	Motion carried. The Personnel Action Items were approved as presented.
	Mrs. Perkins moved to approve the recommendation, seconded by Mrs. Briscoe. Hearing no further discussion, President Oakes called for a Roll Call Vote: Aye: Nolan, Perkins, Briscoe, Creighton, Oakes, Carson, Hodges Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent	
The FY18-19 MPSED Tentative Budget	Superintendent Fregeau recommended the Board approve the FY2018 – 2019 Macon-Piatt Special Education District (MPSED) Tentative Budget as presented.	Motion Carried. The FY18-19 MPSED Tentative Budget was approved as presented.
	Mr. Hodges moved to approve the recommendation, seconded by Mrs. Briscoe.	
	Kathy Horath, Director of MPSED, presented information/changes on this item and noted that the department was thirty and a half teachers and teaching assistants short for the 2018-2019 school year. The MPSED portion of Futures/Milligan Academy was closed. The Regional Office of Education would like to hire their own staff for special education.	

TOPIC	DISCUSSION	ACTION
	Hearing no discussion, President Oakes called for a Roll Call Vote: Aye: Oakes, Briscoe, Perkins, Nolan, Creighton, Hodges, Carson Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent	
Set Public Hearing	President Oakes asked for a motion from the Board of Education to Set the Public Hearing date for the FY2018-2019 Macon-Piatt Special Education District (MPSED) Tentative Budget for 6:30 PM on Tuesday, August 14, 2018 in the 1 st Floor Board Room. Mrs. Perkins moved to approve, seconded by Vice President Nolan. All were in favor.	Public Hearing was set for August 14, 2018 as presented.
Supt.'s Report	For the record, President Oakes noted that the First Read of Updates to the Teacher Appraisal Process Manual for 2018-2019 was pulled from the July 10, 2018 Open Session Board Agenda. This item will be presented at a later date.	Information only.
Teacher Appraisal Process Manual Board Discussion Items	<u>Board Committee Updates</u> None at this time.	Information only.
<u>Board Discussion</u>		
Vice President Nolan asked to discuss the proposed 2018-2019 District Leadership Team Reports Calendar for Board Meetings. The following were discussed, changed and/or added:		
<ul style="list-style-type: none"> • Proud Moments (community) – They will be done monthly. Vice President Nolan asked to add Proud Moments in August 2018 and December 2018, if possible. • Semi-Annual Board Self-Evaluation – December 2018 (Closed Session). • AG Academy Update – Administration will discuss the month and date. • Study Session on AP and Dual Credit – Administration will discuss the month and date. • Master Communication Plan Update – Administration will discuss the month and date. • SB100 and/or Discipline Update – Administration will discuss the month and date. • The Board asked for input from the Student Ambassadors on topics they would like an update on and to possibly discuss. Superintendent Fregeau asked them to get with their peers and let him and/or the Board Secretary know the topic(s) they would like to discuss. Jacob Hamm, Student Ambassador, asked if the Care Room updates would be discussed at the same meeting as the Trauma-Informed Partnerships presentation. Superintendent Fregeau replied that there will be two Alternative Education updates possibly in September 2018 and December 2018, but he would like to discuss the dates with the Alternative Education Committee. Also, there would be an Alternative Education recommendation in January 2019. • School Spotlights – Update on Trauma-Informed practices and how they are utilizing the Care Rooms. The Board would like for the buildings to present videos this year. 		

____ TOPIC _____	____ DISCUSSION _____	____ ACTION _____
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- SB100 – Presentation at the start of the 2018-2019 school year, with past discipline data and Senate Bill 100 guidelines.

Superintendent Fregeau reminded the Board Members that in order to participate in a self-evaluation in Closed Executive Session, you must have a Field Service Director from Illinois Association of School Boards to facilitate.

Announcements	The Board of Education sends condolences to the families of:	Information only.
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Joyce M. Lohrstorfer, who passed away Thursday, June 28, 2018. Mrs. Lohrstorfer was the mother of Theresa Bowser, retired Principal and Human Resources Director from Decatur Public Schools and mother-in-law of Sam Bowser, Teamster-Transportation in the Buildings and Grounds Department.

Sara Lee Newlin, who passed away Friday, June 29, 2018. Mrs. Newlin was a retired Special Education Teacher from Decatur Public Schools.

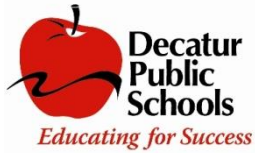
Important Dates	<u>August</u>	1 Middle and High School Sports Physicals at EHS – 11:30 AM to 2:30 PM 6 Middle and High School Sports Physicals at MHS – 11:30 AM to 2:30 PM 3 – 5 Decatur Celebration! Please Visit the DPS Booth! 13 First Official Teacher Work Day for the 2018-2019 School Year 14 Elementary and K-8 Schools Open Houses 14 Teacher Work Day 15 First Day of Student Attendance for the 2018-2019 School Year 20 Middle Schools Open Houses 27 High Schools Open Houses	Information only.
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NEXT MEETING

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Adjournment	President Oakes asked for a motion to adjourn. Mrs. Briscoe moved to adjourn, seconded by Mrs. Perkins. All were in favor.	Board adjourned at 6:57 PM.
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Board of Education Decatur Public School District 61

Date: July 24, 2018	Subject: Monthly Financial Conditions Report
Initiated By: Todd Covault, EdD, Chief Operational Officer	Attachments: Financial Conditions Report
Reviewed By: Dr. Todd Covault, Chief Operational Officer and Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

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

CURRENT CONSIDERATIONS:

As the District completes June, the final month of FY18, the Macon-Piatt Special Education District has expended 106.42% of its overall budget; Decatur 61 has expended 96.66% of its overall budget. The overage for Macon-Piatt is primarily due to changes associated with Evidence Based Funding. Macon-Piatt received revenues that had to be expended to member districts allowing member districts to account for the revenues. This was not accounted for in the adopted budget.

As of July 18, 2018, the State Comptroller is holding FY18 ISBE vouchers in the amount of \$1,495,703 of which \$907,648 is associated with transportation; and, \$488,932 is associated with the Early Childhood Block Grant. In FY17 the State Comptroller was holding vouchers in the amount of \$3,282,185. The State substantially caught up in FY18 paying outstanding vouchers.

The District's June 2018 month-end education fund balance is \$10,874,487; the June 2017 month-end education fund balance was \$15,564,040. This decrease is primarily due to not receiving County taxes in June this year.

FINANCIAL CONSIDERATIONS:

n/a

STAFF RECOMMENDATION:

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

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____

2017-2018 Decatur Public S.D. #61
Fund Balance Summary - June 30, 2018

<u>Fund</u>	<u>Fund Balance 07/01/17</u>	<u>Revenues To Date</u>	<u>Expenditures To Date</u>	<u>Net Cash Flow</u>	<u>Change in Fund Balance</u>	<u>Balance 06/30/18</u>	<u>Estimated Balance 06/30/18</u>
DISTRICT # 61							
Education	\$15,564,040	\$81,755,959	\$86,445,512	(\$4,689,553)	\$0	\$10,874,487	\$ 15,704,445
Operation & Maintenance	\$4,167,372	\$3,684,419	\$5,733,511	(\$2,049,092)	\$0	\$2,118,280	\$ 3,549,492
Debt Service	\$2,016,514	\$6,417,435	\$7,527,866	(\$1,110,431)	\$0	\$906,083	\$ 1,791,289
Transportation	\$2,238,943	\$6,817,441	\$6,220,290	\$597,151	\$0	\$2,836,094	\$ 2,207,210
IMRF	\$1,727,272	\$1,551,603	\$2,394,935	(\$843,332)	\$0	\$883,940	\$ 2,062,711
Social Security/Medicare	\$2,703,155	\$828,151	\$1,848,960	(\$1,020,809)	\$0	\$1,682,346	\$ 2,527,259
Capital Projects Fund	\$1,100,537	\$3,287,689	\$1,299,691	\$1,987,998	\$0	\$3,088,535	\$ 3,043,837
Working Cash	\$4,713,279	\$2,381,800	\$2,700,000	(\$318,200)	\$0	\$4,395,079	\$ 4,698,064
Tort Immunity/Judgment	\$2,926,203	\$1,442,164	\$2,990,053	(\$1,547,889)	\$622,283	\$2,000,597	\$ 3,001,678
Fire Prevention/Safety	\$3,634,915	\$207,698	\$502,355	(\$294,657)	\$0	\$3,340,258	\$ 3,389,019
<i>Totals District 61</i>	\$40,792,230	\$108,374,359	\$117,663,173	(\$9,288,814)	\$622,283	\$32,125,699	\$ 41,975,004
Macon-Piatt Special Ed District	\$3,312,959	\$22,036,922	\$21,474,263	\$562,659	\$0	\$3,875,618	\$ 3,312,959

Macon-Piatt Special Education District

Report Date: June 2018

Financial Condition as of June 30, 2018

Percent of year passed: 100%

	Revenues	Adopted Budget	Actual Y-T-D	Percent Received/Used
12	Education	20,179,245	20,652,121	102.34%
22	Operation & Maintenance	-	261,306	1.29%
42	Transportation	-	11,898	0.06%
52	IMRF	-	1,111,597	5.51%
	Total Revenues	20,179,245	22,036,922	109.21%

Expenditures

12	Education	18,735,148	20,089,462	107.23%
22	Operation & Maintenance	272,770	261,306	95.80%
42	Transportation	24,150	11,898	49.27%
52	IMRF	1,147,177	1,111,597	96.90%
	Total Expenditures	20,179,245	21,474,263	106.42%

Net Cash

Total Revenues	20,179,245	22,036,922	109.21%
Total Expenditures	20,179,245	21,474,263	106.42%
Net Cash	-	562,659	

Fund Balances

	Actual
12 Education	3,875,618

Decatur Public School District #61
Report Date: June 2018
Financial Condition as of June 30, 2018

Percent of year passed: 100%

	Revenues	Budget	Actual Y-T-D	Percent Received/Used	FY 17 Percent Received/Used As Of 6/30/17
10	Education	89,690,637	81,755,959	91.15%	96.02%
20	Operation & Maintenance	5,334,460	3,684,419	69.07%	101.08%
30	Debt Service	7,314,775	6,417,435	87.73%	99.48%
40	Transportation	6,631,733	6,817,441	102.80%	98.03%
50	IMRF	2,665,983	1,551,603	58.20%	106.93%
51	Social Security	1,794,265	828,151	46.16%	100.65%
60	Capital Projects	3,670,000	3,287,689	89.58%	100.76%
70	Working Cash	2,684,785	2,381,800	88.71%	96.22%
80	Tort Immunity/Judgment	2,772,375	1,442,164	52.02%	100.01%
90	Fire Prevention/Safety	354,105	207,698	58.65%	103.53%
	Total Revenues	122,913,118	108,374,359	88.17%	96.99%

Expenditures

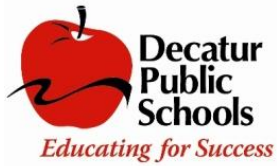
10	Education	89,550,232	86,445,512	96.53%	97.28%
20	Operation & Maintenance	5,952,340	5,733,511	96.32%	89.52%
30	Debt Service	7,540,000	7,527,866	99.84%	99.82%
40	Transportation	6,663,466	6,220,290	93.35%	84.75%
50	IMRF	2,330,544	2,394,935	102.76%	96.06%
51	Social Security	1,970,161	1,848,960	93.85%	94.78%
60	Capital Projects	1,726,700	1,299,691	75.27%	52.82%
70	Working Cash	2,700,000	2,700,000	100.00%	0.00%
80	Tort Immunity/Judgment	2,696,900	2,990,053	110.87%	78.82%
90	Fire Prevention/Safety	600,000	502,355	83.73%	49.90%
	Total Expenditures	121,730,343	117,663,173	96.66%	94.21%

Net Cash

Total Revenues	122,913,118	108,374,359	88.17%
Total Expenditures	121,730,343	117,663,173	96.66%
Net Cash	1,182,775	(9,288,814)	

Fund Balances

Fund Balances		Actual
10	Education	10,874,487
20	Operation & Maintenance	2,118,280
30	Debt Service	906,083
40	Transportation	2,836,094
50	IMRF	883,940
51	Social Security	1,682,346
60	Capital Projects	3,088,535
70	Working Cash	4,395,079
80	Tort Immunity/Judgment	2,000,597
90	Fire Prevention/Safety	3,340,258
	Total Funds	32,125,699



Board of Education Decatur Public School District #61

Date: July 24, 2018	Subject: Treasurer's Report
Initiated By: Todd Covault, EdD, Chief Operational Officer	Attachments: Treasurer's Report
Reviewed By: Dr. Todd Covault, Chief Operational Officer and Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

The attached report details the District's investments and the status of the District's cash as of June 30, 2018.

CURRENT CONSIDERATIONS:

N/A

FINANCIAL CONSIDERATIONS:

N/A

STAFF RECOMMENDATION:

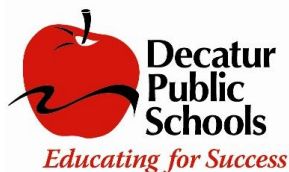
The Administration respectfully requests that the Board of Education approve the Treasurer's Report as presented.

RECOMMENDED ACTION:

☒ Approval
☐ Information
☐ Discussion

BOARD ACTION: _____

DECATUR PUBLIC SCHOOL DISTRICT #61					
TREASURER'S REPORT					
JUNE 2018					
	Cash/Investments				Cash/Investments
	as of				as of
	05/31/18	Receipts	Disbursements	Change/Interest	06/30/18
Education	21,695,143.90	7,244,776.87	13,280,032.66	39,009.55	15,698,897.66
Operations & Maintenance	873,312.01	1,806,658.72	562,388.82	698.35	2,118,280.26
Debt Service	447,005.09	458,261.20	0.00	816.29	906,082.58
Transportation	2,258,111.49	1,179,615.00	605,213.89	3,580.63	2,836,093.23
IMRF	1,051,357.43	8,805.24	177,971.21	1,749.30	883,940.76
Social Security	1,877,424.40	4,601.58	203,078.23	3,398.56	1,682,346.31
Capital Projects	3,097,476.34	0.00	10,700.07	1,758.66	3,088,534.93
Working Cash	4,392,248.23	0.00	0.00	2,830.97	4,395,079.20
Tort/Judgment Immunity	2,414,185.11	12,787.13	430,315.02	3,939.82	2,000,597.04
Fire Prevention & Safety	3,339,267.30	0.00	2,877.13	3,867.71	3,340,257.88
Macon-Piatt Special Education	5,543,300.25	448,465.97	2,124,296.11	8,146.92	3,875,617.03
Activities	530,787.28	60,541.29	59,442.95	938.72	532,824.34
	47,519,618.83	11,224,513.00	17,456,316.09	70,735.48	41,358,551.22
				Dr. Todd Covault	06/30/18



Board of Education Decatur Public School District #61

Date: July 24, 2018	Subject: Purchase of Flexible Seating for Care Rooms
Initiated By: Lawrence Trimble, Director of Student Services	Attachments: None
Reviewed By: Dr. Todd Covault, Chief Operational Officer and Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

Decatur Public Schools has been working diligently on establishing environments that accommodate the needs of the whole child. One of the recommendations set forth is the reorganization of the Alternative Placement Rooms to Care Rooms. This reorganization will remove the punitive aspect of alternative placement, and establish opportunity to teach self-regulation, restorative practices, mindfulness, and other whole child approaches. Six schools have been chosen by administration to begin integration of flexible seating in their Care Rooms.

CURRENT CONSIDERATIONS:

The opportunity to bid was publicly advertised as per Board of Education Policy 4:60 *Purchases and Contracts*. The Bid request was sent to five suppliers. Of those requests, three responded as follows:

Lakeshore Learning	\$33,477.72 Delivery 7-10 days ARO
School Specialty	\$40,062.84 Delivery 56 days
Constructive Play Things	No Bid

Lakeshore Learning provided standard proposals to District 61 based on the varying sizes of the rooms in different buildings, which will accommodate the diverse needs of the students in each care room.

FINANCIAL CONSIDERATIONS:

The purchases will be funded by the general operating budget in the amount of \$33,477.72.

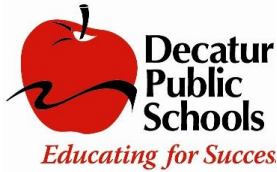
STAFF RECOMMENDATION:

The Administration respectfully requests that the Board of Education approve the Purchase of Flexible Seating for Care Rooms from Lakeshore Learning in the amount of \$33,477.72 as presented.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____



Board of Education Decatur Public School District #61

Date: July 24, 2018	Subject: Accept a Gift from the Millikin Estate for the Literacy Grant
Initiated By: Charlotte Thompson, Director of Curriculum and Instruction- Elementary	Attachments: <ul style="list-style-type: none">• Reading Improvement Grant Proposal• Heinemann: Crossland Literacy Quote for LLI Materials• Heinemann: Crossland Literacy Quote for Fountas and Pinnell Classroom Materials
Reviewed By: Dr. Todd Covault, Chief Operational Officer and Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

On March 15, Dr. Fregeau and Charlotte Thompson presented to the Millikin Estate a proposal for additional literacy materials to benefit the district (see the attached proposal). We asked for Leveled Literacy Intervention kits for seven Reading Recovery buildings to provide additional small group instructional support. We also asked for Fountas and Pinnell Classroom resources for Shared Reading and Interactive Read Aloud for Stevenson Elementary specifically.

CURRENT CONSIDERATIONS:

On April 24, 2018, we were notified we were the successful recipient of the grant. In addition, on April 25, 2018, the district received notification that a check had been submitted in the amount of \$72,899.02. The two attached quotes from Heinemann (Crossland Literacy) spend exactly what we asked for in the grant.

FINANCIAL CONSIDERATIONS:

A separate account code was created to be used for the sole purpose of this grant. No district dollars will be spent in the attached quotes.

STAFF RECOMMENDATION:

The Administration respectfully requests that the Board of Education accept the gracious grant donation from the James Millikin Estate in the total amount of \$72,899.02 and approve the purchase from Heinemann (Crossland Literacy) as presented.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____



fosscc

361 Hanover Street, Portsmouth, NH 03801

ORDERS/CUSTOMER SERVICE
TEL:800-225-5800 FAX:877-231-6980
P.O.BOX 6926
Portsmouth, NH 03802-6926
www.heinemann.com
Pubnet SAN:210-5829 CODE:HEP
Federal ID#:06-1154537 GST:#125-218-917

Z

QUOTE : 5333930

BILL TO: 2DECATUR0

DECATUR SCHOOL DISTRICT #61
101 WEST CERRO GORDO
DECATUR IL 62523

SHIP TO: 9461720
CHARLOTTE THOMPSON
PROFESSIONAL DEVELOPMENT INST
BOLAND BUILDING
601 NORTH CHURCH STREET
DECATUR IL 62523

Account Number	PURCHASE ORDER NUMBER	DATE	SPECIAL INSTRUCTIONS	TERMS	PAGE NO.	
2DECATUR0	QUOTE	07-11-2018		Net 30 Days	1	
ITEM	ISBN	UNITS	DESCRIPTION	LIST PRICE	DISC	NET PRICE
E09782	978-0-325-09782-4	2	FOUNTAS /FPC SHARED READING GRADE 1 ***** PREPACK CONTAINS *****	4,225.00	20.00	6,760.00
E09674	978-0-325-09674-2	2	FPC SR GRADE 1 BIG BK BOX 1			
E09675	978-0-325-09675-9	2	FPC SR GRADE 1 BIG BK BOX 2			
E09823	978-0-325-09823-4	4	FPC SR BIG BOOK STORAGE BIN			
E09681	978-0-325-09681-0	2	FPC SR GRADE 1 LITTLE BK BOX 1			
E09682	978-0-325-09682-7	2	FPC SR GRADE 1 LITTLE BK BOX 2			
E09683	978-0-325-09683-4	2	FPC SR GRADE 1 LITTLE BK BOX 3			
E09684	978-0-325-09684-1	2	FPC SR GRADE 1 LITTLE BK BOX 4			
E09806	978-0-325-09806-7	2	FPC SR GRADE 1 TEACHER BOX *****			
E09783	978-0-325-09783-1	2	FOUNTAS /FPC SHARED READING GRADE 2 ***** PREPACK CONTAINS *****	1,950.00	20.00	3,120.00
E09676	978-0-325-09676-6	2	FPC SR GRADE 2 BIG BK BOX 1			
E09685	978-0-325-09685-8	2	FPC SR GRADE 2 LITTLE BK BOX 1			
E09686	978-0-325-09686-5	2	FPC SR GRADE 2 LITTLE BK BOX 2			
E09807	978-0-325-09807-4	2	FPC SR GRADE 2 TEACHER BOX			
E09823	978-0-325-09823-4	2	FPC SR BIG BOOK STORAGE BIN *****			
E09784	978-0-325-09784-8	2	FOUNTAS /FPC SHARED READING GRADE K ***** PREPACK CONTAINS *****	4,225.00	20.00	6,760.00
E09678	978-0-325-09678-0	2	FPC SR GRADE K BIG BK BOX 1			
E09679	978-0-325-09679-7	2	FPC SR GRADE K BIG BK BOX 2			
E09823	978-0-325-09823-4	4	FPC SR BIG BOOK STORAGE BIN			
E09688	978-0-325-09688-9	2	FPC SR GRADE K LITTLE BK BOX 1			
E09689	978-0-325-09689-6	2	FPC SR GRADE K LITTLE BK BOX 2			
E09690	978-0-325-09690-2	2	FPC SR GRADE K LITTLE BK BOX 3			
E09691	978-0-325-09691-9	2	FPC SR GRADE K LITTLE BK BOX 4			
E09805	978-0-325-09805-0	2	FPC SR GRADE K TEACHER BOX			



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2DECATUR0	QUOTE		07-11-2018		Net 30 Days		2
ITEM	ISBN	UNITS	DESCRIPTION	LIST PRICE	DISC	NET PRICE	
E09829	978-0-325-09829-6	2	FOUNTAS /FPC INTERACTIVE R-A GRADE K ***** ***** PREPACK CONTAINS *****	1,320.00	20.00	2,112.00	
E09786	978-0-325-09786-2	2	FPC IRA GRADE K BOX 1				
E09787	978-0-325-09787-9	2	FPC IRA GRADE K BOX 2				
E09788	978-0-325-09788-6	2	FPC IRA GRADE K TEACHER BOX *****				
E09830	978-0-325-09830-2	2	FOUNTAS /FPC INTERACTIVE R-A GRADE 1 ***** PREPACK CONTAINS *****	1,320.00	20.00	2,112.00	
E09789	978-0-325-09789-3	2	FPC IRA GRADE 1 BOX 1				
E09790	978-0-325-09790-9	2	FPC IRA GRADE 1 BOX 2				
E09791	978-0-325-09791-6	2	FPC IRA GRADE 1 TEACHER BOX *****				
E09831	978-0-325-09831-9	2	FOUNTAS /FPC INTERACTIVE R-A GRADE 2 ***** PREPACK CONTAINS *****	1,320.00	20.00	2,112.00	
E09792	978-0-325-09792-3	2	FPC IRA GRADE 2 BOX 1				
E09793	978-0-325-09793-0	2	FPC IRA GRADE 2 BOX 2				
E09794	978-0-325-09794-7	2	FPC IRA GRADE 2 TEACHER BOX ***** ***** BACKORDERS AND MISC *****				
			QUOTATION PRICES VALID FOR 30 DAYS				

MERCHANDISE : 22,976.00
SHIPPING : 1,952.96

Reference	Total Units	Shipping Weight	Shipping Method
5333930	12	1,256	GROUND COMMERCIAL

QUOTATION AMOUNT 24,928.96
PAYABLE IN U.S. FUNDS:

RETURNS PREPAID TO HEINEMANN C/O HOUGHTON MIFFLIN HARCOURT
465 SOUTH LINCOLN DRIVE TROY,MO 63379

REMIT COPY AND PAYMENT TO:HEINEMANN
15963 COLLECTIONS CENTER DRIVE,CHICAGO IL 60693

PLEASE REFER TO INVOICE/CREDIT
NUMBER IN ALL CORRESPONDENCE



Decatur 61					
PREPARED FOR: Charlotte Thompson					
DATE: 7/1/2018					
ORDER #	TITLE	AUTHOR	PRICE	QTY	SUB-TOTAL
978-0-325-06077-4	LLI Orange System, Second Edition	Fountas & Pinnell	\$ 2,900.00	7	\$ 20,300.00
978-0-325-06079-8	LLI Green System, Second Edition	Fountas & Pinnell	\$ 3,416.00	7	\$ 23,912.00
Subtotal					\$ 44,212.00
Shipping 8.5%					\$ 3,758.02
Total					\$ 47,970.02

Please make your purchase order out to

Heinemann
P.O. Box 6926
Portsmouth, NH 03802-6926

email PO and copy of this quote to:

kelly@crosslandlit.com

If you have any questions about the ordering process please contact:

Kelly Bicouvaris
847-767-4822
kelly@crosslandlit.com

Shirley Soll
815-592-1064
shirley@crosslandlit.com



Decatur Public School District 2017-2018 Millikin Estate Proposal

Proposed Millikin Estate Grant Expenditures	
Fountas and Pinnell Reading at Stevenson Elementary	\$ 24,928.26
Leveled Literacy Intervention Kits for 7 Reading Recovery Buildings	\$ 47,970.76
TOTAL	\$ 72,899.02

Fountas and Pinnell Reading at Stevenson Elementary-\$ 24,928.26

Stevenson Elementary School is a K-6 building located on North Neeley Avenue in Decatur with a population of approximately 276 students and 25 staff members. The student population is 45% African American, 38% Caucasian, 2% Hispanic, and 15% Multi-Racial. Approximately 85% of the students are low-income and 16% receive Special Education services.

2016-2017 PARCC data show low proficiency levels for English/Language Arts.

2016-2017 PARCC Total Proficiency

	PARCC ELA
3rd grade	13.16%
4th grade	6.38%
5th grade	3.23%
6th grade	20.00%

Although, students in grades K-2 do not take the PARCC assessment, we believe there is a gap in learning from the K-2 grade levels feeding into the intermediate grade levels 3-5.

In an analysis of building wide MAP data for current school year 2017-2018, Reading and Language RIT scores are below the national mean.

	School Mean Reading	National Mean Reading	School Mean Language Usage	National Mean Language Usage
Kindergarten	138.2	141		
1st grade	151.5	160.7		
2nd grade	166.3	174.7		
3rd grade	178.3	188.3	179.9	189.4
4th grade	185.8	198.2	188.5	198.8
5th grade	199.6	205.7	198.8	205.6
6th grade	196	211	194.2	210.7

Interactive Read Aloud-

The read aloud itself has taken a major overhaul. Through these experiences, we strategically plant higher order thinking questions throughout the lesson designed to get students to relate reading to their own experiences. The classroom teacher reads aloud a book from a text set and students share their thinking (In the Text, About the Text, Beyond the Text). The text experience often leads to writing about reading in the Reader's Notebook.

Through interactive read-aloud children can:

- Make connections between texts.
- Build and develop ideas as a community.
- Engage in meaningful conversation.
- Expand knowledge and vocabulary through listening and talking.
- Be exposed to complex language patterns.
- Study characteristics of different genres.

There are 120 titles that are considered grade-appropriate trade books that are designed to nurture students' ability to construct meaning in an interactive, talk-rich context. The interactive read-aloud books are organized into text sets to help students make connections among ideas and notice parallels in the craft of writing across multiple texts. Teachers are provided a lesson folder for each trade book that provides an overview of the book and a lesson format to follow with sample higher order thinking questions that get students to think Within the Text, About the Text, and Beyond the text.

The following 3 pages provide a sample of what the Interactive Read Aloud experience entails using the book Elizabeth's Doll. This is a Kindergarten example. Read aloud opportunities should be purposeful and meaningful- this lesson format, again, provides such consistency.

A CLOSER LOOK

Interactive Read-Aloud LESSON FOLDER

KINDERGARTEN

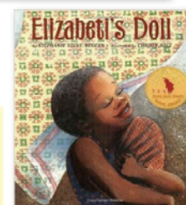
Gather the **materials** needed to prepare for and present the lesson.

You Will Need

- *Elizabeth's Doll*
- Chart paper and marker
- Drawing materials
- Rocks, paint, paintbrushes

Familiarize yourself with the **at-a-glance information** on each book as well as the list of other texts in the **text set**.

Book	<i>Elizabeth's Doll</i>
Grade	Kindergarten
Author	Stephanie Stuve-Bodeen
Illustrator	Christy Hale
Genre	Fiction/Realistic
Text Set	Family <ul style="list-style-type: none"> • <i>Do Like Kyla</i> • <i>Don't You Feel Well, Sam?</i> • <i>Jonathan and His Mommy</i> • <i>Elizabeth's Doll</i> • <i>Where Are You Going, Little Mouse?</i>



Convey the **main** or "**big**" ideas of the text.

Summary

Elizabeth wants to take care of a baby just as her Mama cares for her new baby brother, Obedi. So she names a rock Eva and cares for it. She loses Eva while doing her chores, but finds her again before bedtime.

Messages

You can learn what to do by watching adults. Babies need a lot of care. Using your imagination can make playing more fun.

Choose or modify **Goals** (align to *The Literacy Continuum*) to match the learning needs of students.

Goals

Think about the reading behaviors and understandings your children control. Refer to *The Fountas & Pinnell Literacy Continuum* for Kindergarten Interactive Read-Aloud and select appropriate goals. You may want to consider these:

Children will be able to:

- make connections among families in the text set.
- recognize and understand that texts may have settings in different places.
- gain new information from both pictures and print about what Elizabeth learns from Mama.
- notice and understand the obvious theme of family.
- infer Elizabeth's intentions when she imitates Mama.

Draw student's attention to the book's **genre, structure, and important characteristics** before or after reading using the About This Book section.

About This Book

GENRE FOCUS This realistic-fiction story is about a girl living in a village in Tanzania who wants to care for a baby as her mom cares for a baby brother. She names a rock Eva and cares for it like it is a real baby. Children will relate to having a young sibling and Elizabeth's creation of an imaginary baby/friend to care for.

HOW THE BOOK WORKS This realistic-fiction story is told in a third-person narrative structure and takes place in chronological sequence over one day. The topic connects familiar everyday actions (caring for a baby, playing with dolls, make-believe) to a setting that may be beyond children's immediate experiences.

IMPORTANT CHARACTERISTICS TO NOTICE

- Realistic characters, settings, and events that occur in realistic fiction
- Sentences that are easy for children to follow, though more complex than children generally use in oral language
- Themes reflecting everyday life [self, family relationships, first responsibilities, imagination]
- A few content words that are new to children but easy to understand in context [*kanga*, *village well*, *bundle*, *water jug*, *cooking hut*, *fire pit*]
- Large, clear, colorful illustrations created in mixed media that fully support meaning

© 2018 by Irene C. Fountas and Gay Su Pinnell from *Fountas & Pinnell Classroom*. Portsmouth, NH: Heinemann.

IRA

Interactive Read-Aloud



IRA

SR

PWS

RML

GR

BC

IR

PLT

Interactive Read-Aloud LESSON FOLDER

Introduce the Text with these suggestions to pique children's interest and engage their thinking about the meaning of the text.

Introduce the Text

Consider the strengths and needs of your children and the demands of the text as you introduce and read the book. Example questions are provided. Make the introduction and reading interactive, allowing time for children to respond between questions (indicated by *).

- Who has a baby brother or sister? Who cares for the baby?
- Display the front and back covers. This book is *Elizabeti's Doll* by Stephanie Stuve-Bodeen. Point out Elizabeti, her Mama, and her new baby brother.
- *Elizabeti does not have a doll, but she wants to care for a baby just like Mama does. Tell your partner what she might do. Let's read to find out.*

Read the Text

Stop a few times to invite thinking and a brief conversation. Children may turn and talk in pairs or threes. Some stopping points and quick comments are suggested, below.

- After page 4: *What do you think about Elizabeti using a rock for a doll?*
- After page 12: *Why do you think that Elizabeti keeps doing what Mama does? * You can learn a lot from watching older kids or grownups, can't you?*
- After page 18: *Tell your partner where you think Eva might be. Pause for discussion. What do you think Elizabeti is going to do now?*
- After pages 21-22: *What do the words and illustrations show about how Elizabeti is feeling? * The author and illustrator help you know how the characters are feeling.*
- After page 28: *The illustrations show that Elizabeti and Mama are doing exactly the same thing. What are they doing? * Elizabeti likes to do what Mama does.*

Discuss the Text

Invite children to talk about the book. Some prompts to engage thinking are suggested below.

Within the Text

- *Elizabeti does not have a doll, so what does she do instead?* [She uses a rock for a doll.]
- *Mama thinks Elizabeti will be a good mother someday. How is Mama a good mother to Obedi and Elizabeti?* [Mama cares for Obedi and teaches Elizabeti.]

Beyond the Text

- Reread pages 25-26. *How does Elizabeti feel when she finds Eva in the fire pit?* [She feels sad and worried, but realizes that Eva is okay when she cleans her off.]
- *Do you think Elizabeti will probably grow up and know how to take care of her own baby just like Mama cares for Obedi? How do you know?* [Elizabeti watches Mama so she learns how to hold a baby, give a bath, change a diaper, give hugs, and use a kanga.]
- *Both Mama and Pendo brought Elizabeti a rock. Why didn't she want them?* [The rock she called "Eva" had special meaning for her. Her imagination made it her doll.]

About the Text

- Display pages 5-6. *What did the illustrator do to show you that the water is moving when Obedi and Eva are getting their baths?* [She drew lines that look like splashes and swirls to show the moving water.] *Which one shows the water splashing a lot? Why?* [Obedi splashes a lot because he is alive.] *Which one shows the water splashing a little? Why?* [Eva does not splash because she is not alive.]
- *What does this story show about life in the country of Tanzania?* [It shows the land, clothing, and things the characters do in their country. The dedication page shows that the author lived in Tanzania, so she must know what it is like.]

Numbering Book Pages

Begin numbering this book on the left-hand page that shows Mama holding Obedi and end with the right-hand page that starts, "Mama covered Elizabeti..." for a total of 29 pages.

Stop at suggested points during the reading of the text to engage children's thinking with important aspects of the text.

Refer to the *Prompting Guides, Part 1 and Part 2* with these point-of-use references.

* Provide a sentence frame to help children predict, such as *I think Elizabeti is going to _____.*

Prompting Guide, Part 2
Refer to pages 11, 23, and 12 as needed

Prompting Guide, Part 2
Refer to pages 13, 15, and 12 as needed

Extend student's thinking within, beyond, and about the text with discussion suggestions and prompts.

Respond to the Text

Engage the children in additional experiences to enhance their appreciation and interpretation of the text.

INDEPENDENT WRITING Elizabeti uses her imagination in caring for Eva. Ask children which of Elizabeti's activities with Eva they think is the most caring. With children, brainstorm a list of words to describe these activities. Have children draw a picture of this story part and write words on their drawing from the list to tell what is happening.



IMAGINATIVE PLAY Provide enough rocks for each child or ask children to bring one in. Invite children to paint their rocks, give them a name, and "care for them," for a period of time. Then have children share the stories of their rocks' travels.

INTERNET Display the cover book cover again. Note that the author won awards for this story. Read the dedication. Explain that *asante sana* means "thank you" in a language spoken in Tanzania, in Africa, where the author once lived. There she met Bobbi, who gave her this story idea. With children, read about Tanzania on the Internet. As you look at photographs and read aloud information, have children compare the story setting to the real setting.

Engage students in **responding to the text** (may include art activities, shared writing, drama, listening or investigative projects) to enhance their appreciation and interpretation of the text.

Elizabeti's Doll Kindergarten

Supporting English Learners

Support children's engagement with the text during the imaginative play activity.

- Have children name their rocks and describe their caring actions by using sentence frames (e.g., *My rock's name is _____. I am _____ my rock.*)

Support **English learners** in processing the text and benefiting from the teaching with these suggestions for modifying or scaffolding instruction.

Shared Reading-

Much like the Interactive Read Aloud, the Shared Reading time is an enjoyable experience for the classroom community and an important opportunity for children to “step up together” into more challenging texts while also beginning to notice and acquire the processes they need to read texts independently.

During shared reading, the teacher and children read aloud a large version (big book in K-1) of an engaging text that is beyond children’s ability to read independently. The difference between Interactive Read Aloud and Shared Reading is that with shared reading, multiple, subsequent readings of the text occur over multiple days, whereas the Interactive Read Aloud is typically reserved for 1 day (sometimes 2 at most). In addition to the Big Books (K-1) that come with the kit, six copies of each book are also provided in a small size for children to revisit during independent reading. There are 65 titles that come with this collection, again with the understanding that these are multi-day lessons.

The following 3 pages provide a sample of what the Shared Reading experience entails using the book *The Wheels on the Bike*. This is a Kindergarten example.

Shared Reading LESSON FOLDER

Introduce the Text with suggestions that pique student's interest and engage their thinking about the meaning of the text.

Introduce the Text

Your goal is to engage the children's thinking and interest in the text before you begin reading it. The following is an example of one way to briefly introduce the book. The introduction should be interactive and should allow time for children to respond (indicated by #).

- I am going to read a big book called *The Wheels on the Bike*. Look at the picture on the cover. What do you notice about the bike? [There are two sets of pedals so that the cow can pedal and so can the sheep.] But there are more than two animals on the bike. What else do you notice? [Have children identify the animals on the bike—cow, goat, sheep, chickens, geese.] Since this story couldn't really happen, it's a fiction story and it's a special kind of fiction called *fantasy*.
- Make the connection to "The Wheels on the Bus," perhaps singing it with children. This is like the song, "The Wheels on the Bus," but you will notice some differences. On the back it says, "Here's a new take on a favorite song." A "new take" means that a writer, like Anne Stribling, who wrote this book, starts with something a lot of people have heard but changes it a little to make it fun. Think about that as you listen to me read it the first time. Then, we'll read it together.

Supporting English Learners

Support children's understanding of story concepts.

- Explain that some real bikes are for two people to ride.
- Point out that bike riders wear helmets to protect their heads in case they fall.
- Check that children are familiar with the song, *Wheels on the Bus*.

Invite students to make predictions and to notice important details during the **First Reading** with these brief prompts.

First Reading

Read to the children. Focus on the rhythm of the language as you read, pointing crisply under each word. Take the opportunity to make a few brief comments that enable children to think about and enjoy the text.

- Page 15: Pause at the ellipses. Where do you think they are going? They have been all through the town. [Children may notice that the setting is not a town anymore. They may notice the striped tent in the distance. Affirm student observations and invite predictions.] You are noticing a lot of things in the pictures that give you clues. They are not in the town anymore. It looks like the country, and they are going somewhere special.
- At the end: What are you thinking about the story? • The first time I read this book, the circus was a surprise to me. I knew they were going somewhere.... [Encourage participation in constructing meaning.] They really wanted to get there and be in the circus together.

Evoke discussion during the **Second Reading** with suggested stopping points and prompts.

Second Reading

Read with the children. Read the text a second time, but this time, invite children to read selected parts with you. Stop once or twice on this or subsequent readings, choosing from these suggestions. Your goal is for children to enjoy reading the text with minimal interruptions.

- Now let's read *The Wheels on the Bike* together. You read with me. Use body language to invite children to chime in on "round and round," "all through the town," and other repetition on each page. *The Wheels on the Bike* is constructed in such a predictable way that most children will be able to join in on the second reading.
- Page 4: Point out the inset picture to help children with the key words that change. You see the little picture of the pedals. Think about what the pedals do.
- Page 8: [after reading] How can you tell that the animals have somewhere important to go? • Look at the faces. They are all looking like they are determined to get there in time. Maybe they want to hear the people cheering for them. And look at the next page. The rabbit just gets out of the way in time!
- Finish reading the rest of the book with the children.



Prompting Guide, Part 1
Refer to page 19 as needed

Supporting English Learners

Help children understand sentence structures.

- Model the repetitive sentence structures several times as you point under each word slowly. Have children repeat orally.
- As you read aloud, ask children to predict the next line of the story.

Invite students to talk about the text with these discussion suggestions for **extending student's thinking** *within, beyond and about* the text.

Discuss the Text

Invite children to talk about the book. Some questions and prompts are suggested.

Within the Text

- *Talk about what happens in the story.* [The animals ride through town on a bike. They go to the circus, where they perform.]

Beyond the Text

- Turn to page 8 and point to the horn. *On this page you see a picture of a horn. The horn goes beep, beep, beep. Why do they beep the horn? Look at the picture on page 9. What's the problem?*
- *The animals all have something to do. How do they work together?* [The cow and sheep pedal. The cow tells animals to "move on back" and beeps the horn. The geese honk to warn people.]
- *Why is it important for people to work together?*

About the Text

- *What song is this like? How did the author change the song?* [The author used words from the song *The Wheels on the Bus*, but she changed *bus* to *bike*.]
- *What makes this book fun to read together?* [Children may mention the fun sound words, the repetition, or the rhyming words.]
- *Sometimes the illustrator—the person who does the pictures—helps you understand the story. Look at the pictures. What do you notice?*

Revisit the Text

Reread the whole text several times over a few days to increase participation and attention to text features. The goal is for the children to be able to read the text independently. The following are suggestions:

- Reread the text until it is familiar and children are reading the whole text with you.
- Sing the text to the tune of "The Wheels on the Bus."
- Assign groups of children to read the sound words with special expression: beep, honk, quack.

Possible Teaching Opportunities (During/After Reading)

Each time you reread, choose one or more of the following teaching points as appropriate to the needs of your children. Be selective and be sure not to choose so many teaching points that it takes away from the enjoyment of the text.

- Discuss the parts of the bike that are named in the text: *wheels, pedals, horn*. Have children point to each part of the bike as it is named in the text.
- As children read the print, move your pointer left to right and down to the next line as you teach directionality: *You read left to right across the line. Return to the left to start each new line.*
- Place a sticky note over the word *bike* on page 2. Invite children to predict the word and to predict the first letter of the word. Slowly uncover the word. Repeat with *go* and *down* on page 4.
- Reread page 4. Ask which words rhyme. Use highlighter tape or a masking card to highlight *down* and *town*. Point out these words have the same ending sounds. Ask for other words that rhyme with *down* and *town*.
- Point to the match between words and pictures. For example, mask *cow* on page 6 and have children use the inset of the cow's head to guess the word.
- Have children frame words in the speech bubbles on page 16 with their fingers. Then have them point to the first letter and the last letter in the word.



Prompting Guide, Part 2
Refer to pages 10, 11, 21, 26, and 55 as needed

Supporting English Learners

- Check for understanding of content words like *pedals* and *wheels*, and help children pronounce them as needed.

The Wheels on the Bike



Prompting Guide, Part 1
Refer to pages 5, 8, 9, and 12 as needed



Prompting Guide, Part 2
Refer to pages 10 and 13 as needed

Refer to the *Prompting Guides, Part 1 and Part 2* with these point-of-use references.

Revisit the Text over subsequent days to make teaching points and support students in gaining independence.

Shared Reading LESSON FOLDER

Expand student's thinking about the reading with suggestions for **responding to the text** – may include art activities, drama, research, and shared or interactive writing.

The Wheels on the Bike

Supporting English Learners

Encourage active participation in discussion.

- Provide sentence frames for children, such as: *The people at ___ go ___ all through the ___.*
- Have children practice their sentences in pairs before sharing with the class.

Support English learners in processing the text and benefiting from the teaching with these suggestions for modifying or scaffolding instruction.

Supporting English Learners

Support children's independent reading.

- Monitor children's use of rhythm and repetition as they read aloud.
- Provide additional modeling, having parts of the class repeat after you.

Connect to Other Books in *Fountas & Pinnell Classroom™* with text suggestions that are related by topic or theme.

Assess and observe student's learning during Shared Reading using specific goals, behaviors and understandings from *The Literacy Continuum*.



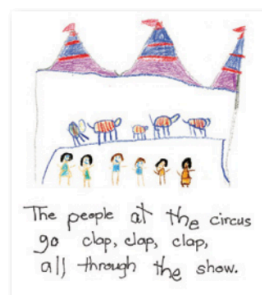
Respond to the Text

Engage the children in additional experiences to enhance their appreciation and interpretation of the text.

Movement Have children use hand movements to illustrate the motion words as they sing. For example, on page 2, they move hands in a circular way for "round and round." On page 4, they move hands alternately up and down. On page 6, they make a fist and hold up the thumb to point backwards for "move on back." And so on.

Art Talk about the journey the animals made "all through the town." Display the pictures in the book and ask: *What did you notice about the trip? Where did they go? What did they see along the way?* On a large piece of chart paper, draw a winding road that ends at a large circus tent. *Let's draw pictures to show where the animals went and what they saw.* Have children volunteer to draw shops and houses along the first half of the road, trees and fields along the second half, and perhaps circus acts at the tent.

Interactive Writing Engage the children in talking about what might happen next. *What happens when the animals arrive at the circus and perform? Then what happens when they are finished? How do they get back home?* Using their comments, compose one or two sentences to extend the story. Invite children to contribute by writing a letter or word at selected points. Encourage them to follow the pattern of the song if possible. Invite a child to illustrate the verse. Using a pointer, reread the writing with the children.



Promote independent reading with suggestions for using the small versions.

Independent Reading

Give children the opportunity to read the text independently or with a partner using the big book or small book version.

- Have a group of children listen to the text at the listening center, following along in the small book version.
- Give a group of children the small book version and have them read it in unison.
- Let children borrow the small book to take home and/or keep one copy in the classroom browsing box.

Connect to Other Books

You may want to expand children's knowledge of the topic, form, or genre using these texts in the *Fountas & Pinnell Classroom Shared Reading* collection.

- Use the book *Splash!* to further discuss animal fantasy and sound words.
- The book *Wiggles* contains the song "The Wheels on the Bus." Read it aloud and have children compare it to *The Wheels on the Bike*.



Assessment

Think about the goals of the lesson. Observe to find evidence that children can:

- join in on the reading with accuracy and enjoyment.
- use the repeating language pattern to search for and use information.
- notice details in the inset pictures to help them predict new words (pedals, horn, geese, etc.).
- use new words about bikes in discussion (*wheels, pedals, horn*).
- talk about the book and share ideas about its messages.

Current Reality:

- Inconsistent instruction in a variety of areas throughout the week; teachers pick and choose when to teach the elements of balanced literacy (without fidelity, not systematic and explicit)
- Inconsistent use of any particular literacy framework in the building

Proposed Change:

- Daily explicit and systematic instruction in 2 of the 8 components of balanced literacy (read aloud and shared reading)
- Direct teaching of independent reading behaviors
- Creating a common language and understanding around early literacy skills
- Principal learning alongside teachers to gain “look fors” in the literacy-focused classroom; principal as a true instructional leader who can identify quality literacy instruction and support teachers in effective teaching practices
- Personalized training from expert in literacy instruction around use of specific literacy materials

As a building, we felt by implementing Read Aloud and Shared Reading experiences, was the first step in providing consistency in the ELA block for K-2. While we hope to expand these resources in the future, they are only available K-2 at this time.

Please find the cost proposal below.

Kindergarten Interactive Read Aloud Kit (2)	\$2,112.00
Kindergarten Shared Reading Kit (2)	\$6,760.00
1 st Grade Interactive Read Aloud Kit (2)	\$2,112.00
1 st Grade Shared Reading Kit (2)	\$6,760.00
2 nd Grade Interactive Read Aloud Kit (2)	\$2,112.00
2 nd Grade Shared Reading Kit (2)	\$3,120.00
Shipping	\$1,952.96
TOTAL	24,928.96

Leveled Literacy Intervention Kits for Harris Elementary, Stevenson Elementary, South Shores Elementary, Durfee Technology Magnet, French Academy, Oak Grove Elementary and Hope Academy-\$47,970.76

The second part of this proposal specifically addresses some of the highest-need buildings that currently are receiving Reading Recovery (early intervention) services in 1st grade, including Stevenson Elementary.

As a brief background, Reading Recovery is a thoroughly researched and proven early literacy intervention for the lowest-achieving K-2nd graders (although typically designed for 1st grade specifically). Individual students work one-to-one with a specially trained teacher for 12 to 20 weeks and receive daily 30-minute lessons using specific materials. Combining the individualized nature of instructional methods with continuing professional development for teachers contributes to faster-than-usual student progress.

As a district, reorganization of instructional support for select elementary buildings began in the Spring of 2017. Literacy Intervention Specialist positions were created to provide Reading Recovery services to students at greatest risk. Based on Spring 2017 data, the following schools were identified to receive services: Harris Elementary, Stevenson Elementary, South Shores Elementary, Durfee Technology Magnet, French Academy, Oak Grove Elementary and Hope Academy.

Reading Recovery teachers currently work with 4 Reading Recovery students daily. Their afternoons are spent working with small groups of students in grades K-2 that need additional support in reading.

The second half of this proposal is to purchase Orange and Green Systems in Fountas and Pinnell Leveled Literacy Intervention for the Reading Recovery buildings. This would provide our Reading Recovery teachers additional support in providing Tier II and III interventions to groups of students, rather than individually. In addition, our Teaching Assistants in Grades K-1 would also be able to provide these interventions to groups of students as they are scripted lessons.

The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of *LLI* is to lift the literacy achievement of students who are not achieving grade-level expectations in reading. The *LLI* systems are designed to:

- Advance the literacy learning of students not meeting grade-level expectations in reading

- Deepen and expand comprehension with close reading
- Increase reading volume by engaging students in large amounts of successful daily reading
- Increase student engagement with books that build knowledge
- Intervene with small groups of struggling readers to maximize growth
- Monitor student progress.

Current Reality:

- Benchmark assessments are given but are rarely being utilized to drive instructional decisions
- We do not have a set response to intervention plan in place at this time
- Progress monitoring of student learning is limited, but is improving this year as we are piloting various assessments (Fastbridge and Aimsweb) to see which will work best for us moving forward.
- Teacher understanding of interventions are limited
- TAs in the K-1 grades have a variety of roles and responsibilities

Proposed Change:

- Classroom teachers and K-1 Teaching Assistants would utilize the Leveled Literacy Intervention Kit
- All are Fountas and Pinnell product ensuring consistency between Tier I (core instruction- Part I of proposal) and Tiers II and III (intervention- Part II of proposal)

Title	Unit Price	Quantity	Sub-Total
LLI Orange System (7)	\$2,900	7	\$20,300.00
LLI Green System (7)	\$3,416	7	\$23,912.00
Shipping			\$3,758.02
TOTAL			47,970.02

Evaluation of the Project

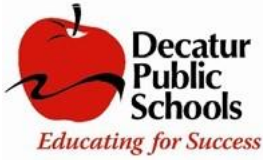
The creation of an evaluation will help measure key aspects of the project's progress and implementation as well as provide direction for next steps. This in-depth evaluation will provide information to:

- Determine the evidence needed to answer evaluation questions
- Determine the extent to which a project is meeting its goals
- Determine and measure the consistency of project implementation
- Determine modifications of the project to strengthen its design

Careful analysis of the data gathered provides the evidence that informs continuous school improvement and increases the focus on student results.

Sustainability

Consideration was given to sustainability to the project beyond the 2017-2018 school year. This initial purchase does not require recurring cost and therefore can be used in subsequent years.



Board of Education Decatur Public School District #61

Date: July 24, 2018	Subject: Blackboard Website and ParentLink Notification Renewal Agreement
Initiated By: Jim Altig, Director of Information Technology	Attachments: Renewal Invoice
Reviewed By: Dr. Todd Covault, Chief Operational Officer and Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

In the past, the District has approved two separate renewal agreements for ParentLink, the District's notification system, and Blackboard Schoolwires, the District's website. As of 2016, ParentLink and Blackboard Schoolwires have merged together under one agreement.

CURRENT CONSIDERATIONS:

The purchase includes Socia Media Manager, Mobile Communication Application, Blackboard Teacher Messaging, ParentLink Attendance Application, as well as the implementation of both Blackboard and ParentLink systems.

FINANCIAL CONSIDERATIONS:

This purchase is being funded under the existing Information Technology budget for 2018-2019 school year. The total cost for the agreement from Blackboard is \$73,787.86.

STAFF RECOMMENDATION:

The Administration respectfully requests that the Board of Education approve the Blackboard Website and ParentLink Notification Renewal Agreement in the amount of \$73,787.86 as presented.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____



Blackboard Inc.
3815 River Crossing Parkway, Suite
200
Indianapolis, IN 46240 USA
Phone: +1 202.463.4860
Fax: +1.312.236.7251
Email: operations@blackboard.com
Tax ID: 52-2081178

Renewal Confirmation Notice

CUSTOMER INFORMATION:

Billing Address:

Decatur School District 61
101 W Cerro Gordo St
Decatur, IL 62523-1091
USA

Date: 07/16/2018**Customer No:** 329406**Document No:** CSF000249103**Customer Primary Contact:** Accounts Payable

RENEWAL PRODUCTS AND SERVICES:

Qty	Product Code	Product Description	Start Date	End Date	Price (USD)
8814	BC-MN-ATTEND	ParentLink Attendance App	07/01/2018	06/30/2019	2,290.62
8814	BC-MN-TC	Teacher-to-parent communication tool.	07/01/2018	06/30/2019	2,731.33
8814	BC-MN	Reliable mass notification system for sending messages via voice, text, email, push notification, website announcement, website alert, and social media.	07/01/2018	06/30/2019	10,840.22
26	WCM-ESSN	Website and content management system software with reliable web hosting., 1 - 2,000 Users	07/01/2018	06/30/2019	47,085.46
8814	MCA-APPI	Blackboard Mobile Communications App Integrated	07/01/2018	06/30/2019	10,840.22
					Renewal Amount (USD) 73,787.86

RENEWAL CONFIRMATION:

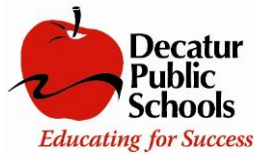
You will be invoiced for products and/or services for the total above upon receipt of this form unless other arrangements are made. Please note that taxes are not included in the total Renewal Amount and will be added, where applicable, when invoiced. If you exempt from paying sales tax, include your current state tax exemption certificate or forward to exemptcerts@blackboard.com.

Billing information is accurate: _____ (please initial or note corrections)

Purchase Order No. _____ - OR - My organization does not require a Purchase Order _____ (please initial)

Please send this complete renewal confirmation notice and the accompanying purchase order, unless a purchase order is indicated as not required above, via any one of the following methods by **07/27/2018**:

- Email: operations@blackboard.com
- Fax: +1.312.236.7251
- Mail: Blackboard Inc., 3815 River Crossing Parkway, Suite 200, Indianapolis, IN 46240, USA



Board of Education Decatur Public School District #61

Date: July 24, 2018	Subject: Audit of the Technology Department
Initiated By: Jim Altig, Director of Information Technology	Attachments: Request for Proposals and the Plante Moran Proposal
Reviewed By: Dr. Todd Covault, Chief Operational Officer and Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

At the direction of the Board of Education and Superintendent's Office the Technology Department developed a proposal to obtain an audit of the District's Information Technology (IT) services.

CURRENT CONSIDERATIONS:

The Technology Department has a number of systems, as well as staffing and district technology needs that require evaluation and possible updating. The District compiled an RFP that will provide the district with an outside evaluation of operations and staffing to determine strengths and weaknesses. A committee was appointed to evaluate the three vendor proposals using a scoring matrix. Cost of the audit was the highest determinant. The committee unanimously recommends Plante Moran to the IT audit.

FINANCIAL CONSIDERATIONS:

There was a very broad difference in the costs of the three vendors however upon review Plante Moran best aligns with the intended purpose and provides the most qualified staff to complete the audit. The audit will be completed in two phases at an estimated cost of \$46,000.00 for 255 hours. The proposal provides for an optional End User Technology Survey for an additional \$3,500.00. The audit will be funded out of the FY 2018-2019 Information Technology Budget.

STAFF RECOMMENDATION:

The Administration respectfully requests the Board of Education approve the Proposal/Agreement from Plante Moran with an estimated cost of \$46,000.00 as presented.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____

Decatur Public Schools District 61

Information Technology Audit

Request for Proposals

Overview

The Decatur Public School District is seeking proposals from qualified independent consultants to provide an audit of the District's information technology environment. Specifically, the District is focusing on IT functions that would result in increased security, provision of better services and/or potential cost savings. We are seeking a consultant experienced in these areas – particularly as they apply to K-12 school districts – to conduct on-site audit and succeeding analysis of IT and Data systems, services, staffing, and support models to determine best practices and potential service outcomes.

About the District

Decatur Public School District 61 was established in 1865 and is the 27th largest public school district in the state of Illinois, serving more than 9000 students. The District consists of three pre-kindergarten/early learning center, eleven K-6 elementary schools, four K-8 schools, two middle schools, two high schools, and an alternative education program. Five of our facilities are magnet schools, including a Pre-K to 8th-grade Montessori school and technology magnet school. The District is also the administrative agent for the Macon-Piatt Special Education District.

Scope of work

The subject of this proposal is an onsite audit followed by an offsite analysis. This audit should encompass the entire IT and Data environments, with most emphasis placed on components that may result in improved security, services and support for the end users. Audit expectations include, but are not limited to:

- Review of system and equipment inventory and accompanying documentation
- Review capacity and performance of current systems including DRM
- Review of system security and data privacy including best practices internally and externally
- Review of current IT/Data staff allocation and support model
- Review of data quality, specifically related to reliability and confidentiality
- Are system configured and scaled to meet best practices
- Is the department appropriately staffed and staff utilized accordingly
- Are staff supervised appropriately and accountability in place
- Are appropriate processes in place to ensure vendor accountability
- Does equipment align with staff needs

Confidentiality

Due to the sensitive nature of Decatur Public Schools IT and Data environments, the vendor conducting the audit and analysis must agree to maintain the utmost confidentiality of all the information collected and crafted during and after the process.

Deliverables

The deliverables should include a written electronic report and a verbal delivery of findings and analysis. Specifically, the following topics should be addressed both in the written report and at the verbal briefing:

- Audit of IT management controls and IT components: server rooms, systems, authentication and authorization, software applications, security, user and system support, licensing, and staffing for all facilities.
- Audit of Data system management, data quality, timeliness, privacy, and security
- Analysis of recommended changes and the accompanying benefits/detriments to users
- Analysis of recommended changes and the accompanying benefits/detriments to the District campus/IT environment
- Analysis of any duplication that may be reduced and/or eliminated through consolidation of any components, recommendations for consolidation, and an estimated range of cost savings that may result from any consolidation.
- Recommendations on best practices and strategies for implementing any potential changes because of this audit including any budgetary and staffing impact.

Other applicable findings may be included.

Specifications for Qualifications and General Information

1. The selected auditor shall provide proof of the following insurance to the District by Certificate of Insurance. The Certificate of Insurance shall state that the Board, its members, officers, elected officials, employees, agents are additional insured under the policy or policies. The insurance company shall provide Certificates of Insurance to the District prior to the start of any work under this contract. The selected auditor's insurers shall provide thirty (30) days advance written notice via certified mail in the event of cancellation of any insurance program required by this contract. All insurance policies shall be issued by a company that has a Best's Rating of "A" or better and a Financial Size Category of "VI" or better according to the latest edition of Best's Key Rating Guide, published by A.M. Best Company.
 - a. Errors and Omissions Insurance. The selected auditor shall present evidence of Errors and Omissions Insurance with a minimum coverage of \$1,000,000.

- b. Professional Liability Insurance. The selected auditor shall present evidence of Professional Liability Insurance for the life of this audit and two years thereafter. This insurance shall provide coverage against such liability resulting from this audit. The minimum limits of such coverage shall be \$1,000,000 with a deductible not to exceed \$100,000. The deductible will be the responsibility of the insured. Professional liability policies shall include an endorsement whereby the auditor and their insurance carrier shall hold harmless the Board and each officer, agent, and employee of the Board for any and all claims against them arising from the negligent performance of professional services or caused by an error, omission or negligent act of the auditor or anyone employed by the auditor. Such coverage shall not be suspended or be modified except after prior written approval of The Board. Certificates of Insurance meeting this requirement shall be forwarded to the District and approved prior to the start of any work.
- c. Workers' Compensation Insurance. The selected auditor shall maintain Workers' Compensation coverage and Employers Liability Insurance with minimum limits of \$1,000,000 per occurrence.
- d. Comprehensive General Liability Insurance. The selected auditor shall procure and maintain for the life of the contract/agreement, Comprehensive Liability Insurance, including Completed Operations Liability. This policy shall provide coverage for death, bodily injury, personal injury, or property damage that could arise directly or indirectly from performance of the contract. The coverage must be on an occurrence form basis with minimum limits of \$1,000,000 per occurrence, combined single limit for bodily injury and property damage liability.
- e. Business Automobile Liability. The selected auditor shall procure and maintain, for the life of the contract/agreement, Business Automobile Liability Insurance with minimum limits of \$1,000,000 per occurrence and combined single limit for bodily injury liability and property damage liability. This coverage shall be on an "Any Auto" or "Comprehensive Form" policy. The coverage shall be on an occurrence form policy. In the event the Company does not own any vehicles, hired and non-owned coverage shall be provided in the above listed amounts.
- f. Indemnification / Hold Harmless: The selected auditor shall, in addition to any other obligation to indemnify the District 61 Board to the fullest extent permitted by law, protect, defend, indemnify and hold harmless the Board, its agents, officers, elected officials, employees and volunteers from and against all claims, actions, liabilities, losses, reasonable attorney fees, and costs arising out of any actual or alleged: Bodily injury, sickness, disease or death, or injury to or destruction of tangible property including the loss of use resulting there from, or any other damage or loss arising out of, or claimed to have resulted in whole or in part from any actual or alleged act or omission of the Company or subcontractor, anyone directly or indirectly employed by any of them, or anyone for whose acts any of them may be liable in performance of the work; or Violation of law, statute, ordinance, governmental

administration order, rule or regulation by the proposer; or liens, claims or actions made by the selected auditor or any subcontractor or other party performing the work. The indemnification obligations hereunder shall not be limited to any extent by the amount, type of damages, compensation or benefits payable by or for the proposer or any subcontractor under workers' compensation acts, disability benefit acts, other employee benefit acts or any statutory bar.

2. Any cost or expense, including reasonable attorney fees, incurred by the District to enforce the contract shall be borne by the selected auditor.

Responses

Those wishing to respond to this RFP shall submit a clear and concise proposal that includes the following:

- Description of the audit team, including experience conducting such or similar audits, with particular emphasis on audits done in K-12 educational environments.
- An estimate of the number of hours anticipated to be spent onsite by the audit team and a list of the proposed tasks to be completed
- An estimate of the number of hours anticipated to be spent on the offsite analysis itemized by applicable personnel
- An hourly rate in \$/hr. and an itemized list of the total predicted costs for the audit and analysis
- Information that would be beneficial for the District to provide, prior to work commencing
- References from preferably three (at least two) sites where similar audits have been conducted. If possible, work included in the K-12 educational environment.

Selection process

Each proposal will be evaluated and a determination will be made if it meets the minimum requirements. Failure to meet the response requirements will be a cause for eliminating the proposal from further consideration.

The District will evaluate all proposals. In addition to evaluating written proposals, in-person interviews may be requested. Proposals will be evaluated on the following criteria:

- Ability of the proposer to perform the scope of work
- Proposed fee structure that is most advantageous to the District
- Quality and experience of staff/team members assigned to the audit
- References

The District reserves the right to reject any and all proposals, to waive any technicalities, informalities, and irregularities, to accept or reject all or part of the proposal, and to be the sole judge of suitability of the proposals offered.

Questions

Please direct questions to: Jim Altig, Director of Information Technology, jaltig@dps61.org

All proposals and applicable materials are due to the District by: **June 1st, 2018**

Please provide seven (7) copies of your proposal to:

Todd Covault
Chief Operational Officer
Decatur Public Schools
100 W. Cerro Gordo Street
Decatur, IL 62523

CERTIFICATIONS

1. BID-RIGGING AND BID-ROTATION

The undersigned Participant or contractor hereby certifies that he is not barred from bidding on this contract as a result of a violation or conviction of either the bid-rigging or bid-rotation provision of Article 33E of the Criminal Code of 1961 as amended.

2. NON-COLLUSION AFFIDAVIT

The undersigned Participant or agent states that he has not, nor has any other member, representative, or agent of the firm, company, corporation or partnership represented by him, entered into any combination, collusion or agreement with any person relative to the price to be bid by anyone at such letting, nor to prevent any person *from* bidding nor to induce anyone to refrain from bidding, and this bid is made without reference to any other bid and without any agreement, understanding or combination with any other person in reference to such bidding.

3. SEXUAL HARASSMENT CLAUSE

The undersigned Participant is in full compliance with the requirements of section 2-105 of the Illinois Human Rights Act (Public Act 87-1257) effective July 1, 1993, with respect to sexual harassment policies. The terms of that law, as applicable, are hereby incorporated into this contract

4. EQUAL EMPLOYMENT OPPORTUNITY CLAUSE

The undersigned hereby certifies that the Participant is in compliance with the Equal Employment Opportunity Clause and the Illinois Fair Employment Practices.

5. CRIMINAL BACKGROUND INVESTIGATIONS

Contractor/vendor is in compliance with Senate Bill 540, P.A. 86-411, effective as of January 1, 1990, which states that criminal background investigations must be conducted by the Department of State Police on all employees working for contractors doing business with the school district who come in daily contact with children.

6. ILLINOIS DRUG FREE WORKPLACE ACT

The undersigned, having 25 or more employees, does hereby certify pursuant to section 3 of the Illinois Drug-Free Workplace Act (30 ILCS 580/3) that it shall provide a drug-free workplace for all employees engaged in the performance of work under the contract by complying with the requirements of the Illinois Drug-Free Workplace Act and, further certifies, that it is not ineligible for award of this contract by reason of debarment for a violation of the Illinois Drug-Free Workplace Act.

7. NO SMOKING CLAUSE

Participant agrees that he, his employees and sub-contractors, will abide by the District 61 no smoking policy on any District 61 property.

By signing and notarizing this document, I hereby state and declare that the Participant/Contractor listed below and I are in compliance, and will comply, with all of the Certifications listed herein.

Signature

Date

Firm

Participant/Contractor

Address

NOTARY signature/date

NOTARY STAMP:

Make the mark.

Decatur Public School District | June 07, 2018

Information Technology Audit Services



plante moran | Audit. Tax. Consulting.
Wealth Management.



Plante & Moran, PLLC
27400 Northwestern Highway
P.O. Box 307
Southfield, MI 48037-0307
Tel: 248.352.2500
Fax: 248.352.0018
plantemoran.com

June 07, 2018

Mr. Todd Covault
Chief Operational Officer
Decatur Public Schools
100 W. Cerro Gordo Street
Decatur, IL 62523

Dear Mr. Covault:

Thank you for the opportunity to present our proposal to provide Information Technology Audit Services to Decatur Public Schools District 61 ("DPS" or "District") in response to your request for proposal. It is our understanding that the District is seeking the services of an independent consulting firm to assess various aspects of the current information technology (IT) environment, identify recommendations that will result in increased security, levels of services, and provide opportunities for cost savings. The District is also interested in the sizing and alignment for the IT department in order to meet the current and future technical and user support needs of the District.

An initiative of this importance requires the services of a trusted advisor with a proven track record of working on projects of similar complexity and magnitude. It also requires an experienced staff to ensure that the objectives of DPS are met. We take pride in our reputation as a leading provider of professional services and have performed technology consulting services for 200+ educational clients spanning over 25 years. Our extensive experience with education clients has enabled us to assemble a team of professionals capable of providing exceptional services to your District. We believe we offer the following benefits:

- **Significant experience** - We have conducted over 100+ IT assessments for public sector clients in the past 15 years, including clients such as:
 - Fort Worth ISD, TX
 - Rockford School District 205, IL
 - Oakland Schools, MI
 - Garland ISD, TX
 - Milwaukee Public Schools, WI
 - Farmington Public Schools, MI
 - Forest Hills Public Schools, MI
 - Toledo Public Schools, OH
- **World-Class expertise** – Our engagement team has substantial experience with all aspects of IT assessment, security and audit projects. Our consultants are at the forefront of current and emerging technologies, products, and solutions relevant to education clients and we are frequently asked to present on such topics.
- **Independence** – We are independent from all hardware, software and solutions providers, thus providing us the ability to conduct IT assessments and audits such as this in a neutral and independent manner.
- **Commitment to K12** – Our firm is committed to the K12 industry having worked with more than 200 education clients. We understand K12 operations and technology, resulting in practical, actionable recommendations.
- **Commitment to exceeding expectations** – You expect superior quality service, and Plante Moran has a long history of delivering excellent service. We are committed to investing the time to fully understand

your needs, making those needs our top priority, meeting your quality requirements, maintaining staff continuity, and being available when and where you need us. Let us show you why Plante Moran possesses industry leading client satisfaction scores.

The core team we have assigned to this project has the capacity to perform the work on this project. However, should they need additional assistance; we will utilize the services of other team members within our Information Technology Consulting practice, which consists of over 100 staff. For this engagement, we will be leveraging the services of a local IT provider (JTNet, Inc.) in Decatur, Illinois to assist with field and onsite project management activities. We believe our partnership with JTNet is uniquely qualified to assist the District in conducting an independent assessment for your IT environment.

Overall, Plante Moran delivers the best of both worlds – the resources and capacity of a large firm and the client-centric approach and attention to detail of a regional firm. If you have any questions concerning this proposal, please contact either Judy Wright at (248) 223-3304 / judy.wright@plantemoran.com or Joe Oleksak at 847-628-8860 / joe.oleksak@plantemoran.com.

Sincerely,

PLANTE & MORAN, PLLC



Judy Wright

Partner, Information & Technology Consulting



Joe Oleksak

Partner, Cybersecurity

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Company Background and Experience



Plante Moran Background and Experience

More than 90 years of history in 30 seconds or less.

We are the 15th largest certified public accounting and management-consulting firm in the nation. With a **history spanning more than 94 years**, our firm provides clients with financial, human capital, operations improvement, strategic planning, technology selection and implementation, cybersecurity, and family wealth management services.

Fast facts



Organized to better serve you

Our firm is organized by industry group and we have focused on K-12 for more than 40 years. You will receive the following benefits from our industry-based service model:

- Collaboration with professionals who have dedicated their careers to serving clients in K-12
- Practical solutions and timely updates on industry trends
- Added efficiency - your team will never need to spend time training our staff on industry topics

A great firm to work with, a great firm to work for

Plante Moran has been selected on *Fortune Magazine's* 100 Best Places to Work for 20 consecutive years. This leads to low turnover and a cohesive team who have worked together on numerous projects.

Commitment to K-12 Education

Plante Moran is a leader in providing services to school districts. We have provided consulting services for K-12 educational clients for 25 years. We take pride in our reputation as a provider of quality professional services to over 150 education clients. Our extensive experience with education clients has enabled us to assemble a team of professionals capable of providing a broad array of services for school districts.

To assure continued responsiveness to the needs of our clients, our consulting staff maintains a high level of understanding of, and sensitivity to, the key issues that influence the operations within educational institutions. Currently, these issues include:

- Budget and financial challenges
- Increasing labor, service, and material costs while resources are fixed or declining
- Increased public awareness and scrutiny of the use of technology, including data security
- Increased reporting requirements as a result No Child Left Behind and local school improvement initiatives
- Safety and security precautions for students and staff
- Increasing pressure to measure the benefits, as well as costs, of technology and services
- For many districts, continued focus on the business of schools while overseeing multi-million dollar construction initiatives

Our extensive experience with education clients has enabled us to assemble a team of professionals capable of providing a broad array of services for school districts.

The consulting staff at Plante Moran remains abreast of these issues through seminars, close contact with officials at the state levels and, more importantly, through continuing education consulting engagements. We warmly embrace the leadership role our educational clients have entrusted in us and we always strive to exceed the expectations they have for us.

Education Operations Excellence

Plante Moran's education consultants have worked with a wide variety of school district clients on operations excellence initiatives. Projects include business process redesign, rightsizing, operations reviews and sourcing. The objectives of these projects include service enhancement, increased efficiency and cost containment.

Business process redesign is the most relevant to this project and can generally be described as a comprehensive and systematic process review of an organization, department, or function. Key to the analysis is the identification of non-value added activities to streamline and simplify the process for improved performance outcomes for the customer – i.e., defining the compliance requirements of a financial process and reducing processes from a significant number of steps to just a few steps to transform operations. Reducing the number of process steps eliminates the majority of wait-time in governmental processes, to have maximum impact on positive performance and customer service.

Such an analysis is designed to identify cost and service enhancement opportunities within the operation and devise methods for improving overall cost effectiveness. This type of operational improvement initiative also

focuses on optimizing the use of resources and emphasizes improved operational performance and efficiency. Resources in this context may include personnel, facilities, technology, materials and equipment.

Information Technology Consulting

Plante Moran's management consultants have made a significant commitment to assist public sector clients develop and implement appropriate technology. We are among the few accounting and consulting firms that are completely vendor independent with respect to the offering of hardware or application software for our governmental clients. This enables our consultants to select the most appropriate solution for our clients based on the client's current situation and future goals and objectives. The services we offer address virtually all aspects of information systems including the following:

- Strategic Information Technology Planning
- Information Technology Assessments
- IT Infrastructure Solution Design / Selection / Implementation Management
- Cloud Strategy
- Project Budgeting and Return on Investment (ROI) Analysis
- Request for Proposal Development
- System Selection Assistance
- Contract Review and Negotiations
- Systems Implementation Planning
- Process Redesign
- Cybersecurity risk assessments
- ERP Needs Assessment
- Preparation of ERP System Requirements
- Quality Assurance
- Project Management
- Systems Controls Review

Project Management Methodology

Our firm has extensive experience in using a project management methodology based on the principles in the Project Management Body of Knowledge (PMBOK). PMBOK, a theory and set of principles developed by the Project Management Institute (PMI), provides a project management framework that can be used on projects of any size, type, complexity and industry to enhance the ability to complete projects on-time, within budget, within scope and meet the objectives desired by the client while managing change that frequently occurs on any project.

Our consultants have received extensive project management training, have conducted seminars and training in project management theory for clients and have developed an extensive toolset of project management templates, tools and lessons learned for managing projects. In fact, many of these tools and templates have been adopted by our clients to manage their own internal projects. Elements of our approach to managing projects are as follows:

- Assign personnel to areas of the project where their expertise is required
- Ensure that project expectations and scope are clearly defined up-front through development of a project charter
- Ensure frequent communications with the client
- Identify and anticipate potential project risks to minimize their occurrence and impact
- Closely monitor project timelines and budgets

Project Team Overview

Our staffing approach is designed to assign personnel to areas of the project where their expertise is required. All of the proposed team members have worked together on a number of previous IT Audit engagements for our clients. Specifically, our project-staffing plan is carefully tailored to assure that project team members are assigned tasks closely aligned to their experience and capabilities. All of the proposed consultants are employees of Plante Moran. Additional staff will be assigned as needed.

The following table lists the individuals comprising of our proposed team for this project and a description of the role each will serve. Resumes of each team member are included in the following section.

Project Staff	Project Role and Responsibility
Judy Wright Partner	Engagement Partner Will serve as the primary point of contact and will have the overall account management responsibility as well as overall responsibility for ensuring that all Plante Moran services are completed within schedule and budget. Judy will also provide project quality control over Plante Moran deliverables and services.
Joe Oleksak Partner	Cybersecurity Partner Will serve as the point of contact for Cybersecurity related tasks in the project and provide quality control over the Cybersecurity deliverables.
Kyle Macyda Manager	Project Manager / Lead Technical Consultant Will serve as Project Manager responsible for managing the day-to-day activities on the project and will act as the primary contact on the project. Kyle will also be responsible for the review of the technical environment (server, storage, backup, DRM), inventory, system capacities, evaluation of support needs and other aspects of the project, including meeting with IT staff.
Alex Dietrich Senior Consultant	Technical Consultant Responsible for the review of the technical environment (network, end user technologies), inventory, evaluation of support needs and other aspects of the project, including meeting with IT staff.
Sauvik Ghosh Senior Manager	Cybersecurity Lead Consultant Will provide specific IT risk and controls expertise and guidance to the Cybersecurity project team, and review Cybersecurity deliverables and present findings to stakeholders.
Saumil Shah Senior Manager	Cybersecurity Technical Consultant Subject matter expert on network security and technical IT controls. Will be responsible for assessing technical controls and documenting findings and control exceptions.

Project Staff	Project Role and Responsibility
Jack Schanz Staff	Cybersecurity Consultant Will be responsible for assessing IT General Controls and documenting findings and control exceptions.
Brian McNamara External Contractor	Project Consultant Consultant who will provide on-site support, client relationship management, and updates as needed. Will conduct some of the stakeholder interviews as needed.

Project Team Resumes



Judy Wright | Partner

Judy has over 25 years of experience in the education industry. Judy leads the Education Consulting Practice for Plante Moran and works with organizations to better leverage technology and improve operations. Her experience includes project management, strategic initiatives including IT assessments and project facilitation, process improvement, technology planning, ERP assessment and selection and enterprise network design. She has managed in excess of \$120 million of enterprise-wide technology, in close coordination with the client, architects and construction managers. Prior to joining Plante Moran, Judy was the Director of Computing Services at Wayne State University School of Business Administration and adjunct faculty in the Management Information Systems program. She holds a Bachelor of Arts degree in Computer Science from Wayne State University and a Master's in Business Administration from The University of Michigan.



Joe Oleksak | Partner

Joe has more than eighteen years of information systems security and information technology audit experience in government and education clients including K-12, financial institutions including banks, credit unions, mortgage companies, and insurance companies. Joe's experience includes: IT risk assessments, IT audit, penetration testing and network vulnerability assessment projects, web application vulnerability and security testing, PCI compliance, SSAE16 & SOC reviews, incident response planning and testing, business continuity and disaster recovery management. Joe is a member of the Information Systems Audit and Control Association (ISACA), and the International Information Systems Security Certification Consortium (ISC)². He attends and presents at multiple security and industry conferences annually. Joe is a Certified Information Systems Security Professional (CISSP) and Certified in Risk and Information System Controls (CRISC).



Kyle Macyda | Manager

Kyle has over 17 years of experience in designing, implementing, and supporting Information Technology (IT) infrastructure solutions. His hands-on, enterprise experience includes various aspects of business continuity including geo-clustering, data replication, storage area networks, backup & recovery and data center operations. He has expertise in operating system deployment, systems management, and workload migrations utilizing both traditional rack and blade servers. He also has extensive knowledge complex virtualized environments that include a mixture of on premise, private cloud and public cloud solutions. His projects have required understanding clients' business needs and technology requirements, designing solutions, and providing hands-on assistance to ensure the successful implementation. Prior to joining Plante Moran, Kyle was a senior-level systems engineer at one of the nation's top healthcare organizations, and in other roles elsewhere, has provided IT integration services to variety of K-12, higher education, and private sector clients.



Alex Dietrich | Senior Consultant

Alex has spent the last few years gaining valuable IT infrastructure knowledge from working at global private-sector companies. Alex has been responsible for delivering world-class on-site IT support at a major Silicon Valley technology company across US and Asia Pacific regions. He also possesses experience in managing a data center-networking environment for a "Big 3" automotive manufacturer. Over his career, Alex has gained technical background in service provider networking, network security, multi-vendor data networks, and multi-vendor OS support. He specializes in requirements development, network infrastructure design, end-user IT support, and custom A/V systems. Alex has a BS in Media and Information from Michigan State University and holds active certifications in both Cisco and Juniper networking platforms.



Sauvik Ghosh, CPA, CISA, CIA, CISSP, CISM, CIPP, PMP | Senior Manager

Sauvik is a leader in Plante Moran's Cyber Security practice and has extensive experience in IT Compliance and Audit, Information Security and Privacy and IT consulting services in diverse industries including government and education clients. Sauvik's experience includes: IT risk assessments, IT general and application controls, SOX 404 Compliance, privacy and other regulatory compliance (HIPAA, CPNI, FDA), system implementation reviews. Sauvik holds an MBA and a Master's degree in Accounting. Sauvik's certifications include Certified Public Accountant, Certified Information Systems Auditor, Certified Internal Auditor, Certified Information Systems Security Professional, Certified Information Security Manager, Certified Information Privacy Professional and Project Management Professional. Sauvik has presented on IT Audit and Security related topics in webinars, professional meetings and conferences.



Saumil Shah, CISA, CEH, CCNA | Senior Manager

Saumil has over ten years of information security, control and IT audit experience in a number of industries, including government and education, financial institutions, insurance and healthcare. Saumil's experience includes: reviewing system configuration (router / switch/ firewall/ server settings etc.), conducting Web and Mobile Application security, Source Code Reviews, Social Engineering Assessments as well as performing Black-Box/White-Box Network Penetration Testing on IT infrastructure components deployed and managed by the client infrastructure team. He has assisted with IT general control reviews, PCI-DSS, SSAE 16 reviews and database security audits. Saumil holds a Bachelor of Computer Engineering from Mumbai University. Saumil is certified in Certified Information Systems Auditor (CISA), Cisco Certified Network Associate Security (CCNA-Security), Certified Ethical Hacker (CEH), EC-Council Certified Security Analyst (ECSA) and Provisional ISO 27001 Lead Auditor (ISO 27001 LA). Saumil regularly attends ISACA Chapter meetings and participates InfoSec discussions to identify challenges faced in security industry.



Jack Schanz | Consultant

Jack has experience in information security, control and IT audit in a number of industries including government and education, healthcare, service, technology and not-for profit. Jack's experience includes HIPAA Security Risk Assessments, Sarbanes Oxley 404 IT Compliance reviews, PCI assessments, and Information Systems General Controls reviews. Jack holds a Bachelor of Science degree in Informatics from Indiana University.



Brian McNamara | Technology Director (External Contractor)

Brian has over 18 years' experience in IT consulting and has a wide breadth of knowledge that includes cloud systems design and implementation, VoIP systems design and implementation, and secure web content delivery. He is well versed in a variety of operating systems and understands the challenges that come with ensuring their connectivity in diverse network environments. In addition, Brian has worked with the product lines of all the major network manufacturers. His background includes design and implementation of secure web content delivery, infrastructure design and planning, and secure Linux/Unix design and implementation. Over the years, he has consulted in a number of industry segments – Education, Construction, Manufacturing, Agriculture, and Healthcare to name a few. His involvement in multiple industries allows him to share technology and systems management best practice between those industries. Brian has a BS in Management Information Systems from Millikin University.

K12 Experience

The following table represents a few of the IT Audit / Assessment Projects we have worked on with our education clients.

School District	Project Title
Bloomfield Hills Schools	IT Assessment
Eaton ISD	IT Assessments for five local school districts
Forest Hills Public Schools	Bond Planning, IT Assessment, Technology Design
Forest Hills Public Schools	7-Point Cybersecurity Assessment
Fort Worth ISD, TX	IT Assessment
Grandville Public Schools	IT Assessment
Genesee ISD	Assessment of a Technology Services
Grand Blanc Schools	IT Assessment
Ingham ISD	IT Assessments for four local school districts
Kalamazoo Public Schools	IT Assessment
Kent Intermediate School District	IT Assessment for six local school districts to develop shared services model
Mercy High School	Information Security Audit and Network Security Assessment
Ottawa Area ISD	IT Assessments for thirteen local school districts
Rochester Community Schools	IT Assessment
Toledo Public Schools	IT Assessment
West Bloomfield Schools	IT Assessment

Public School Clients Served by Plante Moran

Client Name	Project (s)
Ann Arbor Public Schools	<ul style="list-style-type: none"> • Management Operations Review
Berkeley County School District	<ul style="list-style-type: none"> • ERP Assessment and System Selection • Contract Negotiation
Birmingham Public Schools	<ul style="list-style-type: none"> • Administrative System Selection and Implementation • Process Redesign
Bloomfield Hills Schools	<ul style="list-style-type: none"> • Privatization • Business Office Assessment • Central Office Study • IT Assessment
Center for Educational Performance and Information (CEPI), State of Michigan	<ul style="list-style-type: none"> • Student Data System and Educational Entity System
Center Line Public Schools	<ul style="list-style-type: none"> • Business Office and Human Resources Review
Cincinnati Public Schools	<ul style="list-style-type: none"> • IT Assessment
Clark County Schools	<ul style="list-style-type: none"> • Post-Implementation Review
Clinton County RESA & Montcalm Area ISD	<ul style="list-style-type: none"> • ERP Assessment and System Selection
Columbus City Schools	<ul style="list-style-type: none"> • District-Wide Staffing Modeling
Dearborn Public Schools	<ul style="list-style-type: none"> • Benchmarking & Operational Study
Detroit Public Schools	<ul style="list-style-type: none"> • Post-Implementation Review, IT Outsourcing • IT Outsourcing Consulting • Application Security Assessment • Financial Statement Audit, Federal Programs Audit and AUP Engagement
Farmington Public Schools	<ul style="list-style-type: none"> • Bond Planning • Technology Bond – Planning Design & Implementation • IT Assessment • Management Operations Review
Flint Community Schools	<ul style="list-style-type: none"> • Organizational Review
Forest Hills Public Schools	<ul style="list-style-type: none"> • Bond Planning, IT Assessment, Technology Design • ERP System Selection and Implementation • Backup System Selection • Physical Security Systems • 7-Point Cybersecurity Assessment • Network Security and Penetration Assessment

Fort Worth ISD, TX	<ul style="list-style-type: none"> • IT Assessment
Garland Independent School District	<ul style="list-style-type: none"> • SIS System Selection and Implementation
Garden City Schools	<ul style="list-style-type: none"> • Technology Design
GenNET	<ul style="list-style-type: none"> • Assessment of a Technology Services
Genesee Intermediate School District	<ul style="list-style-type: none"> • Forensic Accounting Services
Grand Blanc Schools	<ul style="list-style-type: none"> • IT Assessment
Grandville Public Schools	<ul style="list-style-type: none"> • IT Assessment
Hazel Park Schools	<ul style="list-style-type: none"> • WLAN Assessment, RFP Assistance, & Implementation
Ingham ISD	<ul style="list-style-type: none"> • IT Assessments • Administrative System Selection
Indian Prairie School District	<ul style="list-style-type: none"> • Administrative System Assessment
Ionia Public Schools	<ul style="list-style-type: none"> • Network Design
Kalamazoo Public Schools	<ul style="list-style-type: none"> • IT Assessment
Kent Intermediate School District	<ul style="list-style-type: none"> • Data Warehouse, Data Warehouse Audit, Data Center • Converged Infrastructure • Data Center, Wide Area Network, Fiber WAN • IT Support Shared Services • Project Management – Technology Readiness Infrastructure Grant (TRIG)
Lake Orion Community Schools*	<ul style="list-style-type: none"> • Central Office Review • Administrative System Selection • Privatization
L’Anse Creuse Public Schools	<ul style="list-style-type: none"> • Technology Design & Implementation -2005 Bond • Data Center Design and Move • Technology Design & Implementation 2000 and 2002 bond • Technology Design & Implementation 1997 bond • Fiber Optic Network • VoIP and Network Electronics • Data Backup RFP • Video Surveillance Systems (Review, Design and RFP Development)
Lenawee ISD	<ul style="list-style-type: none"> • USF Projects • Purchasing Process Review
Lenawee Monroe Technology Consortium	<ul style="list-style-type: none"> • Administrative System Selection
Little Miami School District	<ul style="list-style-type: none"> • Technology Design for 2006 Bond

Madison Metropolitan School District	<ul style="list-style-type: none"> • Strategic WAN//LAN Telecommunication Planning
Mercy High School	<ul style="list-style-type: none"> • Information Security Audit and Network Security Assessment
Michigan State Education Network (MISEN)	<ul style="list-style-type: none"> • Statewide Education Network (SEN)
Milwaukee Public Schools	<ul style="list-style-type: none"> • ERP Assessment and System Selection • Contract Negotiation
Mt. Clemens Community Schools	<ul style="list-style-type: none"> • Management Operations Review
Multnomah ESD	<ul style="list-style-type: none"> • Finance System Selection and Implementation
Novi Community Schools	<ul style="list-style-type: none"> • Technology Design for 2007 Bond • Technology Designer - Physical Security Systems Consulting • Voice System and Network Design and Implementation • Privatization – Custodial and Transportation
Northville Public Schools and	<ul style="list-style-type: none"> • Shared Services - Transportation
Oak Park School District	<ul style="list-style-type: none"> • Bond Planning
Oakland Schools	<ul style="list-style-type: none"> • Administrative System Selection • Administrative System Selection & MIPEER Implementation Management • Best Practice Process Facilitation • Shared Services / PA 63 Study • Cost Containment – Outsourcing Operations • Early Warning and Notably Successful District Benchmarking • Notably Successful Districts Study • Shared VoIP Consulting & System Selection • ERP Selection and Implementation
Ottawa Area ISD	<ul style="list-style-type: none"> • IT Shared Services
Plymouth Canton Community Schools	<ul style="list-style-type: none"> • Technology Design – 2013 Bond • Science, Technology, Engineering and Mathematics (STEM) Instructional Virtual Desktop Infrastructure (VDI)
Richland County School District One	<ul style="list-style-type: none"> • ERP System Selection and Implementation
Rochester Community Schools	<ul style="list-style-type: none"> • IT Assessment • SIS Selection
Rockford Public School District	<ul style="list-style-type: none"> • Administrative System Selection and Implementation
School City of Hammond	<ul style="list-style-type: none"> • Administrative System Selection and Implementation
School Employees' Retirement System of Ohio	<ul style="list-style-type: none"> • Quality Assessment Review of Internal Audit

St. Johns Public Schools	<ul style="list-style-type: none"> • ERP System Selection and Implementation
Southgate Community Schools	<ul style="list-style-type: none"> • Privatization • Technology Design and Bond Planning for Subsequent Bond • Technology Designer - Physical Security Systems Consulting
South Lake Schools	<ul style="list-style-type: none"> • Technology Design – 2009 Bond
Springfield Public Schools	<ul style="list-style-type: none"> • Administrative System Selection and Implementation
Toledo Public Schools	<ul style="list-style-type: none"> • IT Assessment, Strategic Plan and Administrative System
Warren Consolidated Schools	<ul style="list-style-type: none"> • Bond Planning • Technology Design
Wayne County RESA	<ul style="list-style-type: none"> • Shared Special Education Transportation Services • Early Warning Administrative Review
Wayne-Westland Community Schools	<ul style="list-style-type: none"> • Enterprise WAN for Voice, Video and Data • Video Solution Design • Technology Design • Data Center Design
West Bloomfield Schools	<ul style="list-style-type: none"> • IT Assessment • Infrastructure Design, Selection and Implementation
Woodhaven-Brownstown School District	<ul style="list-style-type: none"> • Technology Design
Youngstown City Schools	<ul style="list-style-type: none"> • Business Office Review
Ypsilanti Public Schools	<ul style="list-style-type: none"> • Technology Owners Representative

Project Approach and Timeline



Background

Decatur Public Schools District 61 (DPS) serves more than 9,000 students in central Illinois from pre-kindergarten to high school, which makes DPS the 27th largest public school district within the state. The District includes five magnet schools and serves as the administrative agent for one special education district.

Statement of Understanding

The use of technologies at DPS directly affects the District's strategic goal of ensuring a unique and innovative learning experience to all students is provided. To ensure the information technology (IT) environment at DPS is well positioned to deliver on the services and technologies that are offered, the District is seeking to engage the services of an independent consulting firm to conduct an audit of its IT environment and the staffing that supports this environment. Based on the information provided in the RFP document, we understand that DPS is looking to conduct an audit that focuses on improving security, services and support for end users. The list below includes the following tasks or Statement of Work (SOW) as defined in your RFP:

SOW #	Assessment Area
1	Review of system and equipment inventory and accompanying documentation
2	Review capacity and performance of current systems including DRM
3	Review of system security and data privacy including best practices internally and externally
4	Review of current IT/Data staff allocation and support model
5	Review of data quality, specifically related to reliability and confidentiality
6	Are systems configured and scaled to meet best practices
7	Is the department appropriately staffed and staff utilized according
8	Are staff supervised appropriately and accountability in place
9	Are appropriate processes in place to ensure vendor accountability
10	Does equipment align with staff needs

In addition to the deliverable described below, we have distilled your key areas of assessment into the following questions that the District is seeking to answer through this assessment.

1) IT Organization & Personnel

- Do we have the proper structure within the IT department and is our IT staffing adequate to meet our current needs?
- Does our staff have the necessary skills and are they effectively utilized to manage the current and future needs of the District?
- Does the District have appropriate IT-related processes and procedures in place to hold internal staff and external vendors accountable?

2) Technology Environment

- Is our IT environment (infrastructure, key line of business applications, end user technologies and classroom technologies) addressing the needs of the District?
- Is our technology configured properly according to best practices?

3) IT System and Data Security

- Do we have proper information security controls and security management practices in place to safeguard the integrity, availability, reliability, and confidentiality (privacy) of data?

- b. Do we have an effective Disaster Recovery Management (DRM) practice in place to mitigate our risk in the event of a major disruption?

The deliverable resulting from the evaluation and assessment process will include succinct and impactful responses to the key questions identified above. For each of the areas assessed, a prioritized set of recommendations along with estimated costs (capital and operational) and timelines (duration) for implementation will be provided. The assessment will be based on comparison to industry best practices and focus on recommendations that can deliver value by improving the effectiveness and efficiency of the District's IT environment. We anticipate that the deliverable will be in a presentation format that is easily digestible by the District's Leadership team as well as the IT staff

Due to the sensitive nature of the contents (findings and recommendations) stemming from a review of the IT security environment, it is our recommendation to separate the security aspects of this project into a separate and standalone deliverable. This deliverable will include a prioritized list of findings and recommendations for mitigation and risk management (e.g., risk transfer, avoidance, acceptance, or remediation).

Comprehensive IT Assessment Approach

Plante Moran has performed more than 200 Information Technology Assessments in the past 15 years including a number of these assessments for K-12 institutions. Through these experiences, we have developed specific tools, techniques and methods for performing IT Assessment projects. In addition, we have successfully incorporated best practices from ITIL, COBIT and other frameworks into our methodology and continually update these methods through projects and industry involvement. Frequently, the project's scope may include some aspects of an IT assessment in addition to other areas

Even though your RFP identified specific areas of IT to be assessed, in order to achieve this objectives, we believe a broader and comprehensive review the “People”, “Process”, and “Technology” is essential. The assessment will consist of a review of:



- **People** – Organization of the technology support function including governance, organization structure, delivery of services, user satisfaction, staff development, etc.
- **Process** – Administration of technology including policies, procedures, acquisition, help desk administration, network management, software deployment, security policy, etc.
- **Technology** – Technologies and systems used to accomplish current objectives.
- **Cybersecurity** – Identify protections and controls necessary to protect DPS from data security risks and threats

The methodology graphic on the following page illustrates the relationship between the three primary components surrounded with sense of cybersecurity in our approach

Through our extensive experience, we have continually refined our approach for IT assessment engagements to ensure that we deliver the utmost value to our clients. The broader review allows us to gain a comprehensive view of the entire IT environment and to identify gaps and associated recommendations that not only addresses the objectives identified in the RFP, but also provides a **model for long-term sustainability**.

As noted previously, in order to achieve your objectives, we believe a broader and comprehensive review the “people”, “process”, and “technology” areas and key topics within each area are essential. This allows us to establish a baseline of the current environment, identify gaps and provide recommendations for a long-term sustainable model. Our standard approach includes all of the topics listed below and have ***bolded/italicized specific focus areas that DPS specifically identified in the RFP***. We fully expect to review the applicable items included in the required services section of the RFP, under the areas identified below.

People	Process	Technology
Governance <ul style="list-style-type: none"> Strategies and goal alignment New initiatives/project portfolio management IT governance process Support <ul style="list-style-type: none"> IT organization structure <i>Staff competencies</i> <i>Staff development/training</i> <i>Capacity planning / resource allocation</i> External service providers <i>Time effort allocation</i> End User Satisfaction <ul style="list-style-type: none"> Usage <i>Effectiveness</i> Responsiveness Communication 	Delivery <ul style="list-style-type: none"> Help desk/field service administration (Customer Service) Service level agreements Network/server performance monitoring & management Workstation management Anti-virus & patch management IT asset/licensing management End user training IT Strategy <ul style="list-style-type: none"> Project prioritization, management and change control Technology procurement Budgeting IT Policies & Procedures <ul style="list-style-type: none"> IT standards, protocols & practices Documentation & operating procedures Cybersecurity <ul style="list-style-type: none"> Information Security Program Network and Application Security Data ownership, integrity, security and privacy Disaster Recovery & Business Continuity Planning (DR/BCP) 	Infrastructure <ul style="list-style-type: none"> Network architecture (Internet, WAN and LAN) Wireless LAN (technology, coverage, security & management) Server and storage (virtualization & backup) <i>Network Security architecture</i> (authentication, access, monitoring and incident response) Telecommunications <ul style="list-style-type: none"> Server room environment End User/Educational Technology <ul style="list-style-type: none"> End user computing Mobile computing (BYOD, smartphone, tablets) Collaboration technologies (voice, video, & data)

In order to achieve DPS's scope of work activities identified in the RFP, we have organized our work into two primary phases (Phase 1 and Phase 2). We believe this approach will help to capitalize on the synergies between related areas, overlap of individual/team responsibility areas, and allow for effective project management. The scope of work activities in DPS's RFP spans across these two phases of an IT environment audit and cybersecurity assessment and to the most part, we anticipate that both these phases will occur in parallel. We have included additional activities for project initiation and ongoing project monitoring activities. A brief description of the phases is shown below:

- **Phase 0 – Project Initiation:** These activities are intended to begin the project, introduce the project team, finalize the project scope, and validate deliverables and project timelines.
- **Phase 1 – Information Technology Audit:** This phase includes comprehensive data gathering through group and individual interviews, technical environment assessment, and documentation reviews. This phase concludes with a formal report outlining current state observations and future state recommendations.
- **Phase 2 – Cybersecurity Assessment:** This phase includes a review of security controls related to system security and data privacy with identification of potential risks and/or threats. This phase concludes with the formal development of recommendations to be considered for remediation.

Phase 0: Project Initiation and Ongoing Project Management

Work Step Objective and Summary of Activities: We use the Project Initiation activities to introduce the project team, finalize the project scope, and validate deliverables and timelines. In preparation for these, our team will develop a project organizational structure, detailed project plans, and regularly scheduled progress meetings. This will help facilitate ongoing communications and planning. Activities to be performed include the following:

- Perform project initiation activities
- Define a project organizational structure
- Develop a project plan
- Provide ongoing project management throughout project lifecycle

Additional details for each task are provided below.

1. Perform Project Initiation Activities

Project initiation activities will be conducted to introduce the project team and finalize the project scope, deliverables and timetables. The key work steps for this task are listed below:

- **Conduct Project Kick-Off Meeting:** Conduct a project kick-off meeting that will define the objectives, timing, scope, anticipated staff involvement, and other items relevant to the project.
- **Define Project Deliverables and Format:** Review the anticipated project deliverables to confirm that the proposed results will support the objectives of the project. We will also review the deliverable format for this project.
- **Establish Project Collaboration Center:** Over the last few years, collaboration environments such as Microsoft's SharePoint Portal have become essential tools in which to establish project collaboration environments for large-scale projects. We will work with the District in the establishment of a project

collaboration environment that will serve as a document repository throughout the duration of the entire project.

- **Schedule and Moderate Project Status Meetings:** We will identify a time for regular status meetings and/or conference calls with the project team and key stakeholders. We will identify key meetings for executive updates.

2. Define Project Organizational Structure

Our approach to each consulting engagement is structured to provide the services and level of professional support required to meet the individual needs of the client. We will work jointly with the District's Project Team to design a process that will meet the overall needs of the District. As standard practice in the majority of our engagements, especially those related to IT assessments, we have designed a very collaborative approach to create a high probability of implementation success.

3. Develop Project Plan

We will work collaboratively with the District's project manager to develop a high-level project schedule. We will incorporate the following into a project plan:

- Major phases and milestones
- Work tasks and their due dates with assigned responsibilities
- Stakeholder engagement meeting schedules
- District subject matter expert resource requirements
- Status meeting and reporting cadence
- Deliverable deadlines

Specific assignments (definition & goals), milestones, and deliverables will be reassessed in coordination with the District in advance of each project phase.

4. Provide Ongoing Project Management

Throughout the lifecycle of this project, from initiation to transition management, we will provide ongoing project management. Our project management approach leverages best practices set forth by both PMBOK (Project Management Book of Knowledge) and PMI (Project Management Institute) and includes the following key activities:

- Assigning personnel to areas of the project where their expertise is required
- Conducting routine status meetings with stakeholders and project teams providing formal agendas, minutes and status reports
- Identifying and anticipating potential project risks to minimize their occurrence and impact
- Monitoring project timelines and budgets

Phase 1: Information Technology Audit

Work Step Objective and Summary of Activities: The purpose of this set of activities is to review DPS's IT systems and organization in order to gain a comprehensive understanding of the current environment. This phase will include the following activities:

1. Project kick-off

2. Collect and review documentation
3. Conduct end user technology survey (optional)
4. Conduct stakeholder interviews
5. Meetings with information technology staff
6. Develop recommendations & prioritization
7. Develop it assessment report
8. Prepare final assessment deliverables

Additional details for each task are provided below.

1. Project Kick-off

We intend to conduct a project kick-off meeting that will define the objectives, timing, scope, anticipated District staff involvement and other items relevant to the project. At the kick-off meeting, introductions can take place, initial information can be exchanged and schedules can be coordinated.

2. Collect and Review Documentation

Prior to our kick-off meeting, we would like to secure any of the following documentation that may be available to gain a comprehensive understanding of your current technology environment. Documents to be reviewed are anticipated to include the following:

- **Network & Telecom:** WAN and LAN diagrams, internet connectivity, network management tools, security management tools, telecommunication systems, equipment inventory.
- **Server & Storage Environment:** Equipment & operating systems inventory, system management tools, server refresh plan, disaster recovery management tools.
- **Workstation Environment:** Equipment & operating systems inventory, WS management tools, virus & patch management tools.
- **Classroom and Multimedia Technologies:** Inventory of audio/video/multimedia technologies used at each building; inventory of IP-based unicast and multicast audio/video technology systems.
- **Applications:** List of applications used by the organization, number of users of the application.
- **Staffing & Help Desk Environment:** Organization chart with staffing levels, responsibilities and job descriptions, use of external service providers, help desk call summaries for current year, contracts, SLA.
- **Management:** Detailed budget, expenditures (planned vs. actual), technology plan, project portfolio/backlog, planned projects, existing IT maintenance/services contracts.
- **Policies & Procedures:** Listing of available policies and procedures such as DRP, password policies, acceptable use policy, vendor management, procurement, information security, virus and patch management procedures.
- **External Support:** Listing and description of current IT-related support areas outside of IT.

While we believe that the availability of this information is critical for a successful assessment, we also understand that this information may not be readily available in a documented form. We would like to better understand what is available before the project commences as this may impact the timeline and our activities/fees.

3. Conduct End User Technology Survey (optional)

Typically, to obtain the end user perspective on the effectiveness of technology and related services, we would recommend conducting an end user technology survey. However, due to the potential small amount of responses that may be collected over the summer, we have elected to make this an optional work step. Fees for this work step are not included in the proposal costs.

If the District elects to choose this option, to assess the utilization of technology and their functions, we will develop and administer an online technology survey(s). We will gather meaningful opinions, comments, and feedback regarding the deployment, utilization and effectiveness of technologies (education technology and administrative technology) across the District. Ideally, the survey would be administered to all stakeholders including teachers, principals/building administrators, and central office administrators. Survey topics will include:

- Use of technology in DPS
- Use of classroom technologies
- Training, service & support
- General technology roadmap
- Communication, transparency and funding mechanisms
- Insights and recommendations for the future

The survey questionnaire(s) will be reviewed with DPS's project team, refined as necessary and be readied for distribution.

Ideally, we would like to obtain preliminary results prior to our onsite interviews to prompt and focus discussion with interview participants. An analysis of the information will be provided to DPS and incorporated into the assessment report. From the survey results, we can identify gaps between current levels of service and desired levels of service as well as gaps where current technology is not meeting instructional or administrative needs of the District. Having conducted similar surveys with other K-12 clients will allow us to perform a comparative analysis to determine specific areas of strength and opportunities for improvement.

4. Conduct Stakeholder Interviews

As noted in the RFP we will schedule and conduct onsite meetings with departmental staff. We find that conducting these meetings without representatives from Technology present allows us to receive candid feedback. We typically include teachers, staff and administrators in stakeholder interviews. The focus of these interviews is to identify the effectiveness of current IT operations and the technology in use. Interviews topics will likely include:

- Perceptions regarding IT opportunities in the instructional and administrative areas
- Technology integration within the instructional process
- The approach taken to align IT initiatives with the District's strategic plan along with operational priorities
- Project prioritization and governance
- Key technology functions, applications usage and challenges
- Support requirements and IT roles and responsibilities
- Current and anticipated information and technology needs over the next five years

- Ease of access and use of key line of business applications and necessary data
- Process for justifying, approving and funding IT activities
- Future IT support and training needs as a result of the technology upgrades
- Questions as a result of survey responses (if a survey is conducted and results are available by the time of these interviews)

We plan on one day of stakeholder interviews, representing instruction and operational areas. We typically conduct the meetings over a single visit and will work with the District to schedule the interviews at a time that is mutually convenient.

5. Meetings with Information Technology Staff

We will meet with representatives from each area of IT. While we anticipate that many of the meetings will be group interviews, we will also meet separately with key IT management personnel. Those IT staff that we do not meet individually, we will survey for their input. Discussions will vary by group but will likely include:

- Organization structure, communication/working relationship
- IT roles and responsibilities as well as resources/tools
- Current system architecture
- Discuss any challenges (technical/non-technical) or issues with these current systems
- Key technology functions and challenges
- Current and anticipated information and technology needs over the next five years
- Policies and procedure related to administration and management of IT systems
- Project management and change management approaches
- Alignment of IT initiatives with the department's and District's strategic plans
- Process for justifying, approving and funding IT activities
- Process for defining and prioritizing IT support and projects
- Process for identifying and procuring professional development activities (IT staff training)
- Current workload and project backlog

As part of the technology support interviews, we will also review the areas identified in the statement of work using an in-depth IT assessment tool that we have used on a number of previous IT assessments. We frequently issue a time allocation survey to IT staff in order to gain insight into the time and effort expended in major IT support categories. Additionally we will issue an IT skill assessment to evaluate current staff skillsets and identify training needs.

6. Develop Recommendations & Prioritization

Based on the findings outlined in the prior work step, we will develop a set of opportunities (areas of improvement) for the IT environment at the District. The opportunities we identify will be aligned with compliance, industry standards and best practices in K-12 education for each of the topical areas identified in our statement of understanding.

With each opportunity that is identified, we assign that opportunity a priority for identifying the criticality and effort level to indicate the overall work effort for executing each of the opportunities. In addition, estimated budgets (capital and operating) for executing these opportunities will be created through an analysis of high-level District requirements, prior experiences, and the latest industry pricing information.

#	Opportunity/Recommendation	Priority	Effort	Capital Cost		Operational Cost		Estimated Duration
				Low	High	Low	High	
1	Infrastructure							
1.1	Network Architecture Current: ●●○○○Desired: ●●●●○							
1.1.1	Refresh legacy network electronics at the edge	●	▲	\$150,000	\$350,000	\$10,000	\$25,000	7-12 months
1.1.2	Upgrade closet to MDF connections to Ten-Gigabit							
1.1.3	Enforce uniform building facility layouts for network closets							
1.1.4	Expand network access control to the wireless network							

Opportunities		
1.1.1.	Refresh legacy network electronics at the edge	Priority: ● Effort: ▲
<ul style="list-style-type: none"> Existing network electronics are outdated and do not meet the growing network capacity needs of the District's network. Expedite plans to replace the aging Cisco 2960 platform in the core network. The District should consider a modular switching platform that is capable of meeting the current and future demands of the District as throughput capacity and switch port capacity needs change. 		

7. Develop & Present Information Technology Assessment Report

We will develop a draft Information Technology Assessment Report that summarizes all of the findings and recommendations from previous work steps. This report will include the following, keeping in context the size and nature of the District:

- **Project Overview** – Will provide description of the objective, the methodology used, DPS staff involvement, external input, project schedule and any assumptions associated with the project.
- **Executive Summary** – This section will be developed to provide the School Board and District management teams' succinct, yet meaningful responses to the key questions identified in the Statement of Understanding section. Further, for the items assessed, we will summarize the current state of the environment, gaps and a prioritized list of critical needs along with estimated budgets and timeline for addressing the needs. This table will serve as a *roadmap for the implementation of strategic & tactical recommendations* identified in this assessment. We anticipate that the Executive Summary will be developed in PowerPoint presentation format.
- **Detailed Findings / Recommendations** – This section will provide additional details on findings and recommendations as summarized in the Executive Summary.
- **Appendices** – Supporting appendices as applicable.

8. Prepare Final Assessment Deliverables (Report and Presentation)

We will review the IT Assessment report with the District's project team and make any modifications necessary as a result of that meeting. Once feedback is received from the project team, we will incorporate any changes to this report and finalize the report. In addition, if requested by the District, we plan to deliver an oral presentation summarizing the results of this assessment to the District Leadership and the School Board.

Phase 2: Cybersecurity Assessment

Work Step Objective and Summary of Activities: Our technical information security projects are governed by a standard approach designed to facilitate client communication, coordination, and collaboration throughout each phase of the engagement. This phased approach controls the overall progression of the project, allowing us to build momentum and synergy into each project phase. Utilizing this framework allows us to deliver valuable results, customized to each organization, void of false positives, with both executive and technical messaging supported by practical recommendations for remediation. This phase will include the following activities:

- Conduct Interviews with IT and other members of management team
- Review and Assess information Security Controls
- Compile Findings and Prepare Draft Report
- Prepare Final Security Controls Deliverable

Additional details for each task are provided below.

1. Collect and Review Documentation

During the discovery phase, Plante Moran will provide the District with an information request list. The documentation provided in this phase will assist with our understanding of the District's general IT security landscape. Documents we expect to review include:

- Network security systems (firewall, IDS/IPS, content filters, etc.) in place
- Compliance requirements/standards
- Server and end point security standards
- Network segmentation plans
- Information Security and privacy policies
- Access Management and Configuration Management policy and procedures

We will review existing documentation provided to gain a comprehensive understanding of the District's current cybersecurity environment as well as the overall security and management of data. Further, we will identify gaps relative to documentation provided. These gaps could identify areas where additional mitigating controls need to be considered or recommendations can already be identified.

A complete list of documents required will be created and distributed in the discovery phase.

2. Conduct Interviews with IT and Administration

We will conduct interviews with IT personnel and members of the management Team to evaluate information security controls for each of the critical security areas. Areas of focus will include:

- Inventory and Identification
- Secure Configurations for Hardware and Software
- Malware
- Application Software and Access Controls
- Perimeter Defenses, Network Security and Incident Response
- Data Protection and Recovery
- Security Skills Assessment
- Monitoring and Analysis of Audit Logs

Due to the nature of the IT staff interview, resource permitting, there is a possibility of combining conducting the IT staff interview simultaneously for the IT assessment and the security Assessment.

3. Review and Assess Control Environment

We will review the existing control environment at the District including relevant security aspects for the following critical security control areas:

- End User Security Awareness
- Systems & Network Management
- User Management (critical systems)
- Vendor Management
- Disaster Recovery and Incident Response
- Data Privacy and security
- Emerging Technology
- Common Threats

The objective of this step will be to assess the information security, data privacy and system availability and disaster recovery controls and benchmark them to industry best practices and frameworks, e.g., NIST 800-53 and ISO 27001.

4. Prepare & Present Cybersecurity Assessment Report

Based on interviews completed, reviews of documentation, and our evaluations performed, we will compile our recommendations to be considered for remediation. Throughout the course of our engagement, we will also communicate our observations to ensure there are no surprises at the end of the engagement and that we have not misunderstood any discussions or documentation. Our deliverable(s) will also include a prioritized list of risk items for management's consideration of risk administration (e.g., risk transfer, avoidance, acceptance, or remediation).

The observations and recommendations discussed previously will be translated into a draft report that will include the following:

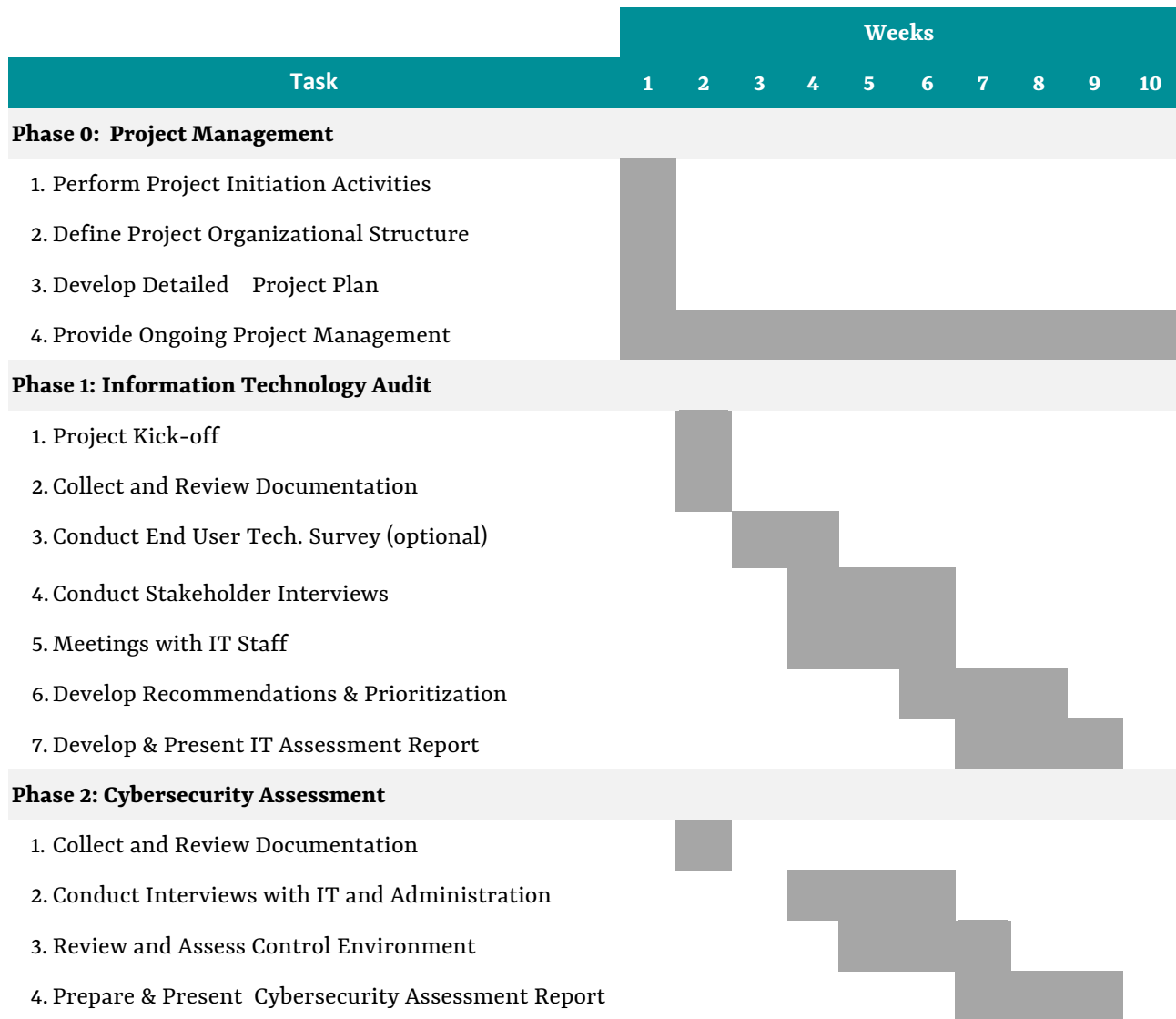
- Executive summary
- Recommendations and opportunities for improvement
- Details on testing completed
- Supporting appendices

After receiving your feedback on the draft report, we will update the report to a final deliverable. In addition to delivering the final report in electronic and hard copies, we will also be available to present the reports at any applicable management or committee meeting.

As noted in the Statement of Understanding, due to the sensitive nature of such a report, it is our intention to deliver this report in a separate cover from the IT assessment report.

Timeline

We are prepared to start the project within two weeks of notification and expect that the project can be completed in an 8-10 week timeframe. The estimated timeline (in weeks) for various tasks of this project is shown below. Please note that the timeline is predicated upon the availability and responsiveness the District staff, as well as the timely conveyance of requested information. During the project initiation step, we will meet with your staff to outline a schedule that best meets your needs, staff resources, and accounts for the District's calendar.



Pricing



Proposed Fees

Based on the services and scope of this project, as detailed in the RFP and this proposal, our **fixed fee** for this engagement will be **\$46,000**. This includes all consulting services and associated expenses. These fees and expenses are subject to the terms and conditions of the accompanying Professional Services Agreement and are based on the value of the services provided. This fee is inclusive of all travel to the Decatur, IL and incidental expenses and our professional services agreement is subject to our general terms and conditions provided in this proposal.

Phase	Total Est. Hours ¹	Fees ²
Phase 1: Information Technology Audit	175 hours	\$31,000
Phase 2: Cybersecurity Assessment	80 hours	\$15,000
Total		\$46,000

¹Each phase of this project will engage multiple resources and the estimated hours shown the cumulative effort for all team members performing onsite and offsite work. We are providing the estimated hours per your request but our commitment is to get complete all tasks associated with the project to your satisfaction.

²The project uses a variety of resources and fees are based upon our blended hourly rate for all employee classifications.

If the District chooses to include the End User Technology survey and analysis, this will increase the cost of our proposal by \$3,500.

It is our practice to bill monthly for fees incurred in the prior month. If any issue arises during the course of the project that will have an impact on the timing or the budget, we will discuss the issue with you prior to proceeding.

As you probably realize, our primary cost is salaries that are paid currently. Accordingly, our invoices, which will be rendered as services are provided are due when received. In the event an invoice is not paid timely, a late charge in the amount of 1.25 percent per month will be added, beginning 30 days after the date of the invoice.

References



- *References from preferably three (at least two) sites where similar audits have been conducted. If possible, work included in the K-12 educational environment.*

Fort Worth ISD, TX

Ms. Elsie Schiro,
Chief Financial Officer
100 N. University, SW170
Fort Worth, TX 76107
817.814.2100
Elsie.schiro@fwisd.org

IT Assessment

Performed a comprehensive assessment of instructional and administrative technology from multiple perspectives including the people, processes and the technology itself. Our review included six focus areas – education technology, student information system, network infrastructure, hardware systems, application development and customer service. Developed recommendations for improvement including restructuring, processes and procedures and technology infrastructure. Project also included comparative research to determine key technology performance metrics and staffing levels at peer districts

Farmington Public Schools, MI

Dr. George Heitsch, Superintendent
32789 W. 10 Mile Rd,
Farmington, MI 48336
248.489.3335
george.heitsch@farmington.k12.mi.us

IT Assessment

Performed a comprehensive assessment of the District's IT support structure and overall operations. Project focused on IT staffing structure, support services delivery model, technology infrastructure, governance, end user collaboration, and administration of technology.

Forest Hills Public Schools, MI

Susan J Bordewyk
Director of Technology
6590 Cascade Road SE
Grand Rapids, MI 49546
616.493.8809 x4340

7-Point Cybersecurity Assessment

Evaluated cybersecurity controls against baselines of COBIT standards, NIST cybersecurity framework, ISO best practices, and industry best practices. Conducted interviews and developed recommendations related to end user security awareness, systems and network management, user management on critical systems, vendor management, incident response, emerging technology, and common threats.

Mercy High School, MI

Mr. Tom James
Director of Information Technology
Mercy High School
(248)893-3590
tfjames@mhsmi.org

Information Security Audit and Network Security Assessment

Performed a review and assessment of the Mercy's IT environment to evaluate the level of security risk, identify potential security vulnerabilities, and evaluate security controls over sensitive data maintained. Project included internal, external, and wireless penetration testing. Assessed the IT general controls in place to ensure Mercy was following best practices as it related to security, compliance and regulations.

Additional Information



Information Request List

As part of the initial tasks of our IT Assessment process, the information request list serves as a guide for what information to obtain in order to aid in providing a comprehensive understanding of the current IT environment prior to conducting on-site interviews.

#	Topical / Sub-topical Area	Available	Uploaded / Provided	Comment
I	IT Organization			
1	IT organizational chart			
2	IT strategic plan(s) from previous years			
3	IT project backlog / project portfolio list for each team			
4	Internal service level agreements (SLAs)			
5	Current IT performance objectives and metrics (last 12 months)			
6	List of current IT services supported by vendors			
7	External vendor service level agreements (SLAs)			
8	Misc. – any other documents related to this section			
II	Staffing Environment			
1	IT job descriptions / contracts			
2	List of conferences attended by IT staff in the last three years			
3	List of trainings attended by staff			
4	Training plans for staff			
5	Misc. – any other documents related to this section			
III	Help Desk			
1	Help desk incident summaries & performance reports (last 12 months)			
2	Incident/ticket management procedures (SLA's, escalation procedures/diagrams)			
3	Misc. – any other documents related to this section			
IV	Network			
1	WAN, LAN, and WLAN diagrams			
2	IP addressing schemes and VLAN list			
3	Wired and wireless systems inventory incl. security components			
4	Network equipment hardware inventory			
5	Inventory of network management tools			
6	Sample network performance reports (if available)			
7	Misc. – any other documents related to this section			
V	Server & Storage Environment			
1	Equipment hardware inventory (server, SAN, load balancers, etc.)			
2	Server / application matrix (what application/service runs on what server)			
3	Server virtualization information (hypervisors, architecture)			
4	Storage systems information (# of Disks, Capacity, Connection Type)			
5	Inventory of system management and monitoring tools			
6	Data backup systems (hardware/software) and procedures			
7	Maintenance windows, server refresh plan etc.			

Proposed Contract Exceptions



Proposed Contract Exceptions

Page Number	Section / Reference	Proposed Exception	Rationale
Specifications for Qualifications and General Information			
2	1.	<p><i>Please Modify as Follows:</i></p> <p>I. The selected auditor shall provide proof of the following insurance to the District by Certificate of Insurance. The Certificate of Insurance shall state that the Board, its members, officers, elected officials, employees, agents are additional insured under the policy or policies to the extent permissible. The insurance company shall provide Certificates of Insurance to the District prior to the start of any work under this contract. The selected auditor's insurers shall provide thirty (30) days advance written notice via certified mail in the event of cancellation of any insurance program required by this contract. All insurance policies shall be issued by a company that has a Best's Rating of "A" or better and a Financial Size Category of "VI" or better according to the latest edition of Best's Key Rating Guide, published by A.M. Best Company.</p>	<p>Professional liability and workers' compensation policies do not permit additional insureds, as is consistent with the industry.</p> <p>For example, Plante Moran's professional liability insurance policy does not cover claims between insureds and having the District as an insured would defeat coverage under the policy and serve neither party's interest.</p> <p>Workers' compensation is for the benefit of injured employees, so additional insureds are generally not permitted.</p>
3	1.b	<p><i>Please Modify as Follows:</i></p> <p>b. <u>Professional Liability Insurance</u>. The selected auditor shall present evidence of Professional Liability Insurance for the life of this audit and two years thereafter. This insurance shall provide coverage against such liability resulting from this audit. The minimum limits of such coverage shall be \$1,000,000 with a deductible not to exceed \$100,000. The deductible will be the responsibility of the insured. Professional liability policies shall include an endorsement whereby the auditor and their insurance carrier shall hold harmless the Board and each officer, agent, and employee of the Board for any and all claims against them arising from the negligent performance of professional services or caused by an error, omission or negligent act of the auditor or anyone employed by the auditor. Such coverage shall not be suspended or be modified except after prior written approval of The Board. Certificates of Insurance meeting this requirement shall be forwarded to the District and approved prior to the start of any work.</p>	<p>Professional liability insurance is designed to protect clients against Plante Moran's negligent performance of professional services; however, Plante Moran's policy does not permit such endorsements.</p>
3	1.d	<p><i>Please Modify as Follows:</i></p> <p>d. <u>Comprehensive General Liability Insurance</u>. The selected auditor shall procure and maintain for the life of the contract/agreement, Comprehensive Liability Insurance, including Completed Operations Liability. Subject to standard</p>	<p>Plante Moran's CGL policy is subject to standard exclusions as is consistent with the industry.</p>

Page Number	Section / Reference	Proposed Exception	Rationale
		<p>and customary exclusions, exceptions, and limitations, this policy shall provide coverage for death, bodily injury, personal injury, or property damage that could arise directly or indirectly from performance of the contract. The coverage must be on an occurrence form basis with minimum limits of \$1,000,000 per occurrence, combined single limit for bodily injury and property damage liability.</p>	
3	1.d	<p><i>Please Modify as Follows:</i></p> <p>f. <u>Indemnification/ Hold Harmless:</u> The selected auditor shall, in addition to any other obligation to indemnify the District 61 Board to the fullest extent permitted by law, protect, defend, indemnify and hold harmless the Board, its agents, officers, elected officials, employees and volunteers from and against all claims, actions, liabilities, losses, reasonable attorney fees, and costs arising out of any actual or alleged: Bodily injury, sickness, disease or death, or injury to or destruction of tangible property including the loss of use resulting there from, or any other damage or loss to the extent caused by the negligence or willful misconduct arising out of, or claimed to have resulted in whole or in part from any actual or alleged act or omission of the Company or subcontractor, anyone directly or indirectly employed by any of them, or anyone for whose acts any of them may be liable in performance of the work; or Violation of law, statute, ordinance, governmental administration order, rule or regulation by the proposer; or liens, claims or actions made by the selected auditor or any subcontractor or other party performing the work. The indemnification obligations hereunder shall not be limited to any extent by the amount, type of damages, compensation or benefits payable by or for the proposer or any subcontractor under workers' compensation acts, disability benefit acts, other employee benefit acts or any statutory bar.</p>	<p>Plante Moran is willing to indemnify its clients for its negligence and willful misconduct but requests that the obligation be proportional to its fault, if any.</p>

Professional Services Agreement



Professional Services Agreement – Consulting Services

This Professional Services Agreement is part of the engagement agreement for our consulting services dated June 7, 2017 between Plante & Moran, PLLC (referred to herein as “PM”) and Decatur Public Schools District 61 (referred to herein as the “District”).

1. **Management Responsibilities** – The consulting services PM will provide are inherently advisory in nature. PM has no responsibility for any management decisions or management functions in connection with its engagement to provide these services. Further, the District acknowledges that the District is responsible for all such management decisions and management functions; for evaluating the adequacy and results of the services PM will provide and accepting responsibility for the results of those services; and for establishing and maintaining internal controls, including monitoring ongoing activities, in connection with PM’s engagement. the District has designated _____, Title, to oversee the services PM will provide.

2. **Nature of Services** – PM’s project activities will be based on information and records provided to PM by the District. PM will rely on such underlying information and records and the project activities will not include audit or verification of the information and records provided to PM in connection with the project activities.

The project activities PM will perform will not constitute an examination or audit of any the District financial statements or any other items, including the District’s internal controls. This engagement also will not include preparation or review of any tax returns or consulting regarding tax matters. If the District requires financial statements or other financial information for third-party use, or if the District requires tax preparation or consulting services, a separate engagement letter will be required. Accordingly, the District agrees not to associate or make reference to PM in connection with any financial statements or other financial information of the District. In addition, this engagement is not designed and cannot be relied upon to disclose errors, fraud or illegal acts that may exist. However, PM will inform the District of any such matters that come to PM’s attention.

3. **Use of Report** – At the conclusion of PM’s project activities, PM will provide the District with a written report as described in this engagement agreement. PM’s report will be restricted solely to use by management of the District and the District agrees that PM’s report will not be distributed to any outside parties for any purpose other than to carry out legal responsibilities of the District. PM will have no responsibility to update PM’s report for any events or circumstances that occur or become known subsequent to the date of that report.
4. **Confidentiality, Ownership and Retention of Workpapers** – During the course of this engagement, PM and PM staff may have access to proprietary information of the District, including, but not limited to, information regarding trade secrets, business methods, plans, or projects. PM acknowledges that such information, regardless of its form, is confidential and proprietary to the District, and PM will not use such information for any purpose other than its consulting engagement or disclose such information to any other person or entity without the prior written consent of the District.

In the interest of facilitating PM’s services to the District, PM may communicate or exchange data by internet, e-mail, facsimile transmission or other electronic methods. While PM will use its best efforts to keep such communications and transmissions secure in accordance with PM’s obligations under applicable laws and professional standards, the District recognizes and accepts that PM has no control over the unauthorized interception of these communications or transmissions once they have been sent, and consents to PM’s use of these electronic devices during this engagement.

Professional standards require that PM create and retain certain workpapers for engagements of this nature. All workpapers created in the course of this engagement are and shall remain the property of PM. PM will maintain the confidentiality of all such workpapers as long as they remain in PM’s possession.

Both the District and PM acknowledge, however, that PM may be required to make its workpapers available to regulatory authorities or by court order or subpoena in a legal, administrative, arbitration, or similar proceeding in which PM is not a party. Disclosure of confidential information in accordance with requirements of regulatory authorities or pursuant to court order or subpoena shall not constitute a breach of the provisions of this agreement. In the event that a request for any confidential information or workpapers covered by this agreement is made by regulatory authorities or pursuant to a court order or subpoena, PM agrees to inform the District in a timely manner of such request and to cooperate with the District should the District attempt, at the District’s cost, to limit such access. This provision will survive the termination of this agreement.

PM reserves the right to destroy, and it is understood that PM will destroy, workpapers created in the course of this engagement in accordance with PM’s record retention and destruction policies, which are designed to meet all relevant regulatory requirements for retention of workpapers. PM has no obligation to maintain workpapers other than for its own purposes or to meet those regulatory requirements.

Upon the District's written request, PM may, at its sole discretion, allow others to view any workpapers remaining in our possession if there is a specific business purpose for such a review. PM will evaluate each written request independently. The District acknowledges and agrees that PM will have no obligation to provide such access or to provide copies of PM's workpapers, without regard to whether access had been granted with respect to any prior requests.

5. **Consent to Disclosures to Service Providers**– In some circumstances, PM may use third-party service providers to assist with an engagement. In those circumstances, PM will require any such third-party service provider to: (i) maintain the confidentiality of any information furnished; and (ii) not use any information for any purpose unrelated to assisting with PM's services for the District. In order to enable these service providers to assist PM in this capacity, the District, by its duly authorized signature on the accompanying engagement letter, consents to PM's disclosure of all or any portion of the District's information to such service providers to the extent such information is relevant to the services the third-party service provider may provide and agrees that PM's disclosure of such information for such purposes shall not constitute a breach of the provisions of this agreement. the District's consent shall be continuing until the services provided for this engagement agreement are completed.
6. **Third-Party Data** – PM may reference third-party data sources in performing the services described in this engagement letter. Third-party data may include publicly-available data, commercially-available data licensed to PM, or information obtained from other sources. PM will use its judgment, discretion, best efforts and good faith in evaluating the use of third-party data sources, but does not warrant or guarantee the accuracy, completeness, or timeliness of any data obtained from third-party data sources and disclaims any liability arising out of or relating to the use of data from third-party data sources. the District acknowledges that any commercially-available third-party data sources referenced by PM are licensed to PM and PM's ability to share information obtained from commercially available third-party data sources is often restricted by the terms of use granted to PM by the licensor and, unless expressly set forth in the accompanying engagement letter, PM makes no representation or warranty that the District will have access to data obtained from third-party data sources. If and to the extent PM shares information obtained from third-party data sources with the District, the District agrees not to disclose or redistribute any such third-party data to third parties without the express written consent of PM. This agreement does not convey to the District a sublicense to any third-party data source unless expressly agreed to in writing and signed by a duly authorized representative of PM. However, nothing herein shall prevent the District from directly contracting with or obtaining a license from any third-party data source if the District determines, in its sole discretion, that any such direct contract or license to be in its best interest.
7. **Fee Quotes** – In any circumstance where PM has provided estimated fees, fixed fees or not-to-exceed fees ("Fee Quotes"), these Fee Quotes are based on the District personnel providing PM staff the assistance necessary to satisfy the District responsibilities under the scope of services. This assistance includes availability and cooperation of those the District personnel relevant to PM's project activities and providing needed information to PM in a timely and orderly manner. In the event that undisclosed or unforeseeable facts regarding these matters causes the actual work required for this engagement to vary from PM's Fee Quotes, those Fee Quotes will be adjusted for the additional time PM incurs as a result.

In any circumstance where PM's work is rescheduled, PM offers no guarantee, express or implied, that PM will be able to meet any previously established deadline related to the completion of PM's work. Because rescheduling its work imposes additional costs on PM, in any circumstance where PM has provided Fee Quotes, those Fee Quotes may be adjusted for additional time PM incur as a result of rescheduling its work.

PM will advise the District in the event these circumstances occur, however it is acknowledged that the exact impact on the Fee Quote may not be determinable until the conclusion of the engagement. Such fee adjustments will be determined in accordance with the Fee Adjustments provision of this agreement.

8. **Payment Terms** – PM invoices for professional services are due upon receipt unless otherwise specified in this engagement letter. In the event any of PM's invoices are not paid in accordance with the terms of this agreement, PM may elect, at PM's sole discretion, to suspend work until PM receives payment in full for all amounts due or terminate this engagement. In the event that work is suspended, for nonpayment or other reasons, and subsequently resumed, PM offers no guarantee, express or implied, that PM will be able to meet any previously established deadlines related to the completion of PM's consulting work or issuance of PM's consulting report upon resumption of PM's work. the District agrees that in the event that work is suspended, for non-payment or other reasons, PM shall not be liable for any damages that occur as a result of PM ceasing to render services.
9. **Fee Adjustments** – Any fee adjustments for reasons described in this agreement will be determined based on the actual time expended by PM staff at PM's current hourly rates, plus related costs PM incurs, and included as an adjustment to PM's invoices related to this engagement. the District acknowledges and agrees that payment for all such fee adjustments will be made in accordance with the payment terms provided in this agreement.
10. **Force Majeure** – Neither party shall be deemed to be in breach of this engagement agreement as a result of any delays or non-performance directly or indirectly resulting from circumstances or causes beyond its reasonable control, including, without

limitation, fire or other casualty, acts of God, war or other violence, or epidemic (each individually a “Force Majeure Event”). The District acknowledges and agrees that a Force Majeure Event shall not excuse any payment obligation relating to fees or costs incurred prior to any such Force Majeure Event.

11. **Exclusion of Certain Damages** – Except to the extent finally determined to have resulted from PM’s gross negligence or willful misconduct, the District agrees to limit the liability of PM and any of PM’s officers, directors, partners, members, managers, employees, affiliated, parent or subsidiary entities, and approved allied third party service providers (collectively, “PM Persons”) for any and all claims, losses, costs, and damages of any nature whatsoever so that the total aggregate liability of the PM and/or the PM Persons to the District shall not exceed the total fees paid by the District to PM for the services provided in connection with this engagement agreement. the District and PM agree that these limitations on PM’s and the PM Persons’ maximum liability are reasonable in view of, among other things, the scope of the services PM is to provide, the District’s responsibility for the management functions associated with PM’s consulting services, and the fees PM is to receive under this engagement. In no event shall the PM or the PM Persons be liable to the District, whether a claim be in tort, contract, or otherwise, for any consequential, indirect, lost profit, punitive, exemplary, or other special damages. PM and the District agree that these limitations apply to any and all liabilities or causes of action against PM, however alleged or arising, unless to the extent otherwise prohibited by law. This provision shall survive the termination of this engagement.

In the event this engagement agreement expressly identifies multiple phases of services, the total aggregate liability of PM to the District shall be limited to no more than the total amount of fees paid by the District for the particular phase of services alleged to have given rise to any such liability.

12. **Defense, Indemnification, and Hold Harmless** – As a condition of PM’s willingness to perform the services provided for in the engagement letter, the District agrees to defend, indemnify and hold PM and the PM Persons harmless against any claims by third parties for losses, claims, damages, or liabilities, to which PM or the PM Persons may become subject in connection with or related to the services performed in the engagement, unless a court having jurisdiction shall have determined in a final judgment that such loss, claim, damage, or liability resulted primarily from the willful misconduct or gross negligence of PM, or one of the PM Persons. This defense, indemnity and hold harmless obligation includes the obligation to reimburse PM and/or the PM Persons for any legal or other expenses incurred by PM or the PM Persons, as incurred, in connection with investigating or defending any such losses, claims, damages, or liabilities.
13. **Receipt of Legal Process** – In the event PM is required to respond to a subpoena, court order, or other legal process (in a matter involving the District but not PM) for the production of documents and/or testimony relative to information PM obtained and/or prepared during the course of this engagement, the District agrees to compensate PM for the affected PM staff’s time at such staff’s current hourly rates, and to reimburse PM for all of PM’s out-of-pocket costs incurred associated with PM’s response unless otherwise reimbursed by a third party.
14. **Termination of Engagement** – This agreement may be terminated by either party upon written notice. Upon notification of termination, PM’s services will cease and PM’s engagement will be deemed to have been completed. The District will be obligated to compensate PM for all time expended and to reimburse PM for related costs PM incurs through the date of termination of this engagement.
15. **Time Limits** – Except for actions to enforce payment of PM’s invoices and without limiting any claims for indemnification hereunder, any claim or cause of action arising under or otherwise relating to this engagement must be filed within two years from the completion of the engagement without regard to any statutory provision to the contrary.
16. **Entire Agreement** – This engagement agreement is contractual in nature, and includes all of the relevant terms that will govern the engagement for which it has been prepared. The terms of this letter supersede any prior oral or written representations or commitments by or between the parties regarding the subject matter hereof. Any material changes or additions to the terms set forth in this letter will only become effective if evidenced by a written amendment to this agreement, signed by all of the parties.
17. **Severability** – If any provision of this engagement agreement (in whole or part) is held to be invalid or otherwise unenforceable, the other provisions shall remain in full force and effect.
18. **Conflicts of Interest** – PM’s engagement acceptance procedures include a check as to whether any conflicts of interest exists that would prevent acceptance of this engagement. No such conflicts have been identified. the District understands and acknowledges that PM may be engaged to provide professional services, now or in the future, unrelated to this engagement to parties whose interests may not be consistent with interests of the District.
19. **Agreement Not to Influence** – The District and PM each agree that each respective organization and its employees will not endeavor to influence the other’s employees to seek any employment or other contractual arrangement with it, during this engagement or for a period of one year after termination of the engagement. The District agrees that PM employees are not

“contract for hire.” PM may release the District from these restrictions if the District agrees to reimburse PM for its recruiting, training, and administrative investment in the applicable employee. In such event, the reimbursement amount shall be equal to two hundred hours of billings at the current hourly rate for the PM employee.

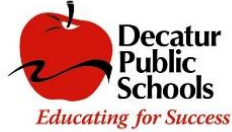
20. **Signatures** – Any electronic signature transmitted through DocuSign or manual signature on this engagement letter transmitted by facsimile or by electronic mail in portable document format may be considered an original signature.
21. **Governing Law** – This agreement shall be governed by and construed in accordance with the laws of the State of Illinois, and jurisdiction over any action to enforce this agreement, or any dispute arising from or relating to this agreement shall reside exclusively within the State of Illinois.

End of Professional Services Agreement – Consulting Services

Thank you



plante moran | Audit. Tax. Consulting.
Wealth Management.



Board of Education Decatur Public School District #61

Date: July 24, 2018	Subject: Director of Innovative Programs Job Description
Initiated By: Deanne Hillman, Director of Human Resources	Attachments: Director of Innovative Programs Job Description
Reviewed By: Dr. Todd Covault, Chief Operational Officer and Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

The Director of Innovative Programs is a new job description.

CURRENT CONSIDERATIONS:

To increase coordination among the the school district and community to ensure learning opportunities are offered. To evaluate innovative strategies that drive continuous improvement.

FINANCIAL CONSIDERATIONS:

The salary for the Director of Innovative Programs is in the current budget.

STAFF RECOMMENDATION:

The Administration respectfully requests the Board of Education approve the Director of Innovative Programs Job Description.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____

TITLE: Director of Innovative Programs

PURPOSE: Develop and oversee college, career, and extended student learning programs. This Director will be a liaison between the school district and the community at large to ensure that the extended learning opportunities offered prepare students for all of life beyond school. The position is responsible for evaluating innovative strategies and solutions that help drive continuous improvement across the school division based on identified and projected needs. The position is also responsible for providing leadership and support to the design, implementation and overall coordination of all aspects of the school's strategic plan.

QUALIFICATIONS:

- Master's Degree in Education, Business, or a related field
 - Career Technical Education & CO-OP License preferred
 - Ability to work with diverse populations, community agencies, families and students
 - Ability to organize time, space, materials, and groups
 - Possess excellent communication and interpersonal skills
 - Function as a team member
 - Ability to develop and implement high quality programming
 - Sound understanding of Decatur Public Schools curriculum and local and state graduation requirements
-
- Ability to recognize and provide staff development in best practices
 - Ability to oversee and monitor awarded grant and food programs
 - Prior work with parent support groups and community agencies

EXPERIENCE: Leadership and Project Management

REPORTS TO: Assistant Superintendent of Teaching and Learning

MAINTAINS LIAISON WITH:

- Central Administration
- School Administrators
- Illinois State Board of Education
- Community Agencies
- Local Colleges and Universities
- Research Office
- District Food Service Provider

PERFORMANCE RESPONSIBILITIES:

(The following are the essential fundamentals to include but not limited to the following job duties.)

1. Identify and evaluate innovative strategies and solutions, experimental designs and practices, global breakthroughs, and successful implementations from a variety of settings (e.g. education, business and industry and not-for-profit) to help drive continuous improvement across the school district.
2. Collaborate with the district's leadership team to foster a district-wide culture that supports strategies and initiatives designed to positively impact organizational change.
3. Keep up to date with developments in organizational change, knowledge management, and innovation by reading relevant journals, attending seminars/conferences and attending courses as needed.
4. Serve as the District's expert on innovative school models practices and new approaches to student experiences and learning.
5. Champion the creation of new schools and the redesign of existing schools that require extensive cross-departmental collaboration and internal consensus.
6. Create and sustain a network of local and national partnerships that contribute ideas and energy to the District's continuous improvement in innovative learning.
7. Oversees summer programming including hiring, budgeting, planning, and reporting as appropriate.

Organizational Leadership:

1. Work with principals to develop and launch new innovation schools.
2. Inform and coordinate with innovation Advisory Boards to leverage community assets and evolving opportunities for innovation schools.
3. Provide leadership and direction to Principals.
4. Serve as liaison between district operations and innovative campuses.
5. Coordinate services with the Foundation and Grantees as needed.

Communication and Community Relations

1. Develop buy-in for and excitement around innovative schools among internal and external stakeholders.
2. Demonstrate awareness of District and community needs and initiate activities to meet those needs.
3. Serve as a collaboration and communications liaison, internally between DPS61 departments and externally with stakeholders and community members, related to District priorities, school performance and student achievement.

Guided College and Career Pathways:

1. Implement transition services for High School students to assist in preparation for college.
2. Develop a comprehensive careers program which incorporates experiential learning opportunities for college, trade, and students entering the workforce.
3. CO-OP Director for career partnership programs including:
 - a. CAT Career Pathways
 - b. AG Academy Pathway
 - c. Building Trades

4. Expand elementary and middle school career exploration district-wide

Student Success

1. Develop and monitor Gifted and High-Achieving Programs:
 - a. Research, develop and implement the Gifted Program for DPS 61
 - b. Identify and promote programs for children that are high-achieving in traditional and non-traditional manners
 - c. School based, extended day, and technology based programs
2. Implement programs that focus on technology and STEAM to prepare students for 21st century jobs.
3. Assist with Pre-K and Kindergarten Readiness initiatives.

Relationship Management

1. Provide support for building level innovation and collaborate with local business partners.
2. Establish a parental engagement program that focuses on building partnerships around student success and college and career pathways.
3. Establish and promote community engagement efforts within the community.

TERMS OF EMPLOYMENT: This is a 260 day position.

GRADE LEVEL: 16

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is regularly required to use repetitive hand motions, including prolonged use of a computer terminal. The employee is frequently required to sit, see, talk, and hear. The employee is occasionally required to stand and walk. The employee must frequently lift and/or move up to 20 pounds.

Specific vision abilities required by this job include close vision, depth perception, and ability to adjust focus with or without correction.

Hear in the normal audio range with or without correction.

MENTAL DEMANDS:

While performing the duties of this job, the employee regularly is required to compare, analyze, communicate, coordinate, instruct, synthesize, evaluate, use interpersonal skills, compile, and negotiate. The employee frequently is required to compute. The employee occasionally is required to copy. The employee must possess the ability to read and interpret curriculum documents and procedure manuals. The employee must possess the ability to write routine reports and correspondence.

WORK ENVIRONMENT:

The noise level in the work environment is usually moderate. The job is performed under minimal temperature variations and in a generally hazard free environment.

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

SETTLEMENT AGREEMENT AND RELEASE

This Settlement Agreement and Release (“Agreement”) is made and entered into this _____ day of July, 2018, by and between **DECATUR PUBLIC SCHOOL DISTRICT NO. 61 (“District”)**, **BLDD ARCHITECTURE, INC. (“BLDD”)**, and **CM ENGINEERING, INC. (“CME”)**. District, BLDD, and CME may each be referred to as “Party” and also may be collectively referred to as the “Parties” in this Agreement.

WHEREAS, the District and BLDD entered into an agreement on or about January 19, 2011 for certain renovations and additions to the MacArthur and Eisenhower High Schools, including new HVAC systems for those schools (“Project”); and

WHEREAS, on or about April 19, 2011, BLDD entered into an agreement with its mechanical consultant, CME, to provide the design of the HVAC systems for the Project; and

WHEREAS, the HVAC systems were thereafter designed by CME and installed by one by the District’s contractors; and

WHEREAS, the District claims that the design of the Project failed to include industry-standard dehumidification components and that the HVAC systems have never operated properly, that the District is experiencing unacceptable levels of humidity in the classrooms and has yet to receive a fully-commissioned HVAC system; and

WHEREAS, BLDD and CME deny the claims asserted by the District; and

WHEREAS, in order to avoid the risk, expense, and uncertainty of proceeding with litigation, the Parties participated in a mediation on July 11, 2018 after which the Parties reached a settlement, signed a short form mediation settlement agreement, and now wish to reduce to writing the terms of that settlement in this long form Settlement Agreement; and

WHEREAS, the Parties further agree that this Agreement is made without duress and upon the advice of each Party’s lawyer; and

WHEREAS, the Parties further agree and acknowledge that each has contributed to or had the opportunity to contribute to the final form of this Agreement and that it shall be considered as having been jointly drafted.

NOW, THEREFORE, for and in consideration of the promises, the mutual covenants, payments, releases, rights and obligations set forth herein, the sufficiency and receipt of which are hereby acknowledged by each Party, the Parties agree to the above recitals and as follows:

1. Payment to District. CME shall pay the total sum of One Hundred Twenty-Five Thousand and 00/100 Dollars (\$125,000.00) to the District. BLDD has previously paid the sum of Twenty-Five Thousand and 00/100 Dollars (\$25,000.00) to the District, and agrees to pay the additional sum of Seventy-Five Thousand and 00/100 Dollars (\$75,000.00) to the District.

Payment shall be due within thirty (30) days after this Agreement has been fully executed by all Parties.

2. Release by District. In consideration of the payment provided for in paragraph 1 of this Agreement, the District and its respective officers, board members, employees, heirs, executors, administrators, and assigns DOES HEREBY FULLY, COMPLETELY, FINALLY, and FOREVER RELEASE, ACQUIT, AND DISCHARGE BLDD and CME, including their past, present, and future employees, officers, members, consultants, attorneys, agents, principals, servants, representatives, heirs, executors, administrators, predecessors and successors in interest, assigns, and insurers of and from any and all manner of liability, claims, actions, suits, losses, damages, demands, obligations, debts, liens, costs, attorneys' fees and expenses of any nature and description whatsoever, including all present, past, future and potential claims known or that should have been reasonably known by the District arising out of (1) the design of the HVAC systems including humidity issues at the Project; (2) modifications of the HVAC systems at the Project; (3) maintenance of the HVAC systems at the Project; and (4) the operation of the HVAC systems at the Project.

3. Release by BLDD. BLDD hereby fully, completely, finally, and forever releases, acquits and discharges CME, including their past, present, and future employees, officers, directors, members, attorneys, servants, representatives, insurers, predecessors and successors in interest, assigns, and insurers of and from any and all manner of liability, claims, actions, suits, losses, damages, demands, obligations, debts, liens, costs, attorneys' fees and expenses of any nature and description whatsoever, including all present, past, future and potential claims known or that should have been reasonably known by BLDD or the District arising out of (1) the design of the HVAC systems including humidity issues at the Project (2) modifications of the HVAC systems at the Project; (3) maintenance of the HVAC systems at the Project; and (4) the operation of the HVAC systems at the Project.

4. Confidentiality. No Party shall disclose the content of this Agreement to any person or entity, other than the Parties' attorneys, accountants, insurers, insurance agents, insurance brokers, management, immediate family members, and tax advisers, without the written consent of all Parties, unless required to do so by law. If any other person requests or demands, by subpoena, formal discovery request, deposition or trial testimony, or otherwise this Agreement, the Party receiving such request or demand will immediately notify the other Parties to this Agreement, and the Party receiving the request will take all steps necessary to permit the assertion of all applicable rights, privileges and immunities with respect to this Agreement.

5. Compromise of Disputed Claim. The Parties acknowledge that this is a compromise of a disputed claim. This Agreement shall not be construed as an admission, as BLDD and CME deny any and all liability to the District.

6. Binding Effect. The Parties agree and acknowledge that this Agreement shall bind the Parties to this Agreement and also their respective heirs, administrators, executors, assigns, shareholders, officers, directors, attorneys, servants, insurers, subsidiaries, divisions, affiliates, employees, agents, representatives, insurance carriers, and predecessors and successors in interest and shall inure to the benefit of the parties released and their respective heirs,

administrators, executors, assigns, shareholders, officers, directors, members, attorneys, servants, insurers, subsidiaries, divisions, affiliates, employees, agents, representatives, insurance carriers, and predecessors and successors in interest.

7. **Reliance.** The Parties acknowledge and warrant that, except as stated herein, no promises or inducements have been made or offered by the Parties for this Agreement and that this Agreement is executed by the Parties without reliance upon any other statements or representations made by the Parties concerning the nature or merits of any claims that they might have had against each other. The Parties assume the risk that the facts or law may be otherwise than the Parties believe.

8. **Modification and Waiver.** No modification or waiver of any provision of this Agreement nor consent to any departure therefrom, shall in any event be effective, unless the same shall be in writing and signed by the Party to be charged therewith and then such modification, waiver or consent shall be effective only in the specific instance and for the specific purpose for which given.

9. **Counterparts.** This Agreement may be executed in any number of counterparts and by different Parties hereto in separate counterparts, each of which when so executed shall be deemed to be an original and each of which shall constitute but one and the same Agreement.

10. **Construction.** This Agreement has been arrived at after thorough bargaining and negotiations, with attorneys advising each party. The language of this Agreement is a product of the mutual effort of the Parties. This Agreement shall be construed fairly as to all Parties; it shall not be construed for or against any party on the basis or the extent to which that party participated.

11. **Severability.** In the event that any one or more of the provisions or parts of a provision contained in the Agreement shall, for any reason, be held to be invalid, illegal or unenforceable in any respect, in any jurisdiction, such invalidity, illegality or unenforceability shall not affect any other provisions or part of a provision of this Agreement, but this Agreement shall be reformed and construed in any such jurisdiction as if such invalid or illegal or unenforceable provision or part of a provision had never been contained herein, and such provision or part shall be reformed so it would be valid, legal and enforceable to the maximum extent permitted in such jurisdiction.

12. **Future Cooperation.** The Parties agree to fully cooperate, to execute any and all supplementary documents and to take all additional actions that may be necessary or appropriate to give full force and effect to the terms and intent of this Agreement which are not inconsistent with its terms.

13. **Entire Agreement.** The Parties state that this Agreement contains the entire agreement between the Parties, and there are no other oral, written, express or implied promises, agreements, representations or inducements not specified in this Agreement. The Parties also agree that all of the terms of this Agreement are contractual and not mere recitals.

14. Governing Law. This Agreement shall be interpreted in accordance with and governed by the laws of the State of Illinois.

15. Non-Disparagement. The Parties to this Agreement further agree that they and their agents, employees, officers, directors, and attorneys shall not from the effective date hereof make to any third party any voluntary statements, written or oral, or cause or encourage others to make such statements, that defame or disparage the personal or business reputation, practices or conduct of any party hereto or any other party expressly released hereunder. Each party to this Agreement will be entitled to both legal and equitable remedies, to the extent applicable, should any other breach the provisions contained in this paragraph.

16. Authority to Execute. Each individual executing this Agreement on behalf of a party hereto represents and warrants that all actions necessary to authorize its execution on behalf of that party have been duly performed; that such individual has authority to execute this Agreement on behalf of such party; and that such party shall be legally bound hereby.

17. Recitals and Captions. The introductory factual recitals of this Agreement are an integral part hereof. The captions of the paragraphs of this Agreement are for convenience only, and shall not be construed as impacting the covenants, conditions, terms and provisions hereof.

18. Miscellaneous. Each Party shall pay its own costs and attorneys' fees. The Parties shall equally divide the mediator's fee. This Agreement is not intended to confer any rights upon any third party who is not a party to this Agreement.

IN WITNESS WHEREOF, the Parties have subscribed their names on the day and year written below.

[REMAINDER OF PAGE INTENTIONALLY LEFT BLANK]

BLDD ARCHITECTURE, INC.

By: _____

Name (Printed): _____

Title: _____

STATE OF _____)

)

COUNTY OF _____)

On this _____ day of July, 2018, before me, the undersigned, a Notary Public within and for said County and State, personally appeared _____, to me personally known who being by me duly sworn, did say that he/she is the _____ of **BLDD Architecture, Inc.**, and that he/she has been and is duly authorized to execute this Agreement on its behalf; that such instrument was signed on behalf of said corporation by authority of its Board of Directors, and acknowledged said instrument to be the free act and deed of said corporation.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at my office in _____, the day and year last above written.

Notary Public in and for said
County and State

(Type, print or stamp the Notary's
name below his or her signature)

My Commission Expires:

CM ENGINEERING, INC.

By: _____

Name (Printed): _____

Title: _____

STATE OF _____)

)

COUNTY OF _____)

On this _____ day of July, 2018, before me, the undersigned, a Notary Public within and for said County and State, personally appeared _____, to me personally known who being by me duly sworn, did say that he/she is the _____ of **CM Engineering, Inc.**, and that he/she has been and is duly authorized to execute this Agreement on its behalf; that such instrument was signed on behalf of said corporation by authority of its Board of Directors, and acknowledged said instrument to be the free act and deed of said corporation.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at my office in _____, the day and year last above written.

Notary Public in and for said
County and State

(Type, print or stamp the Notary's
name below his or her signature)

My Commission Expires:

DECATUR PUBLIC SCHOOLS V. BLDD/CM MEDIATION
MEDIATION SETTLEMENT AGREEMENT

This matter coming on for a full Mediation Settlement Conference with the Plaintiff appearing by Superintendent Paul Fregeau and by counsel Gene Hanses and Kenneth Florey, and the Defendant CM Engineering by claims adjuster, Pam Ebert (by telephone) and by attorney Michael Norris, and Defendant BLDD appearing by adjuster Melissa Giannini and also by Attorney Brad Keller, and the case being mediated by retired Circuit Court Judge Stuart Borden. The parties have reached a full and final settlement of all claims and issues arising from a dispute between the parties over the design of the HVAC system and the humidity issues at Decatur Eisenhower and Decatur MacArthur Schools that have been raised by the parties in their mediation submissions, it is hereby agreed as follows:

1. That Defendants shall pay the Plaintiff the sum of \$200,000.00 (\$125,000.00 by CM Engineering and \$75,000.00 by BLDD) in full and final settlement of all present, past, future, and potential claims known or that should have been reasonably known by Decatur School District No. 61 arising out of the (1) design of the HVAC system including humidity issues at the two schools, (2) modifications to the HVAC system, (3) maintenance of the HVAC system, and (4) operation of the HVAC system. The \$200,000.00 amount is in addition to the \$25,000.00 already paid by BLDD.
2. That each party shall sign all necessary releases and stipulations including a forbearance to file suit.
3. That each party shall pay its own costs and attorney fees.
4. That this is a binding and enforceable agreement between the parties, their heirs, successors, and assigns. The parties agree to execute all necessary documents to effectuate this agreement including a long form settlement agreement.
5. That the three parties shall equally divide the mediator's fee.
6. That this agreement is not intended to confer any rights upon any third party who is not a party to this agreement.

7. That the parties agree to sign a confidentiality agreement not disclosing the terms of this settlement to others except as required by law. The parties also agree to sign a non defamation agreement and further agree that this settlement is subject to approval by Decatur School District No.61 School Board.

This agreement entered into this 24th day of July, 2018.

Decatur School District No. 61
by its attorney

Ken Flory

BLDD by its attorney

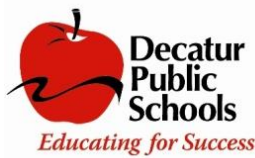
Erin Miller

CM Engineering by its attorney

D. M. [Signature]

Mediator

Stanley R. Borden



Board of Education Decatur Public School District #61

Date: July 24, 2018	Subject: Approval of Board of Education Policy 5:32 Employment and Supervision of Relatives
Initiated By: Todd Covault, EdD, Chief Operational Officer	Attachments: Updates to Board Policy Section 05 Professional Personnel – Nepotism 5:32 Employment and Supervision of Relatives
Reviewed By: Dr. Todd Covault, Chief Operational Officer and Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

Administrative staff regularly reviews Board policies to make adjustments based on current practices, needed changes to practices, and updates to reflect changes associated with new laws. The policies are reviewed and the respective administrator is responsible for bringing recommendations to the Superintendent, the District Leadership Team, and the Board of Education.

CURRENT CONSIDERATIONS:

The following policy was presented to the Board as a first reading on July 10th and pulled from the July 24th Board meeting. The Board requested a section be added on employee applications. The policy is now being presented for approval.

- 5:32 – *Professional Personnel – Employment and Supervision of Relatives*
 - A copy with changes noted in blue; and, a clean copy of this policy has also been provided

FINANCIAL CONSIDERATIONS:

N/A

STAFF RECOMMENDATION:

The Administration respectfully requests that the Board of Education approve Board Policy Section 05 Professional Personnel – Nepotism 5:32 Employment and Supervision of Relatives as presented.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____

Professional Personnel - Nepotism

Employment and Supervision of Relatives

The Board of Education is committed to equal opportunity in employment, to employment policies that promote quality of opportunity in employment, that support good morale, and that discourage practices which interfere with these qualities or which present a conflict of interest, bias, or interfere with legitimate supervisor-supervisee relationships.

The Board of Education intends to avoid “conflict of interests” in employment. The Superintendent and respective staff who do the recruiting and interviewing, while seeking the very best person for the position, should be sensitive to the possibility of controversy over the selection of that person.

For the purpose of this Policy, the term “immediate family” is defined in 105 ILCS 5/24-6 which includes parents, spouse, brothers, sisters, children, grandparents, grandchildren, parents-in-law, brothers-in-law, sisters-in-law, and legal guardians.

Board Member Relationships

Before the Board of Education votes on any employment decision affecting a Board Member’s immediate family member, the Board Member shall publicly disclose such relationship and then abstain from such vote. Board Members should disclose and abstain from voting on employment decisions that involve immediate family members if such relationship would raise questions about the fairness or impartiality of that Board Member or the Board, or be deemed to constitute a breach of the public trust.

Board decisions include, but are not limited to, hiring, promoting, transferring, reappointing, evaluating, awarding salary to, disciplining or terminating employees.

Board Member Disclosure

To assist in avoiding any conflicts of interest pertaining to this Policy, immediately following the Annual Board reorganization meeting, the Board Secretary will provide a disclosure form to all Board Members, the Superintendent, Board Secretary, Board Treasurer, and Assistant Superintendents. All such recipients shall provide, in writing, the names and job titles of any immediate family members who are employed by the District, and return the form prior to the first regular Board meeting of the new term.

Direct Supervision of Immediate Family

No District employee shall be a direct supervisor of a member of his or her immediate family. No administrator, supervisor, manager or executive may participate in the process of direct supervision, review, recommendation, and/or decision-making in any matter concerning salary, promotion, demotion, discipline, transfer, layoff, recall, evaluation, or discharge of an immediate family member.

Indirect Supervision of Immediate Family

Whenever possible, the District shall avoid a circumstance in which an employee working in a District facility or in a department, who, though not being supervised directly by an immediate family member, has indirect supervision by having an immediate family member in a responsible managerial or executive position.

Employment Application

Application information is necessary to help the District assure that all hiring decisions are free of inappropriate influence by relatives employed within the District and otherwise are consistent with applicable laws and policies. Respective to internal and external applicants, the term “relative” includes: father, mother, husband, wife, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, and/or half-sister.

The intent of this policy section is to ensure that selection of personnel is based on job-related qualifications. Relationship by family, marriage, or domestic partnership will not preclude hiring, promotions, or transfers, as long as the individual meets and fulfills the appropriate appointment standards.

Internal and external applicants are required to self-disclose, at the time of application, relatives employed by the school district. Internal and external final candidates for positions must have an approved alternative arrangement in place prior to the appointment to comply with the nepotism policy.

Exceptions

In the event an open position that is determined by the Board, upon recommendation by the Superintendent, to be difficult to fill, due to unusual job requirements or a shortage of qualified candidates and after full disclosure to the Board regarding an immediate family relationship of the candidate to a Board Member, consideration of employment will be given if the proposed candidate is determined by the Board the most qualified, and is not displacing a candidate of equal or better qualification.

Nothing contained in this Policy shall be construed to limit, reduce or expand any provision in any collective bargaining agreement between any group of employees and the District.

This Policy is not retroactive and shall not render an existing employee ineligible for continued employment in the District due to the assumption of office by a Board Member with whom the existing employee has an immediate familial relationship.

Restrictions in this Policy shall not apply to the hiring of short-term, part-time or temporary employees such as substitute teachers, summer help or game workers.

Non-compliant supervisor/subordinate relationships at the time of this Policy’s adoption, or subsequently created by marriage or civil union to another District employee, should be remedied at the earliest practical date.

Violations

Any employment decision made in violation of this Policy may be voidable by the Board.

LEGAL REFERENCES: *Boaden v. Dept. of Law Enforcement*, 171 Ill. 2d 230, 664 N.E.2d 61, 215 Ill. Dec. 664 (1996)
 Illinois Religious Freedom Protection and Civil Union Act, 750 ILCS 75/1 *et seq.*
 105 ILCS 5/24-6
 775 ILCS 5/ *et seq.* Illinois Human Rights Act

ADOPTED: July 24, 2018 (estimated)

Professional Personnel - Nepotism

Employment and Supervision of Relatives

The Board of Education is committed to equal opportunity in employment, to employment policies that promote quality of opportunity in employment, that support good morale, and that discourage practices which interfere with these qualities or which present a conflict of interest, bias, or interfere with legitimate supervisor-supervisee relationships.

The Board of Education intends to avoid “conflict of interests” in employment. The Superintendent and respective staff who do the recruiting and interviewing, while seeking the very best person for the position, should be sensitive to the possibility of controversy over the selection of that person.

For the purpose of this Policy, the term “immediate family” is defined in 105 ILCS 5/24-6 which includes parents, spouse, brothers, sisters, children, grandparents, grandchildren, parents-in-law, brothers-in-law, sisters-in-law, and legal guardians.

Board Member Relationships

Before the Board of Education votes on any employment decision affecting a Board Member’s immediate family member, the Board Member shall publicly disclose such relationship and then abstain from such vote. Board Members should disclose and abstain from voting on employment decisions that involve immediate family members if such relationship would raise questions about the fairness or impartiality of that Board Member or the Board, or be deemed to constitute a breach of the public trust.

Board decisions include, but are not limited to, hiring, promoting, transferring, reappointing, evaluating, awarding salary to, disciplining or terminating employees.

Board Member Disclosure

To assist in avoiding any conflicts of interest pertaining to this Policy, immediately following the Annual Board reorganization meeting, the Board Secretary will provide a disclosure form to all Board Members, the Superintendent, Board Secretary, Board Treasurer, and Assistant Superintendents. All such recipients shall provide, in writing, the names and job titles of any immediate family members who are employed by the District, and return the form prior to the first regular Board meeting of the new term.

Direct Supervision of Immediate Family

No District employee shall be a direct supervisor of a member of his or her immediate family. No administrator, supervisor, manager or executive may participate in the process of direct supervision, review, recommendation, and/or decision-making in any matter concerning salary, promotion, demotion, discipline, transfer, layoff, recall, evaluation, or discharge of an immediate family member.

Indirect Supervision of Immediate Family

Whenever possible, the District shall avoid a circumstance in which an employee working in a District facility or in a department, who, though not being supervised directly by an immediate family member, has indirect supervision by having an immediate family member in a responsible managerial or executive position.

Employment Application

Application information is necessary to help the District assure that all hiring decisions are free of inappropriate influence by relatives employed within the District and otherwise are consistent with applicable laws and policies. Respective to internal and external applicants, the term “relative” includes: father, mother, husband, wife, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, and/or half-sister.

The intent of this policy section is to ensure that selection of personnel is based on job-related qualifications. Relationship by family, marriage, or domestic partnership will not preclude hiring, promotions, or transfers, as long as the individual meets and fulfills the appropriate appointment standards.

Internal and external applicants are required to self-disclose, at the time of application, relatives employed by the school district. Internal and external final candidates for positions must have an approved alternative arrangement in place prior to the appointment to comply with the nepotism policy.

Exceptions

In the event an open position that is determined by the Board, upon recommendation by the Superintendent, to be difficult to fill, due to unusual job requirements or a shortage of qualified candidates and after full disclosure to the Board regarding an immediate family relationship of the candidate to a Board Member, consideration of employment will be given if the proposed candidate is determined by the Board the most qualified, and is not displacing a candidate of equal or better qualification.

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 105 ILCS 5/24-6
 775 ILCS 5/ *et seq.* Illinois Human Rights Act

ADOPTED: July 24, 2018



Board of Education Decatur Public School District #61

Date: July 24, 2018	Subject: Personnel Action
Initiated By: Deanne Hillman, Director of Human Resources and the Human Resources Department	Attachments: Five (5) Pages of Personnel Action
Reviewed By: Dr. Todd Covault, Chief Operational Officer and 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 for 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 18, 2018
Board Date: July 24, 2018
Re: Personnel Action

EMPLOYMENT RECOMMENDATIONS

TEACHERS:

Name	Position	Effective Date
Charisse Brown	Cross Categorical, Oak Grove	August 13, 2018
Megan Devine	Cross Categorical, Thomas Jefferson	August 13, 2018
Stacy Goodman	Middle School Health, Thomas Jefferson	August 13, 2018
Morgan Norsen	Cross Categorical, French Academy (<i>Pending Licensure</i>)	August 13, 2018
Adam Torbeck	Science, MacArthur	August 13, 2018

Pending Licensure- will begin as a Substitute Teacher in the position until Illinois Teacher Licensure is received.

SCHEDULE B:

Name	Position	Effective Date
John Fitzpatrick	Middle School Head Softball Coach, Thomas Jefferson	July 23, 2018
Thad Olson	Middle School Head Baseball Coach, Thomas Jefferson	July 30, 2018

TRANSFERS

TEACHERS:

Name	Position	Effective Date
Angel Allen	From General Music, Unassigned to General Music, Garfield	August 13, 2018
Madeline Morthland	From SED, Muffley to SED, Franklin	August 13, 2018
Megan Noel	From Pre Kindergarten, Baum to Pre Kindergarten, Southeast	August 13, 2018

Andrea Robertson	From Grade 4, Hope Academy to Middle School Math, Hope Academy	August 13, 2018
Katherine Whicker	From Pre Kindergarten, Baum to Pre Kindergarten, Southeast	August 13, 2018

OUTREACH PERSONNEL:

Name	Position	Effective Date
Ruth Dendariarena	From Lead Parent Educator, Pershing to Parent Educator, Southeast	August 13, 2018

CUSTODIANS:

Name	Position	Effective Date
Sherry Shepherd	From 1st Shift Custodian, Hope Academy to 1st Shift Custodian, PDI/All Schools	July 30, 2018

RIF/REHIRE

OUTREACH PERSONNEL:

Name	Position	Effective Date
Megan Vaca	From Parent Educator, Pershing to Parent Educator, Pershing	October 1, 2018

RESIGNATIONS

ADMINISTRATOR:

Name	Position	Effective Date
Christine Coleman	Early Learning Assistant Principal, Pershing	July 27, 2018

TEACHERS:

Name	Position	Effective Date
Cody Abernathy	Social Studies, MacArthur	July 11, 2018
Kathryn Gibbons	Middle School Math, Hope Academy	July 10, 2018
Nathan Johnston	Essential Skills, Harris	July 9, 2018
Amanda Lamb	Science, MacArthur	July 11, 2018

Zachary Senger	Social Studies, Stephen Decatur	July 9, 2018
Hayley Sippel	Grade 3, French Academy	August 13, 2018

OUTREACH PERSONNEL:

Name	Position	Effective Date
Karen Mayer	Parent Educator, RCC/Pershing	September 28, 2018
Laura Chapman	School Nurse, School Health Services	July 16, 2018

SCHEDULE B:

Name	Position	Effective Date
Jacob Maple	Elementary Boys Basketball Coach, Baum	July 7, 2018
Jacob Maple	Elementary Cross Country Coach, Baum	July 7, 2018
Heather Samonds	Middle School Boys/Girls Soccer Coach, Johns Hill	July 18, 2018
Zachary Senger	Middle School Scholastic Bowl, Stephen Decatur	July 9, 2018
Zachary Senger	Middle School Social Studies Department Head, Stephen Decatur	July 9, 2018
Zachary Senger	Middle School Yearbook Advisor, Stephen Decatur	July 9, 2018
Doug Sprague	Boys 6th Grade Basketball Coach, Garfield	April 11, 2018

COMPENSATION RECOMMENDATIONS:

- The following staff members should be compensated **\$100.00** for participating in Go Math Grades 6-8 Training on July 9, 2018 at PDI:

Allison Brinkoetter	Jennifer Thomas
Heather England	Tamra Neal
Tyler Slaby	Heather Samonds
Sarah Smith	
- The following staff members should be compensated for participating in Go Math Grades 4-5 Training on July 9, 2018 at PDI:

Brittany Acree	\$100.00	Patricia Mamrak	\$100.00
Kristi Adams	\$100.00	Abby Martin	\$100.00

Ann Akers	\$100.00	Tessa Meinders	\$100.00
Kelly Bailey	\$100.00	Jamie Michl	\$100.00
Pamela Bonds	\$100.00	Ashley Minton	\$100.00
Teresa Cobb	\$100.00	Hilda Nichols	\$100.00
Philip Drete	\$100.00	Jennifer Parks	\$100.00
Albulena Embroski	\$100.00	Kristin Portis	\$100.00
Billie Hall	\$100.00	Ashley Ridley	\$100.00
Megan Hull	\$100.00	Tamara Stoneburg	\$100.00
Chelsie Kirschner	\$100.00	Joann Thompson	\$100.00
Stacey Long	\$100.00	Leslie Woolsey	\$100.00
Autumn Lourash	\$100.00	Kelli Murray	\$200.00
Tiara Mackins	\$66.67		

- The following staff members should be compensated for participating in English 098 Curriculum Writing on July 2, 2018 at PDI:

Krista Hudson	\$99.00	Matthew Gremo	\$198.00
Ron Lybarger	\$198.00	Rick Koetje	\$198.00
Justin Baer	\$198.00		

- The following staff members should be compensated for participating in ESL/Guided Reading from July 9-10, 2018 at Johns Hill:

Sharon Bird	\$400.00	Jessica Cameron	\$200.00
Sandy Dexter	\$200.00	Michelle Davis	\$200.00
Norma Ramos	\$200.00	Elizabeth Harding	\$100.00
Kristine Boomer	\$200.00	Billie Hall	\$100.00

- The following staff members should be compensated for participating in Go Math Grades K-1 Training on July 10, 2018 at PDI:

Susan Barnes	\$100.00	Kelsea Hirsch	\$100.00
Kelsey Beck	\$100.00	Melissa Horton	\$100.00
Dianna Bell	\$100.00	Roxann Kennedy	\$58.35
Summer Boyd	\$100.00	Clarice Lancaster	\$100.00
Amy Brown	\$100.00	Julia Mower	\$100.00
Amy Davenport	\$100.00	Rebekah Novak	\$100.00
Sara Daykin	\$100.00	Hollie Peckert	\$100.00
Ashton Doty	\$100.00	William Pitts	\$100.00
Ann Downey	\$100.00	Jamie Reed	\$100.00
Amanda Fairchild	\$100.00	Amanda Roberts	\$100.00
Ashley Falk	\$100.00	Melissa Schulz	\$100.00
Jodi Folmsbee	\$100.00	Christine Seaver	\$100.00
Alissa Gruenewald	\$100.00	Amanda Werkheiser	\$100.00
Erin Hargrove	\$100.00	Kelli Murray	\$200.00
Harl Hillman	\$100.00		

- The following staff members should be compensated for participating in Go Math Grades 2-3 Training on July 10, 2018 at PDI:

Kelly Bassett	\$100.00	Tressa James	\$100.00
Alison Bickel	\$100.00	Emily Kane	\$100.00
Maria Bohnsack	\$100.00	Vanessa Kelson	\$100.00
Jessica Brinkoetter	\$100.00	Lyndsay Lemanczyk	\$66.67
Jennifer Doyle	\$100.00	Sonya Long	\$100.00
Larry Eastin	\$100.00	Karen McCoskey	\$100.00
Jewel Grady	\$100.00	Jessica Meier	\$100.00
Joni Grubbs	\$100.00	Michelle Nixon	\$100.00
Kimberly Hainline	\$100.00	Sarah Pierce	\$100.00
Elizabeth Harding	\$100.00	Tara Pitt	\$100.00
Deb Harper	\$100.00	Mary Rossi	\$100.00
Michelle Hazelrigg	\$100.00	Maria Wiggins	\$100.00
Katie Hill	\$100.00	Stacy Wilson	\$100.00

- The following staff members should be compensated for participating in Analyzing Running Records on July 11, 2018 at PDI:

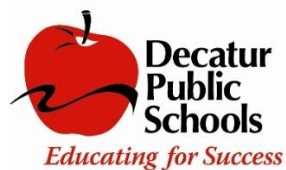
Ashley Guntle	\$50.00	William Pitts	\$50.00
Heather Herron	\$50.00	Tamara McCormick	\$50.00
Jill Keller	\$50.00	Julie Turner	\$100.00

- The following staff members should be compensated **\$50.00** for participating in MTSS Training on July 17, 2018 at Muffley:

Natalie Gower	Melissa Prasun
Libby Kirkland	Caryn Fuiten

- The following staff members should be compensated **\$50.00** for participating in CPI Refresher Training on July 11, 2018 at IEA Office:

Lori Born	Lori Fleming
Tricia Athey	Tonya Bales
Janet Brownfield	Heather Herron
Heather England	Laura Turner
Abby Steele	



Board of Education Decatur Public School District #61

Date: July 24, 2018	Subject: Administrative Recommendation
Initiated By: Deanne Hillman, Director of Human Resources	Attachment: Administrative Recommendation for Mark Hughes, Assistant Principal, MacArthur
Reviewed By: Dr. Todd Covault, Chief Operational Officer and Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

Mark Hughes currently has a Bachelor's degree in Business Marketing from Columbia College, Chicago, IL and two Master's degrees. One Masters'Degree is in Educational Administration from Eastern Illinois University, Charleston, IL and the other in Special Education from Northeastern Illinois University, Chicago, IL.

Mark has been a Special Education Administrator with Macon-Piatt Special Education working at MacArthur High School since 2016. He was previously a Cross Categorical Teacher with Champaign Unit 4 School District, Champaign, IL from 2007-2010 and from 2011-2016. He also worked as a Cross Categorical Teacher with Monticello School District, Monticello, IL from 2010-2011.

CURRENT CONSIDERATIONS:

The interview team respectfully recommends Mark Hughes as the Assistant Principal at MacArthur.

FINANCIAL CONSIDERATIONS:

This position is in the appropriate budget.

STAFF RECOMMENDATION:

The Administration respectfully requests the Board of Education approve the Administrative Recommendation for an Assistant Principal at MacArthur High School as presented.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____

To: Dr Paul Fregeau, Superintendent
From: Deanne Hillman, Director of Human Resources
Date: July 24, 2018
Re: Administrative Recommendation

The following person is recommended for the position of High School Assistant Principal at MacArthur.

Mark Hughes
465 Shoreline Drive
Decatur IL 62521

Education:

2013	MA	Educational Administration, Eastern Illinois University, Charleston, IL
2007	MA	Special Education, Northeastern Illinois University, Chicago, IL
1998	BA	Business/Marketing, Columbia College, Chicago, IL

Experience:

2016 – present	Special Education Administrator, Macon Piatt Special Ed, Decatur, IL
2011 – 2016	Cross Categorical Teacher, Champaign Unit 4 School District, Champaign, IL
2010 – 2011	Cross Categorical Teacher, Monticello School District, Monticello, IL
2007 - 2010	Cross Categorical Teacher, Champaign Unit 4 School District, Champaign, IL

For payroll purposes only

Effective: July 16, 2018

Pro-rated: Yes X No

Level: 14 Step: 5

Base: \$78,975.00

Number of full contract days: 260

TRS: as allowable

Prorated: \$75,937.50

Certified Number: 755845

Pending Illinois Certification: _____

Account Number:

Salary approved _____

Date _____