



DECATUR PUBLIC SCHOOL DISTRICT #61
BOARD OF EDUCATION
AGENDA

Regular Meeting
Keil Administration Building
1st Floor Board Room
1st Floor Board Room

June 25, 2019
4:00 PM Open Session
Closed Session Immediately Following
6:30 PM Open Session Continuing

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

Strategic Plan Mission:

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

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

The Board of Education Parameters that Guide Our Work:

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

IO 1.0 CALL TO ORDER – CALL FOR EXECUTIVE SESSION

The Board of Education will meet in Closed Executive Session to discuss the appointment, employment, compensation, discipline, performance or dismissal of specific employees of the public body, pending and/or imminent litigation(s), the purchase or lease of real (estate) property for the use of the public body, and discussion of collective negotiating matters between the Board and representatives of its employees.

Roll Call

AI 2.0 PLEDGE OF ALLEGIANCE

AI 3.0 APPROVAL OF AGENDA, JUNE 25, 2019

IO 4.0 PUBLIC PARTICIPATION

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

DI 5.0 BOARD AND/OR OTHER COMMITTEE REPORTS

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

BOARD DISCUSSION

IO 6.0 SUPERINTENDENT’S REPORT

- A. Standards-Based Grading Update (**S1**)
- B. School Board Policy Updates – First Read

AI 7.0 ROLL CALL ACTION ITEMS

- A. Personnel Action Items (**S4**)
- B. Employment of an Assistant Director of Special Education (**S4**)
- C. Decatur Public Schools Foundation Executive Director’s Contract (**S4**)
- D. Microsoft Office 365 Renewal
- E. Agreement (one year) Professional Development Collaboration between Decatur Public School District 61 and the University of Illinois-Chicago (**S1, S5**)

AI 8.0 CONSENT ITEMS

- A. Minutes: Open/Closed Meetings June 11, 2019
- B. Financial Conditions Report
- C. Treasurer’s Report
- D. High School Athletics Policy Handbook for 2019-2020 School Year (**S1, S2**)
- E. Agreement (one-year) between Decatur Public School District 61 and Sherrod’s Independent Mentoring Program (SIMP, INC) for the Financial Literacy Seminars (**S1, S5**)
- F. Agreement (one-year) between Decatur Public School District 61 and Your Money Matters, LLC for the Financial Literacy Seminars (**S1, S5**)
- G. Agreement (one year) between Decatur Public School District 61 and Power School
- H. Agreement between Decatur Public School District 61 and Innovation Learning for the Before-After School Childcare Program for the 2019-2020 School Year (**S1, S5**)
- I. PSAT Suite Fall Testing (**S1, S5**)
- J. DecisionEd Group Inc. (**S1, S5**)
- K. Integrated Systems Corporation (**S1, S5**)
- L. Knowing Science Resources for Franklin Elementary School (ESSA) (**S1, S5**)
- M. Job Description: Instructional Specialist (**S4**)

IO 9.0 ANNOUNCEMENTS

The Board of Education sends condolences to the family of:

Barbara Clark, who passed away Wednesday, June 12, 2019. Mrs. Clark was the mother-in-law of Dawn Clark, Secretary at Macon-Piatt Special Education District (MPSED) and President of Decatur Educational Support Personnel Association (DESPA).

IO 10.0 IMPORTANT DATES

July Middle and High School Summer School 2019:

- Middle School Math Sessions

- July 08 – 31: Monday through Thursday, 8:00 AM to 12:00 PM

High School Sessions

- July 08 – 31: Monday through Thursday, 8:00 AM to 12:00 PM

23, 24 Registration for the ENTIRE District

- 10:30 AM to 7:00 PM

- Please register at your home school.

NEXT MEETING

The public portion of the next regular meeting of the Board of Education will be at 6:30 PM, Tuesday, July 09, 2019 in the 1st Floor Board Room at the Keil Administration Building.

11.0 ADJOURNMENT



STANDARDS BASED GRADING K-6

*Charlotte Thompson
Board of Education Meeting
June 25, 2019*

MEET THE TEAMS

COORDINATORS

Christelle Harding
Julie Turner
Kelli Murray
Rhonda Cox
Lynnette Rotramel
Kamie Meador

ENCORE

Deb Kwazney
Dolores Bloomfield
Traci Hayward
Christina Angle
Ashley Faulkner

1ST GRADE

Molly Miller
Cassie Mann
Macie Gillis
Merijha Branson
Diane Orr
Ashley Kitson

3RD GRADE

Jewel Grady
Olivia Mannlein
Jordan Rahar

5TH GRADE

Jarry Brown
Jill Hubbard
Trish Paulson

2ND GRADE

Joni Grubbs
Michelle Hazelrigg
Sarah Pritts
Libby Kirkland

4TH GRADE

Holly Kitson

Jennifer Parks
Brittany Acree
Amanda Bodine
Cathy Jones

6TH GRADE

Jackalyn Creason
Jacqueline Sierra
Carrie Hogue
Alicia Alves

Anna



80%- B		1	3+	2
Test		Who, what, when, where, why	Compare and contrast	Inference

Daniel



80%- B		3+	1	3
Test		Who, what, when, where, why	Compare and contrast	Inference


Corde



80%- B		3	3	3
Test		Who, what, when, where, why	Compare and contrast	Inference

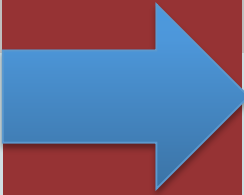
Anna



80%- B		1	3+	2
Test		Who, what, when, where, why	Compare and contrast	Inference

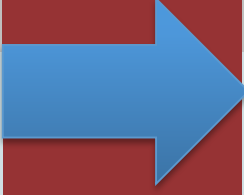
Daniel



80%- B		3+	1	3
Test		Who, what, when, where, why	Compare and contrast	Inference

Corde

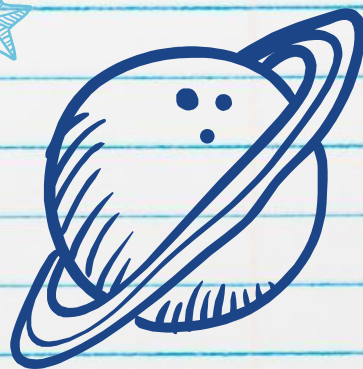


80%- B		3	3	3
Test		Who, what, when, where, why	Compare and contrast	Inference

5

**Learning is an
ongoing process-
what matters is how
much learning
occurs, not when it
occurs.**

Robert Marzano



WHAT WE'VE ACCOMPLISHED

6

1. Grade levels teams were established in November
2. Identified Power Standards- we are NOT assessing every single standard
3. Created a sample report card with quarters assigned for pacing
4. Created a proficiency scale rubric quarterly for ELA and Math identifying a common language for each level (Level 1, 2, 3, 3+)
5. Staff Meetings in all elementary buildings sharing the philosophy of SBG
6. Identified common assessments in ELA (when applicable) and Mathematics
7. Invited all grade level staff to an afterschool feedback meeting on the new report card and power standards. Made revisions based on feedback
8. District Rollout
9. Quarterly Meetings by grade level to evaluate implementation

LOOKING AT THE NEW FORMAT- REPORT CARD

This report card uses standards based grading based on Illinois State Standards.					
3+ = Exceeds Grade Level Standards					
3 = Consistently Meets Grade Level Standards					
2 = Progressing Toward Grade Level Standards					
1 = Limited Progress of Grade Level Standards					
X = Not Assessed this Quarter					
1st Grade Reading Standards					
	Q1	Q2	Q3	Q4	
Understand organization and basic features of print					
Demonstrate awareness of phonics; words, symbols, sounds					
Read grade-level text with purpose and understanding based on end of 1st grade reading goal					
Read high-frequency and sight words					
Identifies characters, settings, and main events in a story					
Identifies and uses non-fiction text features					
Asks and answers questions about key details within a text	x				
Read a grade-level passage with accuracy and fluency	x	x			
1st Grade Writing Standards					
Write with purpose: Opinion	x				
Write with purpose: Informative	x				
Write with purpose: Narrative	x				
1st Grade Language Standards					
Can print all upper and lower case letters					
Use grade appropriate conventions of Standard English					
Use common and proper nouns in speaking and writing					
Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words					
Participates in conversations and communicates ideas clearly					

1st Grade Math Standards					
	Q1	Q2	Q3	Q4	
Apply properties of operations as strategies to add and subtract					
Add within 20					
Subtract within 20					
Count numbers 1-120					
Read, write and extend numbers 1-120					
Solve word problems involving addition and subtraction	x				
Determine the unknown number in an addition or subtraction equation	x				
Represents and interpret data	x				
Understands Place Value	x	x			
Uses place value to add and subtract	x	x			
Measures using non-standard units of measurements	x	x			
Tells time in hour and half hour using analog and digital clocks	x	x			
Understands shapes and their attributes	x	x			
1st Grade Science Standards					
	Q1	Q2	Q3	Q4	
Actively engage in Next Generation Science topics (plants & animals; animal adaptations; light & sound; solar system; engineering)					
1st Grade Social Studies Standards					
	Q1	Q2	Q3	Q4	
Actively engage in Illinois Learning Standards for Social Sciences (Inquiry skills; civics; geography; economics; history)					

CREATING THE TEACHER RUBRIC

		1	2	3 (Target Content)
RF.2.4	Read with accuracy and fluency to support comprehension *end of 2nd grade goal*			The student can read with accuracy and fluency to support comprehension of grade level text

CREATING THE TEACHER RUBRIC

		1	2 (Simple Content)	3 (Target Content)
RF.2.4	Read with accuracy and fluency to support comprehension *end of 2nd grade goal*		<p>The student can recognize content vocabulary: fluent, accurate</p> <p>The student can read grade level text with minimal errors</p> <p>The student can comprehend grade level text with support and prompting</p>	<p>The student can read with accuracy and fluency to support comprehension of grade level text</p>

CREATING THE TEACHER RUBRIC

		1	2 (Simple Content)	3 (Target Content)
RF.2.4	Read with accuracy and fluency to support comprehension *end of 2nd grade goal*	The student is unable to read grade level text with accuracy and fluency to support comprehension	<p>The student can recognize content vocabulary: fluent, accurate</p> <p>The student can read grade level text with minimal errors</p> <p>The student can comprehend grade level text with support and prompting</p>	The student can read with accuracy and fluency to support comprehension of grade level text

CREATING THE TEACHER RUBRIC

		1	2 (Simple Content)	3 (Target Content)
RF.2.4	<p>Read with accuracy and fluency to support comprehension</p> <p>*end of 2nd grade goal*</p> <p><u>NSGRA Reading Record</u></p>	<p>The student is unable to read grade level text with accuracy and fluency to support comprehension</p> <p>NSGRA Instructional Reading- Level J or below</p>	<p>The student can recognize content vocabulary: fluent, accurate</p> <p>The student can read grade level text with minimal errors</p> <p>The student can comprehend grade level text with support and prompting</p> <p>NSGRA Instructional Reading- Level K or L</p>	<p>The student can read with accuracy and fluency to support comprehension of grade level text</p> <p>NSGRA Instructional Reading - Level M</p> <p>N and above = 3+</p>

SOCIAL EMOTIONAL STANDARDS

2nd Grade Social Emotional Standards

	Q1	Q2	Q3	Q4
Practices self-control				
Seeking help and asking questions				
Completes work, stays on task, shows efforts on work, motivated to learn				
Shows kindness and empathy				
Shows respect for others and their unique qualities – it's ok to be different				
Uses kind words and manners				
Works cooperatively with others, respects others, demonstrates conflict resolution skills				
Makes good decisions that are safe and positive for the entire class				
Manages materials, take care of class items				
Listens, follows directions, keeps the classroom clean and in order				

SOCIAL EMOTIONAL STANDARDS

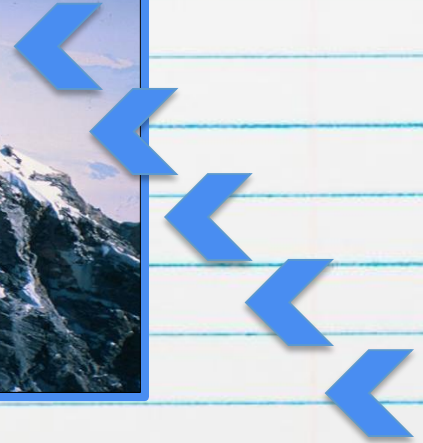
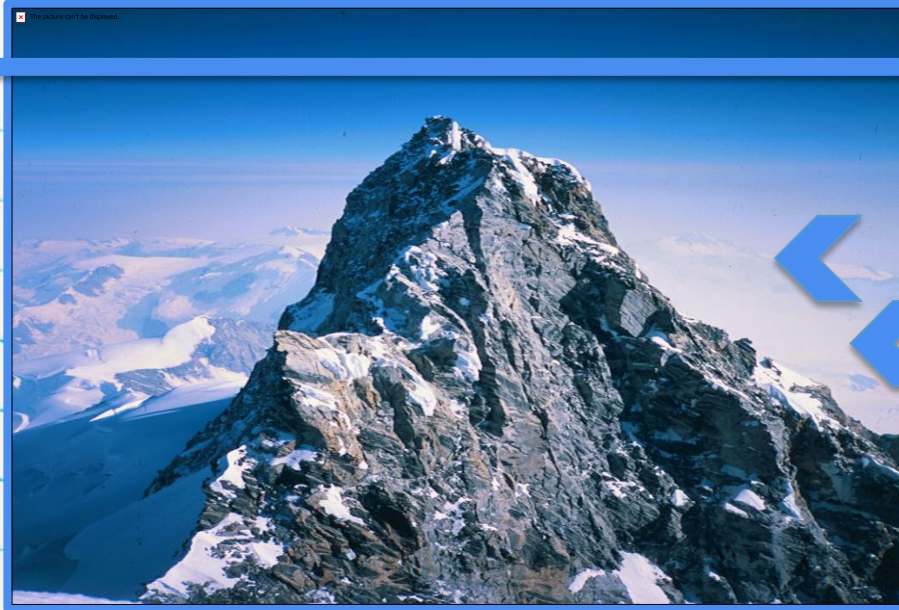
Social / Emotional Behaviors	1	2	3
Identify and manage one's emotions and behavior. (practices self-control)	Seldom or Never	Sometimes	Consistently

For the 10 Social Emotional Learning Standards, students will score either a:

- 1. The student seldom or never shows to given behavior/work habit*
- 2. The student sometimes shows the given behavior/work habit*
- 3. The student consistently shows the given behavior/work habit*

LEARNING TO WALK

Goal
"3"



COMMUNICATION PLAN

- Parent Handbook/ Parent Quick Guide
- Staff Handbook
- Completed the first round of district Rollout- 2nd round in August
- New Teacher Orientation Week will catch all new staff up to date on this
- Standards Based Grading Video/Social Media Outlets
- Face to Face meetings in the fall
- Quarterly Teacher Feedback sessions- this is a work in progress (ongoing)

Will I get anything printed and sent home at the quarter?

Yes. Each quarter, we will send home report cards on the power standards assessed that quarter.

Midterm progress reports will also be sent home for Quarters 2, 3, and 4.

We will not send midterms Q1. We are assessing and finding student strengths and opportunities for growth.

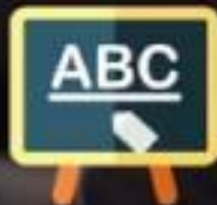
What about 6th Grade?

ALL teachers in Decatur Public Schools K-6 will utilize the Standards Based Report Card for 6th grade for the core subjects, PE, and Music.

What about MS/HS?

Will Standards Based Grading be investigated for Middle School/High School?

At this time there are no plans to expand the standards based grading system to middle school (7-8) and high school (9-12).



Progressing Toward Grade Level Standards

The student demonstrates partial understanding and application of skills and concepts taught in class.



QUESTIONS?

Board of Education Decatur Public School District #61

Date: June 25, 2019	Subject: Updates to School Board Policies – First Read
Initiated By: Todd Covault, EdD, Chief Operational Officer	Attachments: Updated Policies: Section 02 – School Board, Section 03 – General School Administration and Section 08 – Community Relations
Reviewed By: Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

The first meeting of the Board Policy Committee was held on May 9, 2019. During the second committee meeting on June 11, committee members recommended updates to three (3) Board policies.

CURRENT CONSIDERATIONS:

The policies below are updates from the Board Policy Committee and are being presented as a first read:

- 2:112 – *School Board – Student Ambassador Program*
 - Update language in second paragraph to reflect serving a one-year term
 - Delete redundant language in third paragraph regarding serving a one-year term
 - Added language regarding honoring distinguished service
- 3:50 – *General School Administration – Administrative Personnel Other Than the Superintendent*
 - Added language regarding modifying the residency requirement
- 8:80 – *Community Relations– Gifts to the District*
 - Added new language to define grant and gift
 - Increased value of Board acceptance of gifts from \$500 to \$1,000

FINANCIAL CONSIDERATIONS:

N/A

STAFF RECOMMENDATION:

The Administration respectfully requests that the Board of Education accept this informational report to the Updated Policies from Section 02 – School Board, Section 03 – General School Administration and Section 08 – Community Relations as presented. The recommended updates will be brought back during the July 9th Board of Education meeting for approval.

RECOMMENDED ACTION:

_____ Approval
 __X__ Information
 _____ Discussion

BOARD ACTION: _____

School Board

Student Ambassador Program

As part of its effort to engage and be responsive to all District stakeholders, the Board of Education seeks to learn about opinions, issues and concerns related to student experiences in District schools. The Board further wishes to provide students with educational experiences related to District operations.

In an effort to meet these goals, the Board shall establish and monitor the Student Ambassador program in which a student(s) may be appointed to serve in an advisory capacity. The Student Ambassadors shall consist of District high school students and will serve for a one-year term, ~~as determined by the Board.~~ The Student Ambassadors shall attend Board meetings but shall not be granted any voting privileges and may not participate in or attend any Closed Executive Sessions of the Board.

The Student Ambassadors shall be sworn in ~~at~~by the first Board meeting in September, ~~and shall serve a one-year term.~~ The processes for determining Student Ambassador selection, responsibilities and participation are found in the Administrative Procedures. Consideration shall be made to honor distinguished service at the discretion of the Board.

LEGAL REF.: 105 ILCS 5/10-10
105 ILCS 5/33-1

ADOPTED: February 13, 2018

General School Administration

Administrative Personnel Other Than the Superintendent

Duties and Authority

The School Board establishes District administrative and supervisory positions in accordance with the District's needs and State law. This policy applies to all administrators other than the Superintendent, including without limitation, Building Principals. The general duties and authority of each administrative or supervisory position are approved by the Board, upon the Superintendent's recommendation, and contained in the respective position's job description. In the event of a conflict, State law and/or the administrator's employment agreement shall control.

Qualifications

All administrative personnel shall be appropriately licensed and shall meet all applicable requirements contained in State law and Illinois State Board of Education rule.

Residency

It is the belief of the Board of Education that administrators residing in the school district help promote the quality of the Decatur Public Schools and assist in projecting a positive community image. District residency is strongly encouraged with respect to all classes of employees and is required as permitted by law. Beginning September 1, 2017, any newly hired employee Grade Level 14 and above shall be required to reside in the district as a condition of employment. The residency policy does not apply to employees of the Macon-Piatt Special Education District. The Board of Education reserves the right to waive or modify the residency requirement when it deems it appropriate to do so.

Evaluation

The Superintendent or designee shall evaluate all administrative personnel and make employment and salary recommendations to the Board.

Administrators shall annually present evidence to the Superintendent of professional growth through attendance at educational conferences, additional schooling, in-service training and Illinois Administrators' Academy courses, or through other means as approved by the Superintendent.

Administrative Work Year

The work year for administrators shall be the same as the District's fiscal year, July 1 through June 30, unless otherwise stated in the employment agreement. Legal holidays and vacation shall be afforded to administrators as provided in the Board approved Administrative and Administrative Support Staff Compensation and Benefits Handbook.

Compensation and Benefits

The Board and each administrator shall enter into an employment agreement that complies with Board policy and State law. The terms of an individual employment contract, when in conflict with this policy, will control.

The Board will consider the Superintendent's recommendations when setting compensation for individual administrators. These recommendations should be presented to the Board no later than the March Board meeting or at such earlier time that will allow the Board to consider contract renewal and nonrenewable issues. Benefits shall be afforded administrators as provided in the Board approved Administrative and Administrative Support Staff Compensation and Benefits Handbook.

LEGAL REF: 105 ILCS 5/10-21.4a, 5/10-23.8a, 5/10-23.8b, 5/21B, and 5/24A
23 Ill. Admin. Code §§ 1.310. 1.705, and 50.300; and Parts 25 and 29

CROSS REF: 3:60 (Administrative Responsibility of the Building Principal), 5:30 (Hiring Process and Criteria), 5:250 (Leaves of Absence)

ADOPTED: March 11, 1997

REVISED: February 26, 2002
April 28, 2009
October 14, 2014
August 11, 2015
May 10, 2016
July 11, 2017

Community Relations

Gifts to the District

Grant: External transfer of assets in exchange for specific services. The end product typically must be accomplished in a specific time frame with the support revocable for non-compliance. Financial and/or technical reporting are typically required.

Gift: Voluntary and irrevocable transfer of assets from an external donor for either restricted or unrestricted use by the school district. There is no commitment from the resources other than possibly an end product the donor specified.

The School Board appreciates gifts from any education foundation, or other entities, or individuals. All gifts must adhere to each of the following:

1. Be accepted by the Board or, if less than ~~\$500.00~~\$1,000.00 in value, the Superintendent or designee. Individuals should obtain a pre-acceptance commitment before identifying the District, any school, or school program or activity as a beneficiary in any fundraising attempt, including without limitation, any Internet fundraising attempt.
2. Be given without a stated purpose or with a purpose deemed by the party with authority to accept the gift to be compatible with the Board's educational objectives and policies.
3. Be consistent with the District's mandate to provide equal educational and extracurricular opportunities to all students in the District as provided in Board policy 7:10, *Equal Educational Opportunities*. State and federal laws require the District to provide equal treatment for members of both sexes to educational programming, extracurricular activities, and athletics. This includes the distribution of athletic benefits and opportunities.
4. Permit the District to maintain resource equity among its learning centers.
5. Be viewpoint neutral. The Superintendent or designee shall manage a process for the review and approval of donations involving the incorporation of messages into or placing messages upon school property.
6. Comply with all laws applicable to the District including, without limitation, the Americans with Disabilities Act, the Prevailing Wage Act, the Health/Life Safety Code for Public Schools, and all applicable procurement and bidding requirements.

The District will provide equal treatment to all individuals and entities seeking to donate money or a gift. Upon acceptance, all gifts become the District's property. The acceptance of a gift is not an endorsement by the Board, District, or school of any product, service, activity, or program. The method of recognition is determined by the party accepting the gift.

LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Education Amendments implemented by 34 C.F.R. Part 106., 105 ILCS 5/16-1., 23 Ill.Admin.Code §200.40.

CROSS REF.: 4:60 (Purchases and Contracts), 4:150 (Facility Management and Building Programs), 6:10 (Educational Philosophy and Objectives), 6:210 (Instructional Materials), 7:10 (Equal Educational Opportunities)

ADOPTED: April 22, 1997

REVISED: March 10, 1998
May 22, 2012
October 28, 2014
October 13, 2015



Board of Education Decatur Public School District #61

Date: June 25, 2019	Subject: Personnel Action
Initiated By: Deanne Hillman, Director of Human Resources, and the Human Resources Department	Attachments: 12 Pages of Personnel Action
Reviewed By: Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

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

CURRENT CONSIDERATIONS:

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

FINANCIAL CONSIDERATIONS:

These positions are in the budget.

STAFF RECOMMENDATION:

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

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION:_____

To: Board of Education
From: Deanne Hillman
Human Resources Director
Date: June 20, 2019
Board Date: June 25, 2019
Re: Personnel Action

EMPLOYMENT RECOMMENDATIONS

TEACHERS:

Name	Position	Effective Date
A. Evan Briar	Careers, Stephen Decatur	August 12, 2019
B. Taylor Hathcoat	Grade 1, Oak Grove	August 12, 2019
C. Sarah Keel	Cross Categorical, MacArthur	August 12, 2019
D. Holly Lewis	Cross Categorical, Stephen Decatur	August 12, 2019
E. Donovan Marschner	Montessori Grades 4-6, Garfield	August 12, 2019
F. Tamara Mashaw	SED, Muffley	August 12, 2019
G. Seth McMillan	Agriculture, Eisenhower	August 12, 2019
H. Shara Schutter	Cross Categorical, MacArthur	August 12, 2019
I. Benjamin Sulaski	Secondary Social Studies, Harris Alternative	August 12, 2019
J. Damon Wurth	Montessori Grades 1-3, Garfield	August 12, 2019

TEACHING ASSISTANT:

Name	Position	Effective Date
Tracey Bauer	Special Ed Teaching Assistant, French, 6 hours per day	August 12, 2019
Amy Webb-Braun	SEAP Teaching Assistant, SEAP, 6 hours per day	August 12, 2019

OFFICE PERSONNEL:

Name	Position	Effective Date
Tammy McElroy	Secretary to the Director of Curriculum and Instruction, Secondary, PDI	June 25, 2019

MAINTENANCE:

Name	Position	Effective Date
Aaron Peters	Maintenance Worker, Buildings & Grounds	July 1, 2019

SCHEDULE B:

Name	Position	Effective Date
Ferlaxnes Carson	Middle School Girls Basketball Coach, Stephen Decatur	September 2, 2019
Brittney Jones	Middle School Volleyball Coach, Stephen Decatur	December 2, 2019
Ashlee Smith	Special Education Department Head, Stephen Decatur	August 12, 2019
Gilbert White	Middle School Boys Track and Field Coach, Stephen Decatur	March 2, 2020

TRANSFERS**TEACHERS:**

Name	Position	Effective Date
James Brase	From Certified School Nurse, Hope Academy to Certified School Nurse, Johns Hill/Durfee	August 12, 2019
Megan Flanigan	From Social Studies, MacArthur to Literacy Specialist, Eisenhower	August 12, 2019
Kylie Hale	From Grade 3, Durfee to Grade 4, Parsons	August 12, 2019
Michelle Houchins	From Alternative Classroom Teacher, Phoenix to Alternative Classroom Teacher, Harris Alternative	August 12, 2019
Penny Salefski	From Cross Categorical, Stephen Decatur to Cross Categorical, Eisenhower	August 12, 2019
Michael Smothers	From Cross Categorical, Eisenhower to Cross Categorical, Hope Academy	August 12, 2019
Michelle Tucker	From Computers, Stephen Decatur to Business, MacArthur	August 12, 2019

OFFICE PERSONNEL:

Name	Position	Effective Date
Ashlei Amettis	From Secretary to the Alternative Ed Principal, Phoenix to Secretary to the Alternative Ed Principal, Harris Alternative	July 15, 2019

ADMINISTRATIVE SUPPORT:

Name	Position	Effective Date
Dylan Ackley	From EMS I, IT to EMS II, IT	July 1, 2019

CUSTODIAN:

Name	Position	Effective Date
Jacob Dellert	From 2nd Shift Custodian, All Schools to 2nd Shift Custodian, South Shores/All Schools	June 10, 2019

TEACHING ASSISTANT:

Name	Position	Effective Date
Lisa Anderson	From Life Skills Assistant, Harris, 6 hours per day to Life Skills Assistant, Enterprise, 6 hours per day	August 12, 2019
Eduardo Lozano	From Special Ed Assistant, Dennis, 6 hours per day to Library Media Assistant, Garfield, 5 hours per day	August 12, 2019
Tiffanee Jelks	From K/1 Assistant, Hope Academy, 6 hours per day to Pre K Assistant, Dennis, 6 hours per day	August 12, 2019
Jason Meeks	From Alternative Ed Assistant, Phoenix, 6.50 hours per day to Alternative Ed Assistant, Harris. 6.25 hours per day	August 12, 2019
Brittany Morgan	From Hardship Assistant, Harris, 6 hours per day to Care (Calm)/Recovery Room Assistant, Hope Academy, 6.5 hours per day	August 12, 2019
Candi Ntsimi	From Locker Room Assistant, Stephen Decatur, 6 hours per day to Cross Categorical Assistant, MacArthur, 6.5 hours per day	August 12, 2019

Clara Oldham	From Care (Calm) Recovery Room Assistant, Phoenix, 6.50 hours per day to Care (Calm) Recovery Assistant, Harris, 6.50 hours per day	August 12, 2019
Latasha Patton	From LPN Assistant, Hope Academy, 6.5 hours per day to 504 LPN Assistant, Baum/Muffley/Pershing at RCC, 6.5 hours per day	August 12, 2019
Tiffany Tangney	From Title 1 Assistant, Hope Academy, 6 hours per day to Title 1 Assistant, Muffley, 6 hours per day	August 12, 2019
Dorothy White	From Life Skills Assistant, Harris, 6 hours per day to Life Skills Assistant, Enterprise, 6 hours per day	August 12, 2019
Scott Zickerman	From Title 1 Assistant, Hope Academy, 6 hours per day to Montessori Assistant, Enterprise, 6 hours per day	August 12, 2019

OUTREACH:

Name	Position	Effective Date
Lorie Frame	From School Nurse, Durfee/Johns Hill to School Nurse, Hope Academy	August 12, 2019

RESIGNATIONS

TEACHERS:

Name	Position	Effective Date
Julie Daly	Physical Education, Franklin	June 28, 2019
Nicole Davis	Cross Categorical, Eisenhower	May 24, 2019
Samantha Kubil	Music, Durfee	June 15, 2019
April Thornton	Art, Harris Alternative	August 12, 2019
Laura Turner	Cross Categorical, Dennis	June 30, 2019

TEACHING ASSISTANTS:

Name	Position	Effective Date
Arika Campbell	Alternative Ed Assistant, Harris Alternative	June 14, 2019

Teresa Matthews	LPN Assistant, SEAP	June 30, 2019
Heather Ross	Pre K Assistant, Pershing at RCC	May 29, 2019
Bryson Taylor	Life Skills Assistant, Eisenhower	May 24, 2019

OUTREACH PERSONNEL:

Name	Position	Effective Date
Terrance Taylor	Family Liaison, Student Services	June 28, 2019

SCHEDULE B:

Name	Position	Effective Date
Laura Turner	Middle School Yearbook Advisor, Dennis	June 30, 2019

RETIREMENT

TEACHING ASSISTANT:

Name	Position	Effective Date
Pamela Shepherd	KDG/1 Instructional Assistant, French	August 30, 2019

COMPENSATION RECOMMENDATIONS:

- The following staff members should be compensated for participating in Kindergarten Report Card Training on May 29, 2019 at PDI:

Sara Barnett	\$100.00	Robert Winters	\$50.00
Natalie Click	\$100.00	Lacy Wood	\$100.00
Alexandra Nichols	\$100.00	Julie Turner	\$100.00
- The following staff members should be compensated for participating in Grades 1 & 3 Standards Based Grading Rollout on June 10, 2019 at PDI:

Albulena Emroski	\$50.00	Sara Daykin	\$50.00
Dena Flanigan	\$50.00	Taryn Diaz	\$50.00
Elizabeth Harding	\$50.00	Rhonda Ganley	\$50.00
Courtney Odle	\$50.00	Roxann Kennedy	\$50.00
Sarah Pierce	\$50.00	Megan Noel	\$50.00
Deborah Rice	\$50.00	Brooke Segelhorst	\$50.00
Linda Stubblefield	\$50.00	Kelli Murray	\$100.00
Blair Paulson	\$50.00		
- The following staff members should be compensated **\$50.00** for participating in SBG Grades 2 & 4 Rollout on June 10, 2019 at PDI:

Mary Evans	Pamela Helm
Lisa Landacre	Cathalyn Jones
Kristin Price	Carolynn Keizer

Jill Robertson
Brittany Acree
Michelle Brown
Lindsey Fuller

Jennifer Parks
Jennifer Theis
Olivia Wernecke
Patsy Woodland

- The following staff members should be compensated for participating in Leadership Retreat w/Holly Davis-Kitson on May 28, 2019 at Parsons:

April Parpart	\$104.00	Rhonda Ganley	\$100.00
Melissa Goede	\$100.00	Bailey Cadieux	\$100.00

- The following staff members should be compensated for participating in BIST Summer Training on May 28, 2019 at Stevenson:

Clarice Lancaster	\$50.00	Linda Cole	\$100.00
Tessa Meinders	\$100.00	Olivia Mannlein	\$100.00
April Bacon	\$100.00	Stacey Wilson	\$100.00
Roxann Kennedy	\$100.00	Taryn Diaz	\$100.00
Carrie Sager	\$100.00	Peter Brown	\$100.00
Elizabeth Case	\$100.00		

- The following staff members should be compensated for participating in BIST Summer Training on May 30, 2019 at Stevenson:

Clarice Lancaster	\$50.00	Olivia Mannlein	\$100.00
Tessa Meinders	\$100.00	Stacey Wilson	\$100.00
April Bacon	\$100.00	Taryn Diaz	\$100.00
Roxann Kennedy	\$100.00	Peter Brown	\$100.00
Carrie Sager	\$100.00	Melissa Baker	\$58.00
Elizabeth Case	\$100.00		

- The following staff members should be compensated **\$198.00** for participating in Freshman Seminar Day 1 on May 28, 2019 at PDI:

Justin Baer	Dora Minnett
Michael Coziahr	Ryan Morgan
Kamie Meador	Lynnette Rotramel

- The following staff members should be compensated **\$198.00** for participating in Freshman Seminar Day 2 on May 29, 2019 at PDI:

Justin Baer	Ryan Morgan
Michael Coziahr	Lynnette Rotramel
Kamie Meador	Nathan Bohannon
Dora Minnett	

- The following staff members should be compensated for participating in Freshman Seminar Day 3 on May 30, 2019 at PDI:

Justin Baer	\$198.00	Dora Minnett	\$99.00
Michael Coziahr	\$198.00	Ryan Morgan	\$198.00
Kamie Meador	\$99.00	Lynnette Rotramel	\$198.00

- The following staff members should be compensated **\$198.00** for participating in Freshman Seminar Curriculum Work Day 4 on June 4, 2019 at PDI:

Justin Baer	Lynnette Rotramel
Jennifer Young	
- The following staff members should be compensated for participating in Freshman Seminar Curriculum Work Day 5 on June 5, 2019 at PDI:

Justin Baer	\$198.00	Lynnette Rotramel	\$198.00
Jennifer Young	\$198.00	Kamie Meador	\$99.00
- The following staff members should be compensated **\$100.00** for participating in Fountas & Pinnell Classroom Grade 1 on June 4, 2019 at PDI:

Susan Barnes	Heather Groves
Brianne Barrett	Carie Hughes
Annette Belue	Ashley Kitson
Summer Boyd	Clarice Lancaster
Merijha Branson	Ashley Lofland
Sara Daykin	Cassandra Mann
Abby DeLong	Tarika Mootrey
Taryn Diaz	Megan Noel
Jennifer Douglass	Brooke Segelhorst
Macie Gillis	Carl Williams
- The following staff members should be compensated **\$100.00** for participating in Fountas & Pinnell Classroom Grade 2 on June 5, 2019 at PDI:

Michelle Davis	Alicia Morris
Melissa Duff	Kristin Price
Mary Evans	Jill Robertson
Kay Green	Carrie Sager
Jill Headrick	Vernadene Wells
Jessica Hearn	Amanda Werkheiser
Stacey Long	Maria Wiggins
Olivia Mannlein	Stacey Wilson
Karen McCoskey	Kim Hainline
- The following staff member should be compensated **\$50.00** for participating in Youth Mental Health First Aid Instructor on June 3, 2019 at Student Services:

Terrance Taylor
- The following staff members should be compensated for participating in IL Empower Training on May 30 & 31, 2019 at Richland:

Lori Fleming	\$200.00	Wendy Schwalbe-Cravens	\$200.00
Lisa Holmes	\$200.00	Angela Mann	\$200.00
Merry Lanker	\$200.00	Yolanda Minor	\$200.00
Thomas Beller	\$200.00	Kathleen Prine	\$100.00
Michael Karas	\$200.00	Shelby Hawkshaw	\$200.00
Christine Lowe	\$200.00	Heather England	\$200.00

- The following staff members should be compensated **\$100.00** for participating in SBG Marzano on May 28, 2019 at Muffley:

Melissa Prasun	Megan Noel
Diane Orr	Vanessa Kelson
Angela Guernsey	Megan Hull
Libby Kirkland	Ashley Atchason

- The following staff members should be compensated for participating in SBG Marzano on May 29, 2019 at Muffley:

Diane Orr	\$100.00	Ashley Atchason	\$100.00
Angela Guernsey	\$100.00	Libby Kirkland	\$99.00
Ann Akers	\$100.00	Megan Noel	\$100.00

- The following staff members should be compensated **\$99.00** for participating in MS Careers Curriculum Development on June 5, 2019 at PDI:

Rhonda Cox	Michelle Tucker
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- The following staff member should be compensated **\$396.00** for participating in MS & HS Curriculum Development on June 3, 4 & 5, 2019 at PDI:

Rhonda Cox

- The following staff members should be compensated for participating in MS Intro to Business & Entrepreneurship on June 3, 4 & 7, 2019 at PDI:

Rhonda Cox	\$396.00	Michelle Tucker	\$396.00
Kelli Murray	\$297.00		

- The following staff members should be compensated for participating in Character Strong SEL Curriculum Training on June 7, 2019 at PDI:

Christa Jenkins	\$100.00	Debbie Boerger	\$100.00
Michael Horn	\$100.00	Penny Jones	\$100.00
Daniel Peters	\$100.00	Christine Lowe	\$100.00
Callie Stanley	\$100.00	Patricia Brackett	\$100.00
Hannah Blacketer	\$100.00	Samantha Stark	\$100.00
Shannen Ray	\$100.00	Gayle Bowman	\$100.00
Jason Vicich	\$100.00	Katie Busch	\$100.00
Brett Palmer	\$83.33	Hye-Seung Byler	\$100.00
Sarah Jones	\$100.00	Rebecca Kern	\$100.00
Michelle Knap	\$100.00		

- The following staff members should be compensated **\$198.00** for participating in Curriculum Scope and Sequence/Units/Assessments on June 11, 2019 at PDI:

Sonja Tillery-Aten	Kelli Murray
Jason Vicich	

- The following staff members should be compensated for participating in Growing Strong Training on June 10 & 11, 2019 at PDI:

Janet Vercellino	\$66.00	Susan Marien	\$67.00
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- The following staff members should be compensated **\$100.00** for participating in Leadership Retreat on June 13, 2019 at Baum:

Joni Grubbs	Robert Winters
Katie Hill	
- The following staff members should be compensated for participating in Curriculum Scope and Sequence/Units/Assessments on June 14, 2019 at PDI:

Brett Palmer	\$248.00	Kelli Murray	\$248.00
Sonja Tillery-Aten	\$198.00		
- The following staff members should be compensated **\$150.00** for participating in Packing on June 14, 2019 at SDMS:

Angela Mann	Yolanda Minor
Christine Lowe	Lori Fleming
Thomas Beller	Amy Neal
Lisa Holmes	Talitha Hays
Crystal Eilers	Michael Karas
Merry Lanker	Shelby Hawkshaw
Wendy Schwalbe-Cravens	
- The following staff members should be compensated **\$50.00** for participating in Standards Based Report Card Kindergarten (PM) on June 17, 2019 at PDI:

Kayla Fleming	Robert Winters
Tonya Kates	Paula Gruen
- The following staff member should be compensated **\$330.00** for participating in After School Tutoring for May 2019 at Harris:

Brandan Abbott
- The following staff member should be compensated **\$231.00** for participating in After School Tutoring from May 1-May 24, 2019 at Harris:

Heather Groves
- The following staff members should be compensated **\$50.00** for participating in Standards Based Report Card 5th & 6th on June 17, 2019 at PDI:

Ashley Atchason	Ben Steele
Jarry Brown	Alison Bickel
Melissa Goede	Tami Browning
Greg Green	Dawn Hawkins
Sara Kennedy	Abby Martin
Crystal Rora	
- The following staff member should be compensated **\$66.00** for participating in After School Tutoring from May 1-May 24, 2019 at Harris:

Kristina Donley

- The following staff members should be compensated for participating in UnPack First Grade on June 13, 2019 at Muffley:

Diane Orr	\$50.00	Megan Noel	\$54.00
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- The following staff member should be compensated **\$264.00** for participating in MS & HS Curriculum Development on June 10-June 12, 2019 at PDI:

Rhonda Cox

- The following staff member should be compensated **\$200.00** for participating in Fountas & Pinnell Classroom K & LLI on June 3 & June 6, 2019 at PDI:

Paula Gruen

- The following staff members should be compensated for participating in MS Advertising & Marketing Course Development on June 10, June 12 & 14, 2019 at PDI:

Rhonda Cox	\$396.00	Michelle Tucker	\$198.00
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- The following staff members should be compensated for participating in Go Math 6-8 Review on June 6, 2019 at PDI:

Todd Garner	\$50.00	Kelli Murray	\$100.00
SuEllen Mackey	\$50.00		

- The following staff members should be compensated for participating in BIST Training on May 28-30, 2019 at Hope/Harris:

Julie Delabre	\$150.00	Molly Miller	\$250.00
Tiffany Tangney	\$150.00	Stacey Long	\$208.00
Ann Downey	\$250.00	Tracy Sexton-Long	\$48.00
Lyndsay Lemanczyk	\$250.00	Whitney Brown	\$200.00
Alyssa Conrad	\$300.00	Deborah Rice	\$300.00
Autum Lourash	\$300.00	Jamie Michl	\$300.00
Carol Dance	\$300.00	Jamie Reed	\$300.00
Dee Wicker	\$200.00	Mary Rossi	\$300.00
Heather Groves	\$300.00	Michelle Brown	\$300.00
Jason Surian	\$300.00	Rajillia Sullivan	\$300.00
Kristina Donley	\$300.00	Stacey Williams	\$300.00
Marcy Bialeschki	\$300.00	William Miller	\$300.00
Michelle Nixon	\$300.00	Ashley Faulkner	\$300.00

- The following staff member should be compensated **\$1358.34** for participating in HS Agriculture 3 Circles for the 2018-2019 School Year at PDI:

Ashley Austin

- The following staff member should be compensated **\$1275.00** for participating in HS Agriculture 3 Circles for the 2018-2019 School Year at PDI:

Andrew Klein

- The following staff members should be compensated for participating in Skyward Training- Attendance on June 19, 2019 at PDI:

Teresa Lamb	\$46.17	Marla Russell	\$49.92
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- The following staff members should be compensated **\$100.00** for participating in LLI Orange/Green K-1 on June 6, 2019 at PDI:

Tammy Carver	Erin Miller
Michelle Davis	Alexandra Nichols
Kayla Fleming	Megan Noel
Caryn Fuiten	Rajillia Sullivan
Rhonda Ganley	Jason Surian
Tonya Kates	Juanita Williams
Roxann Kennedy	Stacey Williams
Cassandra Mann	Robert Winters
Glenna McKenzie	Paula Gruen

- The following staff member should be compensated **\$3,500.00** for the X-Step for her years of service to Decatur Public Schools:

Pamela Shepherd

To: Dr Paul Fregeau, Superintendent
From: Deanne Hillman, Director of Human Resources
Date: June 25, 2019
Re: Administrative Recommendation

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

Travis Friedrich
9 Wild Rose Ct
Streamwood IL 60107

Education:

2018	Certification	Director of Special Ed, Aurora University, Aurora, IL
2014	MA	Educational Leadership, Concordia University, Chicago, IL
2005	BA	Elementary Education, Florida College, Temple Terrace, FL

Experience:

2014 – present	Technical Assistance Supervisor, Leyden Area Special Ed Coop, Franklin, IL
2013 – 2014	Principal Intern, Hutsonville Elementary/Jr High, Hutsonville, IL
2006 – 2014	Special Ed Teacher, South Eastern Special Ed, Sainte Marie, IL

For payroll purposes only

Effective: July 1, 2019

Pro-rated: Yes No X

Level: 16 Step: 14

Base: \$103,085.00

Number of full contract days: 260

TRS: as allowable

Prorated:

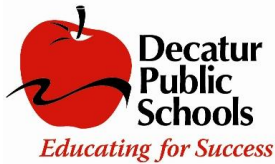
Certified Number: 771239

Pending Illinois Certification: _____

Account Number: 12.00.2331.0810.0.110

Salary approved _____

Date _____



Board of Education Decatur Public School District #61

Date: June 25, 2019	Subject: Decatur Public Schools Foundation Director's Contract
Initiated By: Deanne Hillman, Director of Human Resources	Attachments: Education Foundation - Director's Contract
Reviewed By: Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

The Decatur Public Schools Foundation provides the Decatur Public School District with grants, donations, and scholarships. The Foundation Director is employed by Decatur School District based upon the relationship between the Decatur Public Schools Foundation Board and the Decatur Public School District Board of Education.

CURRENT CONSIDERATIONS:

The contract provides an understanding of wages and benefits afforded by the Decatur School District to the Foundation Director for FY20.

The FY20 Contract renewal includes a wage increase of \$1,981 (approximately 2.6%) over the prior year providing an FY20 salary of \$77,526. In addition, the contract provides a performance bonus for FY19 of \$10,000. The contract reflects a year end date of June 30, 2020.

FINANCIAL CONSIDERATIONS:

The Decatur Public Schools Foundation will reimburse the District for the cost of the employee wages and benefits. There is no direct cost to the District.

STAFF RECOMMENDATION:

The Administration respectfully requests that the Board of Education approve the Decatur Public Schools Foundation Director's FY20 Contract with a FY19 bonus as presented.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____

EXECUTIVE DIRECTOR'S CONTRACT

Fiscal Year 2019-2020

This Contract made and entered into this _____ day of June , 2019 by and among the Board of Education of Decatur Public School District No. 61, Decatur, Illinois (hereinafter "the Board"), The Decatur Public School Foundation and Zach Shields, (hereinafter "the Director"), ratified at the meeting of the Board held on June 25, 2019 as found in the minutes of that meeting.

IT IS AGREED:

1. Employment. The Director is hereby hired and retained from July 1, 2019 to June 30, 2020, as Executive Director of the Decatur Public School Foundation (hereinafter "the Foundation"). The Director's work year shall be week days during the fiscal year and as required by emergencies on weekends and non-work days, less authorized vacation, authorized leave and recognized school holidays.

2. Duties. The duties and responsibilities of the Director shall be all those duties incident to the office of the Director as set forth in the job description, a copy of which is attached as Exhibit A; those obligations imposed by the law of the State of Illinois upon a foundation director; and to perform such other duties normally performed by a Director as from time to time may be assigned to the Director by the Decatur Public Schools Foundation Board of Trustees (hereinafter "the Trustees"). The Director shall assume administrative responsibilities for operation of the Foundation in compliance with the policies, rules and regulations as fixed by the Trustees. The Superintendent and President of the Decatur Public School Board of Education shall serve as Trustees and assist in a supervisory capacity to monitor the Foundation's activities and Director's performance in aligning grant activities with the District strategic direction; they shall assure implementation and compliance with the terms and conditions of employment by the District. The Director shall submit recommendations, as requested by the Trustees, concerning the operation of the Foundation, its fundraising activities and its distribution of grants. The Director's activities and execution of duties shall be monitored and supervised by the Trustees with periodic reports provided to the Decatur Public School Board. The Director's specific employment goals and objectives are at the discretion of the Trustees. The work day, work year, contract year and holidays and holiday pay for the Director shall be as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (December 4, 2018). This and other references herein to the Administrator and Administrative Support Staff Compensation and Benefits document shall refer to the document maintained by and applicable to certain Decatur Public School District No. 61 employees.

3. Salary. The Trustees shall set the Director's salary. For the 2019-2020 year the amount of the Director's salary shall be not less than Seventy-Seven Thousand Five Hundred Twenty-Six Dollars and 00/100 (\$77,526.00). The Director hereby agrees to devote such time, skill, labor and attention to his employment, during the term of this Contract, except as otherwise provided in this Contract, and to perform faithfully the duties of Director for the school district and the Trustees as set forth in this Contract. The annual salary shall be paid in substantially equal installments in accordance with the policy of the Board governing payment of salary to other similarly employed members of the Decatur Public School professional staff. Any adjustment in salary made during the life of this Contract shall be in the form of an amendment approved by the Trustees and shall become a part of this Contract. It is provided, however, that by so doing, it shall not be considered that the Trustees have entered into a new Contract with the Director, nor that the termination date of this Contract has been in any way extended unless so stated in the approved motion.

4. Performance Bonus. The Director shall be paid a performance bonus for FY19 in the amount of Ten Thousand Dollars and 00/100 (\$10,000.00) in a lump sum payment upon approval of this Contract on the next normal payroll cycle.

5. Pension. In addition to the salary of the Director as set forth hereinabove in paragraph 3 and the performance bonus in paragraph 4, the Board shall pay 4.71204% of the salary set forth in paragraph

3 (or 4.5% deducted from the resulting gross. The resulting gross shall be computed by adding the salary in paragraph 3 to 4.71204% of the salary paragraph 3) as an employer paid pension contribution consistent with the provisions of Internal Revenue Code section 414-h(2) and Tax Opinions 81-35 and 81-36. Such payments shall be consideration for this Contract, shall be creditable earnings for purposes of the Illinois Municipal Retirement Fund pension calculations and Director did not have the option of choosing to receive such amount directly instead of having such contribution paid by the employer to the Illinois Municipal Retirement Fund.

6. Evaluation. Annually, but no later than June 15th of each year, the officers of the Trustees shall review with the Director progress toward established goals and working relationships among the Foundation and its various Decatur Public School and community constituencies and the District leadership team, and shall consider the Director's continued employment and annual salary for the next subsequent year (if any). A summary of the evaluation will be provided to the Director in writing within 30 days following the evaluation pursuant to the Foundation's evaluation plan.

7. Credentials. The Director shall furnish to the Board during the term of this Contract, valid and appropriate credentials to act as Director in accordance with the laws of the State of Illinois and as directed by the Trustees.

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

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

10. Termination by Contract. During the term of this Contract, the Trustees and Director may mutually agree, in writing, to terminate this Contract.

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

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

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

14. Membership Dues. The Trustees shall pay the cost of Director's annual membership dues to the National School Foundation Association (NSFA) and/or other relevant professional organizations at the discretion of the Officers and as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (December 4, 2018).

15. Medical Insurance. The Director shall be provided with medical insurance and medical insurance options as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (December 4, 2018).

16. Life Insurance. Director shall be provided with life insurance as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (December 4, 2018).

17. Vacation. The Director will be provided three (3) weeks of paid vacation annually with an additional one (1) day accrual per year after the first year until the fourth year. Starting with the fourth year, he will be provided an additional two (2) days per year until a maximum of six (6) weeks per year is attained. Vacation shall be used in the year in which it accrues except that he shall be allowed to carry over a maximum of twenty-five (25) days.

18. Sick Leave and Personal Leave. The Director shall be provided with sick leave and personal leave days as provided in the document entitled Administrator and Administrative Support Staff Compensation and Benefits (December 4, 2018).

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

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

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

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

To the Director:
Zach Shields
(Address on file with Foundation)

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

23. Contract Extension. At the end of any year of this Contract, the Trustees and Director may mutually agree to extend the employment of the Director for a multi-year period as may be permitted by law. In such event, the Trustees shall take specific action to discontinue this Contract and enter into a new contract.

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

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

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

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

28. Relevant Law. This Contract is authorized under the provisions of 105 ILCS 5/10-23.5.

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

Director

**Board of the Foundation of the
Decatur Public School District No.61**

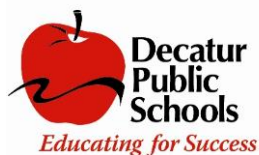
By: _____
Chair

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

By: _____
President

ATTEST:

Secretary



Board of Education Decatur Public School District #61

Date: June 25, 2019	Subject: Microsoft Office 365 Renewal
Initiated By: Maurice Payne, Director of Information Technology	Attachments: Microsoft 365 Quote
Reviewed By: Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

The Microsoft 365 agreements covers our districts .ORG email service, Active Directory integration, Windows 10, and other services. Our district was granted a one-time extension last year. The new licensing model is based on the number of qualified education users with an Office 365 account.

CURRENT CONSIDERATIONS:

With the expiration of the one-time extension, we need to migrate to the new licensing model by processing this renewal. In order to continue use of the services, this needs to be completed before the service expiration of 6/30/2019.

FINANCIAL CONSIDERATIONS:

The cost of the Microsoft 365 renewal will come from the FY20 IT budget.

STAFF RECOMMENDATION:

The Administration respectfully requests the Board of Education approve the Microsoft Office 365 Renewal in the amount of \$91,306.23 as presented.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION:_____

DECATUR PUBLIC SCHOOL DISTRICT 61
300 E. ELDORADO
DECATUR, IL 62523

Date	06/12/2019
Customer No.	US-SCU-133338
Your Reference	Microsoft renewal
Account Manager	Abigail Kalupa
Your Contact Person	Abigail Kalupa
E-Mail	abigail.kalupa@softwareone.com
Direct Phone No.	+1 262 317 5507
Our Tax ID	39-1501504

Quote US-QUO-755928

Invoice Address

DECATUR PUBLIC SCHOOL DISTRICT 61
300 E. ELDORADO
DECATUR, IL 62523

Shipping Address

DECATUR PUBLIC SCHOOL DISTRICT 61
300 E. ELDORADO
DECATUR, IL 62523

License Address

DECATUR PUBLIC SCHOOL DISTRICT 61
300 E. ELDORADO
DECATUR, IL 62523

		Description					Language		Amount		
Pos.	No.	Manufacturer	Lic. Mod.	Disc-Lev.	Format	Version	OS	Qty.	Unit Price	Sales Tax	(USD)
10	AAA-73004	Microsoft 365 EDU A3 per User					AL				
		Academic Faculty Monthly Subscription									
		Microsoft	CAMPUS	LEVEL A	SUB	NON-SPEC	Non-Specific	1,338	59.87	0.00	80,106.06
20	AAA-73002	Microsoft 365 EDU A3 per User					AL				
		Academic Student Monthly Subscription									
		Microsoft	CAMPUS	LEVEL A	SUB	NON-SPEC	Non-Specific	53,520	0.00	0.00	0.00
30	9GA-00006	Core Infrastructure Server Suite Standard Core 2 Lic Cre Lic					AL				
		Academic License and 1 Year SA Add Prod									
		Microsoft	CAMPUS	NON-SPEC	LIC&MNT	NON-SPEC	Non-Specific	91	14.40	0.00	1,310.40
40	7NQ-00302	SQL Server Standard Core 2 Lic					AL				
		Academic License and 1 Year SA Add Prod									
		Microsoft	CAMPUS	NON-SPEC	LIC&MNT	NON-SPEC	Non-Specific	31	305.17	0.00	9,460.27
50	6VC-01251	Windows Remote Desktop Services Device CAL only					AL				
		Academic License and 1 Year SA Add Prod									
		Microsoft	CAMPUS	NON-SPEC	LIC&MNT	NON-SPEC	Windows	50	8.59	0.00	429.50
							Total USD excl. Tax				91,306.23
							Tax				0.00
							Total USD incl. Tax				91,306.23

Quote US-QUO-755928

Page 2/2

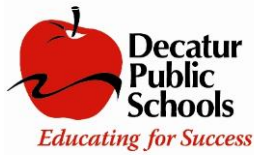
		Description					Language		Amount	
Pos. No.		Manufacturer	Lic. Mod.	Disc-Lev.	Format	Version	OS	Qty.	Unit Price	Sales Tax (USD)

will be increased so that after making all required withholdings, SoftwareONE receives an amount equal to the amount it would have received had no such withholdings been made.

Tax Exemption	Art. 90, 2nd paragraph, letter a of Swiss VAT Law
Payment Terms	30 Days net
Shipping Method	Electronic Software Delivery
Quote valid until	06/30/19

Prices are based on 30 Days net, FOB SoftwareONE. Shipping and Handling and applicable Sales Tax are additional. All products are non-returnable unless otherwise provided for by the Manufacturers Reseller Return Policy.

CONFIDENTIAL INFORMATION: This Quote, and any attachment is intended only for the person or entity to which it is addressed, and contains confidential and/or privileged information. Any review, retransmission, dissemination or other use of this information to persons or entities other than the intended recipient is prohibited.



Board of Education Decatur Public School District #61

Date: June 25, 2019	Subject: Strategic Plan Strategy 4, Results Statement 4: Establish a mandatory Principal Leadership Institute for all current Principals and Aspiring Principals
Initiated By: Deanne Hillman, Director of Human Resources	Attachments: UIC College of Education Invoice
Reviewed By: Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION: Strategy 4 of the Strategic Plan speaks to attracting and retaining talented and invested staff by ensuring they feel valued and supported. Members of the Executive Cabinet have been tasked with organizing professional development for the District Leadership Team and current principals.

CURRENT CONSIDERATIONS: Dr. Steve Tozer, Founder of the Center for Urban Education Leadership, has a *Principal Leadership Development* series, which focuses on developing the capacity for continuous improvement of administrators.

The **University of Illinois-Chicago (UIC)** will collaborate with the leadership of **Decatur Public Schools District 61** to incorporate professional development for continuous improvement of school and district administrative leadership practices and school outcomes. This collaboration will focus on developing multiple levels of professional teams for effective adult learning at the levels of central office, school principals, and teachers. The central outcomes will be a) improvement of student learning outcomes district-wide, and b) intentional and explicit development of effective leaders for school and district positions.

FINANCIAL CONSIDERATIONS:

This amount will be included in the Fiscal Year 2019-20 budget.

STAFF RECOMMENDATION:

The Administration respectfully requests that the Board of Education approve the Professional Development Collaboration Agreement between Decatur Public School District 61 and the University of Illinois-Chicago in the amount of \$43,000.00 as presented.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____

Overview of Proposed Professional Development Collaboration: University of Illinois-Chicago and Decatur Public School District 61

Overview

The **University of Illinois-Chicago** (UIC) will collaborate with the leadership of **Decatur Public Schools District 61** to incorporate professional development for continuous improvement of school and district administrative leadership practices and school outcomes. This collaboration will focus on developing multiple levels of professional teams for effective adult learning at the levels of central office, school principals, and teachers. The central outcomes will be a) improvement of student learning outcomes district-wide, and b) intentional and explicit development of effective leaders for school and district positions.

UIC will therefore collaborate with district leadership to establish a culture of professional learning at two levels: district office and school building leadership. This collaboration will provide:

- **Leadership for district-wide capacity to understand and implement a culture of continuous improvement**, using Improvement Science methods as articulated by Bryk, Gomez, et al., in *Learning to Improve* (Harvard, 2015);
- Professional development supports to enable District 61 to implement nested learning teams of professionals at two levels: **Central office administrators and school principals**;
- Regularly scheduled meetings with **district leadership**, monthly for the first three months and less often thereafter as determined by joint decision, to ensure effective leadership of the Principal Networked Improvement Community (NIC) described below;
- One full year of on-site visits from the UIC team beginning in Summer 2019, focused on building a **Networked Improvement Community (NIC) of all District 61 principals** for improved learning outcomes in schools. We recommend monthly visits from UIC, but we have also worked on a less-frequent schedule, which places greater burden on the district to maintain “momentum” between visits.
- Regularly scheduled meetings with **principal teams** so they can begin incorporating Improvement Science practices in their own leadership, with district **principal supervisors** learning to lead these principal NIC meetings over time;
- Development of an archive of **materials and resources for principals** to use in improving their schools, including self-diagnostic materials that principals can use in identifying key problems of practice in their schools and protocols for addressing those problems;
- **Engagement of principals in development of new organizational and instructional routines** such as a) effective instructional leadership teams, b) formal Instructional Rounds, and c) collaborative inquiry cycles in each school;
- Regularly scheduled collection of assessment evidence of the effectiveness of the work above throughout the collaboration.

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

DATE/TIME: June 11, 2019

4:00 PM

LOCATION: Keil Administration Building
1st Floor Board Room

PRESENT: Beth Nolan, President
Kendall Briscoe
Regan Lewis
Andrew Taylor

Courtney Carson, Vice President
Beth Creighton
Dan Oakes

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

President Nolan called the meeting to order at 4:00 PM.

<u>TOPIC</u>	<u>DISCUSSION</u>	<u>ACTION</u>
Call for Closed Executive Session	President Nolan called the meeting to order and moved into Closed Executive Session to conduct student discipline hearings and to discuss the appointment, employment, compensation, discipline, performance or dismissal of specific employees of the public body, pending and/or threatening litigation(s), the purchase or lease of real (estate) property for the use of the public body and discussion of collective negotiating matters between the Board and representatives of its employees, seconded by Vice President Carson. Hearing no questions, President Nolan called for a Roll Call Vote: Aye: Lewis, Carson, Briscoe, Creighton, Oakes, Taylor, Nolan Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent	Board moved to Closed Executive Session at 4:00 PM.
Return to Open Session	President Nolan moved to return to Open Session to take action on a student discipline hearing, seconded by Mrs. Creighton. All were in favor.	Returned to Open Session at 5:05 PM.
Student Discipline Hearing	Superintendent Fregeau recommended that the Board of Education authorize the issuance of a decision in the expulsion case for Student #1819-0006 consistent with the findings from the Hearing Officer's Report, and that Student #1819-0006 be expelled from the Decatur Public School District 61 for all of the 2019-2020 school year, with a stay for alternative education. Student #1819-0006 shall have the ability and opportunity to participate in school sponsored activities that do not occur during a regular school day. Vice President Carson moved to approve the recommendation, seconded by Mrs. Lewis. Hearing no further discussion, President Nolan called for a Roll Call Vote: Aye: Briscoe, Taylor, Lewis, Creighton, Oakes, Nolan, Carson Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent	Motion carried. Student #1819-0006 was expelled from DPS 61 for all of the 2019-2020 school year as presented.

TOPIC	DISCUSSION	ACTION
Return to Closed Session	<p>President Nolan moved to return into Closed Executive Session to conduct student discipline hearings and to discuss the appointment, employment, compensation, discipline, performance or dismissal of specific employees of the public body, pending and/or threatening litigation(s), the purchase or lease of real (estate) property for the use of the public body and discussion of collective negotiating matters between the Board and representatives of its employees, seconded by Mrs. Creighton.</p> <p>Hearing no questions, President Nolan called for a Roll Call Vote: Aye: Nolan, Taylor, Oakes, Creighton, Briscoe, Carson, Lewis Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent</p>	Returned to Closed Session at 5:09 PM
Return to Open Session	<p>President Nolan moved to return to Open Session to take action on a student discipline hearing, seconded by Vice President Carson. All were in favor.</p>	Returned to Open Session at 5:29 PM.
Student Discipline Hearing	<p>Superintendent Fregeau recommended that the Board of Education authorize the issuance of a decision in the expulsion case for Student #1819-0007 consistent with the findings from the Hearing Officer's Report, and that Student #1819-0007 be expelled from the Decatur Public School District 61 all events, property and activities of the District for the first quarter, forty-five days, of the 2019-2020 school year, with a stay for alternative education.</p> <p>Mrs. Creighton moved to approve the recommendation, seconded by Mr. Oakes. Hearing no further discussion, President Nolan called for a Roll Call Vote: Aye: Creighton, Nolan, Taylor, Briscoe, Oakes, Carson, Lewis Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent</p>	Motion carried. Student #1819-0007 was expelled for 45 days (1 st quarter) of the 2019-2020 school year as presented.
Return to Closed Session	<p>President Nolan moved to return into Closed Executive Session to discuss the appointment, employment, compensation, discipline, performance or dismissal of specific employees of the public body, pending and/or threatening litigation(s), the purchase or lease of real (estate) property for the use of the public body and discussion of collective negotiating matters between the Board and representatives of its employees, seconded by Vice President Carson.</p> <p>Hearing no questions, President Nolan called for a Roll Call Vote: Aye: Carson, Nolan, Briscoe, Creighton, Oakes, Taylor, Lewis Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent</p>	Returned to Closed Session at 5:31 PM
Return to Open Session	<p>President Nolan moved to return to Open Session, seconded by Vice President Carson. All were in favor.</p>	Returned to Open Session at 6:21 PM.

TOPIC	DISCUSSION	ACTION
Open Session Continued	President Nolan noted that the Board of Education had been in Closed Executive Session to conduct student discipline hearings and to discuss the appointment, employment, compensation, discipline, performance or dismissal of specific employees of the public body, pending and/or threatening litigation(s), the purchase or lease of real (estate) property for the use of the public body and discussion of collective negotiating matters between the Board and representatives of its employees. No action was taken during Closed Executive Session.	Information only.
Pledge of Allegiance	President Nolan led the Pledge of Allegiance.	
Student Ambassador	President Nolan noted that Student Ambassador Londarius Hayes was at this meeting.	
Approval of Agenda, June 11, 2019	Superintendent Fregeau recommended the Board approve the June 11, 2019 Open Session Board Meeting agenda as presented. Mr. Oakes moved to approve the recommendation, seconded by Mrs. Briscoe. All were in favor.	Agenda was approved as presented.
Public Participation	President Nolan noted that during Public Participation, the Board of Education asked for the following: <ul style="list-style-type: none"> • Identify oneself and be brief. • Comments should be limited to 3 minutes. No one at this time.	Information only.
Student Recognition	The Board of Education and the Superintendent recognized Jacob Hamm and Alison McCrady for their service as Student Ambassadors for the 2018-2019 school year; both students were 2019 graduates from MacArthur High School.	Information only.
Board and/or Other Committee Reports	<u>Schedule B</u> Mrs. Creighton noted that the Schedule B meeting would be Tuesday afternoon and updated job descriptions were forthcoming. <u>Policy Committee</u> Mrs. Creighton noted that the Policy Committee would also submit several updated policies for first reading during the June 25, 2019 Board of Education meeting. <u>Finance</u> Mr. Oakes noted that the Finance Committee would continue discussions regarding the bonding issue. <u>DPS Foundation</u> Mr. Oakes noted that the Foundation would have their final meeting on Thursday and teachers needed to submit their applications soon, if any. <u>Board Committees</u> Mrs. Creighton noted some Board Committees were part of the DEA Contract and would be considered bargaining committees. Mrs. Creighton asked if the Board wanted to consider creating a waiver stating that the committees were not negotiating	Information only.

TOPIC	DISCUSSION	ACTION
	during the Appraisal Action, Schedule B and Discipline Action Committees meetings. This would allow discussions to continue even if the union was in negotiations with the Board of Education and the District. The Board will move forward with a draft.	Information only.
Board Discussion Bidding Process	<p>President Nolan noted that the Board of Education needed to discuss the contract regarding the Construction Manager's role with O'Shea Builders. Will the Board give O'Shea Builders the option to bid on projects as a sub-contractor? Assistant Superintendent Dr. Fred Bouchard stated that O'Shea Builders noted that this would keep the bid process competitive so that project costs were not increased.</p> <p>President Nolan asked if the District could limit O'Shea's ability to participate in the bid process as a subcontractor. Attorney David Braun replied that bid processes would be sealed and you would not know the nature of the bids until the end.</p> <p>Mr. Oakes asked if a project needed to be completed and there were no bids, could O'Shea provide the bid. Attorney Braun replied that if there was an emergency circumstance and the work had to be completed, that would be considered an "out" for the Construction Manager. During this process, each situation must be evaluated, but if there was a bid, the lowest bidder must be chosen.</p> <p>Vice President Carson asked if the architects could provide a subcontractor review of the presented proposals. Attorney Braun replied yes, but you may reverse the issue and they now become a contractor and should have been granted the opportunity to bid at the beginning of the process. Vice President Carson noted that O'Shea was hired for a specific job to assist with obtaining other MBEs (good faith effort) for the subcontracting projects. Is this legal to allow them to bid on the subcontracting projects? Attorney Braun replied that the issue may be the competitive bidding process.</p> <p>Mrs. Creighton noted that she could see both sides, but there could be a negative perception towards the District regarding the bid process. Vice President Carson agreed.</p> <p>President Nolan noted that the Board has a responsibility to bring the project in for the least amount, if possible.</p> <p>Vice President Carson noted that O'Shea stated that they could meet the goal when they were hired and they should not have the opportunity to bid on the subcontracting jobs.</p> <p>Mrs. Briscoe thought this conversation began because there may not be enough contractors for the projects. Vice President Carson replied that O'Shea stated there would be contractors.</p>	Information only.

TOPIC	DISCUSSION	ACTION
	<p>Attorney Braun noted that you would be taking some risks with allowing O'Shea to bid, but emergency cases are different. The contract (s) must be specific and permit the CMAs to do what is needed during an emergency. There would be a new contract, which would be considered a construction contract.</p> <p>Attorney Braun noted there must be a bidding process for the projects.</p> <p>Mr. Oakes asked if O'Shea was in the bid process, who would oversee and/or determine the validity of the bids if they were considered the CMA? Attorney Braun replied this would be a conflict issue.</p> <p>Mr. Taylor asked how could there be a competitive advantage when O'Shea would align/define the work that needs to be done, then the bid process would begin. They can't lower the standards of the job to fit their bid. Attorney Braun replied that if they write the bid spec(s), there could possibly be some favoritism. The Board has control of the bid specs and have the right to be specific.</p> <p>Attorney Braun noted that when a contract is created, it must comply with the bidding statute. There could be a risk when the CMA could also bid on the trades. Construction contracting is whether the CMA could bid on the trades, not if they could perform the work if no one else bids.</p> <p>The Board of Education has the right to reject bids and start the process over, if needed. The contract must state that they (O'Shea) would be allowed to bid on projects.</p> <p>Mrs. Lewis asked if O'Shea was under the impression that they would go from an agent to an "at risk." Was this discussed with them? Are they contractually obligated to the District and must deliver the project at cost? Dr. Todd Covault, Chief Operational Officer, replied that the District is only in the pre-construction phase, therefore, at this time, there is no contract. Sam Johnson, BLDD Representative, replied that O'Shea was an agent for the District and could possibly move to a CMC. He also noted that the Architects write the bid specs and the Architects open the bids.</p> <p>The consensus from the majority of the Board of Education was to allow O'Shea Builders to bid.</p>	Information only.
Board Discussion SDMS Project	<p>Superintendent Fregeau noted that administration wasn't clear regarding the Decatur Middle School Project budget. When the project was discussed previously at an Open Session Board of Education meeting, the \$500,000.00 cost did not include the internal labor cost (\$200,000.00). If the internal labor was included in the \$500,000.00, it would limit what can be done at SDMS.</p> <p>President Nolan noted that the Board had never approved any internal work and asked if the Board needed to rewind and retroactively approve the SDMS Project.</p>	Information only.

TOPIC	DISCUSSION	ACTION
	<p>Superintendent Fregeau asked when other projects are budgeted in the future, does the internal labor cost need to be included in the total cost of the project (Johns Hill and Montessori Projects). Assistant Superintendent Bouchard noted that the labor was included in the previous Harris Project.</p> <p>School Board Policy 4:150 states, “Prior Board approval is needed for all renovations or permanent alterations to buildings or grounds when the total cost will exceed \$25,000, including the cost equivalent of staff time.”</p> <p>Attorney Braun noted that the Board needs to give administration a directive because the previous motion wasn’t clear as it related to any additional (labor) costs. Administration did what the policy required, but it seems as if the internal labor cost was not included. The Board needs to give a clear directive on moving forward.</p> <p>President Nolan suggested that moving forward and if staff is used in projects, the internal costs needs to be inclusive with the budget for that particular project.</p> <p>The Board of Education, administration and Sam Johnson, BLDD, discussed other upcoming projects and their budgets.</p> <p>Dr. Todd Covault, Chief Operational Officer, asked if administration needs to do a reset on SDMS, which would include a recommendation. Superintendent Fregeau noted that the Board needs to give clarity to the Montessori Project, bonds versus total project; the internal labor was not included in the budget.</p> <p>Mr. Oakes noted that Policy 4:150 needs to be better defined as it related to material, labor etc.</p> <p>Mr. Taylor asked if the District would have enough man-power for the projects. We cannot turn the Buildings & Grounds Department into contractors and if so, who would take-on the daily needed operations throughout the District in the meantime.</p> <p>Mrs. Lewis asked would this fall into the scope of their normal duties, would this be considered overtime and/or what extent would other projects be delayed due to manpower. This project has to be successful.</p> <p>Assistant Superintendent Bouchard noted that SDMS was the project that would take the most of our Buildings & Grounds staff. The administration is mindful of Policy 4:150 and would notify the Board when the District’s labor force would be used.</p> <p>President Nolan noted that funding for these upcoming projects cannot come from the District only; private donations will be needed to help offset some of the costs for the upcoming projects.</p> <p>Superintendent Fregeau asked if administration needed to bring a breakdown of the SDMS project that would include the following:</p> <ul style="list-style-type: none"> • Fund 60 	Information only.

TOPIC	DISCUSSION	ACTION
	<ul style="list-style-type: none"> Fund 20 Fund 10 <p>The consensus from the Board of Education was for administration to present detailed information that outlines the budgets for SDMS and other upcoming projects to the July 09, 2019 Board meeting. This would hopefully prevent additional funds needed to complete the projects moving forward along with the associated cost of other buildings.</p>	
Personnel Action Items	<p>Superintendent Fregeau recommended the Board approve the Personnel Action Items listed in the Memo from Deanne Hillman, Director of Human Resources as presented.</p> <p>Mrs. Creighton moved to approve the recommendation, seconded by Mr. Taylor. Hearing no questions, President Nolan called for a Roll Call Vote: Aye: Creighton, Nolan, Taylor, Briscoe, Oakes, Carson, Lewis Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent</p>	<p>Motion carried. The Personnel Action Items were approved as presented.</p>
Special Education Administrator	<p>Superintendent Fregeau recommended the Board approve the Employment of Andrea Hettinger for the position of a Special Education Administrator as presented.</p> <p>Vice President Carson moved to approve the recommendation, seconded by Mr. Oakes. Hearing no questions, President Nolan called for a Roll Call Vote: Aye: Lewis, Carson, Briscoe, Creighton, Oakes, Taylor, Nolan Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent</p>	<p>Motion carried. Employment of Andrea Hettinger was approved as presented.</p>
Dean of Students	<p>Superintendent Fregeau recommended the Board approve the Employment of Curtiss Lindsey for the position of a Dean of Students at MacArthur High School as presented.</p> <p>Vice President Carson moved to approve the recommendation, seconded by Mrs. Briscoe. Hearing no questions, President Nolan called for a Roll Call Vote: Aye: Briscoe, Taylor, Lewis, Carson, Oakes, Nolan, Creighton Nay: None Roll Call Vote: 7 Aye, 0 Nay, 0 Absent</p> <p>For the record, Vice President Carson had to step out during the Open Session meeting.</p>	<p>Motion carried. Employment of Curtiss Lindsey was approved as presented.</p>
Presidio Quote for E-Rate Project	<p>Superintendent Fregeau recommended the Board approve the Presidio Quote for the E-Rate Project as presented.</p> <p>Mrs. Briscoe moved to approve the recommendation, seconded by Mrs. Briscoe. Hearing no questions, President Nolan called for a Roll Call Vote:</p>	<p>Motion carried. Presidio Quote for E-Rate Project was</p>

TOPIC	DISCUSSION	ACTION
	<p>Aye: Oakes, Nolan, Lewis, Briscoe, Creighton, Taylor</p> <p>Nay: None</p> <p>Absent: Carson</p> <p>Roll Call Vote: 6 Aye, 0 Nay, 1 Absent</p>	approved as presented.
City of Decatur Fiber Service Agreement	<p>Superintendent Fregeau recommended the Board approve the City of Decatur Fiber Service Agreement as presented.</p> <p>Mrs. Creighton moved to approve the recommendation, seconded by Mrs. Lewis. Hearing no questions, President Nolan called for a Roll Call Vote:</p> <p>Aye: Nolan, Taylor, Briscoe, Creighton, Oakes, Lewis</p> <p>Nay: None</p> <p>Absent: Carson</p> <p>Roll Call Vote: 6 Aye, 0 Nay, 1 Absent</p>	<p>Motion carried. Fiber Service Agreement was approved as presented.</p>
Montessori Project	<p>Superintendent Fregeau recommended the Board approve and authorize Administration to Move Forward with the Bidding and Construction for the Renovation of Thomas Jefferson for the Montessori Program as presented.</p> <p>Mrs. Creighton moved to approve the recommendation, seconded by Mr. Taylor.</p> <p>Sam Johnson noted that they were asking for approval to move forward with the Design Development for the Montessori Project. It would not be submitted for bids at this time.</p> <p>Superintendent Fregeau recommended to amend and replace the motion as follows: The Board approve and authorize the Design Development Phase of the Montessori Project and Proceed with the Development of Construction Documents for Board Approval as presented.</p> <p>Mrs. Creighton moved to approve the recommendation, seconded by Mr. Oakes. Hearing no questions, President Nolan called for a Roll Call Vote:</p> <p>Aye: Lewis, Oakes, Taylor, Briscoe, Nolan, Creighton</p> <p>Nay: None</p> <p>Abstain: Carson</p> <p>Roll Call Vote: 6 Aye, 0 Nay, 0 Absent, 1 Abstain</p> <p>President Nolan noted that for the record, Letter G. Blackboard Website and ParentLink Renewal Agreement and Letter I. Athletic Policy Handbook for the 2019-2020 School Year were pulled from the June 11, 2019 Open Session Agenda.</p>	<p>Motion carried. Design and Development Phase for Montessori were approved as presented.</p>
Consent Items	<p>Assistant Superintendent Bobbi Williams noted that there was an incorrect emergency date and an incorrect notation regarding April 13th. The five emergency days will be May 21, 22, 26, 27 and 28, 2020. April 13, 2020 is a student attendance day.</p>	<p>Motion carried. The Remaining Consent Items were approved as presented.</p>

TOPIC	DISCUSSION	ACTION
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Superintendent Fregeau recommended the Board approve the remaining Consent Items along with the Amendment to Letter D. Revised Decatur Public School District 61 Calendar for 2019-2020 School Year as presented.

A. Minutes: Open/Closed Meetings May 28, 2019

B. Bills

C. Freedom of Information Report

D. Revised Decatur Public School District 61 Calendar for 2019-2020 School Year (S1)

E. Annual Investment Report

F. Worker's Compensation Excess Insurance and Third Party Administrator Renewals

G. ~~Blackboard Website and ParentLink Renewal Agreement (S4)~~ **PULLED**

H. Stephen Decatur and Thomas Jefferson Middle Schools ESSA Instructional Items (S1)

I. ~~Athletic Policy Handbook for the 2019-2020 School Year (S1, S2)~~ **PULLED**

Mr. Oakes moved to approve the recommendation, seconded by Mrs. Creighton.

Hearing no questions, President Nolan called for a Roll Call Vote:

Aye: Creighton, Taylor, Oakes, Nolan, Lewis, Carson, Briscoe

Nay: None

Roll Call Vote: 7 Aye, 0 Nay, 0 Absent

Announcements The Board of Education sends condolences to the families of:

Information only.

Charles Daniel Christison, who passed away Wednesday, May 29, 2019. Mr. Christison was a retired Custodian for Decatur Public Schools.

Richard G. Stewart, who passed away Saturday, June 01, 2019. Mr. Stewart was the uncle of Dianne Brandt, Principal at Oak Grove Elementary School.

Edward Earl Walker, who passed away Monday, June 03, 2019. Mr. Walker was the father of Rodney Walker, Eisenhower High School's Boys Varsity Basketball Coach.

Important Dates

Date	Event	Action
June 13	Board of Education Special Open/Closed Meeting – Bodine Electric, 2701 East Parkway Drive, Decatur, IL 62526	Information only.
June 14	Board of Education Special Open/Closed Meeting – Closed Executive Session, 2:00 PM – 1 st Floor Board Room, Keil Administration Building – Open Session to Follow with Possible Action on Student Discipline Hearings	

Middle and High School Summer School 2019:

– Middle School Math Session 1 and English Session 2

TOPIC	DISCUSSION	ACTION
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- June 03 – 26: Monday through Thursday, 8:00 AM to 12:00 PM

- July 08 – 31: Monday through Thursday, 8:00 AM to 12:00 PM

High School Sessions

- June 03 – 26: Monday through Thursday, 8:00 AM to 12:00 PM
- July 08 – 31: Monday through Thursday, 8:00 AM to 12:00 PM

July 23, 24 Registration for the ENTIRE District

- 10:30 AM to 7:00 PM
- Please register at your home school.

NEXT MEETING

The public portion of the next regular meeting of the Board of Education will be at 6:30 PM, Tuesday, June 25, 2019 in the 1st Floor Board Room at the Keil Administration Building.

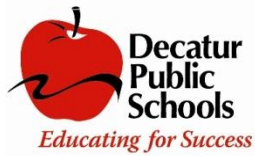
Adjournment

President Nolan asked for a motion to adjourn the Open Session Meeting. Mrs. Creighton motioned, seconded by Mr. Taylor. All were in favor.

Board
adjourned at
9:00 PM.

Courtney Carson, Vice President

Melissa Bradford, Board Secretary



Board of Education Decatur Public School District 61

Date: June 25, 2019	Subject: Monthly Financial Conditions Report
Initiated By: Todd Covault, EdD, Chief Operational Officer	Attachments: Financial Conditions Report
Reviewed By: 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 May, the eleventh month of FY19, the Macon-Piatt Special Education District has expended 87.84% of its overall budget; Decatur 61 has expended 79.73% of its overall budget.

As of June 13, 2019, the State Comptroller is holding FY19 ISBE vouchers in the amount of \$765,817 of which \$566,516 is associated with the Early Child Block Grant.

The District's May 2019 month-end education fund balance is \$22,901,480; the May 2018 month-end education fund balance was \$19,241,244.

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: _____

**2018-2019 Decatur Public S.D. #61
Fund Balance Summary - May 31, 2019**

<u>Fund</u>	<u>Fund Balance 07/01/18</u>	<u>Revenues To Date</u>	<u>Expenditures To Date</u>	<u>Net Cash Flow</u>	<u>Change in Fund Balance</u>	<u>Balance 05/31/19</u>	<u>Estimated Balance 06/30/19</u>
DISTRICT # 61							
Education	\$10,874,486	\$87,999,863	\$75,972,869	\$12,026,994	\$0	\$22,901,480	\$ 7,852,472
Operation & Maintenance	\$2,118,280	\$4,267,088	\$5,803,922	(\$1,536,834)	\$0	\$581,446	\$ 2,118,280
Debt Service	\$906,083	\$7,944,272	\$7,533,301	\$410,971	\$0	\$1,317,054	\$ 1,484,183
Transportation	\$2,836,093	\$5,252,096	\$5,050,778	\$201,318	\$0	\$3,037,411	\$ 2,836,093
IMRF	\$883,941	\$2,593,722	\$2,069,496	\$524,226	\$0	\$1,408,167	\$ 1,084,513
Social Security/Medicare	\$1,682,346	\$1,450,846	\$1,774,442	(\$323,596)	\$0	\$1,358,750	\$ 773,749
Capital Projects Fund	\$3,088,535	\$288,477	\$414,776	(\$126,299)	\$0	\$2,962,236	\$ 2,066,035
Working Cash	\$4,395,079	\$435,346	\$0	\$435,346	\$0	\$4,830,425	\$ 4,766,244
Tort Immunity/Judgment	\$2,000,597	\$2,845,136	\$1,352,123	\$1,493,013	(\$596,076)	\$2,897,534	\$ 1,941,337
Fire Prevention/Safety	\$3,340,258	\$415,050	\$137,042	\$278,008	\$0	\$3,618,266	\$ 1,097,183
<i>Totals District 61</i>	\$32,125,698	\$113,491,896	\$100,108,749	\$13,383,147	(\$596,076)	\$44,912,769	\$ 26,020,089
Macon-Piatt Special Ed District	\$3,875,617	\$20,066,582	\$19,014,611	\$1,051,971	\$0	\$4,927,588	\$ 3,875,617

Macon-Piatt Special Education District

Report Date: May 2019

Financial Condition as of May 31, 2019

Percent of year passed: 91.67%

	Revenues	Adopted Budget	Actual Y-T-D	Percent Received/Used
12	Education	21,646,481	20,066,582	92.70%
22	Operation & Maintenance	-	-	0.00%
42	Transportation	-	-	0.00%
52	IMRF	-	-	0.00%
	Total Revenues	21,646,481	20,066,582	92.70%

	Expenditures			
12	Education	20,051,945	17,845,974	89.00%
22	Operation & Maintenance	358,470	177,821	49.61%
42	Transportation	26,150	7,321	28.00%
52	IMRF	1,209,916	983,495	81.29%
	Total Expenditures	21,646,481	19,014,611	87.84%

	Net Cash			
	Total Revenues	21,646,481	20,066,582	92.70%
	Total Expenditures	21,646,481	19,014,611	87.84%
	Net Cash	-	1,051,971	

	Fund Balances	Actual
12	Education	4,927,588

Decatur Public School District #61
Report Date: May 2019
Financial Condition as of May 31, 2019

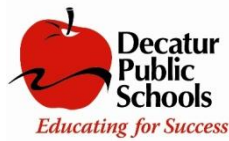
Percent of year passed: 91.67%

	Revenues	Budget	Actual Y-T-D	Percent Received/Used	FY 18 Percent Received/Used As Of 5/31/18
10	Education	90,523,564	87,999,863	97.21%	86.64%
20	Operation & Maintenance	5,858,250	4,267,088	72.84%	35.32%
30	Debt Service	8,117,100	7,944,272	97.87%	81.46%
40	Transportation	6,882,287	5,252,096	76.31%	84.84%
50	IMRF	2,878,063	2,593,722	90.12%	57.80%
51	Social Security	1,442,245	1,450,846	100.60%	45.71%
60	Capital Projects	210,000	288,477	137.37%	89.53%
70	Working Cash	371,165	435,346	117.29%	88.61%
80	Tort Immunity/Judgment	2,791,640	2,845,136	101.92%	51.88%
90	Fire Prevention/Safety	373,425	415,050	111.15%	57.56%
	Total Revenues	119,447,739	113,491,896	95.01%	82.05%

	Expenditures				
10	Education	93,545,578	75,972,869	81.21%	82.67%
20	Operation & Maintenance	5,858,250	5,803,922	99.07%	86.98%
30	Debt Service	7,539,000	7,533,301	99.92%	99.84%
40	Transportation	6,882,287	5,050,778	73.39%	83.87%
50	IMRF	2,677,491	2,069,496	77.29%	95.13%
51	Social Security	2,350,842	1,774,442	75.48%	83.54%
60	Capital Projects	1,232,500	414,776	33.65%	74.65%
70	Working Cash	-	-	#DIV/0!	100.00%
80	Tort Immunity/Judgment	2,850,900	1,352,123	47.43%	60.02%
90	Fire Prevention/Safety	2,616,500	137,042	5.24%	83.25%
	Total Expenditures	125,553,348	100,108,749	79.73%	84.03%

	Net Cash		
Total Revenues	119,447,739	113,491,896	95.01%
Total Expenditures	125,553,348	100,108,749	79.73%
Net Cash	(6,105,609)	13,383,147	

	Fund Balances	Actual
10	Education	22,901,480
20	Operation & Maintenance	581,446
30	Debt Service	1,317,054
40	Transportation	3,037,411
50	IMRF	1,408,167
51	Social Security	1,358,750
60	Capital Projects	2,962,236
70	Working Cash	4,830,425
80	Tort Immunity/Judgment	2,897,534
90	Fire Prevention/Safety	3,618,266
	Total Funds	44,912,769



Board of Education Decatur Public School District #61

Date: June 25, 2019	Subject: Treasurer's Report
Initiated By: Todd Covault, EdD, Chief Operational Officer	Attachments: Treasurer's Report
Reviewed By: Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

The attached report details the District's investments and the status of the District's cash as of May 31, 2019.

CURRENT CONSIDERATIONS:

N/A

FINANCIAL CONSIDERATIONS:

N/A

STAFF RECOMMENDATION:

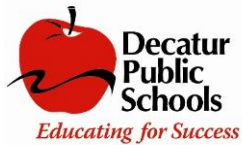
The Administration respectfully requests that the Board of Education approve the Treasurer's Report as presented.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____

DECATUR PUBLIC SCHOOL DISTRICT #61					
TREASURER'S REPORT					
MAY 2019					
	Cash/Investments				Cash/Investments
	as of				as of
	04/30/19	Receipts	Disbursements	Change/Interest	05/31/19
Education	26,579,854.90	8,400,616.16	9,835,429.06	77,971.05	25,223,013.05
Operations & Maintenance	277,775.16	754,166.67	452,378.41	1,083.12	580,646.54
Debt Service	2,571,149.89	383,388.00	1,637,818.76	334.02	1,317,053.15
Transportation	2,603,721.66	963,748.48	621,930.55	6,458.89	2,951,998.48
IMRF	1,525,542.00	0.18	121,244.57	3,868.94	1,408,166.55
Social Security	1,491,531.05	1.14	136,575.43	3,793.65	1,358,750.41
Capital Projects	3,054,578.88	0.00	94,471.54	2,127.88	2,962,235.22
Working Cash	4,816,762.30	0.00	0.00	13,662.41	4,830,424.71
Tort/Judgment Immunity	2,985,336.38	0.00	115,134.21	7,332.03	2,877,534.20
Fire Prevention & Safety	3,715,208.83	0.00	103,440.62	6,497.85	3,618,266.06
Macon-Piatt Special Education	4,531,795.89	1,896,009.84	1,513,642.13	12,574.49	4,926,738.09
Activities	623,625.24	31,783.12	70,895.69	1,348.69	585,861.36
	54,776,882.18	12,429,713.59	14,702,960.97	137,053.02	52,640,687.82
				Dr. Todd Covault	05/31/19



Board of Education Decatur Public School District #61

Date: June 25, 2019	Subject: High School Athletics Policy Handbook for the 2019-2020 School Year
Initiated By: Dr. Fred Bouchard, Assistant Superintendent of Support Services and High School Athletic Directors Jason Crutcher and Steve Thompson	Attachments: High School Athletics Policy Handbook for the 2019-2020 School Year
Reviewed By: Dr. Paul Fregeau, Superintendent	

District Strategic Plan Alignment:

Strategy 1:

"We will ensure unique, innovative learning experiences for all students."

Strategy 2:

"We will ensure a student-focused environment that expands learning beyond the traditional expectations to engage students."

Strategy 5:

"We will create and foster mutually beneficial relationships throughout the community."

BACKGROUND INFORMATION: The athletic program is an integral part of the education of all students who attend the Decatur Public Schools. The goals and objectives are consistent with and comparable to those of the school district. All students have an equal opportunity to participate in athletic programs. No student shall be deprived of the right to participate because of lack of financial resources, nationality, race, color, religion, or sex, sexual orientation, disability, or marital status.

CURRENT CONSIDERATIONS: The Athletic Policy Handbook is reviewed and approved by Board action on an annual basis. The review of this document occurred collaboratively with District level administration, high school principals and the high school athletic directors.

FINANCIAL CONSIDERATIONS: The financial considerations are related to an updated fee schedule for contracting and paying officials and support staff personnel as game workers.

STAFF RECOMMENDATION:

The Administration respectfully requests the Board of Education approve the High School Athletics Policy Handbook for the 2019-2020 School Year as presented

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____



High School Athletics Policy Handbook

Decatur Public Schools
Educating for Success

2019-2020 School Year

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PHILOSOPHY OF THE DECATUR PUBLIC SCHOOLS ATHLETIC PROGRAM

The athletic program is an integral part of the education of all students who attend the Decatur Public Schools. Our goals and objectives are consistent with and comparable to those of the school district. All students have an equal opportunity to participate in athletic programs. No student shall be deprived of the right to participate because of lack of financial resources, nationality, race, color, religion, or sex, sexual orientation, disability, or marital status.

The athletic program will be broad based and as extensive as the facilities, staff, and finances can adequately support.

The leadership shall be of the highest quality so as to exemplify to the participants the desired type of individual to be developed from the athletic program.

The measurement of success of the leadership is not limited to won and lost records. It includes the success experienced in helping each participant develop his/her talents and desirable personal characteristics to their fullest.

The athletic program is a laboratory where students experience many of life's situations. Participation in this laboratory activity offers students the opportunity to improve character, dignity, self-worth, and concern for others. Students may learn to develop these human traits and grow as individuals to the extent of their capacity.

**STATEMENT OF PURPOSE FOR THE ATHLETIC PROGRAM OF
SCHOOL DISTRICT 61**

- A. Participation helps develop character, social competence, cooperation, and moral and ethical values that are an everyday part of our society.
- B. Participation develops a mutual respect for all who are involved in the competition: teammates, opponents, coaches, and officials.
- C. Participants must learn to abide by the rules, regulations, and decisions of officials, just as we all must abide by the laws that govern our society.
- D. Participation leads to a better understanding of our democratic ideals, social and economic well-being, and the spirit of fair play.
- E. Participation teaches a student that discipline and self-sacrifice are necessary ingredients of team work, if the end result is to be accomplished.
- F. Through participation, the individual will develop a healthy body, a sound mind, and a better understanding of individual differences.
- G. Participation provides valuable lessons which are learned in the course of competition; for example, winning, as well as losing, reflects team effort.
- H. Competition helps to develop the fundamental processes that lead to emotional maturity and self-control.
- I. Participation in the athletic program will cause participants and spectators to look forward to attending school, resulting in an improved student attitude toward school and school-related activities.
- J. Participation in athletic competition will give students an opportunity to achieve, not only for themselves, but for their team and school community and receive their just rewards in return.
- K. The individual school administration must provide adequate control and safety measures for the participants, officials, and spectators in order to insure the proper atmosphere for interscholastic events.
- L. Members of the athletic staff shall abide by the rules and regulations and officials' decisions which govern each sport, maintain the highest standard of ethics, recognize each participant as an individual, conduct themselves in a manner befitting their responsibilities, and develop the kind of rapport with the total school community that will improve the total educational program.

ORGANIZATION AND ADMINISTRATION THE ILLINOIS HIGH SCHOOL ASSOCIATION

Dwight D. Eisenhower and Douglas MacArthur High Schools are members of the state association which determines the overall pattern for inter-school athletics in Illinois.

As stated in the constitution of the IHSA:

This Association shall be known as the Illinois High School Association (IHSA). It shall be the purpose of this Association to provide leadership for the development, supervision, and promotion of interscholastic competition and other activities in which its member schools engage. Participation in such interscholastic activities offers eligible students experiences in an educational setting which may provide enrichment to the educational experience.

This Association, through the employment of the instrumentalists, hereinafter shall:

1. supervise and regulate all of the interscholastic activities in which its member schools may engage; and
2. perform such other functions related to interscholastic activities as may from time to time be approved and adopted by the membership.

In the performance of these functions, the objectives of the Association shall be:

1. to stress the educational importance, the cultural values, the appreciations and skills involved in all interscholastic activities, and to promote cooperation and friendship;
2. to regulate interscholastic programs in both character and quantity according to the accepted objectives of secondary education so that interscholastics shall not unduly interfere with nor abridge the regular program of teachers and students in the performances of their regular day to day school duties;
3. to encourage economy in the time of the student and teacher personnel devoted to interscholastic activities;
4. to encourage economy in expenses of interscholastic activities; and
5. to promote only those activities which enhance the school's desired educational goals.

CONFERENCE AFFILIATION

The two Decatur public high schools (Dwight D. Eisenhower and Douglas MacArthur) are members of the Central State 8 Conference.

No conference commitments shall be made which would be inconsistent with the athletic policies of the Decatur high schools.

THE DECATUR SCHOOL BOARD

The Board of Education, responsible directly to the people, is the supreme educational agency for the public schools.

The duties of the Board of Education in athletic matters may be considered to be the same as for education generally. They are as follows:

1. interpreting the needs of the community and requirements of the professional organization;
2. developing policies in accordance with the law and in accordance with the educational needs and wishes of the people;
3. approving means by which professional agents and agencies may make these policies effective;
4. furnishing financial means which provide physical and educational conditions by which organized activity may be carried on;
5. appraising the efficiency of the agents and of the service rendered in terms of their value to the community;
6. keeping the people intelligently informed of the purpose, value, conditions, and needs of the public education within the community.

THE SUPERINTENDENT OF SCHOOLS

The executive function is delegated to the Superintendent of Schools who is charged with the responsibility for devising means and ways of executing efficiently the policies adopted by the Board of Education.

The Superintendent of Schools recommends to the Board of Education the appointment of principals, coaches, assistant coaches, supervisors, and others who are given any responsibility for the handling of inter-school athletics.

He or she approves all policies and procedures recommended by his/her staff and is, in fact, directly responsible to the school board for the successful performance of the organization.

THE HIGH SCHOOL PRINCIPALS

The high school principal is the administrative head of the inter-scholastic athletic activities just as he/she is of all other activities at the school.

As members of Administrative Cabinet, the high school principals help formulate policies. As administrative heads of the schools, they are directly responsible to the state athletic association and the Deputy Superintendent of Schools for the conduct of the schools' athletic activities.

Some specific duties of the Administrative Team and/or Athletic Director are:

1. certifying the eligibility of all players,
2. signing contracts for games,
3. signing contracts for officials,
4. representing the school's position concerning issues which are presented by the IHSA and the Athletic Conference.

PROCEDURE FOR ESTABLISHING ATHLETIC POLICY GUIDE

The athletic directors receive input from the coaching staff in their buildings. The athletic directors then meet to make recommendations for additions, revisions, or deletions to the present policy.

Recommendations are then taken to the Assistant Superintendent. Items recommended by the athletic directors and approved by the Assistant Superintendent become included in the athletic policy guide. Changes to the policy guide must be approved by the Board of Education.

THE COACHES CODE OF ETHICS

(National Federation Interscholastic Coaches Association)

The function of a coach is to educate students through participation in interscholastic competition. The activity shall be designed to enhance academic achievement and never interfere with opportunities for academic success. Each student shall be treated with the upmost respect, and his or her as welfare must be considered in decisions by the coach at all times. Accordingly, the following guidelines for coaches have been adopted by the NFHS Board of Directors.

The coach must be aware that he or she has a tremendous influence, either good or ill, in the education of the student and, thus, shall never place the value of winning above the value of instilling the highest ideals of character.

The coach shall uphold the honor and dignity of the profession. In all personal contact with the students, officials, athletic directors, school administrators, the state high school athletic association, the media, and the public, the coach shall strive to set an example of the highest ethical and moral conduct.

The coach shall take an active role in the prevention of drug, alcohol, and tobacco abuse.

The coach shall avoid the use of alcohol and tobacco products when in contact with players.

The coach shall promote the entire interscholastic program of the school and direct his or her program in harmony with the total school program.

The coach shall master the contest rules and shall teach them to his or her team members. The coach shall not seek an advantage by circumvention of the spirit or letter of the rules.

The coach shall exert his or her influence to enhance sportsmanship by spectators, and by working closely with cheerleaders, pep club sponsors, booster clubs, and administrators.

The coach shall respect and support contest officials. The coach shall not indulge in conduct which will incite players or spectators against the officials. Public criticism of officials or players is unethical.

The coach should meet and exchange cordial greetings with the opposing coach to set the correct tone for the event before and after the contest.

The coach shall not exert pressure on faculty members to give student special consideration.

The coach shall not scout opponents by any means other than those adopted by the league and/or state high school athletic association.

ATHLETIC PROGRAM INTERSCHOLASTIC PROGRAM

Each of the high schools will offer a program for boys which consists of football, basketball, baseball, cross country, track and field, tennis, golf, soccer, and wrestling. The girl's program will include cross country, soccer, volleyball, tennis, golf, basketball, bowling, track and field, and softball. Cheerleading and E-Sports are co-educational programs offered at both high schools. DPS also offers swimming as individual entries for the IHSA series.

Our district also sponsors representatives to state meets for sports in which we do not have teams. Please see the section entitled "Special Entry Program" for guidelines.

The following chart includes the sports and number of contests permitted in each sport including all tournaments except the IHSA series.

	Varsity	Junior	JV/Sophomore	Freshman- Freshman	Freshman
Football	9 games		9	9	
Basketball	31 games				
Baseball	35 games		35 games		
Bowling	20 dates				
Cross Country	I = 18 dates T = 15 dates				
Golf	18 dates				
Soccer	25 games				
Softball	35 games		35 games		
Tennis	I = 20 dates				
Track & Field	I = 21 dates T = 18 dates		8 outdoor		
Volleyball	31 games				
Wrestling	T=18+0 Trn T=17+1 Trn T=16+2 Trn T=15+3 Trn T=14+4 Trn		12		

* The number of contests permitted is restricted to the number listed for the two squads. The IHSA sponsored tournaments are permitted in addition to the number of contests listed.

Additional Program Guidelines:

If, because of the shortage of coaches, a coach cannot be hired to coach a team, the team may not be formed.

GUIDELINES FOR CUTTING

Each participant shall be assured a minimum of three practices before he/she is cut. The number three is used for sports where a large number of candidates try out and there is a limited amount of practice time before the first scheduled contest. Where a fewer number try out, the coach may want to permit more practices before making his first cut. Students, who report late due to participation in other approved school district sports or activities, will have the opportunity to participate in a least three practices before they are cut.

Every effort shall be made by the coach to provide each candidate with an opportunity to demonstrate his/her skill in as many areas as feasible which relate to that particular sport and with the proper equipment to demonstrate this skill.

In all of his contact with the players, the coach must make every effort to treat all candidates fairly and as impartially as possible, recognizing that he may know some candidates from previous associations.

It shall also be the responsibility of the coach, when asked, to encourage, advise, and counsel those athletes cut from the squad to help them prepare for the following year and better understand the reasons for being cut.

DISCIPLINARY ACTION

Participation in athletics is a privilege.

When a student is dropped from his/her team for disciplinary reasons, it is important that he/she receive a fair notice and that he/she be given a hearing.

All coaches are responsible for reviewing the athletic code, individual school rules, and rules for their respective sport during the first week of practice with the Athletic Director, assistant coaches, students, and parents.

ATHLETIC DIRECTOR AND ATHLETIC OFFICIALS

Hiring of Officials

The hiring of officials shall be mutually satisfactory to the schools involved in the contest concerned. Decatur Public Schools also will conform with conference rules pertaining to the selection of officials. For varsity basketball contests involving intra-city teams, three officials will be hired.

Number of Officials (Boys Contests)

Sport	Varsity	Jr. Varsity	Sophomore	Fr-Soph	Freshman
Baseball	2			2	
Basketball	3		3		2
Football	5		4		4
Soccer	3				
Track	2				
Wrestling	2				

Number of Officials (Girls Contests)

Sport	Varsity	Jr. Varsity	Sophomore	Fr-Soph	Freshman
Basketball	3		3		
Softball	2			2	

Track	2				
Volleyball Lines Judges=2	2		2		2
Soccer	3				

Please refer to the "Finger Tip Facts and Figures" to determine the pay rate.

TRANSPORTATION POLICY

The guidelines for using school district transportation are:

- A. A yellow school bus shall be used whenever possible. This is the safest means of transportation for our athletes.
- B. A school district van shall be used when there are eight or fewer people making the trip (eight passenger vans includes the driver). Consideration may also be given to using the vans when they are not being used for other school district business and it is more economical to take vans than a bus. For example, vans may be used to transport basketball or wrestling teams to holiday tournaments.

Only school district employees with a valid driver's license shall be permitted to drive a school van. No school employee may transport students in school or private vehicles unless authorized by the administration.

- C. The district prefers that a coach not use his/her personal vehicle to transport players to an athletic contest. If a coach receives permission to transport in his/her vehicle he/she must show adequate insurance coverage, each student must sign a permission form, and the coach will be reimbursed the current school district's rate for mileage when using a personal vehicle for this purpose.
- D. Students are expected to arrive and return from athletic events with their team and coach in the district provided transportation. In the rare event that a student must leave the activity due to an unusual event, the student's parent/legal guardian must present to the student's coach a note signed by them indicating they are taking the student with them and relieving the school of their responsibility of transporting the student back to the school building. A student may only leave with their parent/legal guardian. The District reserves the right to require court documentation of parental / guardian status when releasing a student to a parent/legal guardian.
- E. Every effort will be made to minimize transportation needs through the scheduling of activities.

When ordering a bus or van, a bus request shall be completed electronically. The bus request forms for fall and winter sports shall be submitted prior July 1st. Bus requests for spring sports shall be submitted by February 1st.

TRANSPORTATION PROCEDURES

The Decatur Public School District provides transportation for IHSA sanctioned contests using the following as guidelines. All arrangements for the transportation of students is to be arranged by the district's transportation department, phone 362-3026.

High School: Transportation is restricted to active participants. Active participants include students expected to be in uniform, student manager(s), school district paid coaches, approved volunteer coaches, trainer, adults paid to act as scorekeepers or minor officials, athletic directors, and school/district administrators. Persons not eligible to ride include parents, student spectators, pom pon squads, spouses/children.

Cheerleaders: The district-paid cheerleading advisor must accompany the cheerleaders on the bus.

Bus Information: All buses must be requested through the normal district procedure. Athletics have a priority over other types of events only if ordered in advance and in this manner. Buses utilized for athletic transportation have a capacity of 62 if seated 3 to a seat. If seated 2 to a seat, the capacity is 44.

Vans: District 61 has a fleet of 5 student vans. Seating capacity is 8 persons including the driver. The transportation department may rent cars or vans which meet state requirements when necessary. Students are never allowed to drive district-owned or rented vehicles and are never given mileage reimbursement. Drivers must be district-approved persons. The vans are to be picked up the day of use and returned immediately after use.

Personal Cars: District 61 prefers that personal vehicles are not used. In limited circumstances, the district will pay a coach mileage in lieu of using a district van. A coach should never be required to drive his/her own vehicle when transporting student athletes to compete in out-of-town IHSA events. A coach is required to have administrative permission to use his/her personal vehicle prior to the event, shall submit proof of insurance, and student athletes shall be required to submit a permission form if riding in a coach's personal vehicle. Student athletes shall never be permitted to use private vehicles as transportation to compete in an out-of-town event. Students will not be reimbursed for mileage.

Vans and buses may be used for reward purposes, such as team trips to University of Illinois games. Trips to theme parks cannot be charged to the transportation or education fund. School buses and vans may be used, if available, but must be paid for from building and/or activity funds.

TRANSPORTATION POLICY FOR INTRA-CITY GAMES

Sport	Transportation – Furnished	Transportation – Not Furnished
Varsity Football	X	
JV Football	X	
Sophomore Football	X	
Freshman Football	X	
Varsity Basketball (Boys and Girls)		X
JV Basketball		X
Sophomore Basketball*		X
Freshman Basketball*		X
Varsity Wrestling		X
Fr-Soph Wrestling*		X
Varsity Baseball		X
Fr-Soph Baseball*	X	X
Varsity Soccer (Boys and Girls)*		X
Varsity Softball		X
Fr-Soph Softball*	X	X
Varsity Track*		X
Fr-Soph Track*	X	X
Varsity Volleyball*		
Fr-Soph Volleyball*	X	

*Bus may be used if the game is scheduled on a school day, at a time when a school bus is available. If a bus is used, coaches will not be paid mileage.

STUDENT CODE OF ETHICS

Decatur Public Schools 61 considers the welfare of the student our priority consideration.

A firm and fair policy of enforcement is necessary to uphold the regulations and standards of the athletic department. Decatur Public Schools Administration and the coaching staff feel strongly that high standards of conduct and citizenship are essential in maintaining a sound program of athletics. All athletes shall abide by a code of ethics which will earn them the honor and respect that participation and competition in the interscholastic program affords.

Any conduct that results in dishonor to the athlete, the team, the school, or Decatur Public Schools will not be tolerated. Acts of unacceptable conduct, such as, but not limited to theft, vandalism, disrespect, immorality or violations of law, tarnish the reputation of everyone associated with the athletic programs and will not be tolerated.

Policy Regarding Parental Concerns

A copy of the team rules, seasonal activity participation, and the Athletic Code will be distributed to parents and attached to the permission form. Coaches shall have mandatory parent meetings

before the start of the sport season and review their rules and schedules. Parents are expected to be role models of good sportsmanship and support for the sport that their student participates.

In the event that a parent has a concern involving a coach or sport program that their student participates, the following guidelines shall be followed:

1. Concerns such as playing time, player positions, coaching philosophy or game strategy are NOT items warranting individual coach/parent discussion.
2. Other parent concerns shall be addressed by the parent making an appointment with the coach for a private parent/coach conversation to discuss the concern and reach a resolution.
3. If the meeting between the parent and coach does not resolve the concern, the parent may request a meeting with the Athletic Director and the coach to further discuss the concern and reach a resolution.
4. If this meeting does not resolve the concern, a final meeting between the Principal, the Athletic Director, the coach and the parent will be scheduled to discuss the concern.
5. The Principal is the administrative head of all inter-scholastic activities in the school and is the IHSA or IESA District Representative for the District. The final decision and appeal for a resolution of the concern will be made by the Principal after the final meeting.

DECATUR PUBLIC SCHOOLS ATHLETIC CODE

PROCEDURES

1. Coaches' rules shall be written and distributed so all participants and parents may read and review them. Rules will be shared through mandatory parent meetings.
2. Each coach will hold a team meeting to review team rules with the participants at the beginning of the sport season to make sure the participants are aware of them. A copy of the team rules, seasonal activity participation, and the Athletic Code will be distributed to the parents, or available online, attached to a participation permission form.
3. Coaches' rules must also include consequences for students who violate the rules.
4. Any student accused of violating a rule and subject to a consequence of a suspension of greater than three (3) games shall be informed of the nature of the offense and may request a hearing before the Principal and Athletic Director.

OFFENSES IN VIOLATION OF THE HIGH SCHOOL ATHLETIC CODE

A student found in violation of the Athletic Code may receive consequences up to and including dismissal from the team/activity for the remainder of the season or school year. Such violations include, but are not limited to:

- **Use, possession, transfer, attempted transfer, sale or attempted sale of alcohol, tobacco products, e-cigarettes and/or any controlled/illegal substances or any lookalike, including any substance held out to be a drug, alcohol or tobacco product.**
- **Violations of individual coaches' rules, insubordination, poor sportsmanship, conduct detrimental to the team and to school spirit.**

- **Violations of academic integrity and ethics.**
- **Violations of the DPS 61 Student Code of Conduct.**

ENFORCEMENT

A student who violates the Athletic Code and who has been provided a hearing and assessed a consequence cannot avoid the consequence by transferring to another Decatur Public High School. The penalty will be enforced at the student's new school before the student can become eligible for participation.

SEASONAL ACTIVITY PARTICIPATION

Limited dual participation in activities is permissible. The philosophy of our district is to permit a student with a special talent to contribute to the success of an activity in an additional program. The student must designate one activity as his/her primary activity. His/her first commitment is to the activity that he/she is considered to have designated as his/her primary activity.

To apply this guideline to a situation where a student has a conflict between school activities, the following procedure will be followed to resolve the situation:

- Step 1** The student shall inform teachers, coaches, etc. of the conflict and attempt to resolve the situation on his/her own.
- Step 2** Unresolved conflicts will be jointly discussed by both instructors in an attempt to reach resolution. Where possible, teachers/coaches will work to share the student fairly between conflicting activities. Consideration will be given to the nature and importance of the opposing activities. For example, games/matches, competitions, and performances take precedence over practices.
- Step 3** If the conflict cannot be resolved in the preceding steps, the matter shall be appealed to the building level administration for resolution. Resolution will then involve consideration of the designated primary activity and the nature and importance of the conflicting activity. Care will be taken to resolve the conflict in the best interest of the student and the school.

No penalty shall be assessed to the student if the resolution procedure results in a missed practice, performance, competition, etc.

Examples of dual participation in two athletic teams are:

1. A soccer player who wishes to punt, kick field goals, and/or kick off for football.
Special note - players who cross over from soccer to football need to be physically conditioned to football situations.
2. A volleyball player who wishes to participate in girls IHSA golf tournament.
3. A baseball or softball player who can fill in on the relay team for track.
4. A cheerleader must be permitted to participate in spring sports.

An upper classman who quits a fall sport may not go out for a winter sport until the fall sports season is over. Special circumstances will be considered in an appeal.

An upper classman who quits a winter sport may not go out for a spring sport until the winter sports season is over. Special circumstances will be considered in an appeal.

A freshman shall be allowed to quit on or before the first day of school for a fall sport and on or before December 1 for a winter sport without being penalized.

STUDENT ASSIGNMENTS, RESIDENCY, AND TRANSFERS

Student enrollment and attendance center assignments shall be governed by the Decatur School District No. 61 policies and the Illinois school residency laws found in the *Illinois School Code*.

- A. If the parent(s) of a middle/high school student move(s) after the start of the school year, the *Illinois School Code* allows that student to complete the current school year only at the same school. IHSA Athletic Eligibility By-Laws require a ruling on IHSA eligibility by the Executive Director in the event of such circumstances.
- B. Students who have attended one school while enrolled in Decatur Public Schools for their entire high school career and whose parents, custodial parent, or court appointed guardian move from the attendance area traditionally served by that school following the student's completion of the eleventh (11th) grade, may remain in that school and retain eligibility if the student has attained senior classification by the beginning of the new academic year and with the appropriate amount of credits subject to IHSA eligibility restrictions and the DPS 61 criteria below:
 - a. Parent(s) provide transportation.
 - b. Absenteeism and tardiness shall not increase beyond the student's previous record.
 - c. The student shall be picked up promptly after school or practice.
- C. Transfer Rules for Athletics
 - 1. If a student's attendance center is determined by an IEP Team, the student shall be eligible at either their home high school or eligible at both their home high school or at the school housing the special education setting as governed by IHSA by-laws.
 - 2. If a student transfers from one attendance center to another attendance center in the Decatur School District, IHSA rules will apply in all cases.

Also, the Decatur Public Schools shall abide by the IHSA Athletic Eligibility By-Laws for all provisions including Attendance (3.010), Residence (3.030), Transfer (3.040), and Scholastic Standing (3.020).

SCHOLASTIC STANDING

The Board of Education Policy states:

Students in grades 9-12 must satisfy the Illinois High School Association's scholastic standing requirements (in District 61 the requirement of passing at least 25 credit hours of high school work per week). Any student participant failing to meet these academic criteria shall be suspended from the activity until the specified academic criteria are met.

Each team coach will provide the athletic director a list of participants that will be used to generate the official eligibility list. The athletic director will then provide the official participant list to the eligibility secretary who will in turn generate a master eligibility list. The secretary will then provide this official list to each teacher for the eligibility grade checks. Each week the eligibility secretary will provide to the athletic director, appropriate coach, and the building principal a list of any student athlete who is failing and/or is ineligible for athletic participation the next week. It is imperative that all teachers enter grades into TAC the grading system by Thursday midnight. The period of ineligibility shall run from Monday morning through Sunday evening following the grade check announcement on Friday. A student shall be declared academically ineligible if he/she is not passing twenty-five credit hours of course work for the preceding week of the scheduled contests.

MAKING THE WEEKLY ELIGIBILITY CHECK

The following procedure shall be followed in making the weekly eligibility check. "Twenty-five (25) credit hours of high school work" is defined as any combination of subjects, accepted by local high school authorities in determining the requirements for graduation and which accumulates at least two (2) credits or its equivalent per semester. Since the rules require that a student must be passing in twenty-five (25) credit hours per week, a weekly check of each student athlete's scholastic eligibility is necessary.

Most important to note is that "a student must satisfy all academic standards (i.e., pass five classes with a grade of D or above)" is determined to measure a student's performance on a cumulative basis from the beginning of a semester through the date on which the check is made.

Schools shall conduct this weekly check in a consistent manner convenient to its individual operations. Student eligibility or ineligibility is then enforced on the Monday following the date of the check. For example, consider a school which checks eligibility every Wednesday. Records are processed through the computer and a printout of all athletes' standings is given to the athletic director on Friday. His office reviews the list and reports Thursday afternoon to the principal that a student is not passing twenty-five (25) hours as of this check. The principal informs the student and coaches on Friday morning that the student is not passing the required work and is, thus, ineligible for one week, beginning the following Monday morning. The student may play in contests held that evening or on Saturday, the next day; however, the entire next week, the student is ineligible.

AGE

IHSA By-Law

4.061: "A student shall be eligible through age nineteen (19) unless the student shall become twenty (20) during a sport season, in which event eligibility shall terminate on the first day of such season (as the season is defined in Section 5.000 of these By-laws).

ATHLETIC INJURIES

The procedure for reporting accidents in the interscholastic program shall be as follows:

Accidents that occur in the interscholastic program shall be reported on the Decatur Public Schools Student Accident Report form using the same criteria for reporting as in any other reportable accident. The accident form shall be completed and provided to the school office.

School District 61 employs Decatur Memorial Hospital Sports Medicine and Physical Therapy to provide athletic training services. There is no charge to the student for services. Athletic directors shall notify Sports Medicine and Physical Therapy at 876-2690 of services required. The athletic directors will provide Sports Medicine and Physical Therapy a complete schedule of events which designate times, dates, and locations of events. Revisions to schedules shall be promptly faxed to 876-6825.

District 61 will not assume any financial obligations for rehabilitation treatment provided by Decatur Memorial Hospital.

INSURANCE

The District has an accident insurance policy in place that covers all student athletes. Requirement for student proof of insurance is no longer necessary.

PHYSICAL EXAMINATION

Students in their first seven (7) semesters of attendance shall have filed with their high school principal a certificate of physical fitness issued by a licensed physician not more than one year preceding practice or participation in any interscholastic athletic contest or activity. Students in their eighth (8th) semester of attendance shall have filed with their high school principal a certificate of physical fitness issued by a licensed physician not more than thirteen (13) months preceding practice or participation in any interscholastic athletic contest or activity.

PARENT PERMITS

Parent permit forms will be provided by the district. Each participant shall be required to have a signed form on file in the athletic director's office before the student may participate in any sport. A sample of a parent permit may be found on page 26.

PARTICIPATION FEE

All students who participate in the athletic program will be assessed a participation fee. The participation fee is \$20 per sport or a total cap of \$100 per family, (please refer to the Finger Tips Facts and Figures on page 33). The fee will be used to offset the cost of supplies and other program expenses. The procedure for collecting the money is:

- A. Participant should pay the fee before he/she is permitted to compete unless he/she has successfully completed a DPS 61 fee waiver.
- B. In those sports where it is necessary to cut, only those students who make the squad will be expected to pay.

POLICY FOR STUDENTS ATTENDING STATE TOURNAMENTS

ATTENDANCE

Athletes must be in attendance at least one-half day on the day of an activity to be eligible to participate that day. The principal will make all eligibility decisions concerning any unusual circumstances.

STANDARDS AND AWARDS FOR INTERSCHOLASTIC SPORTS

In addition to meeting the minimum standards for earning awards as outlined below, a participant must complete the season in good standing as determined by the athletic director and the coach of that particular sport. In case of injury, the participant's record shall count only for those games in which he/she was physically able to participate.

The criteria for earning awards in the various sports are:

Football

A player must participate in one-third or more of the total number of quarters.

Basketball

A player must participate in one-third or more of the total number of quarters.

Baseball and Softball

A player shall participate in at least one-half of the games; a pitcher in one-third of the games.

Bowling

A player must bowl in one-third of the games bowled by the team.

Soccer

A participant must play in at least one-third of the quarters which the team plays.

Volleyball

A varsity player must participate in one-third of all games played; a junior varsity player in one-third of all games that are played.

Cross Country, Golf, Tennis, Track, Wrestling

A player shall receive one point for participation in a meet or match or two points if the player wins his match, but not on a forfeit, or if he scores points in a track meet.

Freshman and sophomore awards in all sports shall be determined in the same way as varsity awards. Participants who have finished the season in good standing and do not qualify for a plaque or certificate medallion shall be given a certificate of appreciation.

Standards for Cheerleaders

Awards shall be governed by the Cheerleader's Constitution.

Special Awards

Patches (4 inches) may be purchased for state championship team members or for individuals who win a state championship.

A senior who has participated three full seasons in any given sport shall be awarded a plaque at the completion of his senior year of competition in that sport.

DECATUR PUBLIC SCHOOLS
-District Forms-

DECATUR PUBLIC SCHOOLS

Agreement to Participate

Each student and his or her parent/guardian must read and sign this *Agreement to Participate* each year before being allowed to participate in interscholastic sport(s) or intramural athletics. The completed *Agreement* shall be returned to the Coach.

Student name (printed)

1. I wish to participate in the following interscholastic sport(s): _____ (fill in blank)
2. Before I will be allowed to participate, I must provide the School District with a certificate of physical fitness (if participating in interscholastic sport(s), the Pre-Participation Physical Examination Form serves this purpose), and complete any forms required by the Illinois High School Association (IHSA).
3. I agree to abide by all conduct rules and will behave in a sportsmanlike manner. I agree to follow the coaches' instructions, playing techniques, and training schedule as well as all safety rules.
4. I understand that Board policy 7:305, *Student Athlete Concussions and Head Injuries*, requires, among other things, that a student athlete who exhibits signs and symptoms, or behaviors consistent with a concussion or head injury must be removed from participation or competition at that time and that such student will not be allowed to return to play unless cleared to do so by a physician licensed to practice medicine in all its branches or a certified athletic trainer and subject to all District return-to-play and return-to-learn protocols.
5. I am aware that with participation in sports comes the risk of injury, and I understand that the degree of danger and seriousness of risk vary significantly from one sport to another with contact sports carrying the highest risk. I am aware that participating in sports involves travel with the team. I acknowledge and accept the risks inherent in the sport(s) or athletics in which I will be participating and in all travel involved. I agree to hold the District, its employees, agents, coaches, school board members, and volunteers harmless from any and all liability, actions, claims, or demands of any kind and nature whatsoever that may arise by or in connection with my participating in the school-sponsored interscholastic sport(s) or intramural athletics. The terms hereof shall serve as a release and assumption of risk for my heirs, estate, executor, administrator, assignees, and for all members of my family.

Student signature:

Date:

Parent Permit

To be read and signed by the parent/guardian of the student:

1. I am the parent/guardian of the above named student and give my permission for my child or ward to participate in the interscholastic sport(s) or intramural athletics indicated. I have read the above *Agreement to Participate* and understand its terms.
2. I acknowledge having received the attached *Concussion Information Sheet*.
3. I understand that all sports can involve many **risks of injury**, and I understand that the degree of danger and seriousness of risk vary significantly from one sport to another with contact sports carrying the higher risk. I am aware that participating in sports involves travel with the team. In consideration of the School District permitting my child to participate, I agree to hold the District, its employees, agents, coaches, board members and volunteers harmless from any and all liability, actions, claims or demands of any kind and nature whatsoever that may arise by or in connection with the participation of my child in the sport(s) or athletics. I assume all responsibility and certify that my child is in good physical health and is capable of participation in the above indicated sport or athletics.

Parent/Guardian signature: _____

Date: _____

Emergency Contact Information

Name: _____ **Relationship to student:** _____

Day phone number: _____ **Evening phone number:** _____

Cell phone number: _____ **Other:** _____

Name: _____ **Relationship to student:** _____

Day phone number: _____ **Evening phone number:** _____

Cell phone number: _____ **Other:** _____

Name: _____ **Relationship to student:** _____

Day phone number: _____ **Evening phone number:** _____

Cell phone number: _____ **Other:** _____

Name: _____ **Relationship to student:** _____

Day phone number: _____ **Evening phone number:** _____

Cell phone number: _____ **Other:** _____

Certificate of Physical Fitness for Participation in Athletics

Student: _____

Sport or Activity: _____

I am the parent(s)/guardian(s) of the above student. I certify that my child/ward is in good physical health and is capable of participation in the above mentioned sport or activity. No need exists to limit his/her participation. I assume full responsibility for his/her physical condition and participation. I will notify you of any changes in his/her physical condition.

Parent(s)/Guardian(s) Name: _____

Home Address: _____

Telephone Number: _____ Work Number: _____

Child/Ward's Date of Birth: _____

Physician's Name: _____ Phone Number: _____

Medical History:

	Yes	No		Yes	No
Heart Condition	<input type="checkbox"/>	<input type="checkbox"/>	Epilepsy	<input type="checkbox"/>	<input type="checkbox"/>
Allergies	<input type="checkbox"/>	<input type="checkbox"/>	Asthma	<input type="checkbox"/>	<input type="checkbox"/>
Diabetes	<input type="checkbox"/>	<input type="checkbox"/>	Other		

1. Injuries and/or operations during the past year? (include dates) _____

2. Has your child/ward's physical activity been restricted during the past year? (Reason and Duration) _____

3. Is your child/ward taking any medication? ☐ Yes ☐ No
If yes, why? _____ Name of medication: _____

Signature of Parent(s)/Guardians(s): _____

Date: _____

Concussion Information Sheet

A concussion is a brain injury and all brain injuries are serious. They are caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. They can range from mild to severe and can disrupt the way the brain normally works. Even though most concussions are mild, **all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly.** In other words, even a “ding” or a bump on the head can be serious. You can’t see a concussion and most sports concussions occur without loss of consciousness. Signs and symptoms of concussion may show up right after the injury or can take hours or days to fully appear. If your child reports any symptoms of concussion, or if you notice the symptoms or signs of concussion yourself, seek medical attention right away.

Symptoms may include one or more of the following:	
<ul style="list-style-type: none">• Headaches• “Pressure in head”• Nausea or vomiting• Neck pain• Balance problems or dizziness• Blurred, double, or fuzzy vision• Sensitivity to light or noise• Feeling sluggish or slowed down• Feeling foggy or groggy• Drowsiness• Change in sleep patterns	<ul style="list-style-type: none">• Amnesia• “Don’t feel right”• Fatigue or low energy• Sadness• Nervousness or anxiety• Irritability• More emotional• Confusion• Concentration or memory problems (forgetting game plays)• Repeating the same question/comment

Signs observed by teammates, parents and coaches include:
<ul style="list-style-type: none">• Appears dazed• Vacant facial expression• Confused about assignment• Forgets plays• Is unsure of game, score, or opponent• Moves clumsily or displays incoordination• Answers questions slowly• Slurred speech• Shows behavior or personality changes• Can’t recall events prior to hit• Can’t recall events after hit• Seizures or convulsions• Any change in typical behavior or personality• Loses consciousness

What can happen if my child keeps on playing with a concussion or returns too soon?

Athletes with the signs and symptoms of concussion shall be removed from play immediately. Continuing to play with the signs and symptoms of a concussion leaves the young athlete especially vulnerable to greater injury. There is an increased risk of significant damage from a concussion for a period of time after that concussion occurs, particularly if the athlete suffers another concussion before completely recovering from the first one. This can lead to prolonged recovery, or even to severe brain swelling (second impact syndrome) with devastating and even fatal consequences. It is well known that adolescent or teenage athletes will often fail to report symptoms of injuries. Concussions are no different. As a result, education of administrators, coaches, parents and students is the key to student-athlete's safety.

If you think your child has suffered a concussion

Any athlete even suspected of suffering a concussion shall be removed from the game or practice immediately. No athlete may return to activity after an apparent head injury or concussion, regardless of how mild it seems or how quickly symptoms clear, without medical clearance and adherence to the School District's return-to-play and return-to-learn protocols. Close observation of the athlete shall continue for several hours. IHSA Policy requires athletes to provide their school with written clearance from either a physician licensed to practice medicine in all its branches or a certified athletic trainer working in conjunction with a physician licensed to practice medicine in all its branches prior to returning to play or practice following a concussion or after being removed from an interscholastic contest due to a possible head injury or concussion and not cleared to return to that same contest. In accordance with state law, all IHSA member schools are required to follow this policy.

You should also inform your child's coach if you think that your child may have a concussion. Remember it's better to miss one game than miss the whole season. And when in doubt, the athlete sits out.

**For current and up-to-date information on concussions you can go to:
<http://www.cdc.gov/ConcussionInYouthSports/>**

Adapted by the Illinois High School Association from the CDC and the 3rd International Conference on Concussion in Sport, Document created 7/1/2011. Reviewed 4/24/2013.



IHSA Sports Medicine Acknowledgement & Consent Form

IHSA PERFORMANCE-ENHANCING SUBSTANCE TESTING POLICY

In 2008, the IHSA Board of Directors established the association's Performance-Enhancing Substance (PES) Testing Program. Any student who participates in an IHSA-approved or sanctioned athletic event is subject to PES testing. A full copy of the testing program and other related resources can be accessed on the IHSA Sports Medicine website. Additionally, links to the PES Policy and the association's Banned Drug classes are listed below. School administrators are able to access the necessary resources used for program implementation in the IHSA Schools Center.

IHSA PES Testing Program

<http://www.ihsa.org/documents/sportsMedicine/2014-15/2014-15%20PES%20policy%20final.pdf>

IHSA Banned Drug Classes

<http://www.ihsa.org/documents/sportsMedicine/2014-15/2014-15%20IHSA%20Banned%20Drugs.pdf>

IHSA STEROID TESTING POLICY CONSENT TO RANDOM TESTING

As a prerequisite to participation in IHSA athletic activities, we agree that I/our student will not use performance-enhancing substances as defined in the IHSA Performance-Enhancing Substance Testing Program Protocol. We have reviewed the policy and understand that I/our student may be asked to submit to testing for the presence of performance-enhancing substances in my/our student's body either during IHSA state series events or during the school day, and I/our student do/does hereby agree to submit to such testing and analysis by a certified laboratory. We further understand and agree that the results of the performance-enhancing substance testing may be provided to certain individuals in my/our student's high school as specified in the IHSA Performance-Enhancing Substance Testing Program Protocol which is available on the IHSA website at www.IHSA.org. We understand and agree that the results of the performance-enhancing substance testing will be held confidential to the extent required by law. We understand that failure to provide accurate and truthful information could subject me/our student to penalties as determined by IHSA.

A complete list of the current IHSA Banned Substance Classes can be accessed at

<http://www.ihsa.org/documents/sportsMedicine/2014-15/2014-15%20IHSA%20Banned%20Drugs.pdf>

ACKNOWLEDGEMENT AND CONSENT

Student/Parent Consent and Acknowledgements

By signing this form, we acknowledge we have been provided information regarding concussions and the IHSA Performance-Enhancing Testing Policy. We also acknowledge that we are providing consent to be tested in accordance with the procedures outlined in the IHSA Performance-Enhancing Testing Policy.

Student

Student Name (Print): _____ Grade (9-12): _____

Student Signature: _____ Date: _____

Parent or Legal Guardian

Name (Print): _____

Signature: _____ Date: _____

Relationship to student: _____

Consent to Self Administer Asthma Medication

As a patient under my care, _____, is prescribed to self-administer the following asthma medication.

Medication: _____

Purpose: _____

Dosage: _____

Time/Special Circumstances: _____

Printed Name of Physician

Signature of Physician

Date

I, _____, do hereby give my son/daughter, _____, Permission to self-administer his/her asthma medication as prescribed by his/her physician during athletic competition.

Printed Name of Parent/Guardian

Signature of Parent/Guardian

Date

DECATUR PUBLIC SCHOOL DISTRICT 61

STUDENT ACCIDENT REPORT

Student's Name _____ Home Address _____
 School _____ Grade _____ Age _____ Male _____ Female _____
 Date of Accident _____ Exact Time _____ A.M. _____ P.M. _____
 Place of Accident: School Building _____ School Grounds _____ To/From School _____
 Other _____
 Non-School: Home _____ Other _____ Number of Days Absent From School* _____

(*If student is absent for an extended period of time, send preliminary report. Send revision when student returns to school.)

DESCRIPTION OF ACCIDENT: How did it happen? What was student doing? List the conditions existing. Specify machinery or other equipment involved. Describe the school accident to the extent that you feel a person who has not seen the accident will know what has happened. <i>Was student taken to emergency room or a doctor's office?</i>	MAJOR CAUSE OF ACCIDENT <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Basketball <input type="checkbox"/> Classroom <input type="checkbox"/> Fall <input type="checkbox"/> Football <input type="checkbox"/> Free Play <input type="checkbox"/> Icy Conditions <input type="checkbox"/> Kicked <input type="checkbox"/> P.E. Class <input type="checkbox"/> Pushed <input type="checkbox"/> Other (specify): </div> <div> <input type="checkbox"/> Ran together <input type="checkbox"/> Scuffling/fighting <input type="checkbox"/> Struck by moving object <input type="checkbox"/> Struck fixed object <input type="checkbox"/> Stepped on object <input type="checkbox"/> Tripped <input type="checkbox"/> Twisted body joint <input type="checkbox"/> Wrestling </div> </div>
ACCIDENTS BY ACTIVITIES <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Apparatus <input type="checkbox"/> Baseball <input type="checkbox"/> Basketball <input type="checkbox"/> Classroom <input type="checkbox"/> Football <input type="checkbox"/> Free Play <input type="checkbox"/> Home <input type="checkbox"/> Volleyball <input type="checkbox"/> Wrestling <input type="checkbox"/> Other (Specify): </div> <div> <input type="checkbox"/> Rehearsal <input type="checkbox"/> Shop <input type="checkbox"/> Softball <input type="checkbox"/> Stairs <input type="checkbox"/> Showers <input type="checkbox"/> To/From School <input type="checkbox"/> Tumbling/Gymnastics <input type="checkbox"/> Organized Active <input type="checkbox"/> Physical Education </div> </div>	NATURE OF INJURY <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Abrasion <input type="checkbox"/> Amputation <input type="checkbox"/> Broken Teeth <input type="checkbox"/> Bruise <input type="checkbox"/> Burn <input type="checkbox"/> Caused Ache <input type="checkbox"/> Concussion <input type="checkbox"/> Contusion <input type="checkbox"/> Other (Specify): </div> <div> <input type="checkbox"/> Cut <input type="checkbox"/> Dislocation <input type="checkbox"/> Fracture <input type="checkbox"/> Pulled Muscle <input type="checkbox"/> Puncture <input type="checkbox"/> Scratch <input type="checkbox"/> Sprain/Strain <input type="checkbox"/> Torn Ligament </div> </div>
LOCATION OF ACCIDENT <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Athletic Field <input type="checkbox"/> Auditorium <input type="checkbox"/> Cafeteria <input type="checkbox"/> Classroom <input type="checkbox"/> Corridors <input type="checkbox"/> Gymnasium <input type="checkbox"/> Gym-Outside <input type="checkbox"/> Industrial Arts <input type="checkbox"/> Other (Specify): </div> <div> <input type="checkbox"/> Locker <input type="checkbox"/> Shower <input type="checkbox"/> Playground <input type="checkbox"/> Restroom <input type="checkbox"/> School Crossing <input type="checkbox"/> Stairs <input type="checkbox"/> Streets <input type="checkbox"/> Sidewalks </div> </div>	PART OF THE BODY INJURED (Right or left) <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Abdomen <input type="checkbox"/> Ankle <input type="checkbox"/> Arm <input type="checkbox"/> Back <input type="checkbox"/> Chest <input type="checkbox"/> Chin <input type="checkbox"/> Ear <input type="checkbox"/> Elbow <input type="checkbox"/> Other (Specify): </div> <div> <input type="checkbox"/> Eye <input type="checkbox"/> Face <input type="checkbox"/> Finger <input type="checkbox"/> Foot <input type="checkbox"/> Hand <input type="checkbox"/> Head <input type="checkbox"/> Hip <input type="checkbox"/> Knee </div> <div> <input type="checkbox"/> Leg <input type="checkbox"/> Mouth <input type="checkbox"/> Neck <input type="checkbox"/> Nose <input type="checkbox"/> Ribs <input type="checkbox"/> Shoulder <input type="checkbox"/> Teeth <input type="checkbox"/> Wrist </div> </div>

Signature of person in charge _____ Report prepared by _____

Signature of Principal _____ Date of Report _____

**SEND ORIGINAL OF THIS REPORT TO KEIL BUSINESS OFFICE – ATTENTION: C
 KEEP A COPY FOR YOUR RECORDS**

(Rev.8/07)

ATHLETIC FINGER TIP FACTS AND FIGURES
DPS HIGH SCHOOL EVENTS (not including conference, district and state contest)
TICKET PRICES

General Admission	Adult	Student
Varsity Football & Boys Varsity Basketball	\$ 5.00	\$ 3.00 (under 12 \$1.00)
Volleyball & Girls Varsity Basketball	\$ 4.00	\$ 2.00
Varsity Boys Wrestling	\$4.00	\$ 2.00
Underclass Football & Basketball	\$2.00	\$1.00
Senior Citizen with Medicare Card	\$1.00	
Varsity Soccer	Free	Free
Baseball, Softball, Track & Field	Free	Free
Preferred Patron Pass	\$50.00	
Student Participation Fee	\$20.00 per sport	

OFFICIALS

<u>Football</u>		<u>Softball</u>	
Varsity	5 at \$70 each	Varsity	2 at \$55 each
Freshman or Sophomore	4 at \$50 each	Varsity Doubleheader	2 at \$120 each
Freshman + Sophomore	4 at \$100 each	Varsity Tripleheader	2 at \$150 each
Varsity + Sophomore	5 at \$115 each	Varsity + Sophomore	2 at \$85 each
		Sophomore	2 at \$50 each
<u>Volleyball</u>		<u>Wrestling</u>	
Varsity + Sophomore	2 at \$65 each	Varsity Dual	1 at \$65
Varsity lines person	2 at \$10 each	Varsity Two Duals	1 at \$100
Varsity+ Sophomore+ Freshman	2 at \$85 each	1-2, 1-3, 2-3 DNW	
Freshman + Sophomore	2 at \$55 each	Varsity Double Dual Triangular	1 at \$125
Freshman (3 out of 5)	2 at \$45 each	1-2, 2-3, 1-3	
Tournaments	determined by host school	Varsity Double Dual (split mats)	2 at \$90 each
		Varsity Triple Dual Quad	2 at \$125 each
<u>Basketball – Boys</u>		Sophomore- Dual	1 at \$55
Varsity	3 at \$70 each	Sophomore Two Duals	1 at \$90
Preliminary contest	3 at \$50 each	Sophomore Double Dual Triangular	1 at \$105
Freshman (2 contests A & B)	2 at \$65 each	Sophomore- Double Dual (Split mats)	2 at \$80
Freshman (1 contest)	2 at \$45 each	Sophomore-Triple Dual Quad	2 at \$105 each
Freshman + Sophomore	2 at \$95 each	Tournaments	determined by host school
Tournaments	determined by host school		
		<u>Track</u>	
<u>Basketball – Girls</u>		Starter Official - Dual	1 at \$50
Varsity	3 at \$70 each	Starter Official - Triangular	1 at \$55
Preliminary contest	2 at \$50 each	Starter Official – each additional team	\$5
Freshman	2 at \$45 each	Conference Meet - Starter	1 at \$95
Freshman + Sophomore	2 at \$95 each	Conference Meet - Asst. Starter	1 at \$70
Tournaments	determined by host school	Invitationals	determined by host school
<u>Baseball</u>		<u>Swimming</u>	
Varsity	2 or 3 at \$60 each	Starter Official	1 at \$45
Sophomore	2 at \$50 each	Judges	1 at \$35
Freshman	2 at \$50 each	Conference Meet - Starter	1 at \$70
Varsity Doubleheader	2 or 3 at \$120 each	Conference Meet - Judges	3 at \$45 each
Varsity Tripleheader	3 at \$160 each		
Varsity + Sophomore	2 at \$105 each		
Fresh/Soph (JV) doubleheader	2 at \$100 each		

Soccer

Varsity	2 or 3 at \$45 each
Varsity + Sophomore	2 or 3 at \$70 each
Sophomore	2 at \$35 each
Tournaments	determined by host school

Cross County

Conference Meet Starter	1 at \$55
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HOME GAME PERSONNEL

Ancillary duties for game day or miscellaneous support personnel will follow the Board approved Flat Rate Short-term Rate of Pay.

HOME GAME PERSONNEL ATHLETIC TIME SHEET

Name of Employee

SPORT	ACCOUNT CODE	DATE	JOB DESCRIPTION	HOURLY RATE	TIME		TOTAL TIME
					From	To	
					/		
					/		
					/		
					/		
					/		
					/		

If the employee is not a regular staff member and this is his/her first job for the district, we need for him/her to visit the Personnel Department to complete employment information. They will not be paid until the paperwork is processed by the Personnel Department.

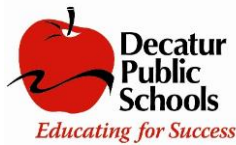
TO BE COMPLETED BY THE BUSINESS OFFICE

Rate per hour _____ Total hours _____

Amount to be paid _____

Athletic Director

Principal



Board of Education Decatur Public School District #61

Date: June 25, 2019	Subject: Contract with Dr. Jarmese Sherrod President/CEO of Sherrod's Independent Mentoring Program (SIMP), Incorporated
Initiated By: Ashley Grayned, Director of Innovative Programs	Attachments: Contract
Reviewed By: Bobbi Williams, Assistant Superintendent of Teaching and Learning and Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

In an effort to increase leadership skills, confidence, character education and in return decrease bullying and fighting, DPS is consulting with Sherrod's Independent Mentoring Program, Incorporated to provide Character Education Workshops at Stephen Decatur Middle School and the Alternative Education Building during the 2019-2020 school year. The Character Education Workshops shall include customized Workshops games and Workshop Topics, including: Leadership & Empowerment, Character Education & Essential Skills, Bullying, Courage, and Respect.

CURRENT CONSIDERATIONS:

- Three (3) Character building workshops at Stephen Decatur Middle School
- Three (3) Character building workshops at the Alternative Education School
- Maintain liability and other mandated insurance related to their activities

FINANCIAL CONSIDERATIONS: Total contract of \$2,000.00.

STAFF RECOMMENDATION:

The Administration respectfully requests the Board of Education approve the Agreement for the Financial Literacy Seminars between Decatur Public School District 61 and Sherrod's Independent Mentoring Program, Incorporated (SIMP, INC) in the amount of \$2,000.00 as presented.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____

AGREEMENT FOR FINANCIAL LITERACY SEMINARS

This Agreement, made and entered into by and between the Board of Education of Decatur Public School District No. 61 (hereinafter “School District” or “District”) and Sherrod’s Independent Mentoring Program, Incorporated (hereinafter “SIMP, INC”);

W I T N E S S E T H:

WHEREAS, the School District desires to provide character education workshops at its schools; and

WHEREAS, said character education seminars will be supplemental, in addition to, and separate from the educational program offered by the District; and

WHEREAS, the provision of character education workshops requires a high degree of professional skill in which the fitness of the individual and entity play a critical role; and

WHEREAS, the parties have reached mutually acceptable terms for the provision of said character education workshops and wish to memorialize the same herein;

NOW, THEREFORE, in consideration of the mutual terms, covenants and conditions contained herein, it is agreed by and between the parties as follows:

1. Incorporation of Preambles. The parties find that all of the preambles contained herein are full, true and correct and do incorporate them into this Agreement by this reference.

2. Services to be Performed by SIMP, INC.

A. SIMP, Inc. shall, during the period of this Agreement, provide Character Education Workshops to the School District’s middle and high school students. The Character Education Workshops shall include customized Workshops games and Workshop Topics, including: Leadership & Empowerment, Character Education & Essential Skills, Bullying, Courage, and Respect.

B. SIMP, INC shall provide a total of six (6) Character Education Workshops to the

School District: three (3) sessions at Stephen Decatur Middle School and (3) sessions at the Alternative Education School.

C. SIMP, INC shall provide all necessary and appropriate supplies for said Seminars.

3. Services to be Performed by the District. The District shall, during the term of this Agreement, provide students to attend the Character Education Workshops. The District shall also assist, as necessary, with providing sufficient staff members and teachers to supervise the students and assist with the activities outlined in Section 2 of the Agreement.

4. Referral Procedure. The School District shall develop procedures to refer its middle and high school students to the Character Education Workshops. SIMP, INC. shall not have access to any students and/or student records (or information by which an individual student may be identified) as defined by the Illinois School Student Records Act (ISSRA) and/or Family Educational Rights and Privacy Act (FERPA) absent prior written consent from the student's parent or guardian.

5. Compensation. The School District agrees to pay to SIMP, INC a fixed rate of two thousand dollars (\$2,000) for the services outlined in Section 2 of the Agreement. Upon SIMP, INC's completion of the services outlined in Section 2 of the Agreement, it shall provide to the School District a written invoice with a detailed itemization of the services provided, as well as a W-9. The School District shall pay the invoice provided by SIMP, INC within forty-five (45) days of receipt thereof.

6. Term. This Agreement shall be effective ____July 1st_____, 2019 and shall terminate, without notice, on ____May 1st_____, 2020.

7. Early Termination. Either party may terminate this Agreement, prior to the termination date, without penalty, upon ninety (90) days prior written notice.

8. Designated Representatives.

A. The School District's Superintendent or his designee shall provide SIMP, INC. with the contact information of the District staff member designated to oversee scheduling for the services outlined in Section 2 of this Agreement.

B. The Superintendent or his designee shall also provide SIMP, INC with the names and contact information of District staff that shall serve as Points of Contact for SIMP, INC within each individual school building.

C. SIMP, INC shall provide the School District's Superintendent with the contact information of its Founder/Owner. The Founder/Owner shall collaborate with the District in scheduling the services outlined in Section 2 of this Agreement.

9. Relationship of Parties. SIMP, INC enters into this Agreement, and will remain throughout the term of this Agreement, an independent contractor. SIMP, INC agrees that SIMP, INC and SIMP, INC's agents or employees are not and will not become employees, partners, agents, or principals of the District while this Agreement is in effect.

SIMP, INC and SIMP, INC's employees are not entitled to the rights or benefits afforded to District employees, including disability or unemployment insurance, worker's compensation, medical insurance, sick leave, or any other employment benefit. SIMP, INC is responsible for providing at SIMP, INC's sole expense, disability, unemployment, worker's compensation, and other insurance, training permits, and licenses for SIMP, INC and for SIMP, INC's employees and subcontractors, as required by law. SIMP, INC is responsible for paying when due all taxes, including estimated taxes and sales taxes, incurred as a result of the compensation paid to SIMP, INC for services performed under this Agreement.

SIMP, INC agrees to comply with all federal, state, and municipal laws, rules, regulations, and District policies and regulations, that are now or may in the future become applicable to SIMP, INC's business, equipment, and personnel engaged in an operation covered by this Agreement or accruing out of the performance of such operations. Specifically, SIMP, INC is hereby provided the following information regarding District Policies and Regulations relating to health, safety, confidentiality of student records, non-discrimination, and sexual harassment. Public schools are governed by state and federal laws and District policies. When independent contractors work with students and staff in schools, they must abide by these directives:

Confidentiality: During SIMP, INC's association with the District, it may have access to confidential and sensitive information regarding a child, family, or staff member. Student information in schools is governed by the Family Educational Rights and Privacy Act (FERPA) and the Illinois School Student Records Act (ISSRA). These federal and state laws prohibit information from a student's educational record to be released without prior written parent permission. SIMP, INC is prohibited from disclosing to the public the identity of any student that attends the Financial Literacy Seminars without the written permission of the student's parents.

Child Abuse: If a child shares information that may indicate the child is abused or in danger, the SIMP, INC employee who receives this information shall report it immediately to the student's principal.

Non-discrimination: No student or staff person shall be treated differently, spoken to disrespectfully, or denied services on the basis of race, religion, sex, sexual orientation, disability, age, national origin or marital status. Each student and staff person is to be treated with respect and dignity.

Sexual Harassment: No student or staff person shall be subjected to inappropriate, unwelcome sexual overtures that interfere with the individual's education or work. Examples of prohibited conduct include unwarranted name calling, comments, touching, jokes, and compliments of a sexual nature.

10. Method and Supervision of Performance. The actual performance and oversight of all services performed under Section 2 of this Agreement shall be by SIMP, INC. The District may designate a representative who shall at all times have access to the location for the provision of services under this Agreement for the purposes of observing or inspecting the work performed by SIMP, INC and to judge whether such work is being performed by SIMP, INC in accordance with the provisions hereof and to secure the satisfactory completion thereof.

11. Insurance. SIMP, INC shall at its sole expense secure and maintain professional and general liability insurance coverage in the amounts of:

The District Board of Education and its officers and employees shall be named as additional named insured in SIMP, INC's insurance policy. Proof of insurance coverage shall be submitted for District records.

12. Background Check Required. SIMP, INC, and any and all employees of SIMP, INC providing services under this Agreement, shall provide the District, prior to the provision of such services, a copy of an Illinois criminal history background check that indicates the employee may have contact with school children (see: 105 ILCS 5/10-21.9(f)). Failure of SIMP, INC to comply with this section shall be grounds for the District to immediately terminate this Agreement.

13. Indemnification. SIMP, INC agrees to protect, defend, indemnify, and to hold harmless the District, its officers, agents, and employees, from any and all claims and losses resulting from the performance of the Agreement and from any and all claims and losses resulting from injury to any person who may be injured by SIMP, INC in the performance of this Agreement.

14. Waiver. The failure of either party to insist on strict compliance with any of the terms, covenants, or conditions of this Agreement by the other party shall not be deemed a waiver or relinquishment of that right or power for all or any other items.

15. Severability. If any provision in this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions shall nevertheless continue in full force without being impaired or invalidated in any way.

16. No Assignment. Neither this Agreement, nor any interest therein, or claim hereunder, shall be assigned or transferred by SIMP, INC to any party or parties without written approval by District.

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

To the District:
Superintendent of Schools
Decatur Public School
District No. 61
101 W. Cerro Gordo Street
Decatur, IL 62523

To SIMP, INC:
Dr. Jarmese Sherrod, President/CEO
SIMP, INC
2650 W. 69th Street,
Chicago, IL 60629

18. Entire Agreement. This Agreement supersedes any and all other agreements, either oral or in writing, between the parties hereto with respect to the services to be provided by SIMP, INC, and contains all of the covenants and agreements between the parties with respect to said services. Each party to this Agreement acknowledges that no representation, inducements,

promises, or agreements, orally or otherwise, have been made by any party, or anyone acting on behalf of any parties, which are not embodied herein, and that no other agreement, statement, or promise not contained in this Agreement shall be valid or binding on either party.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed on the date written after its signature by an authorized agent below.

**BOARD OF EDUCATION
DECATUR PUBLIC SCHOOL DISTRICT NO.
61**

By: _____
Its President

ATTEST:

Its Secretary

SIMP, INC

By: _____
Its President/CEO

ATTEST:

Its Secretary

Board of Education Decatur Public School District #61

Date: June 25, 2019	Subject: Contract with Nikki Gary Founder/Owner of Your Money Matters, LLC
Initiated By: Ashley Grayned, Director of Innovative Programs	Attachments: Contract
Reviewed By: Bobbi Williams, Assistant Superintendent of Teaching and Learning, Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

In an effort to increase the knowledge of our youth on Financial Literacy, we have partnered with Nikki Gary, Founder/Owner of Your Money Matters, LLC to provide eleven (14) Financial Literacy Seminars at 7 of our buildings for 6th- 12th grade students. The goal of the seminars is to equip students for financial freedom. Seminar topics will include: Banking, Budgeting, Debt Elimination, Saving/Investing, and Spending Habits. The seminars will be hands-on, fun, and engaging through use of customized games such as: Family Feud, Money Bingo, and Numbers by the Deck.

CURRENT CONSIDERATIONS:

Fourteen (14) total sessions between five (5) buildings

- Two (2) sessions at each buildings:
- Garfield Montessori
- Dennis Lab School
- Hope Academy
- Johns Hill Magnet School
- Stephen Decatur Middle School
- MacArthur High School
- Eisenhower High School
- Maintain liability and other mandated insurance related to their activities

FINANCIAL CONSIDERATIONS:

Total contract of \$2,000.00.

STAFF RECOMMENDATION:

The Administration respectfully requests the Board of Education approve the Agreement for the Financial Literacy Seminars between Decatur Public School District 61 and Your Money Matters, LLC in the amount of \$2,000.00 as presented.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____

AGREEMENT FOR FINANCIAL LITERACY SEMINARS

This Agreement, made and entered into by and between the Board of Education of Decatur Public School District No. 61 (hereinafter “School District” or “District”) and Your Money Matters, LLC;

WITNESSETH:

WHEREAS, the School District desires to provide financial literacy seminars at its schools; and

WHEREAS, said financial literacy seminars will be supplemental, in addition to, and separate from the educational program offered by the District; and

WHEREAS, the provision of financial literacy seminars requires a high degree of professional skill in which the fitness of the individual and entity play a critical role; and

WHEREAS, the parties have reached mutually acceptable terms for the provision of said financial literacy seminars and wish to memorialize the same herein;

NOW, THEREFORE, in consideration of the mutual terms, covenants and conditions contained herein, it is agreed by and between the parties as follows:

1. Incorporation of Preambles. The parties find that all of the preambles contained herein are full, true and correct and do incorporate them into this Agreement by this reference.

2. Services to be Performed by Your Money Matters, LLC.

A. Your Money Matters, LLC shall, during the period of this Agreement, provide Financial Literacy Seminars to the School District’s middle and high school students. The Financial Literacy Seminars shall include customized Seminar games and Seminar Topics, including: banking, budgeting, debt elimination, saving/investing, and spending habits.

B. Your Money Matters, LLC shall provide a total of fourteen (14) Financial Literacy

Seminars to the School District: two (2) sessions at Garfield Montessori Magnet School, two (2) sessions at Johns Hill Magnet School, two (2) sessions at Hope Academy, two (2) sessions at Dennis Lab School, four (2) sessions at Stephen Decatur Middle School, two (2) sessions at MacArthur High School, and two (2) at Eisenhower High School.

C. Your Money Matters, LLC shall provide all necessary and appropriate supplies for said Seminars.

3. Services to be Performed by the District. The District shall, during the term of this Agreement, provide students to attend the Financial Literacy Seminars. The District shall also assist, as necessary, with providing sufficient staff members and teachers to supervise the students and assist with the activities outlined in Section 2 of the Agreement.

4. Referral Procedure. The School District shall develop procedures to refer its middle and high school students to the Financial Literacy Seminars. Your Money Matters, LLC shall not have access to any students and/or student records (or information by which an individual student may be identified) as defined by the Illinois School Student Records Act (ISSRA) and/or Family Educational Rights and Privacy Act (FERPA) absent prior written consent from the student's parent or guardian.

5. Compensation. The School District agrees to pay to Your Money Matters, LLC a fixed rate of two thousand dollars (\$2,000) for the services outlined in Section 2 of the Agreement. Upon Your Money Matters, LLC's completion of the services outlined in Section 2 of the Agreement, it shall provide to the School District a written invoice with a detailed itemization of the services provided, as well as a W-9. The School District shall pay the invoice provided by Your Money Matters, LLC within forty-five (45) days of receipt thereof.

6. Term. This Agreement shall be effective ____July 1st_____, 2019 and shall terminate, without notice, on ____May 1st_____, 2020.

7. Early Termination. Either party may terminate this Agreement, prior to the termination date, without penalty, upon ninety (90) days prior written notice.

8. Designated Representatives.

A. The School District's Superintendent or his designee shall provide Your Money Matters, LLC with the contact information of the District staff member designated to oversee scheduling for the services outlined in Section 2 of this Agreement.

B. The Superintendent or his designee shall also provide Your Money Matters, LLC with the names and contact information of District staff that shall serve as Points of Contact for Your Money Matters, LLC within each individual school building.

C. Your Money Matters, LLC shall provide the School District's Superintendent with the contact information of its Founder/Owner. The Founder/Owner shall collaborate with the District in scheduling the services outlined in Section 2 of this Agreement.

9. Relationship of Parties. Your Money Matters, LLC enters into this Agreement, and will remain throughout the term of this Agreement, an independent contractor. Your Money Matters, LLC agrees that Your Money Matters, LLC and Your Money Matters, LLC's agents or employees are not and will not become employees, partners, agents, or principals of the District while this Agreement is in effect.

Your Money Matters, LLC and Your Money Matters, LLC's employees are not entitled to the rights or benefits afforded to District employees, including disability or unemployment insurance, worker's compensation, medical insurance, sick leave, or any other employment benefit. Your Money Matters, LLC is responsible for providing at Your Money Matters, LLC's

sole expense, disability, unemployment, worker's compensation, and other insurance, training permits, and licenses for Your Money Matters, LLC and for Your Money Matters, LLC's employees and subcontractors, as required by law. Your Money Matters, LLC is responsible for paying when due all taxes, including estimated taxes and sales taxes, incurred as a result of the compensation paid to Your Money Matters, LLC for services performed under this Agreement.

Your Money Matters, LLC agrees to comply with all federal, state, and municipal laws, rules, regulations, and District policies and regulations, that are now or may in the future become applicable to Your Money Matters, LLC's business, equipment, and personnel engaged in an operation covered by this Agreement or accruing out of the performance of such operations. Specifically, Your Money Matters, LLC is hereby provided the following information regarding District Policies and Regulations relating to health, safety, confidentiality of student records, non-discrimination, and sexual harassment. Public schools are governed by state and federal laws and District policies. When independent contractors work with students and staff in schools, they must abide by these directives:

Confidentiality: During Your Money Matters, LLC's association with the District, it may have access to confidential and sensitive information regarding a child, family, or staff member. Student information in schools is governed by the Family Educational Rights and Privacy Act (FERPA) and the Illinois School Student Records Act (ISSRA). These federal and state laws prohibit information from a student's educational record to be released without prior written parent permission. Your Money Matters, LLC is prohibited from disclosing to the public the identity of any student that attends the Financial Literacy Seminars without the written permission of the student's parents.

Child Abuse: If a child shares information that may indicate the child is abused or in danger, the Your Money Matters, LLC employee who receives this information shall report it immediately to the student's principal.

Non-discrimination: No student or staff person shall be treated differently, spoken to disrespectfully, or denied services on the basis of race, religion, sex, sexual orientation, disability, age, national origin or marital status. Each student and staff person is to be treated with respect and dignity.

Sexual Harassment: No student or staff person shall be subjected to inappropriate, unwelcome sexual overtures that interfere with the individual's education or work. Examples of prohibited conduct include unwarranted name calling, comments, touching, jokes, and compliments of a sexual nature.

10. Method and Supervision of Performance. The actual performance and oversight of all services performed under Section 2 of this Agreement shall be by Your Money Matters, LLC. The District may designate a representative who shall at all times have access to the location for the provision of services under this Agreement for the purposes of observing or inspecting the work performed by Your Money Matters, LLC and to judge whether such work is being performed by Your Money Matters, LLC in accordance with the provisions hereof and to secure the satisfactory completion thereof.

11. Insurance. Your Money Matters, LLC shall at its sole expense secure and maintain professional and general liability insurance coverage in the amounts of:

The District Board of Education and its officers and employees shall be named as additional named

insured in Your Money Matters, LLC's insurance policy. Proof of insurance coverage shall be submitted for District records.

12. Background Check Required. Your Money Matters, LLC, and any and all employees of Your Money Matters, LLC providing services under this Agreement, shall provide the District, prior to the provision of such services, a copy of an Illinois criminal history background check that indicates the employee may have contact with school children (see: 105 ILCS 5/10-21.9(f)). Failure of Your Money Matters, LLC to comply with this section shall be grounds for the District to immediately terminate this Agreement.

13. Indemnification. Your Money Matters, LLC agrees to protect, defend, indemnify, and to hold harmless the District, its officers, agents, and employees, from any and all claims and losses resulting from the performance of the Agreement and from any and all claims and losses resulting from injury to any person who may be injured by Your Money Matters, LLC in the performance of this Agreement.

14. Waiver. The failure of either party to insist on strict compliance with any of the terms, covenants, or conditions of this Agreement by the other party shall not be deemed a waiver or relinquishment of that right or power for all or any other items.

15. Severability. If any provision in this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions shall nevertheless continue in full force without being impaired or invalidated in any way.

16. No Assignment. Neither this Agreement, nor any interest therein, or claim hereunder, shall be assigned or transferred by Your Money Matters, LLC to any party or parties without written approval by District.

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

To the District:

Superintendent of Schools
Decatur Public School
District No. 61
101 W. Cerro Gordo Street
Decatur, IL 62523

To Your Money Matters, LLC:

Nikki Garry, Founder/Owner
Your Money Matters, LLC
P.O. Box 2373
Decatur, IL 62523

18. Entire Agreement. This Agreement supersedes any and all other agreements, either oral or in writing, between the parties hereto with respect to the services to be provided by Your Money Matters, LLC, and contains all of the covenants and agreements between the parties with respect to said services. Each party to this Agreement acknowledges that no representation, inducements, promises, or agreements, orally or otherwise, have been made by any party, or anyone acting on behalf of any parties, which are not embodied herein, and that no other agreement, statement, or promise not contained in this Agreement shall be valid or binding on either party.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed on the date written after its signature by an authorized agent below.

**BOARD OF EDUCATION
DECATUR PUBLIC SCHOOL DISTRICT NO.
61**

By: _____
Its President

ATTEST:

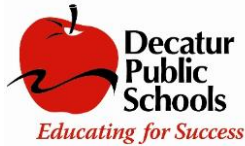
Its Secretary

YOUR MONEY MATTERS, LLC

By: _____
Its Founder/Owner

ATTEST:

Its Secretary



Board of Education Decatur Public School District #61

Date: June 25, 2019	Subject: Annual Power School Agreement (Talent Ed Perform, Records and Sync – Formerly People Admin)
Initiated By: Deanne Hillman, Director of Human Resources	Attachments: Annual Quote from Power School for Talent Ed Perform, Records and Sync
Reviewed By: Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

Purchases over \$25,000 require board approval. The Power School annual agreement exceeds this limit.

CURRENT CONSIDERATIONS:

Power School (formerly People Admin) provides the Evaluation and Personnel Management (electronic personnel records) for the district. These programs allow our evaluations and employee records to be maintained online. The district has used Talent Ed Perform for staff evaluations since 2015; Talent Ed Records has been used for new employee records management since 2017.

FINANCIAL CONSIDERATIONS:

The balance due is \$32,005.19. This balance will be paid from the HR Budget, as Title funding can no longer pay for any of the costs associated with this service.

STAFF RECOMMENDATION:

The Administration respectfully requests that the Board of Education approve the Annual Agreement with Power School in the amount of \$32,005.19 as presented.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____

Invoice

Date	06/17/2019
Invoice#	INV180486
Terms	Net 30
Due Date	07/17/2019
EIN#	47-4429364
Customer ID	10009294

Bill To

Deanne Hillman
 Decatur School District 61 - IL
 101 W CERRO GORDO ST
 DECATUR IL 625231001
 United States

Ship To

Deanne Hillman
 Decatur School District 61 - IL
 101 W CERRO GORDO ST
 DECATUR IL 625231001
 United States

PO#	Quote#	Sales/Renewal Rep
Executable Q-209020-1	Q-209020	Alicia Evangelista

Product Description	Qty	Unit	Tax	Unit Price	Extended Price
SW-TE-S-TE1020: Unified Talent (TalentEd) Perform District Invoice Period: 07/01/2019 - 06/30/2020	1	Each		21259.64	\$21,259.64
SW-TE-S-TE1920: Unified Talent (TalentEd) Perform Sync District Invoice Period: 07/01/2019 - 06/30/2020	1	Each		1756.75	\$1,756.75
SW-TE-S-TE1140a: Unified Talent (TalentEd) Records Invoice Period: 07/01/2019 - 06/30/2020	1	Each		8988.80	\$8,988.80

Subtotal	Tax Total	Total (USD)
\$32,005.19	\$0.00	\$32,005.19
		Amt. Due (USD)
		\$32,005.19

To pay by credit card, please click on this link:

https://app.suitesync.io/payments/acct_1DjQOtAVmQmIDIDk/custinvc/3991490?email=false

Thank you for your business

Remit by Check (US Mail Only): PowerSchool Group LLC PO Box 398408 San Francisco, CA 94139-840	Remit by Check (Courier): Wells Fargo Lockbox Services Dept #38408 3440 Walnut Ave, Bldg A, Window H Fremont, CA 94538	Remit by Wire or ACH: Wells Fargo Bank, NA Account Name: PowerSchool Group LLC ABA Routing No: 121000248 Account No: 4633847017 SWIFT: WFBUIUS6S (Include invoice number in transmission)	Customer Service: ar@powerschool.com 888-265-7641 (Toll-Free) 916-288-1588 (Fax)
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This is your annual support/subscription/hosting renewal. To avoid cancellation of your phone support, product updates or hosted products, please work with your Director of Technology or appropriate business person to approve a purchase order and payment for this annual recurring invoice. If this support is not used, please FAX a written cancellation to 916-288-1588 or renewals@powerschool.com. If we don't receive your cancellation 30 days before the start of your new term, your support/subscription/hosting will automatically renew.

Licensee shall be subject to a monthly charge of 1.5% on all amounts not paid when due (18% annually) , or, if a lower maximum rate is established by law, then such lower maximum rate.



Board of Education Decatur Public School District #61

Date: June 25, 2019	Subject: Agreement between Decatur Public School District 61 and Innovation Learning for the Before-After School Childcare Program for the 2019-2020 School Year
Initiated By: Ashley Grayned, Director of Innovative Programs	Attachments: Contract
Reviewed By: Bobbi Williams, Assistant Superintendent and Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

In response to feedback from Decatur Public Schools families, a Request for Proposal was developed to provide district families with a before and after school childcare option. A survey was completed by 600 parents and over 90% of the responses were interested in taking advantage of a program if one were offered.

CURRENT CONSIDERATIONS:

Decatur Schools District would like to recommend Innovative Learning as the selected partner to provide before and after school childcare.

Innovative Learning will provide on-site before and after school services and programs for pre-k through 8th grade aged students in the district's elementary, magnet, and middle school buildings beginning in school year 2019. Innovative Learning will deliver a safe, secure, on-site before and after school environment that delivers an enriching, enjoyable after-school program format that blends childcare, homework assistance, extracurricular activities, enrichment, music, recreation, physical activities, and the arts.

FINANCIAL CONSIDERATIONS:

Innovation Learning will pay District 61 a 5% licensing fee of all revenue to cover custodial and administrative overhead and an additional 3% set aside for scholarships for those in need.

STAFF RECOMMENDATION:

The Administration respectfully requests that the Board of Education approve the Agreement between Decatur Public School District 61 and Innovation Learning, LLC for the Before-After School Childcare Program for the 2019-2020 School Year as presented.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____

**LICENSE AGREEMENT
BY AND BETWEEN
THE BOARD OF EDUCATION OF DECATUR SCHOOL DISTRICT 61 AND
INNOVATION LEARNING, LLC**

THIS LICENSE AGREEMENT (“Agreement”) is made as of this June 25, 2019, by and between the Board of Education of Decatur School District 61, Macon County, Illinois (collectively, the “Board”), and Innovation Learning, LLC (“Innovation Learning”), a Delaware Limited Liability Corporation.

WITNESSETH:

WHEREAS, the Board is the owner of certain real properties as identified on Exhibit A hereto (“Schools”), each of which includes a building that is operated as a public school; and

WHEREAS, Innovation Learning is a corporation that operates before and after school programs for school age children; and

WHEREAS, the Board issued a request for proposals, dated April 5, 2019 for interested entities to license a portion of the Schools for the purpose of providing before school and after school childcare, including academic assistance and enrichment, in each of the Schools (“RFP”), which is attached hereto as Exhibit B and incorporated herein by reference; and

WHEREAS, Innovation Learning submitted a proposal in response to the RFP, dated April 30, 2019 (“Response to RFP”), which is attached hereto as Exhibit C and incorporated herein by reference; and

WHEREAS, after careful evaluation of all proposals received, the Board determined that Innovation Learning was best suited to fulfill the RFP requirements; and

WHEREAS, the Board has determined that use of a portion of the Schools by Innovation Learning will further the Board’s educational mission and will not interfere with or impede normal operations of the Board; and

WHEREAS, the parties desire to enter in a written license agreement defining their rights, duties and liabilities with respect to Innovation Learning’s license of a portion of the Schools.

NOW, THEREFORE, in consideration of the mutual covenants and conditions set forth herein, it is agreed by the parties hereto as follows:

- 1. Incorporation of Preambles.** The preambles are incorporated into and made a part of this Agreement.
- 2. Grant of License.** The Board hereby grants to Innovation Learning an exclusive license to use space in each of the Schools at the discretion of the Board and Schools (collectively, the “Premises”) for the purpose of operating a before and after school program (“Program”), on days

and at times when the Program is in operation (as stated in Paragraph 5 below). Incident to said license, Innovation Learning shall also be permitted reasonable ingress and egress to and from the Premises, as well as use of the parking lots, the Schools' common areas such as bathrooms and hallways, and sufficient storage space at the Schools. Innovation Learning shall also have access to the Premises during the thirty (30) minutes immediately prior to each session of the Program and the thirty (30) minutes immediately after each session of the Program, for the purposes of set up and take down. Access to the Premises during other times or to additional space in the Schools may be provided under the same terms and conditions as contained herein, subject to the approval of School administrators. The Premises shall only be used for operating the Program. During the term of this Agreement, Innovation Learning will be the exclusive provider of before school, after school, and vacation day programming at the Schools.

3. Term. The term of this Agreement shall commence on July 1, 2019 and continue in effect until June 30, 2020 ("Initial Term"). Thereafter, this Agreement may be renewed, at the Board's option, for up to four (4) additional one (1) year periods (each a "Renewal Term"). The Board may terminate this Agreement for its convenience by providing at least ninety (90) days advanced written notice thereof. Upon termination of this Agreement, Innovation Learning shall immediately vacate the Premises and shall have no further right of access thereto. Upon vacating the Premises, Innovation Learning shall ensure the Premises are in as good a condition as existed when it first gained rights to access the Premises, reasonable wear and tear excepted.

4. License Fee. To reimburse the Board for the costs it will incur as a result of this Agreement (including custodial costs and administrative overhead), Innovation Learning shall pay the Board a license fee in the amount of five percent (5%) of the Program's total net revenue. For purposes of calculating this fee, the net total revenue shall include all net fees received by Innovation Learning as a result of the Program, after reduction for any discounts or scholarships provided by Innovation Learning. Such fee shall be payable to the Board on a monthly basis beginning on September 20, 2019 and will be distributed on or around the 20th of each month during the ten (10) month period (September – June) that the Program is in operation.

5. Operation of Program. Innovation Learning shall comply with all terms and conditions contained in the RFP and Response to RFP, even if not enumerated in this Agreement. In addition, and for the avoidance of doubt, but not by way of limitation, the following terms shall apply to Innovation Learning's operation of the Program:

A. Staffing. Innovation Learning shall ensure that at least one (1) supervisory employee is present at each of the Schools for every fifteen (15) student participants at any one time. Overall across all of the Schools, Innovation Learning shall employ at least one (1) employee for every twelve (12) student participants in the Program. Innovation Learning shall employ Area Director(s) who must fulfill the responsibilities and meet the qualifications described in the Response to RFP. Innovation Learning shall also employ Site Coordinators for each of the Schools, who must fulfill the responsibilities and meet the qualifications described in the Response to RFP. Innovation Learning shall make commercially reasonable effort to employ at least one (1) licensed teacher to provide academic support and instruction at each of the Schools.

B. *Parent Communication.* In addition to the parent communication requirements described in the RFP and Response to RFP, Innovation Learning will provide parents and School administration with updates about the Program via regular newsletters, emails and through social media. Innovation Learning will make a reasonable attempt to ensure that communication intended for parents is delivered to School administration at least 24 hours prior to disseminating to parents. Innovation Learning will conduct periodic surveys/interviews of parents to assess satisfaction and to evaluate the success of the Program. Any communication that is sent to parents will be provided to School administration ahead of time and any data collected will be shared with the Board.

C. *Enrollment.* Innovation Learning shall not require an enrollment minimum as a condition of operating the Program overall or at any particular School. Innovation Learning shall be required to operate all components of the Program (including at all of the Schools), even if fewer students enroll in the Program, or any component thereof, than is anticipated by Innovation Learning. Lack of enrollment shall not excuse Innovation Learning from any obligations under this Agreement. In addition, Innovation Learning may not require a minimum attendance commitment from participants. Innovation Learning must allow participants to attend on a daily, weekly, or monthly basis, at the participant's option.

D. *Program Fees.* Innovation Learning shall charge the Program fees stated in the Response to RFP. Innovation Learning shall not increase the Program fees during the Initial Term. If Innovation Learning seeks to increase Program fees at the beginning of any Renewal Term, it must provide notice thereof to the Board at least sixty (60) days prior to the expiration of any Renewal Term.

E. *Notice of Injury.* In the event of any injury to any person occurring on the Premises while Innovation Learning is present, Innovation Learning shall provide immediate notice to the Superintendent. All personal property belonging to Innovation Learning on the Premises shall be there at the risk of Innovation Learning only, and the School shall not be liable for any damage therefrom or thereto. The Board shall not be liable hereunder for damage to person or property: (a) sustained by Innovation Learning resulting from any accident or occurrence on the Premises or any equipment or appurtenance thereto becoming out of repair, or (b) resulting from any act of Innovation Learning, provided that any above-referenced damage is not the result of the School's willful or wanton misconduct. Innovation Learning agrees to hold the Board harmless, and to defend and indemnify the Board against any claimed injury or loss resulting from Innovation Learning's personal property or Innovation Learning's activities and/or use of license described herein. The Board agrees to hold Innovation Learning harmless, and to defend and indemnify Innovation Learning against any claimed injury or loss resulting from the Board's willful or wanton misconduct.

F. *Care of Premises.* The Board shall be responsible for providing routine custodial service and maintaining the Schools. However, Innovation Learning shall be responsible for the cost of any repairs necessitated by acts or omissions of Innovation Learning or its employees, agents or invitees and shall promptly reimburse the Board for the full cost of

repair for all such damages or replacement, ordinary wear and tear excepted. Innovation Learning will not be permitted to make any alterations or improvements to the Schools, without the explicit written permission of the Board.

G. *Employee Qualifications.* All staff of Innovation Learning shall have the necessary training, licenses and certificates required to provide the services for the Program. All employees, contractors, volunteers and agents of Innovation Learning who provide services for the Program shall submit, at Innovation Learning's expense, to a fingerprint based criminal background check as required by the Illinois Department of Children and Family Services (DCFS). Innovation Learning hereby certifies to the Board that all employees, contractors, volunteers and agents operating the Program undergoing such criminal background checks are employable according to the guidelines set by DCFS.

H. *Hours and Dates of Operation.* Innovation Learning shall operate the Program at all of the Schools during the hours of 6:00 a.m. to the start of school in the morning and from the end of school to 5:30 p.m. on all weekdays when school is in session (as indicated on the 2019-2020 School Calendar that is attached as Exhibit A to the RFP and any Board-provided school calendars for subsequent years), except on Early Release Dates and Full Day Dates (as defined herein). Innovation Learning shall operate the Program for extended hours on Early Release Dates and Full Day Dates, as identified on Exhibit D hereto. The Board shall provide Innovation Learning with school calendars for any Renewal Term, which shall include any Early Release Dates, Full Day Dates, and dates on which the Program is required to be in operation.

I. *Exclusivity.* Innovation Learning will not seek to operate and will not respond to any RFPs in surrounding school districts which compete for students with Decatur School District 61 and will not operate in these districts within a radius of 30 miles from Decatur.

6. *Confidentiality.* To the extent applicable, Innovation Learning shall comply with all state and federal laws related to student privacy, including, but not limited to, the *Illinois School Student Records Act*, the *Illinois Mental Health and Developmental Disabilities Confidentiality Act*, and the federal *Family Educational Rights and Privacy Act*, and all rules and regulations governing the release of student records and medical records. To the extent the Board releases student record information to Innovation Learning in conjunction with the Program, Innovation Learning shall also comply with the outlined terms of such release and receipt. Innovation Learning shall implement and maintain appropriate security protocols to prevent third-party access to information and data provided by the Board or gathered by Innovation Learning during the operation of the Program. In the event the security of student information or data or parent/family personal or financial information is breached, Innovation Learning shall notify the Board of the breach immediately and inform the Board of the information compromised.

7. *Insurance.* Innovation Learning shall provide and maintain, at its sole cost and expense, the following minimum levels and types of insurance for the duration of this Agreement:

A. *Commercial General Liability Insurance,* in an amount not less than One Million Dollars (\$1,000,000) for liability for bodily injury, death and property damage arising from

any one occurrence and Two Million Dollars (\$2,000,000) from the aggregate of all occurrence within each policy year;

B. *Worker's Compensation Insurance* in the statutory amounts and *Employer's Liability Insurance* with limits of at least \$500,000 each accident for bodily injury by accident and each employee for bodily injury by disease; and

Each insurance policy shall be issued in the name of Innovation Learning and shall not be cancelable or reduced without thirty (30) days prior written notice to the Board. Innovation Learning shall provide a certificate of insurance on a form acceptable to the Board evidencing the required insurance.

8. **Relationship of the Parties.** Neither Innovation Learning nor its employees, contractors, officers, or volunteers shall be deemed employees or agents of the Board, nor shall Innovation Learning represent or hold out any of its programs or activities as being conducted, sponsored or otherwise approved by the Board. The Program is a venture solely of Innovation Learning. Innovation Learning shall remain solely responsible at all times for proper supervision of all activities occurring at the Schools related to the Program.

9. **Sublicense and Assignment.** Innovation Learning shall not sublicense, assign or delegate this Agreement or any part thereof without the prior written consent of the Board, which may be withheld in its sole discretion.

10. **Notices.** Any notice required or permitted to be given hereunder shall be in writing and may be given by personal delivery or by certified mail, return receipt requested, with postage prepaid or by a nationally recognized overnight delivery service; notice shall be deemed given: (i) if given personally, as of the date delivered; (ii) if given by certified mail, on the date of deposit with the United States Postal Service; or (iii) if by overnight courier, the day of deposit with such overnight courier service. Notice shall be sent to the addresses noted below, unless otherwise specified by either Party.

Board

Decatur School District 61
101 W Cerro Gordo St,
Decatur, IL 62523
Attn: Director of Innovative Programs

Innovation Learning

Innovation Learning, LLC
7332 S. Alton Way, Suite 13D
Centennial, CO 80112
Attn: Executive Director

11. **Complete Agreement.** This Agreement contains the entire agreement between the parties and cannot be modified or terminated except by a written instrument subsequently executed by the parties hereto. This Agreement and all terms and conditions herein shall apply to, be binding upon and inure to the legal representatives, successors and assigns of the parties.

12. **Applicable Law.** This Agreement shall be governed by and construed in accordance with the laws of the State of Illinois, notwithstanding its choice of law provisions. Any action to enforce

the terms and conditions of this Agreement shall be brought in the Macon County Circuit Court or the United States District Court, Northern District, Eastern Division.

13. Waiver. The failure of either party to demand strict performance on any one occasion shall not be deemed a waiver of the party's right to demand strict performance on any future occasion. Any waiver of right by either party shall only be effective in a writing executed by the parties.

14. Conflict of Terms. In the event of a conflict between this Agreement and the RFP or the Response to RFP, this Agreement shall prevail. In the event of a conflict between the RFP and the Response to RFP, the RFP shall govern.

SIGNATURE PAGE TO FOLLOW

IN WITNESS WHEREOF, the parties have entered into this Agreement as of the date stated above.

INNOVATION LEARNING, LLC

By: _____

Its: _____

Dated: _____

**BOARD OF EDUCATION OF DECATUR
SCHOOL DISTRICT 61, MACON
COUNTY, ILLINOIS**

By: _____

Its: _____

Dated: _____

ATTEST:

By: _____

Its: **Secretary**

Dated: _____

EXHIBIT A
LIST OF THE SCHOOLS

List of Schools Decatur SD 61

**Baum Elementary School
801 Lake Ridge Avenue
Decatur, IL 62521**

**Dennis Lab School
1499 W. Main Street
Decatur, IL 62522**

**Durfee Technology Magnet School
1000 W. Grand Avenue
Decatur, IL 62522**

**E. J. Muffley Elementary School
88 S. Country Club Road
Decatur, IL 62521**

**Enterprise Elementary School
2115 S. Taylor Road
Decatur, IL 62521**

**Franklin Elementary School
2440 N. Summit Avenue
Decatur, IL 62526**

**French STEM Academy
520 W. Wood Street
Decatur, IL 62522**

**Garfield Montessori Magnet School
300 Meadow Terrace Place
Decatur, IL 62521**

**Hope Academy
955 N. Illinois Street
Decatur, IL 62521**

**Johns Hill Magnet School
1025 E. Johns Avenue
Decatur, IL 62521**

**Oak Grove Elementary School
2160 W. Center Street
Decatur, IL 62521**

**Parsons Elementary School
3591 MacArthur Road
Decatur, IL 62526**

**South Shores Elementary School
2500 S. Franklin Street
Decatur, IL 62521**

**Stevenson Elementary School
3900 N. Neeley Avenue
Decatur, IL 62526**

**Stephen Decatur Middle School
1 Educational Park
Decatur, IL 62526**

EXHIBIT B
REQUEST FOR PROPOSALS



Decatur Public Schools

Educating for Success

Request for Proposal

Before School and After School Childcare

Decatur Public Schools # 61

April 5, 2019

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Mrs. Ashley Grayned, Director of Innovative Programs

Decatur Public Schools District 61

101 W. Cerro Gordo Decatur, IL 62526

Before School and After School Program RFP Proposals Due: April 30, 2019

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1.1 GENERAL INFORMATION

1.2 Public Notice

The Board of Education of Decatur Public Schools District 61 ("Board") is accepting proposals to provide before school and after school childcare in each of the District's sixteen schools serving grades Pre-kindergarten through eighth grade. Specifications and proposal documents can be obtained from the District's website at www.dps61.org or by contacting Ashley Grayned at (217) 362-3012 or agrayned@dps61.org. Five hard copies of the RFP documents must be submitted by 2:00 PM CST on or before Tuesday, April 30, 2019, to Mrs. Ashley Grayned, Director of Innovative Programs, Decatur Public Schools District 61, 101 W. Cerro Gordo Street, Decatur, IL 62523.

1.3 Request for Proposal Overview

Decatur Public Schools District 61 ("District 61" or "the District"), invites interested community-based organizations and other entities to submit proposals to operate on-site before and after school services and programs ("Program") at sixteen district schools serving pre-k to 8th grade students (collectively referred to as "the Schools"). The morning Program at each school will begin at 6:00 a.m. and conclude at the start of the school day, depending on the specific school start time. The afternoon Program will begin after school dismissal at 2:00 p.m. and end at 5:30 p.m. The actual times at each building will vary depending on the tier the building is in for start and dismissal time.

It is expected that the Program will be available to families Monday through Friday throughout the school year, including days when school is not in session (e.g., Veteran's Day, Pulaski Day) and during any District-designated early release days. The Program at all schools must be entirely self-supporting. The tuition for the Program will be paid by parents who enroll their children in the program. Entities submitting proposals under this RFP ("Proposers") must propose a fee structure (eg. sliding scale, scholarships) to accommodate families who cannot afford to pay full tuition to participate in the Program but have a demonstrated need for services. Proposers should consider offering a military and/or sibling discount. The District will not be responsible for any costs related to the Program.

Proposers shall submit responses that are complete, thorough and accurate. A Proposer's failure to comply with all provisions of this RFP may disqualify the Proposer's response.

This RFP process is designed to prevent biased evaluations and to preserve the competitiveness and integrity of contract awards. All evaluations will use a consistent methodology and set of metrics to score each proposal received. Proposers are to direct all communications regarding this RFP to Rhonda Thornton at (217) 362-3044 or rthornton@dps61.org or Ashley Grayned at (217) 362-3012 or agrayned@dps61.org. Proposers are not to contact other district administrators or employees directly. Attempts to circumvent this requirement will be viewed negatively and may result in proposal rejection.

1.4 Proposal Due Date

The deadline for proposals is 2:00 p.m. CST on Tuesday, April 30, 2019. Proposals received after

that time will not be accepted.

1.5 Selection of Provider

District 61 will consider many relevant factors in selecting the firm to provide on-site before and after school care. In addition to technical capabilities, the selected firm must demonstrate the ability to meet or exceed a high standard of quality. A proven and verifiable commitment to total customer satisfaction and support will be a key factor in the assessment of proposals. The District will enter into a license agreement (“Agreement”) with the successful Proposer(s) (“Provider”) under which the District will provide space at each campus for the Program. The Program will not be a District program, and the District will not own, supervise, manage, fund or assume liability for the Program.

1.6 License Agreement

Upon award by the Board of Education, the District will submit a proposed Agreement for review and execution by the Provider. No contract or agreement will be implied, final or in effect between the Board and a selected proposer until acceptable Agreement terms have been reached. The Provider must enter into an executed agreement with the Board in order to finalize the award of the proposal. If mutual agreement on Agreement terms cannot be reached, the Board will proceed to negotiations with another proposer.

Under the Agreement, the Provider shall operate the Program at the Schools and shall restrict its use of the Schools to the operation of the Program and activities directly related thereto. The Provider shall not permit the use of the Schools for any other purpose without the prior written consent of the Board. Unless otherwise specifically provided in the Agreement, the Provider shall provide all necessary staffing, materials, and management to effectively operate the Program. The Provider shall be fully responsible for the implementation and operation of the Program, and the supervision and safety of its employees, agents, participants, and invitees of the Program. The Provider shall provide on-site staff that shall have the responsibility for every aspect of the Program including, but not limited to, management, oversight, and supervision. The District shall provide the premises on which the Program will operate as well as sufficient storage space but will not in any way be responsible for the operation of the Program or the supervision or safety of Provider’s employees, agents, participants or invitees of the Program.

The Agreement shall begin on July 1, 2019, and shall terminate on June 30, 2020, with an option to extend the agreement based on satisfactory service/performance (as determined in the District’s sole discretion) for a further fixed length of four (4) years. The Agreement will also provide for a cancellation provision for one, multiple, or all locations, at the District’s option, upon 90 days’ prior written notice by the District.

Under the Agreement, the District shall be responsible for providing routine custodial service and maintaining the Schools. However, the Provider shall be responsible for the cost of any repairs necessitated by acts or omissions of the Provider or its employees, agents or invitees. The Provider will not be permitted to make any alterations or improvements to the schools to suit their needs, without the explicit permission of the District.

The Provider will pay the District a license fee of the program’s total net revenue, payable to

the District on a monthly basis. This amount is calculated to reimburse the District for the costs the District is estimated to incur as a result of the Agreement. For purposes of calculating this fee, the net revenue shall include all net Program fees received by the Provider as a result of the Program, after reduction for any discounts or scholarships provided by the Provider.

2.1 INTRODUCTION

2.2 Background

The Board of Education of Decatur Public Schools District 61 in Decatur, Illinois, is seeking proposals from qualified firms that have successfully provided on-site before and after school services and programs for Pre-K through 8th grade aged students. The intent of this request for proposal (“RFP”) is to provide a license to a before and after school provider to use space in the District’s elementary, magnets, and middle school buildings to serve sixteen school communities. The Schools’ goals are to find a provider who will 1) provide a safe, secure, on-site before and after school environment for children; and 2) deliver an enriching, enjoyable after-school program format that blends childcare, homework, extracurricular activities, enrichment, music, recreation, physical activities, and the arts.

2.3 District Description – Summary Data

The mission of Decatur Public School District 61, is to be the destination district of our community by unlocking 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

Decatur Public School District 61 was established in 1865 and is in the state of Illinois, serving approximately 8,900 students. Our buildings consist of one pre-kindergarten/early learning center, eleven K-6 elementary schools, four K-8 schools, two middle schools, two high schools, and two alternative education programs. Five of our facilities are magnet schools, including a Pre-K to 8th grade Montessori school. Families have the option to apply to schools of choice: STEM Academy, a candidate International Baccalaureate School and a Fine Arts Program. The District is also the administrative agent for the Macon- Piatt Special Education District.

District 61 is relatively diverse, with approximately 45.7% of students reporting as African American, 37.4% reporting as Caucasian, 4% reporting as Hispanic, and 12% reporting as two or more Races. Of these students, approximately 28% identify as Hispanic. Approximately 66.2% of students are identified as low income, and approximately 18% of students have an Individualized Education Program (“IEP”).

The District's Illinois Report Card for 2017-2018 is available for review at the following link:

<https://www.illinoisreportcard.com/District.aspx?districtId=39055061025>

3.1 SCOPE OF SERVICES

3.2 Program Elements

Program Responsibility: The proposal must include the full programming costs of personnel, materials, equipment, rental fees, snacks/beverages, and all miscellaneous expenses necessary to operate before-school and after-school programs at the Schools in full compliance with all applicable Illinois and Federal requirements for such programming and in compliance with the terms of the Agreement between District 61 and the Provider. All other responsibilities for programming and services shall be borne by the Provider. The Provider will be solely responsible for all of its employees, staff, and services. The Program shall not be considered a school- or District 61 related activity.

License Requirements: The Provider shall secure at its sole cost and expense all required licenses from applicable agencies (e.g. Illinois Department of Children and Family Services ("DCFS") and shall provide copies to the District. The District shall not be deemed to be operating the Program. The Provider shall also be responsible for conforming with any other applicable requirements as well as securing any necessary permits, certificates, and licenses in addition to licensing required by DCFS in operating and maintaining the Program. The Board shall have no responsibility whatsoever for maintaining said licenses or for operating the Program. The Provider shall ensure that all of its employees and agents assigned to the Program have any required licenses and have been subjected to all required background checks as required by law. Upon the request of the District, the Provider will promptly provide to the District evidence of compliance with all certification and licensure requirements.

The District reserves the right to exclude from the Schools any persons whose presence is prohibited by law or a Board policy or who would otherwise constitute a danger or disruption to the District's activities, staff or students. The Provider shall at all times have someone present at the Program who is certified in the use of an automated external defibrillator. The provider shall comply with District and building security protocols and emergency plan. The Provider shall not permit any individuals to have access to the Schools other than its own employees, agents, participants, and invitees.

Rules and Regulations: The Board shall have the right to establish reasonable rules and regulations for the conduct of the Provider, its agents, employees, staff members, participants, invitees or persons entering on the Board's property, including but not limited to the Schools. The Provider and its employees, staff, and invitees shall comply with the Board policies governing conduct and activities on Board property.

Program Hours: The before school Program hours must be **6:00 am to 8:30 am** and the after-school Program hours must be **2:00 pm to 5:30 pm depending on the building**. Each component should interface seamlessly with school programs offered before and after school, allowing

students to safely move from school to extracurricular program to the Program. The provider must remove all of its materials and equipment at the end of each before and after school session. This shall include the district's early release and half-days.

Program Enrollment: Enrollment in the Program shall be open to all District students who are enrolled in the grades of pre- kindergarten through 8th grade at the following District Schools:

<u>School</u>	<u>Total Enrollment #</u>	<u>Grade Span</u>
Benjamin Franklin	213	K-6
Durfee Magnet School	369	K- 6
Dennis Lab School	466	Pre-K- 8
Enterprise Elementary School	263	Pre-K- 6
Garfield Montessori School	357	Pre-K- 8
Hope Academy Magnet School (Combined with Harris Elementary-- Fall 2019)	789	K- 8
Johns Hill Magnet School	475	K- 8
French Academy School	293	K- 6
Baum Elementary School	320	K- 6
Muffley Elementary School	393	K - 6
Oak Grove Accelerated School	278	K - 6
Parsons Accelerated School	323	K - 6
South Shores Elementary School	298	K - 6
Stevenson Accelerated School	265	K - 6
Stephen Decatur Middle School (Combined with Thomas Jefferson Middle School- Fall 2019)	808	7/8

The Provider may not discriminate against any student based on his/her disability.

3.3 Program Objectives

This section describes the District's vision for on-site before school and after school care. The Provider must be able to provide a self-contained, effective program for students.

The before school program at the School is childcare offered to provide students with a safe, secure and supportive environment prior to the start of school to accommodate the schedules of working parents.

The after-school program has three required elements: (1) providing a safe, secure and supportive environment for students, (2) academic assistance with homework; and (3) enrichment and physical activities. The academic assistance with homework must provide support for students and be in alignment with the school day academic program requirements, a standards-aligned curriculum, and instructional materials.

- **Academic Assistance:** After school programs must include homework support. This academic assistance must be aligned with the students' regular academic programs and must support students as they complete any assigned work.
- **Enrichment and Physical Fitness:** After school programs must provide an enrichment element that offers a broad array of additional services, programs and activities that are designed to reinforce and complement the regular program. Proposed enrichment activities may include, but are not limited to, the following:
 - Service-learning/project-based learning
 - Art
 - Music
 - Physical Fitness
 - Recreational activities
 - Character education
 - STEM activities

Staff Requirements

- **License:** The successful bidder must have the appropriate child care license, if required, to operate the program.
- **Education:** All after-school program staff who provide direct supervision to students must meet the following minimum qualifications:
 - Be at least 19 years of age and show proof of one (1) of the following requirements:
 - Pass complete background check;
 - Associate's degree or higher; or
 - 60 semester hours of coursework; or
 - High School Diploma or GED.

3.4 Submission Requirements – Proposal Contents

The proposal must include a budget for the Program.

The proposal must also succinctly and clearly address the following:

1. Describe your history, vision, and philosophy. Indicate the number of years you have provided services similar to those requested in the RFP.
2. Describe your organizational structure. Provide your organizational chart.
3. Please provide your recommended license fee % (e.g. 6% payable to District) to cover custodial and administrative overhead.
4. Do you have a State license to operate the Program? If yes, what is the licensing agency and provide the name and contact information for the agency.
5. Describe your organization's qualifications and experience providing services in before and after school settings.
6. Plan for delivery of services:
 - a. What enrollment minimums do you require to operate the Program?
 - b. Provide a sample lesson plan, snack menu, and Program schedule.
 - c. How do you handle equipment, supplies, consumables, and furniture needed for Program operations?
 - d. What will be your initial financial investment in Program equipment and materials?
 - e. Describe methods used to communicate with parents of children in the Program.
 - f. Describe how you provide Program information to the school board, principals and other administrative personnel of the District.
 - g. Describe how you collaborate and communicate with school site leadership and staff about the Program and student needs.
 - h. Describe how you market the Program to the school community.
 - i. Describe your supervision plan and the method used to account for and track the whereabouts of each student in the Program.
 - j. Describe how you incorporate diversity into your Program.
 - k. Provide a timeline indicating the steps required and the time needed to establish the Program.
 - l. Describe staff training and resources available to de-escalate disputes and resolve differences and conflicts between students and between students and adults.
 - m. Describe how you will address care and accommodations for students with disabilities.
 - n. Describe how you will group students in different grades.
7. Staffing Plan
 - a. What are the required qualifications for each staff member involved with the Program?
 - b. What staffing ratios will be employed?
 - c. What kind of training programs do you have in place for staff members - both initial and ongoing?
 - d. Will you hire existing District staff or teachers?
 - e. Provide resumes for all managerial staff who will work on the Program.

8. Program Budget and Program Fees; Complete and include the following Fee Chart

- a. What are the proposed before and after school weekly, full-time (5 days) tuition rates for this Program? Please indicate any registration fees or any miscellaneous fees (such as membership fees or supply fees).
- b. Describe your tuition policies.

Fee Chart

Before School (5 days per week tuition)	
Before School (daily or drop-in rate)	
After School (5 days per week tuition)	
After School (daily or drop-in rate)	
Half day or early release (drop- in rate)	
Annual Registration Fee (if applicable)	
Supply Fee (if applicable)	
Snack Fee (if applicable)	
Late Pick-Up Fee	
Cost Per Enrichment Program (if applicable - if it differs by the program, please specify)	

9. References and Additional Information

- a. Provide at least three (3) written references (with contact information) from other school districts in which you have provided services and provide one site for District 61 staff to conduct a site visit.
- b. Provide parent survey responses demonstrating the satisfaction of the services you offer families, if available. Surveys must be current within the last year.
- c. Provide a sample Parent Handbook or similar document/brochure that has been used by your organization for a similar program.

- d. Provide any information if you plan to or would consider hiring current District staff.
- e. Has your organization had an agreement terminated for any reason in the last five (5) years? If yes, provide details.
- f. Are you or your firm/agency/organization aware of any claims made or litigation alleging misconduct, discrimination or sexual harassment by or against your firm/agency/organization or its employees or agents (arising from services provided for your firm/agency/organization)? If yes, provide details.
- g. Is your firm/agency/organization involved in or aware of any pending disciplinary action or investigation by any local, state or federal agency against your firm/agency/organization or its employees or agents (arising from services provided for your firm/agency/organization)? If yes, provide details.

4.1 RESPONSE INSTRUCTIONS

4.2 Confidential and Proprietary Information

District is a governmental entity subject to the Illinois Freedom of Information Act and, as a result, documents in its possession are subject to release upon request. If the Proposer requests that the District withhold any trade secrets, commercial information, or financial information that it submits with its proposal from disclosure to a third party in response to a Freedom of Information Act request, the Proposer must include with its proposal a written notification specifically identifying such information, along with a statement that disclosure of such information will cause competitive harm to the Proposer, as provided by FOIA Section 7(1)(g), 5 ILCS 140/7(1)(g). Any content not so marked by the Proposer at the time of proposal submittal will be presumed to be open to public inspection. The Proposer may be required to substantiate the basis for its claims at a later time.

After award of the Agreement, if the Provider requests that the District withhold any subsequently submitted information as trade secrets, commercial information, or financial information from disclosure to a third party in response to a Freedom of Information Act request, the Provider must notify the District of such request at the time such information is submitted to the District, along with a statement that disclosure of such information will cause competitive harm to the Provider, as provided by FOIA Section 7(1)(g), 5 ILCS 140/7(1)(g). Any content not so marked by the Provider at the time of submission to the District will be presumed to be open to public inspection. The Provider may be required to substantiate the basis for its claims at a later time.

Notwithstanding timely notice received from a Proposer in accordance with Section 7(1)(g), the District reserves the right, in its sole discretion and subject only to the applicable law, to withhold or release the subject information in response to a Freedom of Information Act request.

The Proposer waives any rights it may have, or claim to have, to challenge, protest, enjoin or otherwise assert a claim relating to, connected with or arising from any FOIA request.

As a potential provider of a governmental function on behalf of the District, the Proposer agrees

to cooperate with the District in responding to any FOIA request, including by timely providing any documents requested by the District that directly relate to the governmental function that the Proposer has been engaged to perform on behalf of the District.

4.3 Obligation of District

Issuance of this RFP does not create any obligation on the part of District 61 to enter into any agreement or undertake any financial obligations with respect to before and after school programming. There will be no discussions with Proposers except for the purpose of clarification of a Proposal until the evaluation of the Proposals has been completed. Any subsequent discussion shall be at the discretion of District 61.

4.4 Disclosures

By signing its Proposal, a Proposer affirms that he/she has not given, offered to give, nor intends to give at any time hereafter any economic opportunity, future employment, gift, loan, gratuity, special discount, trip, favor or service to a public servant in connection with the proposal submitted. By signing its Proposal, a Proposer affirms that, to the best of his/her knowledge, the Proposal has been arrived at independently, and is submitted without collusion with anyone to obtain information or gain any favoritism that would in any way limit competition or give them an unfair advantage over other vendors in the award of this RFP. Proposer shall note any and all relationships that might be construed as a conflict of interest and include such information with the Proposal.

4.5 Preparation

Proposals must be prepared in such a way as to provide a straightforward, concise delineation of capacities to satisfy the requirements of the RFP. Expensive bindings, color displays, promotional material, etc., are not necessary or desired. Emphasis should concentrate on conformance to RFP instructions, responsiveness to RFP requirements, and on completeness and clarity of content. All proposals and accompanying documents become the property of District 61.

4.6 Modification or Withdrawal of Proposals

Any Proposer may withdraw his/her proposal at any time prior to the scheduled closing time for the receipt of proposals, but the Proposer may not withdraw his/her proposal for a period of ninety (90) days after the scheduled closing time for the receipt of proposals. Modifications or corrections of a previously submitted proposal are to be addressed in the same manner as the original proposal and will be considered by District 61 if received prior to the scheduled closing time for receipt of proposals. Oral or telephonic (facsimile) modifications or corrections will not be recognized or considered.

4.7 Deviations and Exceptions

Deviations and exceptions from terms, conditions, or specifications shall be described fully, on the Proposer's letterhead, signed and attached to the proposal. In the absence of such statement, the proposal shall be accepted as in strict compliance with all terms, conditions, and specifications of this RFP.

4.8 Late Proposals

Proposals received after the due date and time will not be considered and will be returned unopened to the sender. Regardless of the method used for delivery, respondents shall be wholly responsible for the timely delivery of submitted proposals.

4.9 Presentation/Demonstration

District 61 reserves the right to require any or all Proposers to either make a presentation or attend/participate in an interview session to gauge their suitability to provide services for this project. If so requested, the Proposer(s) shall make its personnel available within ten (10) calendar days of the request. Should a Proposer refuse to honor the request for a presentation, demonstration, or interview, it may result in disqualification.

4.10 Commencement of Work

The Program must commence at the start of the 2019-2020 school year. A school calendar is attached hereto as **Exhibit A**.

4.11 Evaluation of Proposal

The Board reserves the right to reject any and all proposals submitted and to request additional information from all Proposers. The award will be made to the Proposer(s) that, in the opinion of the District, best meets the specifications of the RFP. The following factors will be considered in evaluating the responses to decide the award of the Agreement.

- The quality, innovation, and clarity of the program description
- Fees
- Employee Qualifications
- Experience

4.12 Response Submission

Five (5) hard copies of the proposal and any other documents must be received by the District no later than **2:00 PM CST, Tuesday, April 30, 2019**. All proposals must be submitted enclosed in a sealed box or envelope. Each proposal shall be clearly labeled and indexed with appropriate section and subsection numbers as referred to herein. Proposals may be mailed, hand-delivered, or received via courier. Proposals will not be accepted if they are submitted by fax or email.

Submit proposals and mark boxes or envelopes plainly as indicated as follows:

**Mrs. Ashley Grayned, Director of Innovative
Programs
Decatur Public Schools District 61
101 W. Cerro Gordo
Decatur, IL 62526**

**Before School and After School Program RFP
Proposals Due: April 30, 2019**

4.13 Timeline of Activities

The following is the anticipated schedule of events for this project. The schedule may change depending on the results of the submitted proposals. The final schedule will be established prior to contracting with the Provider.

Date / Time	Activity/Tasks
April 5, 2019	Release of RFP
April 12, 2019 by 3:00 p.m.	Last day to submit Questions and Seek Clarifications
April 30, 2018 by 2:00 p.m.	Proposals Due
May 6-8 , 2019	Interview/ Site Visit-- as needed
May 28, 2019	Award of Agreement by Board of Education

4.14 RFP Questions

Any questions about this RFP must be raised prior to the submission of the proposals. All questions must be submitted no later than 3:00 PM CST April 12, 2019, to agrayned@dps61.org. Please include in the subject line: Before School and After School Childcare Proposal Question(s). Submitted questions and written responses will be provided by written addendum. A copy of such addendum will be emailed to each person who has provided his/her email address to the District. Failure on the part of the Proposer to receive a written addendum prior to the time of the opening of proposals will not be grounds for withdrawal of its proposal. Oral explanations or representations will not be binding.

4.15 Reject All Bids

The District reserves the right to reject any or all proposals and to waive any technicality or informality in the proposal process. The District may select proposals to serve one or more of the school sites or none at all.

5.1 GENERAL CONDITIONS

5.2 Attorneys' Fees

The District and the Provider agree that in the event of a dispute, each party will bear its own costs of litigation and attorneys' fees.

5.3 Non-Discrimination

Proposers must be in full compliance with all applicable laws, rules and regulations regarding discrimination, including, but not limited to the *Illinois Human Rights Act* (775 ILCS § 5/1 *et seq.*), and the *Equal Employment Opportunity Act* (42 U.S.C. § 2000e), the *Americans With Disabilities Act* (42 U.S.C. § 12101 *et seq.*), and their rules and regulations. Specifically, the Provider shall not discriminate against any Program participant or District student on the basis of his/her disability and shall comply with all applicable laws by ensuring physical accessibility of the Schools and accessibility of the Program for all participants.

5.4 Indemnification

The Provider shall indemnify and hold harmless the Board and its individual board members, officers, employees, agents, volunteers, successors, and assigns (“Indemnitees”), from any and all costs, damages, losses, judgments, liabilities and expenses (including reasonable attorneys’ fees and litigation costs) (collectively, “Claims”) brought against or incurred by the Indemnitees arising out of, in connection with, or related to (1) any acts or omissions of the Provider and its officers, subcontractors, employees and agents; (2) any breach of the Agreement; and (3) accessibility of the Program or the physical accessibility of the Schools with respect to their use in the Program.

5.5 Bid Rigging and Bid Rotating

As required by the *Criminal Code*, 720 ILCS § 5/33E-11, by submitting a proposal, the Proposer certifies that it is not barred from contracting with any unit of State or Local Government as a result of a violation of any criminal statute including, but not limited to, the bid-rigging (Section 33E-3) or bid rotating (Section 33E-4) provisions of the *Criminal Code*. The Proposer agrees that if this certification is false, the Board may declare the Agreement void. The Proposer further certifies that it will provide a drug-free workplace as required by the *Illinois Drug-Free Workplace Act*, 30 ILCS §§ 580/1 *et seq.* If applicable, the Proposer shall collect and remit Illinois Use Tax on all sales of tangible personal property into the State of Illinois in accordance with the provisions of the *Illinois Use Tax Act*, 35 §§ ILCS 105/1 *et seq.*, regardless of whether the Proposer is a retailer maintaining a place of business within this State” as defined in Section 2 of the Use Tax Act.

5.6 Agreement to RFP Terms and Conditions

The Agreement shall incorporate the terms and conditions set forth in this RFP by reference.

5.7 Compliance with Applicable Law

The Provider shall at all times observe and comply with all applicable laws, rules, ordinances and regulations, including, but not limited to, the *Illinois Prevailing Wage Act* (820 ILCS 130/1 *et seq.*), the *Equal Employment Opportunity Act* (42 U.S.C. § 2000e), and the *Illinois Criminal Code* (720 ILCS 5/1 *et seq.*), and obtain all necessary licenses and approvals in performing under this RFP and its proposal. Further, the Provider must comply with all licensing provisions, employee criminal background checks, state and federal disability and other non-discriminatory and accessibility requirements including the *Americans With Disabilities Act*, state and federal laws prohibiting smoking and consuming alcohol on school property, and state laws prohibiting the presence of sex offenders on school district property. The Provider shall comply with the requirements of the *Illinois Human Rights Act* (775 ILCS 5/1 *et seq.*), including but not limited to

the adoption of sexual harassment policies and procedures. The Provider represents and warrants to the Board that none of its employees or any of the employees of its agents or contractors that provide any services on the Schools have been convicted of crimes that would prohibit their presence on public school property.

5.8 Insurance

The Provider will be required to maintain the following types of insurance throughout the life of the Agreement:

1. Commercial general public liability insurance ("Liability Insurance") against liability for bodily injury, including corporal punishment, sexual misconduct and harassment, death and property damage, such Liability Insurance to be in an amount not less than Two Million Dollars (\$2,000,000) for liability for bodily injury, death and property damage arising from any one occurrence and Two Million Dollars (\$2,000,000) from the aggregate of all occurrence within each policy year.
2. Workers' compensation and Employers Liability coverage providing statutory benefits for all persons employed by the Provider, or its contractors and subcontractors at or in connection with the Work.
3. Automobile Liability, including Hired and Non-Owned Auto Liability in the amount of at least One Million Dollars (\$1,000,000) for each occurrence for bodily injury and property damage.

Each insurance policy shall be issued in the name of the Provider and shall name the Indemnitees (as defined above) as additional insured on the commercial general liability insurance and shall not be cancelable or reduced without thirty (30) days prior written notice to the District. **The Provider shall provide a certificate of insurance on a form acceptable to the District evidencing the required insurance, including the named additional insureds.**

All insurance shall be placed with insurers that are reasonably acceptable to the District and with a rating of not less than A- (Excellent). All such insurers shall be licensed/approved to do business in Illinois.

Exhibit A School Calendar



Decatur Public Schools

Educating for Success

2019-2020 School Calendar

101 W Cerro Gordo Street
Decatur, IL 62523
☎ 217-362-3000
welisten@dps61.org
www.dps61.org

AUGUST

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First and Last Days for Students

August 13	Elementary School 5:00-7:00pm
August 19	Middle School 5:00-7:00pm
August 26	High School 5:00-7:00pm

OPEN HOUSES

August 13	Elementary School 5:00-7:00pm
August 19	Middle School 5:00-7:00pm
August 26	High School 5:00-7:00pm

NO School for Students & Teachers

September 2	Early Release (1/2 Day of School)
September 2	Labor Day
October 14	Columbus Day
November 27	Veteran's Day Observed
Nov 28 & 29	Thanksgiving Break
Dec 23-Jan 3	Winter Break
January 1	New Year's Day Holiday Observed
January 20	Martin Luther King Jr. Day
February 17	President's Day
March 10-13	Spring Break
March 9	Casimir Pulaski Day Observed
May 25	Memorial Day

Teacher Work Day OR Parent-Teacher Conferences NO School for Students Emergency Make-Up Days



Decatur Public Schools



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EXHIBIT C
INNOVATION LEARNING'S RESPONSE TO REQUEST FOR PROPOSALS



Creating Tomorrow's Innovators, Today



Decatur Public Schools #61
April 2019 • Request for Proposal
Before School and After School Childcare



April 25, 2019

Ashley Grayned
Director of Innovative Programs
Decatur Public Schools District 61
101 W. Cerro Gordo Street
Decatur, IL. 62523

Dear Ms. Grayned:

It is with great appreciation that I submit the attached proposal for **Before School and After School Childcare for Decatur Public Schools.**

As an organization comprised of former teachers, principals and district administrators who also happen to be parents, we take great pride in our ability to contribute to the betterment of children and families across the country. Our leadership team has worked with over 200 schools nationwide to include Illinois where Innovation Learning was most recently awarded the before and after school program in North Shore School District 112.

After reviewing the RFP, we are confident we can:

- Provide meaningful, enriching before and after school programs that are specifically customized to the needs, wants and culture of each of the schools in your district.
- Offer a program driven by research-based methodology and curriculum that is also fun, exciting, and offers voice and choice to children and families.
- Deliver a professional program that is staffed by licensed educators who understand the developmental and academic needs of school aged children.
- Ensure the safety of every child, every day, while increasing quality through our low student to staff ratios which exceed state licensing requirements by 25%.
- Share 7% of all program revenue received from program tuition with the district.
- Set aside 3% of all funds for student scholarships (with as much as an additional 3% match from our Board), so that we turn no child away due to financial need.

On behalf of our team, we look forward to the prospect of making a meaningful contribution to The Decatur school community. We are excited, confident, willing and able to perform the services outlined in the RFP. The attached proposal outlines ways in which we plan to collaborate to become a connected partner while offering a high-quality program your families can be proud of and reflects the healthy learning environment you and your administrative team has worked so hard to create.

Sincerely,

Brett Prilik

Dr. Brett Prilik, Ed.D.
Director of School Partnerships
Cell: 303-523-1543

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1. THE INNOVATION LEARNING PROGRAM & PHILOSOPHY

In this age of accountability, educators, administrators and schools have become accustomed to being judged based on an ability to provide quality services for its students and families, that go beyond the demands of the traditional school day and academics.

In our age of accountability where data driven measures abound, schools and parents have been empowered to make crucial decisions surrounding achievement and how to best move the needle for their children. Additionally, more and more options have become available for students and as schools vie, it has become imperative for them to not only show that they are making a difference for their students but also that they are differentiating themselves. School administrators and parents alike are taking note of research surrounding before and after school programming that suggests that good programs can serve as such a differentiator. By offering a wide array of learning opportunities, fun activities and hands on learning, before and after school programs have become more than just a necessary service but also a means to supporting the mission and vision of your school community while helping students to succeed.

At Innovation Learning, we believe everything that happens in your district should be aligned with your mission and vision, including before and after school programming. By viewing the school ecosystem holistically, Innovation Learning can join with you as a Connected Learning Partner and provide a program that is fun, easy to implement and helps your students succeed academically.

OUR HISTORY

Our leadership team consists of former teachers, principals and district administrators who also all happen to be parents. This affords us a unique perspective to before and after school programming, one that works to support each school and district we work with. We understand that each school community is unique and depending upon focus, strength and need, has

differing outlooks on how before and after school programs can best support them.

Our founders developed their first before and after school program at their own school in 2005 and then for their school district in 2007. They were disenfranchised with the programming that was being offered and vowed to provide meaningful programs that were not only fun for students but were also aligned with their district's mission and vision. They wanted seamless programming that offered a good deal of communication and worked to support the goals of students and families in each community. Unlike typical organizations that seek to establish a model that they themselves dictate and then replicate, they were passionate about leveraging this important time for the well-being of children and to this day feel that the best way to do that is by offering programs that appeal to the specific wants and needs of each community. This is accomplished by listening to parents, children and school administration and by offering a variety of options and choices based upon their wants and needs. This results in programs that each community can embrace and can be proud to call their own.

Innovation Learning was founded in 2015 and currently works with close to 50 schools in Illinois, Missouri, Arizona and Colorado. As we have grown, we have added to our leadership team which now consists of educators who have also worked with some of the largest before and after school providers in the country. Collectively, our team has worked with over 250 schools and school districts in 16 states and the District of Columbia.

OUR MISSION – INNOVATION IS A LEARNED SKILL SET

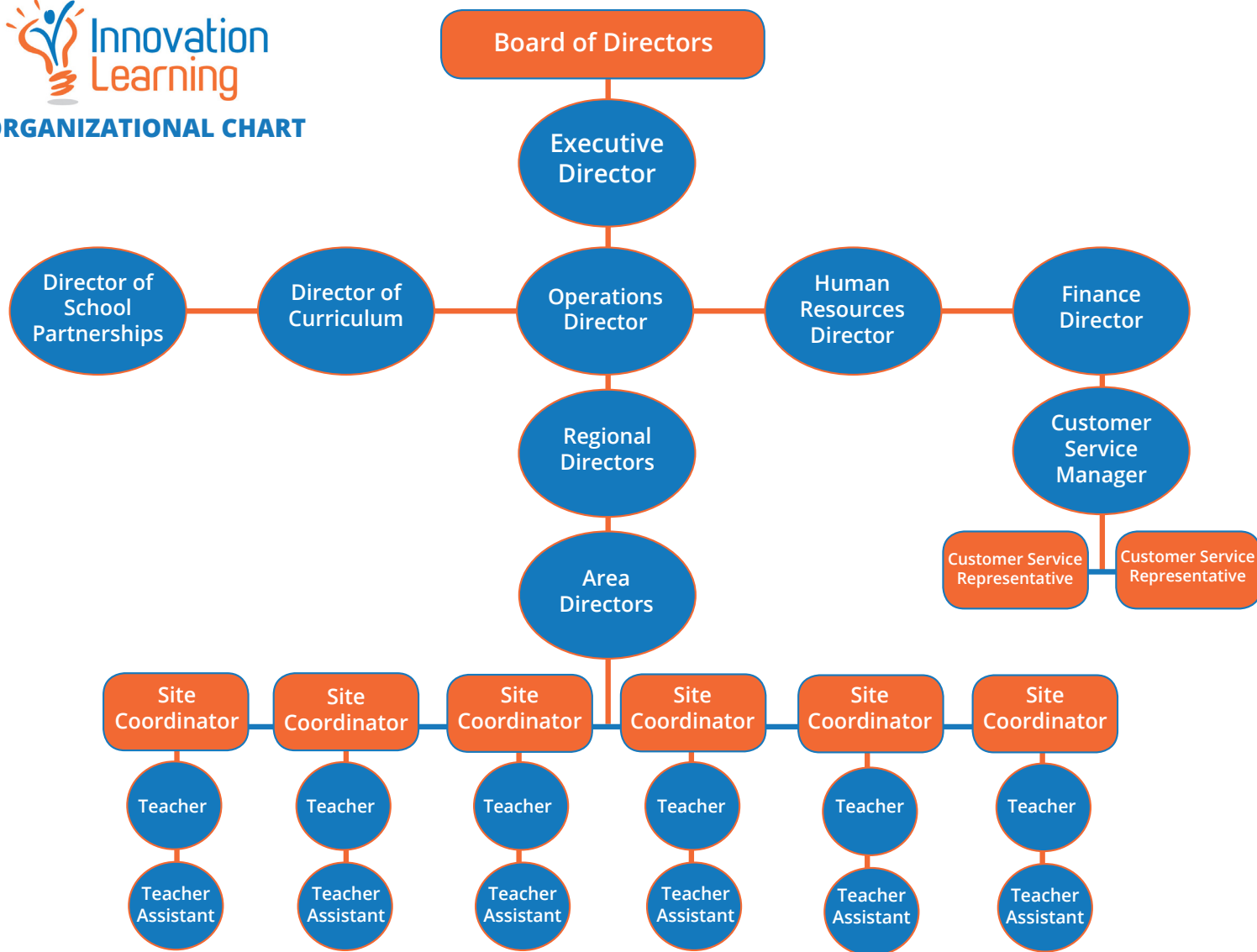
It is our mission to “create tomorrow’s innovators today.” Our programs are based upon the premise that Innovation as a “set of skills,” can be nurtured, taught and practiced. These skills which include curiosity, collaboration, associative and integrative thinking and a bias toward action and experimentation, contribute to an “innovative mindset” which improves social, emotional and academic outcomes for children. Children who master these skills are far better prepared than their peers and live a more successful, healthy and fulfilled life.

Our philosophy is contained in the following statements that serve to guide how we build our programs:

1. **Environment:** Every program is a safe and nurturing environment led by qualified and caring educators who facilitate a fun, engaging and intentional program to help children learn, create and innovate.
2. **Community:** Every site reflects the needs, desires and wants of the community. We are a connected learning partner and every student, parent, teacher and administrator should have a voice and a choice in their program.
3. **Whole Child:** Our program motivates the mind, body and spirit of every child. Learning is fun, and learning is done through play, exploration, experimenting and by building connections.
4. **Inclusion:** All children should have access to high quality opportunities for Creativity and Innovation.
5. **Process:** Children’s innate curiosity is the spark to true Innovation. We encourage children to question, experiment and create with an understanding that innovation is an unfinished process.
6. **Learning:** Children should have a safe and secure environment where it is ok to make mistakes, with the understanding that failure is a healthy part of the process for creating and innovating new ideas.
7. **Innovation:** An “Innovative Mindset” can be nurtured and taught in all children and is accomplished through intentional opportunities for Creative Problem Solving, Critical Thinking, Collaboration and Active Communication among peers.
8. **Cross Curricular:** Children should know that they can be an artist and a scientist, an engineer and a designer, that STEAM should not be viewed with “ors” but with “ands.”
9. **Joy of Exploration:** Children should have real control over their learning which is why many of our activities use Project Based Learning, which offers children a fun, hands-on and challenging way to learn.
10. **Flexibility:** Our job as a connected partner is never finished, we will always strive to innovate and create the best individual program for each and every school.

2. ORGANIZATIONAL STRUCTURE & ORGANIZATIONAL CHART

Innovation Learning has been founded and developed by former teachers, principals and school district administrators who are also parents. We operate in Illinois, Missouri, Arizona and Colorado, and have infrastructure and offices in these locations. Our Board of Directors is chaired by Fred Poses founder of the Poses Foundation and former Board Chair of the National center for Learning Disabilities, and their largest single financial donor. Our organizational structure is designed to support high quality programs in all of the geographic locations in which we operate.



3-5. LICENSING AND QUALIFICATIONS AND EXPERIENCE

3. PROPOSED LICENSE FEE

Innovation Learning is proposing a 7% licensing fee so that 7% of all revenue will be payable to the district for the purpose of covering custodial and administrative overhead. In addition, Innovation Learning will set aside an additional 3% for scholarships for those in need.

4. LICENSING

We operate in several locations throughout the country and have experience with licensing in each state we operate in. In Illinois, we are eligible for exemption from licensing through DCFS. However, we adhere to all licensing standards and in many cases (such as with ratios) we exceed these standards. We believe strongly in the level of accountability afforded by licensing and as parents we acknowledge that licensing affords a certain level of comfort. Although we are exempt from licensing, we have experience being licensed in Illinois and are happy to pursue at the district's discretion.

5. ORGANIZATIONAL QUALIFICATIONS AND EXPERIENCE

Our Executive Director, Dr. Brett Prilik, E.D. has been a teacher, principal, school district administrator and college faculty. He previously served as a co-founder and executive in what is now one of the largest before and after school organizations in the country. After having worked with over 100 schools in 14 states and the District of Columbia to create before and after school programs, Dr. Prilik left to start Innovation Learning. Prompted by his own experience as a teacher and principal as well as discussions he had been having with principals across the country, he decided that there was a need for something new and different. Dr. Prilik and his colleagues saw that there existed a need for a program that could be tailored to the specific needs of each unique school community (as opposed to a cookie cutter model espoused by most large-scale programs).

Dr. Prilik's experience also led him to the conclusion that schools, and parents benefit from a seamless approach to programming that incorporates licensed educators, homework support, STEM based enrichments and play with the goal of supporting each communities' shared definition of learning and each school district's mission and vision. This perspective is very different from that of other providers many of whom are rooted in early childhood education. While they are often times very well intentioned, they typically do not possess an understanding of the frameworks and curriculum essential to adequate homework support, true STEM related project based learning, age appropriate activities for K-6 students and the need to integrate licensed educators who understand the needs of school aged students.

Our leadership team is eclectic and includes a former school district STEM Coordinator, the former Executive Director for the New Hampshire Camps Association, a state level childcare licensing specialist, a former Physical Education Teacher and the founder of several Massachusetts education organizations. Also unique to Innovation Learning is the fact that Fred Poses, founder of the Poses Foundation and the former Board Chair of the National Center for Learning Disabilities (NCLD), also serves as the Board Chair for Innovation Learning. Mr. Poses is the largest single financial donor to NCLD and as such, Innovation Learning has a mandate to include students with disabilities and provide the resources to ensure that they can actively participate and gain benefit from our programs.

The result of our unique DNA is a well-balanced program that incorporates a wide array of enrichment, physical fitness, social skill development, academic/homework support, project-based learning and play provided by licensed educators. Because of this, Innovation Learning's new approach to before and after school has been incorporated in schools in 4 metropolitan areas.

6. PLAN FOR THE DELIVERY OF SERVICES

CHOICE IN BEFORE AND AFTER SCHOOL PROGRAMMING

Innovation Learning brings expertise in a variety of areas to “create tomorrow’s innovators today.” We understand that Innovation can be taught, developed and nurtured in a variety of ways. Each school community is unique and depending upon focus, strength and needs, have differing outlooks on how our program can best support their school community.

For example, some schools may require a good deal of homework, leading to the need for a strong homework component after school. Some may want to offer their students more opportunities to engage in high interest STEM activities (such as robotics, coding and engineering) in support of their curriculum and to ensure that students are better prepared for their science and math classes the next day. Some school communities may feel strongly about the need for play, physical fitness and sports to compensate for the fact that students have had a long day of classes. Others, might want a balance of programming that hits on all of these needs while also adding enrichments (such as Karate, band and orchestra, lacrosse, tennis, etc.).

There is no one “right answer” and as long as children are engaged, having fun and enjoying their program then we know that they will learn. When it comes to our program, whatever components you and/or your families select you can rest assured it will be fun, interesting and uniquely yours. With this in mind, we invite you to work with us to create your own schedule and in the process, build the type of program that you and your school community can be proud of. The best part is that we will do all of the hard work and heavy lifting, simply customize your program and we’ll do the rest!

CHOICE: ACADEMIC BEFORE AND AFTER SCHOOL PRODUCES CLASSROOM ACHIEVEMENT

The Innovation Learning leadership team includes doctoral level educators, former teachers, administrators and college faculty. We are also all parents of school aged children who understand that skills associated with an “innovative mindset” -- curiosity, collaboration, associative and integrative thinking, a bias toward action and experimentation -- have a very high correlation with improved academic outcomes. We are resolute in our assertion that such skills should be taught and practiced in a fun and exciting way. Some of the most exciting pathways for accomplishing this goal is through STEM teaching and learning. When we add homework support and/or a tutoring program, we have an opportunity to offer an additional robust academic option that enables students to receive the support that they need to be successful in school the next day.

Our school and district partners can add one or all of the following “academic” options to their program to create the right amount of support for their students and families:

Adding a STEM Focus - Our STEM curriculum has been designed and developed by a prominent STEM educator, Beth Cohen in conjunction with our Operations Director, Rick Kone who has a background in camp operations and development. Together they have created a fun experience that serves to enhance STEM concepts and skills associated with innovation in a way that children enjoy and love.

To accomplish our goal of improving academic outcomes while supporting children’s well being, our STEM-based program incorporates the Buck Institute’s Project Based Learning (PBL) Gold Standard format. Robotics, electrical engineering, coding, gaming, engineer design process, flight and chemistry are a few areas of focus. We incorporate play, movement, discovery, team-building and

interaction with multiple forms of technology to help teach and practice skills that foster innovation. The result is a program that not only bridges the digital divide for students that might not have regular access to technology, but offers those that do have access, an opportunity to use technology in new and different ways so they can further excel.

Homework Support - Schools are unique when it comes to how they each approach homework. Some schools give very little while others give large amounts. Regardless of the camp you are in, Innovation Learning can offer just the right level of support. Our homework program goes beyond a simple homework club. We incorporate licensed teachers who provide the expertise necessary to ensure students not only complete their homework but understand it. They check for accuracy, and completion, so children can enjoy quality family time each evening and are prepared for school the next day.

Tutoring - For school communities that are interested, Innovation Learning can offer one on one and small group tutoring programs at a fraction of the cost of outside tutors. We utilize adaptive software such as iReady, Lexia and Math IXL to offer a deeper understanding of the curriculum. Our tutoring programs are supervised by licensed educators who understand the curriculum and can offer students the help they need and deserve.

CHOICE: RECREATIONAL PROGRAMMING FOR CHILDREN

Children who attend before and after school programs should not have to miss out on the same recreational opportunities their peers engage in out in the community after school. To the contrary, we believe that our students should have additional, more variable options especially when you consider the amount of time we spend with them before and after school can be the equivalent of an entire school day. Students want, need, and deserve recreational experiences and we provide them. Via our own proprietary curriculum and through partnerships with outside community resources,

we ensure that children never feel as if they are “missing out.” By providing eclectic opportunities, we offer a program that children embrace and want to attend. Furthermore, our recreational programming presents another opportunity for school communities to customize to their needs. By adding the following program pieces, schools can craft the perfect program:

Fun Fitness - We embrace a holistic approach to before and after school and the need for students to have both a healthy body and a healthy mind. Our goal is for students to participate in a minimum of 60 minutes per day in physical fitness activities. All of our morning programs include fun fitness, which incorporates SPARK (Sports, Play and Active Recreation for Kids). San Diego State University researchers developed SPARK to promote lifelong healthy habits through opportunities to engage in fitness activities. We add a minimum of 30 minutes of fitness programming as part of the afternoon programs. School communities that want their students engaged in additional fitness activities can add up to 60 minutes of additional fitness time to their afternoon programs if they desire.

The Daily SWITCH (Successfully Working to Innovate, Think, Create & Help) - SWITCH leverages the Responsive Classroom approach, which emphasizes academic, social and emotional growth, to enhance social skill development. We utilize simulation, role play and fun games to build community while actively teaching social skills and developing a sense of belonging for our students.

Enrichment - We are a full-service program that marries some of the traditional features of typical before and after school programs such as a focus on child safety, program licensing, snack and the inclusion of a play-based curriculum with enrichments that offer a 21st Century twist. We pride ourselves on our ability to offer a high-quality program without additional fees and charges. STEM based enrichment activities (robotics, coding, computer gaming, engineering) and enrichments such as chess, karate, drama and sports are all inclusive. Students who are already enrolled in our programs receive these enrichments free of charge.

While other organizations charge extra, they come as part and parcel of our programs.

Enrichment Management - Innovation Learning also has partnerships with some of the best community-based providers. At the discretion of the school community we bring in an additional laundry list of community-based enrichments such as band, orchestra, piano, drama, dance, golf instruction and a variety of others so that students that must attend after school programs do not have to miss out. While some of these enrichments carry an additional charge (for students who choose to participate in them), they are less expensive than if parents enrolled in them separately. Furthermore, we open them up to all students (even those who do not participate in our entire before and after school program) so that all children can attend our exciting enrichment classes.

CHOICE: PLAY BASED PROGRAMMING

It has been proven through numerous research studies that play represents a powerful tool for developing 21st Century skills (creativity, communication, collaboration and critical thinking). When children use their imagination in play, they are more likely to learn, practice and incorporate these skills in to their everyday lives. They are more creative, perform better at school tasks, and develop a problem-solving approach to learning. We offer a variety of opportunities for children to engage in both supervised structured and supervised unstructured play in just the right amount for each and every community depending upon their needs, expectations and values.

Schools have the opportunity to select from the following play-based options when crafting their ideal program:

Discovery Play - Daily, vigorous outdoor play, team building, and discovery activities are essential to engaging mind and body. Children are physically active in a structured play time that includes games that foster collaboration, curiosity, communication

and creative problem solving. The three weekly components of Discovery Play are:

1. **Innovating Sports:** Students practice innovative thinking through gaming and sports. By developing games using a set of predetermined materials, they learn and use the Sprint Method, a process Google developed for answering critical questions through design, prototyping, and testing to create and adapt the games they develop.
2. **TINKER Time:** Innovation Learning students engage in TINKER Time, where they explore a topic of their choice and utilize program materials to expand interests and develop a finished project.
3. **Team Building:** Students engage in strategy based games to accomplish a common goal. Upon completion, they debrief within their group and collaborate on how to best present their accomplishment to the rest of their peers.

Free Play

Free, unstructured play is important to healthy brain development, teaching children to work collaboratively, to share, to negotiate, to resolve conflicts, learn self-advocacy skills, and it protects children against the effects of pressure and stress. For communities that believe play should be part of their before and after school programming, we offer ample opportunity for children to engage in unstructured yet supervised play. Whether play is outdoors or in a gym location, we offer children the time to play in ways that are voluntary, intrinsically motivated, and fun.

Creative Play (or Imaginative Play)

This part of our program involves any object that sparks the imagination and promotes creative expression. Examples include children imagining they are part of stories, crowns that can be used for dress up royalty, or a set of butterfly wings made of silk that empower imaginative flight. This type of play is especially popular with pre-k and kindergarten children.



"Innovation Learning has delivered positive results from the very first meeting. They are child centered and service-focused. They listen to our principals and educators to adjust programs and schedules as needed."

"It has been a positive experience for our families and the school personnel. Innovation Learning's services strengthen and enhance our instructional program while keeping up with the expectations we have established in our schools."

*- Bhavna Sharma-Lewis, Ph. D
Superintendent of Schools
Diamond Lake School District 76*

RESEARCH-BASED CURRICULUM

Our curriculum has been designed with the idea that students should be active participants and experience increased control of their own learning. We offer a flexible format, so students can make choices about what and how they learn during their before and after school program. Coupled with the training we provide to our staff, teaching them to act as learning facilitators, our programs better position students for success. Over decades as career educators, we have crafted the ideal framework that marries structured programming, research based and skill-building methods with adaptable, creative frameworks that allow children to become innovators.

As educators we seek to leverage important before and after school time to supplement topics which are typically taught in classrooms. Because much of the curriculum that we use has been developed for the regular classroom setting it is important for us to adapt it to our unique environment. Innovation Learning's curriculum team is comprised of educators who are familiar with the classroom, extended day settings and standards. This knowledge enables them to curate and adapt our research-based curriculum to the before and after school setting. Our team has adapted the following curriculum and resources for use in our programs (with a specific emphasis on support of the Illinois Curricular Standards):

- Responsive Classroom
- Engineering is Elementary (EIE)
- SPARK (Sports, Play and Active Recreation for Kids) Curriculum
- Rozzy Learning Curriculum
- Google 20% Time
- Code.Org
- Cubelets Robotics
- Spheros Robotics
- Drone Construction
- MakeyMakeys

The result is written, structured, set curriculum that is delivered by licensed educators at each and every site. This ensures that it is delivered in an organized manor by professionals who understand the standards and how our curriculum can best be linked to school day learning.

A 2013 national survey, What Parents Want: Education Preferences and Trade-Offs by the Thomas Fordham Institute, found that K-12 parents seek – strong reading and math programs, the opportunity to learn STEM (science technology, engineering and math) skills, and an environment where students develop critical thinking and communication skills. Additionally, a 2015 study by the Education Research Alliance of New Orleans called What Schools Do Families Want (And Why)? found that parents frequently choose schools for their proximity to extra-curricular activities. Innovation Learning was created with these needs and desires of parents in mind.

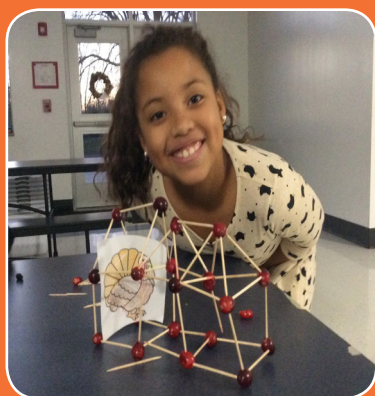
THE INNOVATION LEARNING PROGRAM SCHEDULE

We are a full-service program that marries some of the traditional features of typical before and after school programs such as a focus on child safety, program licensing, snack and the inclusion of a play-based curriculum with enrichments that offer a 21st Century twist. Our programs have been designed to provide the right mix of enrichment, academic/homework support, project-based learning, play and fun.

Please See Innovation Learning Sample Daily Program Schedules Below

TIER 1 SCHOOL - AM SAMPLE WEEKLY SCHEDULE					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00 - 6:30 am	Academic Support & Homework Help/TINKER Time				
6:30 - 7:00 am	Fun Fitness				
7:00 - 7:20 am	The Daily SWITCH				
7:30 am	Clean Up and Report to School				

TIER 1 SCHOOL - PM SAMPLE WEEKLY SCHEDULE					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2:00 - 2:30 pm	Check-in/Attendance/Snack/Bathroom Break The Daily SWITCH - Start of PM Program and Responsive Classroom				
2:00 - 3:00 pm	Enrichment Opportunities (i.e. Music/Orchestra, Soccer, Karate, Drones, Golf,etc.)				
2:30 - 3:15 pm	Academic Support/Homework Help				
3:15 - 4:00 pm	Discovery Play				
4:00 - 4:45 pm	Innovation Stations				
4:45 - 5:15 pm	TINKER Time				
5:15 - 5:30 pm	Clean Up/End of Program				



"We love the creative projects they work on, seeing the staff work with the kids not just on their homework but taking it further and going above and beyond to work with the kids on their basic skills, communication, presentation, creative thinking, etc. They're learning and having fun!"

DECATUR PUBLIC SCHOOLS

INNOVATION LEARNING PROGRAM SCHEDULE

TIER 1 SCHOOL - AM SAMPLE WEEKLY SCHEDULE					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00 - 6:30 am	Academic Support & Homework Help/TINKER Time				
6:30 - 7:00 am	Fun Fitness				
7:00 - 7:20 am	The Daily SWITCH				
7:30 am	Clean Up and Report to School				

PM SAMPLE WEEKLY SCHEDULE					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2:00 - 2:30 pm	Check-in/Attendance/Snack/Bathroom Break The Daily SWITCH/Responsive Classroom Activities - Students will also have downtime to relax and decompress from the school day during this time.				
2:00- 3:00 pm	Enrichment Opportunities (i.e. Music/Orchestra, Soccer, Karate, Drones, Golf,etc.)				
	Kindergarten - 1st Grade				
2:30 - 3:15 pm	Discovery Play				
3:15 - 3:45 pm	Academic Support/Homework Help				
3:45 - 4:30 pm	Innovation Stations				
4:30 - 4:45 pm	Bathroom Break				
4:45 - 5:15 pm	TINKER Time				
5:15 - 5:30 pm	Clean Up				
	2nd - 3rd Grade				
2:30 - 3:15 pm	Innovation Stations				
3:15 - 4:00 pm	Discovery Play				
4:00 - 4:45 pm	Academic Support/Homework Help				
4:45 - 5:15 pm	TINKER Time				
5:15 - 5:30 pm	Clean Up				
	4th - 5th Grade				
2:30 - 3:15 pm	Academic Support/Homework Help				
3:15 - 4:00 pm	Innovation Stations				
4:00 - 4:45 pm	Discovery Play				
4:45 - 5:15 pm	TINKER Time				
5:15 - 5:30 pm	Clean Up				
5:30 pm	End of Program				

TIER 2 SCHOOL - AM SAMPLE WEEKLY SCHEDULE - K-8 STUDENTS					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00 - 7:00 am	Attendance and Check In Academic Support/Homework Help (Students can remain in Academic Support as long as they need to) Students who finish earlier can use the morning for TINKER Time				
7:00 - 7:30 am	TINKER Time				
7:30 - 8:00 am	Fun Fitness				
8:00 - 8:20 am	The Daily SWITCH				
8:30 am	Clean Up and Report to School				

TIER 2 SCHOOL - PM SAMPLE WEEKLY SCHEDULE					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2:45 - 3:00 pm	Check-in/Attendance/Snack/Bathroom Break The Daily SWITCH - Start of PM Program and Responsive Classroom				
2:45 - 3:45 pm	Enrichment Opportunities (i.e. Music/Orchestra, Soccer, Karate, Drones, Golf,etc.)				
3:00 - 3:45 pm	Academic Support/Homework Help				
3:45 - 4:15 pm	Discovery Play				
4:15 - 5:00 pm	Innovation Stations				
5:00 - 5:30 pm	TINKER Time				
5:30 pm	Clean Up/End of Program				

TIER 3 SCHOOL - AM SAMPLE WEEKLY SCHEDULE - K-8 STUDENTS					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00 - 7:00 am	Attendance and Check In Academic Support/Homework Help (Students can remain in Academic Support as long as they need to) Students who finish earlier can use the morning for TINKER Time				
7:00 - 8:00 am	Innovation Stations/TINKER Time				
8:00 - 8:30 am	Fun Fitness				
8:30 - 8:50 am	The Daily SWITCH				
9:00 am	Clean Up and Report to School				

TIER 3 SCHOOL - PM SAMPLE WEEKLY SCHEDULE					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
3:30 - 3:45 pm	Check-in/Attendance/Snack/Bathroom Break The Daily SWITCH - Start of PM Program and Responsive Classroom				
3:30 - 4:30 pm	Enrichment Opportunities (i.e. Music/Orchestra, Soccer, Karate, Drones, Golf,etc.)				
3:30 - 4:30 pm	Academic Support/Homework Help				
4:30 - 5:15 pm	Innovation Stations				
5:30 pm	Clean Up/End of Program				

TIER 2 SCHOOL - AM SAMPLE WEEKLY SCHEDULE					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00 - 7:00 am	Attendance and Check In Academic Support/Homework Help (Students can remain in Academic Support as long as they need to) Students who finish earlier can use the morning for TINKER Time				
7:00 - 7:30 am	TINKER Time				
7:30 - 8:00 am	Fun Fitness				
8:00 - 8:15 am	The Daily SWITCH				
8:15 am	Clean Up and Report to School				

PM SAMPLE WEEKLY SCHEDULE					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2:45 - 3:15 pm	Check-in/Attendance/Snack/Bathroom Break The Daily SWITCH/Responsive Classroom Activities - Students will also have downtime to relax and decompress from the school day during this time.				
2:45 - 3:45 pm	Enrichment Opportunities (i.e. Music/Orchestra, Soccer, Karate, Drones, Golf,etc.)				
	Kindergarten - 1st Grade				
3:15 - 3:45 pm	Discovery Play				
3:45 - 4:15 pm	Academic Support/Homework Help				
4:15 - 5:00 pm	Innovation Stations				
5:00 - 5:30 pm	TINKER Time				
	2nd - 3rd Grade				
3:15 - 4:00 pm	Innovation Stations				
4:00 - 4:45 pm	Academic Support/Homework Help				
4:45 - 5:15 pm	Discovery Play				
5:15 - 5:30 pm	TINKER Time				
	4th - 5th Grade				
3:15 - 4:00 pm	Academic Support/Homework Help				
4:00 - 4:45 pm	Innovation Stations				
4:45 - 5:15 pm	Discovery Play				
5:15 - 5:30 pm	TINKER Time				
5:30 pm	End of Program				

TIER 3 SCHOOL - AM SAMPLE WEEKLY SCHEDULE					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00 - 7:00 am	Attendance and Check In Academic Support/Homework Help (Students can remain in Academic Support as long as they need to) Students who finish earlier can use the morning for TINKER Time				
7:00 - 8:00 am	Innovation Stations/TINKER Time				
8:00 - 8:30 am	Fun Fitness				
8:30 - 8:50 am	The Daily SWITCH				
9:00 am	Clean Up and Report to School				

TIER 3 SCHOOL - PM SAMPLE WEEKLY SCHEDULE					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
3:30 - 3:45 pm	Check-in/Attendance/Snack/Bathroom Break The Daily SWITCH - Start of PM Program and Responsive Classroom				
3:30 - 4:30 pm	Enrichment Opportunities (i.e. Music/Orchestra, Soccer, Karate, Drones, Golf,etc.)				
3:30 - 4:30 pm	Academic Support/Homework Help				
4:30 - 5:15 pm	Innovation Stations				
5:15 - 5:30 pm	Clean Up/End of Program				

SAMPLE EARLY RELEASE DAY SCHEDULE

TIER 1 - EARLY RELEASE SCHEDULE	
10:40 - 11:00 am	Check In/Attendance/Bathroom Breaks
11:00 - 11:45 am	Lunch and Outdoor/Indoor Discovery Play
11:45 am - 12:00 pm	The Daily SWITCH - Start of Program - Daily Goals and Schedule Review Responsive Classroom
12:00 - 12:30 pm	Teambuilding Activity (Students will be broken up into smaller groups divided up by age and grade depending on full-day attendance)
12:30 - 1:30 pm	Enrichment Opportunities (i.e. Music/Orchestra, Drones, Golf, etc.)
1:30 - 2:30 pm	Innovation Stations
2:30 - 3:30 pm	Discovery Play - Sports Based Enrichments (Soccer, Karate, etc.)
3:30 - 3:45 pm	Afternoon Snack
3:45 - 4:30 pm	Academic Support/Homework Help
4:30 - 5:15 pm	TINKER Time
5:15	Clean Up
5:30 pm	End of Program

TIER 2 - EARLY RELEASE SCHEDULE	
11:25 - 11:45 am	Check In/Attendance/Bathroom Breaks
11:45 am - 12:30 pm	Lunch and Outdoor/Indoor Discovery Play
12:30 - 12:45 pm	The Daily SWITCH - Start of Program - Daily Goals and Schedule Review Responsive Classroom
12:45 - 1:15 pm	Teambuilding Activity (Students will be broken up into smaller groups divided up by age and grade depending on full-day attendance)
1:15 - 2:15 pm	Enrichment Opportunities (i.e. Music/Orchestra, Drones, Golf, etc.)
2:15 - 3:15 pm	Innovation Stations
3:15 - 4:00 pm	Academic Support/Homework Help
4:00 - 4:45 pm	Discovery Play - Sports Based Enrichments (Soccer, Karate, etc.)
4:45 - 5:15 pm	TINKER Time
5:15	Clean Up
5:30 pm	End of Program



"Antonio loves after-school. He was going to another after school program last year, but he wasn't enjoying it anymore. We saw that Innovation Learning was offering this service at the school, both AM and PM, so we decided to give it a try. He loves it. He gets mad when we pick him up early. He really enjoys the activities and projects. We also like that all his homework is finished."

6a. ENROLLMENT MINIMUMS

When we commit to a community, we fully commit to the entire community. As such, Innovation Learning does not have an enrollment minimum when working with school districts. We view the district as an aggregate and as such, agree to offer programming at each school regardless of the number of students in attendance at each program.

6B. SAMPLE LESSON PLAN, SNACK MENU AND PROGRAM SCHEDULE

Lesson Plans – Our curriculum includes a variety of project-based STEM activities, Academic Support, Physical Fitness activities, and activities designed to build community via social skill development.

Academic/Homework Support - HOMEWORK ASSISTANCE - The Innovation Learning Homework Assistance program goes above and beyond the typical after school "homework club." Our students not only complete their homework but it is also checked for accuracy. We want parents to feel confident that they can spend quality time with their child when they arrive home in the evening, without having to struggle with homework. We utilize licensed teachers who understand the school day curriculum and are trained in our proprietary PATHS system:

P – Planner Out

A – Ask Each Child (about their homework, what is due and whether they require assistance)

T – Take a Look (move around room, look over shoulders, ensure students use correct process).

H – Offer Hurdle Help (for those students who require assistance)

S – Stop and check each child's work (offer feedback on incorrect answers, redo if necessary).

With the understanding that older children typically have more homework, we offer differing amounts of support for each specific age group.

STEM - Our STEM curriculum is part of our everyday program and incorporates Cubelets from Modular Robotics (www.modrobotics.com) to teach robotics and coding via Code.org, MaKeyMaKeys (makeymakey.com) to teach circuitry and electric current, Spheros (www.spheros.com) to teach coding robotics and 21st Century skills.

Physical Fitness - Our physical fitness component incorporates the SPARK Curriculum (www.sparkpe.org) or Sports, Play and Active Recreation for Kids so that children can engage in at least 60 minutes of movement each day (30 minutes each in the before and after school program).

Social Skills Development - We teach social skills through the use of Responsive Classroom curriculum (www.responsiveclassroom.org). Responsive Classroom is an evidence-based approach to teaching that focuses on engaging academics, positive community, effective management, and developmental awareness.

Please see **APPENDIX A – CURRICULUM** for sample lesson plans used in our programs.

Snack Menu - Innovation Learning is strongly committed to the health and wellness of children. We follow the Illinois State Department of Education's Nutritional Standards and ensure the meals and/or snacks we serve to children meet USDA Child and Adult Care Food Program (CACFP) meal pattern requirements. This adherence

ensures adequate calorie and nutrient content. We seek to reduce the amount of unhealthy saturated fat in our children's diets by serving only low-fat (1%) or nonfat milk, and we plan menus that include a variety of healthy foods, including whole grain bread and cereals, fruit and protein.

Typically, when we work with school districts, we like to use the same food service provider as the school, but we also have the ability to bring in and store our own snacks (if need be).

Please see **APPENDIX B – SNACK MENU**

6C. EQUIPMENT, SUPPLIES, CONSUMABLES & FURNITURE FOR PROGRAM OPERATIONS

Innovation Learning provides all supplies, consumables and even furniture should it be needed (and classroom desks and/or cafeteria tables etc. are unavailable). Because we offer a variety of STEM activities, our materials include robotics, circuitry, Chromebooks, iPads and regular laptops (among other things). Our SPARK curriculum demands that we also utilize physical fitness equipment which we purchase.

We operate in a variety of environments across the country and we are accustomed to purchasing locking storage for our materials. All of our furniture and storage are portable (on wheels) and can be moved around at the school's discretion. We can pull out all of our supplies and materials easily and readily (as our tables fold and locked cabinets are on wheels).

It is our policy to clean up at the end of each program period, leaving the facility in the same or better condition than when we arrived.

6D. INITIAL FINANCIAL INVESTMENT IN PROGRAM EQUIPMENT AND MATERIALS

Due to the STEM related nature of the materials we purchase, the curriculum that we use, and the lengths in which we go to make our programs and storage highly portable, we tend to invest a good

deal of capital in our programs. Depending upon the size of the program in question, it is typical for us to invest between \$12,000 and \$16,000 per program on equipment and materials (on a per program basis).

These costs are unrelated to costs associated with staffing our programs and training.

6E. COMMUNICATION WITH PARENTS

We understand the high level of trust that parents place in us each and every day. We also understand that with this trust comes a responsibility to communicate early and often. As such, we offer multiple outlets for two-way communication with parents, which includes:

Email Blasts – Innovation Learning sends out weekly email blasts reminding parents of important dates, updates regarding our programs and other announcements that serve to keep parents connected to our programs.

Monthly Newsletters – All of our Site Coordinators are charged with sending out a monthly newsletter that includes valuable site-specific information as well as pictures and important announcements.

iPad Sign In and Out Process – Innovation Learning utilizes an electronic sign in and out process that serves as a safety mechanism. When registering for an Innovation Learning program, each parent/guardian receives a unique Personal Identification Number (PIN) they must enter into an iPad when picking up their child. Besides providing a time and date stamp and an "electronic marker" indicating who has picked up the child it also serves as a communication mechanism. Important messages and reminders are made available to parents on the iPad screen as they sign in and out.

Parent Hotline – Innovation Learning provides a toll-free number that parents can call to receive information, offer feedback, receive assistance with their account and/or help with registration and enrollment.

Site Coordinator & Area Director Contact –

Each Innovation Learning program has a Site Coordinator who is charged with facilitating the Innovation Learning program at their site. All Site Coordinators are supervised by an Area Director who oversees all schools within the district. Upon enrollment, parents receive the phone numbers and email addresses for both their Site Coordinator and Area Director. Should they have any questions that are specific to their child's experience in the program or when they want to offer feedback, they can do so by contacting either.

Student Presentation Nights – Innovation Learning engages children in project-based activities utilizing concepts associated with the Buck Institute's Gold Standard. As part of Gold Standard PBL there is an expectation that students present their work. Innovation Learning invites parents, school administration and teachers to participate in "Presentation Nights" where students can show off their creations and present on what they have learned. Presentation Nights are fun events that children enjoy while gaining a great deal of confidence in their ability to learn, communicate and teach.

Open House Events – Prior to the beginning of each school year, Innovation Learning conducts several Open House Events where children are able to participate in projects and engage in some of our enrichments. This offers them and their parents an opportunity to get a taste of our program. During these events parents can meet the staff, ask questions, register and enroll their children in the program.

Social Media – Innovation Learning posts on social media so that parents can receive information and get a good understanding of the types of activities their children are engaged in each day. We use Instagram and Facebook which not only allows parents to receive messages, view video clips and pictures but also allows them to comment. Our customer service team responds to each and every comment within 24 hours of receipt.

Parent Surveys – We believe strongly in the need to collect data for the purpose of informing our programs. Each year we solicit feedback from parents in the form of Parent Surveys which we send out on December 15th and May 15th.

Parent Advisory Committee – Innovation Learning creates a Parent Advisory Committee (PAC) for each district. The PAC offers parents an opportunity to meet quarterly, to receive updates to the program, provide feedback and suggestion and share ways in which we can best support the school community (from a parent perspective). The PAC is a voluntary opportunity, but members receive up to 2 days a quarter of free programming for their child (in exchange for their participation). Refreshments are offered at each PAC event.

6F. PROVIDING PROGRAM INFORMATION TO THE SCHOOL BOARD, PRINCIPALS AND OTHER ADMINISTRATIVE PERSONNEL

We believe very strongly in ensuring that our staff on the site and district level communicate with principals early and often. It is our policy that all communication to include newsletters, email blasts and fliers goes to building level administration for approval at least 48 hours prior to going out to parents. It is important that they are made aware of anything and everything that is disseminated to the school community ahead of time. This policy serves the dual function of ensuring that there are "no surprises" and that principals are kept informed. Additionally, our Area Directors are expected to schedule meetings with the principal (or a designee) at minimum once a month (but ideally more) to review satisfaction levels, receive suggestion and feedback and to inform regarding the activities and events scheduled as part of our programs.

Given our leadership team's background as former building and district administrators, we are adept at communicating with school boards and do so regularly. While we commit to communicating in such a way as is conducive to the district's preference and desire, it is typical for us to do

formal presentations at least once a year and provide briefs (short programmatic updates) on other occasions, at the school board's and district's discretion.

6G. COLLABORATING AND COMMUNICATING WITH SCHOOL LEADERSHIP AND STAFF ABOUT PROGRAM AND STUDENT NEEDS

We always strive to create a seamless approach to before and after school programming. Innovation Learning hires licensed, credentialed teachers who are used to working within school buildings with multi-disciplinary teams to meet the needs of children. Our Site Coordinators and Area Directors are tasked with meeting with school administration regularly to discuss the program with a focus on the needs of students. We make every effort to use the same behavioral approaches and expectations as those used during the regular school day. We pay for our staff to attend training in those approaches and encourage them to meet with school day teachers to discuss behavior and school work expectations.

Our staff is also trained to understand that they are working in support of school day learning and they are encouraged to approach school day teachers to ask them how they can best support them. Part of our training protocol focuses on building rapport with building level teachers, office personnel, custodians and administration with an understanding that this is the key to being viewed as a support and to becoming "embedded" and part of the overall school culture.

As many of our teachers are licensed themselves and some work in the district/school already, they tend to understand this philosophy and most already have inroads in to this approach. Consistent with this effort, we ask that our staff attend regular school day, staff meetings (if they do not already work in the school/district during the school day and at the discretion of school administration) so that we can develop relationships, understand the school culture and support the mission and vision of the schools we partner with.

As an organization that prides itself on its ties to the National Center for Learning Disabilities, we are keenly aware of the need to ensure that all students have access to our programs, and it is common for us to work with each school's regular and special educators to accomplish this goal. We are the only provider to commit to hiring licensed educators, including special educators and given our level of expertise, it is not atypical for our staff to be asked by the schools we work with, to be included in 504, Behavior Plan and IEP meetings (with the goal of ensuring that consistency is carried over to program).

6H. MARKETING THE PROGRAM TO THE SCHOOL COMMUNITY

The Innovation Learning marketing department utilizes a variety of approaches to market our programs while also providing information. Through a combination of hard copy materials, email blasts, marketing events, specials, discounts and social media, we offer opportunities for parents to learn about the exciting curriculum and activities our students engage in on regular basis.

Fliers and Newsletters – the Innovation Learning marketing team creates colorful fliers, brochures and newsletters that are emailed to all of the parents who register for our programs, provide their email addresses and give us permission. We also work with our partner schools to disseminate digital and/or printed materials that can accompany any information being sent out to parents by the school and/or district on a regular basis. All materials are offered in Spanish and any other language represented in the district.

Marketing Events – Innovation Learning hosts a number of marketing events throughout the year to include back to school nights, open house events and student exhibition nights. At all events, we set up tables, staffed with Innovation Learning employees so that parents have the opportunity to investigate the program, ask questions, register and enroll. Additionally, it is typical for our staff to attend school events for the purpose of

making certain that parents have a multitude of opportunities to learn about our programs.

Special Promotions and Discounts – Innovation Learning offers special promotions and discounts throughout the year so that parents have an opportunity to try our programs at minimal cost. We offer new families opportunities to try our programs free of charge at various times throughout the year. We also offer greatly discounted registration fees at different times throughout the year. This encourages families who are considering registering with us to go ahead and do so (even if they are unsure as to whether they will use the program).

Social Media – The Innovation Learning marketing department utilizes Facebook, Twitter and Instagram to keep parents apprised of our programs by providing information, pictures and videos. Parents can also comment and interact with our staff via Facebook.

6I. SUPERVISION PLAN AND METHOD TO ACCOUNT AND TRACK STUDENTS

The safety and supervision of our students is a top priority. We take this aspect of our programming very seriously and expend a far greater amount of resource than other providers to ensure that we are cutting edge. There are several distinct features of our programs that serve to separate us and make us unique. These are:

Low Staff to Student Ratios – We believe that lower ratios are not only a necessity when it comes to the safety and supervision of students but that a high level of adult interaction is positive for our students and improves the overall quality of their experience. Innovation Learning greatly exceeds licensing standards, while Illinois licensing calls for a 1 to 20 staff to student ratio, Innovation Learning will maintain a 1 staff to 12 student ratio across all of the Decatur School District programs.

iPads, Electronic Attendance & Sign In/Out –

All Innovation Learning staff carries iPads that includes Cirrus software. Cirrus software is used to take attendance, houses student schedules and offers access all student health and emergency information. It is also used to track students who have signed in and out of the program. Staff conducts attendance throughout the program duration as each child enters and leaves utilizing the software on their iPads. When registering for an Innovation Learning program, each parent/guardian receives a unique Personal Identification Number (PIN) they must enter into the Site Coordinator's iPad in order to pick up their child. Until staff can verify the parent's identity and match it to the assigned PIN (usually completed during the first few weeks of the program), parents are also required to show picture identification prior to pick-up. Once a parent signs the child out of the program, all staff can instantaneously recognize the child has been signed out, the time they have been signed out and by whom.

Training – While many of our staff are licensed educators who are adept at working in classrooms, the before and after school environment can sometimes represent a challenge for them given the relatively long-time frame and the sheer number of transitions that can occur. In an effort to ensure that we aren't taking anything for granted and to ensure that all of our staff are cognizant of the high premium that we place on supervision, Innovation Learning conducts Child Supervision Record training for all of our staff. All staff are trained to perform "name to face counts" at regular intervals throughout the program and to document those counts. They are also trained to manage transitions while ensuring that constant supervision of our students takes place.

Supervising & Tracking in Potential Emergency Situations –

Innovation Learning utilizes Share 911 software to enable our staff to communicate with one another and with law enforcement in case of emergency. Share 911 software is cloud based and loaded on to staff phones and/or iPads, enabling our staff to instantaneously communicate

their location and the location of our students while also facilitating communication with each of their staff. All staff (to include Innovation Learning leadership and district leadership) can be placed in to the Share 911 group making them aware instantaneously when drills and/or real-life emergency situations take place.

6J. INCORPORATING DIVERSITY

Innovation Learning is an all inclusive program. We believe strongly in the power of community and use the following strategies:

Role Models – We see our staff as our most powerful tool in promoting diversity. We seek out role models who are reflective of the diversity inherent in each school community to teach and work in our programs. We also invite guest speakers to include parents or those from the outside community so children can better understand the different cultures and cultural events that are celebrated within their community.

Celebrating Others – Children’s books represent an important vehicle for helping children to develop a sense of their own identity as well as those that are different. Each Innovation Learning program is stocked with books with an emphasis on those that support our goal of developing diverse school communities.

Language - Many classrooms are becoming increasingly diverse, we work to teach children key phrases, such as “thank you” in a language represented in the program, which not only models respect for diversity but supports new friendships.

Projects – As part of our curriculum, we include projects that are timely and incorporate cultural icons, holidays and events. We provide crayons and paints in a variety of skin tones to ensure that all cultures are represented, and every child feels a part of our community as they engage in their projects.

Communication – Innovation Learning is a diverse organization and we practice what we preach by employing bi-lingual staff both in our programs and in our customer service department. We have a number of languages to include Spanish represented in an effort to ensure that all of our parents feel valued and part of the Innovation Learning Community. All of our registration and informational materials are available both in English and Spanish. We are more than happy to translate materials into additional languages represented in the district if needed, and can typically complete the translation in to any language, within 72 hours.

6K. TIMELINE FOR ESTABLISHING A PROGRAM

Innovation Learning requires a minimum of 10 weeks (and ideally 12 weeks) notice to have adequate time to hire staff, obtain licensing, purchase materials, market to parents and conduct training for our staff. We must have access to the school sites at least 4 weeks prior to open to facilitate the delivery of supplies and materials and to conduct licensing visits. For details regarding actual program start-up and activities leading up to the open,

Please see **APPENDIX C - Time Line for Implementation.**



“My 7 year old who rarely likes to part from me, I have to actually drag out of there every evening. The staff is beyond amazing! Her patience and daily activities are what keeps him wanting to go everyday. This is the most beneficial program for working parents and the convenience of being right at the school is even better!”

6L. STAFF TRAINING AND RESOURCES AVAILABLE TO DE-ESCALATE DISPUTES, DIFFERENCE AND CONFLICTS BETWEEN STUDENTS AND BETWEEN STUDENTS AND ADULTS.

Innovation Learning offers training to all staff on positive behavior management and supports. This training includes very specific de-escalation and conflict management techniques developed at Cornell University, with an impetus on utilizing strategies and fostering environments that minimize the likelihood of conflict. We also address conflict should it occur. Topics include:

- Awareness – to include self-awareness (for our staff), awareness of the needs of children and how to interpret behavior. We train our staff on awareness of the program environment (and modifications that can be made to the environment).
- Early Intervention – to include behavior management techniques as well as the use of non-verbal communication, active listening and problem-solving.
- Conflict Resolution – to include helping children and adults to problem solve together and develop plans to cope with difficult feelings and situations.

Just as children learn subject matter content in school, they can also learn how to handle feelings and behaviors in an appropriate fashion through the use of various techniques and curriculum. This is why we incorporate social skills instruction and role plays in to all of our programs and why our staff is trained to ensure that every dispute, difference and/or conflict represents a teaching opportunity.

From a programmatic standpoint, Innovation Learning offers a very low staff to student ratio (1 staff to every 12 students) to ensure that conflict is kept to a minimum. When it does occur the availability of adults ensures that it is handled effectively. Every site includes a Site Coordinator who is a licensed teacher in charge of facilitating our program on a site level. Decatur School District

61 will also have two full-time Area Directors solely assigned to the district. The Area Director acts as a resource in their support of Site Coordinators and provides another set of eyes and ears to evaluate conflict and assist in deescalating it.

6M. CARE AND ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Nowhere in the field of before and after school programming will you find as strong a commitment to students with disabilities. We are supported by the former Board Chair for the National Center for Learning Disabilities (NCLD) and our mission mandates that we do everything we can to include and empower students with special needs. Innovation Learning founders have a strong background in special education and include a doctoral level special educator, former special education director and co-chair of the Colorado Special Education Advisory Committee (which is charged with advising the State School Board on all matters pertaining to special education). Access to this level of expertise has established Innovation Learning as a leader in the field.

Where applicable and as needed, we hire special educators, so our programs have access to the know-how and understanding crucial to ensuring students with special needs not only participate in our programs, but also receive the maximum amount of benefit. We exceed licensing standards for student-to- staff ratios, operating at no more than a 1:12 ratio so that our students experience much lower ratios than during the school day. This helps us to better accommodate students with special needs, and because our programs utilize licensed teachers all our students receive the attention they need and deserve from a well-qualified professional.

Innovation Learning contracts with local area nursing services for the purpose of supporting the medical needs of our student populations. On a national level we have procured the services of Colorado CPR and Safety Professionals who provides all our staff with virtual training on

CPR and 1st Aid, medication administration and standard precautions training for all staff. They also assist in hiring local nurse practitioners for each of the schools and districts we work with. Colorado CPR and Safety Professionals works to ensure that all of our in-person training fits in to a continuum that meets state and federal guidelines. Besides regular training, review and evaluation of policies, procedures and protocol, site visits and on-call services, our nursing partners delegate medication administration to our staff (after they have been trained). They review the needs of each of our programs regularly and spend time evaluating every health plan for each child in our program who is in need of additional nursing care.

6N. GROUPING STUDENTS IN DIFFERENT GRADES

Innovation Learning separates students in to age band groups for the purpose of engaging in age appropriate activities. Groups consist of no more than two grade bands with kindergartners remaining together (in smaller ratios).

Age groups may intermittently interact and come together for certain activities, most commonly when engaged in some of our enrichments and during our social skills program which consists of Responsive Classroom role playing activities. However, for the most part they remain in their bands (this is especially true during our Innovation Stations, Homework time, Physical Fitness and play based activities).



"We made the switch to Innovation Learning and couldn't be happier. Prior to IL, we struggled for years with how to manage, coordinate, and provide solid, quality services that aligned with our mission and philosophy. We have tried both in-house and out-of-house programming with dismal results. Not surprisingly, Innovation Learning has delivered from the very first conversation. They say what they mean, and mean what they say. From their leadership to their teachers, each brings professionalism, knowledge, and skill specific to education. They take the time to hire the best and most qualified professionals, thoughtfully plan their curriculum, and pay close attention to the needs and desires of the school.

For the first time in 10 years, I am thrilled with After School services and believe in their ability to actually strengthen and enhance our instructional program while keeping with the culture we have established in our school. Pure Genius. Thank you, Innovation Learning!"

*- Dr. Stephanie Musser, Executive Director
Candeo Schools*

7. STAFFING AND TRAINING

7A. STAFFING QUALIFICATIONS

In an industry that traditionally has relied on a part-time workforce of early childhood educators, Innovation Learning stands out. We believe that licensed educators who understand the social-emotional and learning needs of school aged children is vital to a vibrant school aged before and after school program. Besides employing the highest proportion of licensed educators in before and after school, we also employ a high preponderance of full-time staff.

Innovation Learning's staffing structure is uniquely designed to ensure effective management and communication for each school. Each of our site-level teams is comprised of at least one licensed teacher who provides academic support and instruction, and one Site Coordinator who typically is also an experienced educator. The Site Coordinator oversees the Innovation Learning model's operation and communicates regularly with building leadership to provide a seamless approach.

We combine this effort with a fun fitness and discovery-play period facilitated by physical education teachers and teacher assistants to further promote communication, collaboration, critical thinking and creativity. The combination of credentialed educators and teacher assistants enables us to maintain a high level of quality while also exceeding licensing standards.

The Positions and corresponding requirements are as follows:

Decatur Public Schools 61 Area Directors - We will hire two full-time Area Directors who will be solely dedicated to the implementation of the Innovation Learning model in the district. They will serve as the point person for all programs in the district.

The key required credentials for Area Directors are:

1. Licensed elementary school educator/administrator.
2. Experience managing before and after school programs and a bachelor's degree may be substituted for teaching/administrator license.
3. Minimum of 2 years classroom experience.
4. Some leadership experience in a formal classroom or childcare setting.
5. Evidence of STEM and PBL expertise is preferred.
6. Experience with licensing before and after school programs and/or childcare programs is preferred.
7. An exhibited track record of success in caring for children.
8. First Aid and CPR Certification preferred (but we will provide training/credential if needed).
9. Successful background check.
10. Preference will be given to those who reside in the Decatur School District

Site Coordinators – Each Innovation Learning program will employ a site coordinator who is responsible for establishing a strong relationship with the school community while implementing the Innovation Learning model. Innovation Learning sites that average more than 40 students daily employs full-time Site Coordinators.

The key required credentials for the Site Coordinator are:

1. Licensed elementary school teacher in state or out of state license accepted. (Experience managing before and after school programs and a bachelor's degree may be substituted for teaching license).
2. A minimum of 2 years formal classroom experience and/or experience in before and after school programs.
3. Leadership experience preferred
4. An exhibited firm understanding of the Illinois Learning Standards

5. Evidence of STEM/PBL expertise is preferred.
6. Willingness and ability to lead students in physical fitness curriculum.
7. First Aid and CPR Certification preferred (but we will provide training/credential if needed).
8. Successful background check.
9. Preference will be given to those who reside in the Decatur School District

Teachers – Each of our sites employs licensed teachers who understand the developmental learning needs of our students. Our teachers also ensure that our students receive the academic and homework support they need and deserve. Our program goes beyond the traditional “homework club” model to ensure that students not only complete their homework but that it is checked for accuracy. If help is required, then our staff is well versed in the curriculum and are ready to lend a hand (with many of our teachers employed in the district during the school day).

The key required credentials for our teachers include:

1. Licensed elementary school educator (in state or out of state accepted but Illinois license preferred).
2. Minimum of 1-year classroom experience (evidence of STEM expertise and PBL preferred unless hired to teach SPARK/PE where applicable experience will be required).
3. An exhibited firm understanding of Illinois Learning Standards
4. Successful background check.
5. CPR & First Aid training is preferred (but we will provide training/credential if needed)
6. Preference will be given to those who reside in the Decatur School District

Teacher Assistants – Each Innovation Learning site has at least one teacher assistant working alongside teachers in the program. The teacher assistant supports teachers during academic components of the program and sometimes leads the non-academic components (such as SPARK, TINKER time and/or Free and Creative Play).

The key required credentials for our Teacher Assistants Include:

1. Minimum 2-year Associate degree in related field. Participation in a teaching preparation program or in a child care related 4-year college degree program may be substituted for a 2-year degree.
2. At least 19 years of age
3. Minimum 1 year of experience working in a formal education and/or childcare setting/ classroom.
4. CPR & First Aid training is preferred
5. Successful background check.
6. Preference will be given to those who reside in the Decatur School District

For further detail regarding these positions please see **Appendix D – Job Descriptions**

7B. STAFFING RATIOS

Innovation Learning greatly exceeds Illinois state licensing ratios (as mandated by DCFS) by employing a ratio of one staff to every 12 children (1:12). While this is much lower than offered by typical providers, we believe that it is essential to the type of program that we provide and the high level of quality our families have come to expect.

7C. TRAINING PROGRAMS FOR STAFF MEMBERS (INITIAL AND ONGOING)

Innovation Learning staff is among the highest credentialed and trained in the before- and after-school field. While a large portion of our staff comes to us already trained to be educators, we do not believe this is enough. We require our staff to participate in a considerable amount of training: our Site Coordinators engage in at least 50 hours of training, while teachers and teacher assistants engage in at least 30 hours.

Innovation Learning offers a wide variety of training geared toward meeting the Illinois Content Areas for childcare licensing. Besides initial orientation and on-site training (which totals approximately 25

hours) all staff also engages in 1.5 additional hours per month of required professional development. While we offer a wide array of training designed to specifically support our model, curriculum and program design, we also offer professional development to ensure that our staff can be the best teachers possible. We also offer training specifically designed to ensure that all of our staff meets necessary licensing and safety standards to include First Aid, CPR, Mandated Reporting and Medication Administration Training (for example).

In support of the Illinois Content Areas for childcare programs, all our trainings fall in to one of the following categories:

- Human Growth and Development
- Health, Safety and Well-Being
- Observation and Assessment
- Curriculum and Program Design
- Interaction, Relationship and Environment
- Family, Community Relationships
- Personal Professional Development

For a more extensive list of specific staff trainings that are regularly offered, please see **Appendix E - Innovation Learning Training Checklist**

7D. HIRING EXISTING D61 STAFF OR TEACHERS

Employing staff part-time (in our program) who work in the school during the school day is beneficial as it ensures that the school day culture carries over in to our programs. Staff who are committed to the school community and to their students, help us to better facilitate programs that are consistent with school day expectations. We give preference to applicants who work and/or reside in the school district. However, we will only hire school day staff with prior knowledge, approval and a recommendation from school administration.

7E. CREDENTIALS FOR MANAGERIAL STAFF

Our programs are geared toward addressing the needs of the whole child and as such, demands a cadre of eclectic professionals who have dedicated their careers to developing and implementing before and after school programs. The staff charged with designing, implementing and facilitating the proposed Decatur Public Schools 61 program has a great deal of experience. The team includes former teachers, principals and administrators who also happen to be parents of school aged children. We have a former STEM specialist (for a large suburban district), the former Executive Director of the New Hampshire Camps Association, a state level, licensing specialist and a state qualified program Director who has spent the past 30 years developing, implementing and working in before and after school programs in the Chicago area.

Please see **Appendix F – Managerial Staff Credentials**



"Innovation Learning has been a lifesaver at our campus! The organization has partnered with us to provide the best possible experience for our students and families. Innovation Learning has been in constant communication with our campus administration and is willing to take feedback to improve their already great program. Students who participate in the program leave our campus happy on a daily basis and parents are fulfilled knowing that their children are safe and loved. I highly recommend Innovation Learning!"

*- Sheila Frame, Director
American Leadership Academy - Gilbert South*

8. PROGRAM BUDGET AND PROGRAM FEES

INNOVATION LEARNING TUITION RATES DECATUR PUBLIC SCHOOLS 61			
	TIER 1 SCHOOLS AM - 6:00 - 7:30 AM PM - 2:00 - 5:30 PM EARLY RELEASE 10:40 AM - 5:30 PM	TIER 2 SCHOOLS AM - 6:00 - 8:15 AM PM - 2:45 - 5:30 PM EARLY RELEASE 11:25 AM - 5:30 PM	TIER 3 SCHOOL AM - 6:00 - 9:00 AM PM - 3:30 - 5:30 PM EARLY RELEASE 12:05 - 5:30 PM
Before School (5 days per week)	\$32.50/week \$130.00/month	\$47.50/week \$190.00/month	\$64.95/week \$259.80/month
Before School (Daily Rate)	\$7.00/day	\$9.75/day	\$14.00/day
After School (5 days per week)	\$70.00/week \$280.00/month	\$55.00/week \$220.00/month	\$40.00/week \$200.00/month
After School (Daily Rate)	\$15.00/day	\$12.85/day	\$8.60/day
Half-day or early release	\$29.50/day	\$26.00/day	\$23.50/day
Before and After School Combo (5 days per week)	\$99.00/week \$396.00/month	\$99.00/week \$396.00/month	\$99.00/week \$396.00/month
Annual Registration Fee	\$50.00 for First Child \$75.00 for Family*		
Supply Fee	N/A - included in daily, weekly and monthly rates		
Snack Fee	N/A - included in daily, weekly and monthly rates		
Late Pick Up Fee	\$1.00/minute after the end of the program**		
Cost per Enrichment Program (if applicable - if it differs by the program please specify)	Most enrichments are inclusive (Karate, coding, visual art, chess, robotics, etc.)***		

8A. PROGRAM FEES

Fee Chart

* \$75 is the maximum any family will pay for registration (so that families with multiple children are discounted).

** Can be waived at Site Coordinators discretion (inclement weather, called in advance etc.).

*** Premium enrichments may have an additional charge and vary by program (e.g. Band and Orchestra are an additional fee + instrument rental, Drone Builders, Golf Instruction are examples of premium programs).

For applicable discounts please see below (question 8b, numbers 9 – 11).

8B. TUITION POLICIES & DISCOUNTS

It is our goal to make Innovation Learning available to as many students as possible and our policies reflect a desire to be all inclusive. Every student that attends our programs receives the same high level of quality at their school regardless of what they pay, whether they receive subsidy, full scholarship, or where they are on the sliding scale. We accomplish this goal in a variety of ways:

1. We are all inclusive, offering a comprehensive program that utilizes licensed educators in lower ratios and includes STEM based programming at a similar cost to what your parents are currently accustomed to paying for providers in your district and the surrounding area.
2. We set aside 3% of revenue for scholarships and receive a match from our Board of Directors. The result is that no student is turned away.
3. We accept The Illinois Department of Human Services' (IDHS) Child Care Assistance Program (CCAP). Our customer service team will assist parents in completing all paperwork and will not charge parents to attend programming while the application is in process. Most parents who qualify for CCAP do not have to pay anything out of pocket for our program once they have been approved.
4. Thanks to our relationship with the Poses Foundation and our Board of Directors, every building administrator will receive a certain number of full scholarships to use at their discretion in support of students who they feel could benefit from the program but do not qualify for state subsidy. Scholarships will be distributed in proportion to each school's free and reduced lunch population.
5. All families who qualify for the National Free and Reduced Lunch Program but do not qualify for CCAP and do not receive scholarships are eligible for up to 50% off of their tuition. Through our application process, parents who do not qualify for other avenues of assistance can apply for reduced rate tuition which is based upon need.
6. Unlike other providers that lock parents in to a certain number of days or charge exorbitant rates for those families that only require one or two days a week of care, we allow them to select the programs (before or after school) and days that they want their child to attend. They can attend one day a week, one day a month or one day a year and they are not penalized for selecting fewer days. For parents who only need care sporadically or one day a week this represents a substantial savings over what they are currently paying (as much as 1/3 their current cost).
7. Unlike other providers, many of our high-quality enrichments such as coding, robotics, karate, chess and guitar are all-inclusive and part of our daily price. We don't charge extra for these enrichments
8. Families are not penalized for "flexing their schedule" and we do not exorbitantly increase our rates for drop-in families who might need the program on a last minute, emergency basis.
9. Consistent with our mission to be a "connected partner" we offer programming to children of Decatur School District and other local government employees (to include police and fire) at a 25% discount.
10. We offer 25% discounts to military personnel.
11. We offer a 10% sibling discount.

As parents ourselves, everything that we do is designed to take in to account the need for flexibility and affordability within the context of a safe, fun and exciting experience for children. We never lose site of the fact that we have three distinct customers, the school (to include teachers and administrators), parents, and most importantly our students.

Budget (based upon projections for 500 students in after school and 165 in before school programs)

Budget Item	Cost	Description
Innovation Learning Administrative Costs	\$193,165	This includes customer service, finance, human resources and other administrative. Also, software fees, credit card processing fees, cell phones and computers for each site coordinator, etc. Based upon organization wide average of 12% of total revenue
2 Full Time Area Directors	\$110,000	Assigned specifically to Decatur SD 161. This figure includes benefits.
Site Coordinators (13)	\$355,040	Oversee all on site program management; implements Innovation Learning's program model, ensure all Innovation Learning teachers following academic model. Facilitates training and handles all site related parent communications. Responsible for behavior management, ensuring attendance goals, and family engagement; handles all logistic issues on site; communicates with school-day teachers. When program exceeds 40 students the SC is a full-time employee. They meet all Illinois State standards for being Director Qualified.
Teachers & Teacher Assistants		
Certified Elementary Teachers (13)	\$146,250	Innovation Learning hires trained, certified teachers to work with all children during the academic/homework sessions and in delivering STEM related curriculum
Teacher Assistants (18)	\$308,448	Teacher assistants meet all Illinois State criteria for serving as before and after school teachers. We require that teacher assistants have experience working with children for a minimum of 2 years. We also require that they have had some experience in a formal classroom setting.
Professional Development	\$23,860	This includes the cost of internal training as well as training offered by outside providers. It also includes paid training hours.
Supplies		
Supplies and Materials (consumables)	\$32,500	Paper, folders, markers, construction paper, art supplies for art projects, pencils, stickers for incentives, glue, scissors, etc.
Technology	\$143,000	Modular Robotics/Cubelets, Makey Makeys, Spheros, Chromebooks, Augmented Reality Software, iReady subscriptions & Math IXL Subscriptions, iPads etc.
Curriculum	\$11,700	Includes hard copy SPARK and Rozzy STEM Curriculum
Snacks	\$64,025	Meets USDA and licensing guidelines
In-Direct Expenses		
Background Checks	\$2,750	The cost of Live Scan for all employees
Rent/Revenue Share to School District	\$112,680	We have proposed 7% of total revenue for custodial and administrative costs.
Total Expense	\$1,503,418	
Revenue		
Tuition & Registration Fees	\$1,659,490	Includes all revenue from before school, after school and early dismissal.
Scholarships/Sliding Scale	\$(49,785)	Set aside funds for families that are on the sliding scale and/or that need additional financial assistance and do not qualify for CCAP. Figured at 3% of revenue. Our partners contribute an additional, matching 3% (which is not included in the budget).
Total Revenue	\$1,609,705	Tuition and Fees minus Scholarships
Net Revenue/Reserve	\$106,287	Tuition & Reg. Fees minus Total Expenses

9. REFERENCES AND ADDITIONAL INFORMATION

9A. WRITTEN REFERENCES

We encourage the district to visit a variety of sites located in Illinois and we would be happy to schedule at any of the following:

Diamond Lake School District 76

Dr. Sharma-Lewis, Superintendent
500 Acorn Lane, Mundelein, IL 60048

Fox Lake School District

Matt Peters - Principal
29067 West Grass Lake Rd., Spring Grove, IL 60081

Winthrop Harbor Public Schools

Summer Poepping - Principal
2309 9th Street, Winthrop Harbor, IL 60096

We are including written references from the programs listed above as well as additional letters from:

Smithville School District

Dr. Todd Schuetz -Superintendent
655 S. Commercial Ave, Smithville, MO 64089

Candeo Schools

Dr. Stephanie Musser - Executive Director
9965 W. Calle Lejos, Peoria, AZ 85383

The Vanguard Schools

Kathy Jones - Assistant Principal
1832 South Wahsatch Ave., Colorado Springs, CO

Please see **Appendix G – Written References**

9B. PARENT SURVEY RESPONSES

Innovation Learning utilizes a “continuous feedback loop process” to gather data regarding parent, student, and school administration feedback. This process encompasses the triangulation of data from program observations, verbal questioning, feedback from our Parent Advisory Committees, verbal questioning of school administration (during our regular meetings) and surveys.

Surveys are sent out to all Innovation Learning Parents on December 15th and May 15th each year. We have included the summary of the data from our most recent survey completed December 15th. The results represents approximately 15% of all Illinois families that utilize our program (which is a typical response rate for this type of survey). Parent satisfaction was measured based upon the number of parents willing to recommend us to other families (which represents a much higher standard than simply liking the program). The result was that over 96% of Illinois parents who responded to the survey, indicated that they would be willing to recommend us. Please see **Appendix H – Illinois Survey Results Summary Page**

9C. SAMPLE PARENT HANDBOOK

All of our materials are available in English and Spanish. Additionally, with one week's notice, we have the ability to translate materials in to any other language that is required. We have included a copy of our Family Handbook in English and Spanish with the proposal.

9D. HIRING D61 STAFF

It is part of our mission to create programs which are seamless and embedded within each school community in which we work. A big part of our success has come from an ability to hire staff who already work in the school (during the school day). This ensures a continued high level of commitment and enables us to receive guidance when engaging with our partner schools in ways that are meaningful.

While we prefer to hire district staff we will only hire at the discretion and with permission from the district. Each District 61 staff will only be hired with permission and input from a building level administrator. Should the district condone the hiring of staff then they would receive preference as part of the hiring process (for part-time positions).

9E. AGREEMENTS TERMINATED IN LAST FIVE YEARS

Innovation Learning has not had any agreements terminated for any reason in the last five (5) years.

9F. ARE YOU OR YOUR FIRM/AGENCY/ ORGANIZATION AWARE OF ANY CLAIMS MADE OR LITIGATION ALLEGING MISCONDUCT, DISCRIMINATION OR SEXUAL HARASSMENT BY OR AGAINST YOUR FIRM/AGENCY/ ORGANIZATION OR ITS EMPLOYEES OR AGENTS (ARISING FROM SERVICES PROVIDED FOR YOUR FIRM/AGENCY/ORGANIZATION)? IF YES, PROVIDE DETAILS.

Innovation Learning is not aware of any claims made or litigation of any kind by or against the organization, its employees or agents alleging misconduct, discrimination or sexual harassment. As far as we are aware there are no claims or litigation of any kind that exists against the organization, its employees or agents.

9G. IS YOUR FIRM/AGENCY/ORGANIZATION INVOLVED IN OR AWARE OF ANY PENDING DISCIPLINARY ACTION OR INVESTIGATION BY ANY LOCAL, STATE OR FEDERAL AGENCY AGAINST YOUR FIRM/AGENCY/ORGANIZATION OR ITS EMPLOYEES OR AGENTS (ARISING FROM SERVICES PROVIDED FOR YOUR FIRM/AGENCY/ ORGANIZATION)? IF YES, PROVIDE DETAILS.

Innovation Learning is not involved or aware of any disciplinary action or investigation by any local, state or federal agency against our organization, its employees or agents.



"Since starting in our district, they have delivered on all accounts and exceeded our expectations confirming we made the best decision for our children and community. I am confident, should you select Innovation Learning, you too will receive the same high quality partnership and top-notch program for your children. "

*- Wayne Krueger,
Assistant Superintendent of School Services
Smithville School District*



TESTIMONIALS

Throughout this proposal we have embedded parent testimonials that demonstrate Innovation Learning's strong commitment to support the whole child (academically, socially, and emotionally). We have included additional parent testimonials below, more can be provided upon your request.

"We love the creative projects they work on, seeing Jeremiah work with the kids not just on their homework but taking it further and going above and beyond to work with the kids on their basic skills, communication, presentation, creative thinking, etc. They're learning and having fun! This is by far the best after school program Rose Hill has had in years, we will be sad when the year is over. Jeremiah is helping Owen come out of his shell, and breaking some of his bad habits like procrastination and laziness, by making learning fun again. He shows a genuine interest in the kids and their education, we are so grateful!"

- Mother of 7 year old boy, Rose Hill Elementary, Commerce City, CO

"The Innovation Learning before- and after-school care is amazing. The cost of quality of this unbelievably helpful program is budget-friendly and well worth the expenditure. The kids are in a safe and secure environment, in which each pick-up / drop-off contact receives their own personal identification number. The Site Coordinators are friendly, informative, and openly communicative. The kids are given a great balance of encouragement, exercise, STEAM learning, and hands-on activities to promote education and creativeness. I highly recommend this beneficial childcare!"

- Mother of 7 year old girl, Fairhaven Elementary, Mundelien, IL

"Innovation Learning has been an invaluable resource for my family. As a single, working mom, I need to send my child to a place where he is safe and well taken care of after school lets out. At this program, he has learned responsibility by having guidance while completing his homework each day. He has play time with his friends. He also extends his learning from the school day through projects and demonstrations. Not only does he love going there, he asks to go on days when he is not scheduled to attend. The staff are caring people and I couldn't ask for a better after school situation."

- Mother of 8 year old boy, St. Patrick School, Wadsworth, Illinois

TESTIMONIALS

"They really like it here because it is very nurturing and nice in the morning. Alicia only comes in the after-noon part, but she likes it because she gets help with her homework which is hard for us at home because we are so busy at home."

- Mother of twin 8 year old girls, Vanguard Charter School, Colorado Springs, CO

"The best thing about this before and after school program is the staff! They are great with the kids and extremely patient. The site coordinator is passionate about her work with the kids. She is enthusiastic about motivating (encouraging) the kids to learn!"

- Mother of 10 year old girl, Aurora Academy Charter School, Aurora, CO

"My daughter began attending Candeo Schools in Peoria, AZ for her 2nd grade year and was enrolled part-time with the Innovation Learning After-School Program. She is now enrolled full-time and I could not be more pleased with this program.

She has been in After-Care programs at other schools and the experience with Innovation Learning has truly shown us what a great choice this was. Innovation Learning is not just a place for your child to hang out until you pick them up from work. My daughter continues to learn and is in a great environment. The teachers help with her homework and communicate with me on how she did and anything that needs follow up. My daughter loves the STEM activities and is always telling us about the projects she is working on.

I am so grateful to have Innovation Learning as a support for us. It has made our transition to Candeo so much easier and comfortable."

- Mother of 8 year old girl, Candeo Schools, Peoria, AZ

"I think it goes without saying that it is difficult for a mother and father to leave their children in the care of others if they don't feel their children are being treated right, appropriately cared for, or part of a positive fun learning environment. I can say with certainty, that not only am I comfortable but I truly believe my children love and have thrived in the program and see the staff as important people in their life.

I am eternally grateful and wanted to make sure I took the time to commend the staff and recognize the quality of the program."

- Parents of two girls, 7 and 9 years old, St. Patrick School, Wadsworth, IL

REFERENCES

PARENT REFERENCES

Amy Avona
847-830-4567
Amy.k.1107@gmail.com

Gina Bailey
720-305-7719
ginamoves@gmail.com

Melinda S. Billock
515-460-1067
MelindaBillock@MelindaBillock.com

Diana Bradley
224-627-8503
Sweetd5678@gmail.com

Amy and Eric Burgart
Amy.burgart@abbvie.com
847-370-1207

Corinne Connan
847-942-6197
corinneconnan@aol.com

Leah Davilla
312-493-4084
Leah_isabel@hotmail.com

Dana Finch-Haden
720-244-8352
emarined@gmail.com

Amanda Hall
847-217-1202
Mandy518jellybean@yahoo.com

Colleen Johnson
720-366-5901
blondii@1189@gmail

Cynthia Lawrence, M.S., HS-BCP
262-656-0044
CLawrence@kenoshaCHC.org

Nina Rogers
720-690-5990
ninamom@icloud.com

Michelle Rymer
fraurymer@sbcglobal.net
847-872-2116

Christel Sanchez
815-353-2087
ccbsanchez@gmail.com

Mindy Stanley
602-418-5673
Mindy.D.Stanley@gmail.com

Connie Tejada
303-523-6413
C237t@yahoo.com

"One of the most impressive things I saw this year was the projects or "units" that the kids worked on. I am unsure of the specifics, but the children worked in groups to research volcanoes and then give a relatively formal presentation, ending with a model volcano that actually erupted! The kids were so proud to present what they learned, and all age kids were able to take part - even my preschooler. I love that the before and after school care options allow me to work and send my daughter to the school of my choice. I love that she is well-cared-for by all of her teachers. I love that she has the opportunity to play, learn, and be active!

- Amy Avona, Mother of a daughter at St. Patrick School



REFERENCES

ADMINISTRATOR REFERENCES

Bhavan Sharma-Lewis, Ph. D
Superintendent of Schools
Diamond Lake School District 76
500 Acorn Lane, Mundelien, IL
bsharmalewis@dist76.org
847-388-2580

Todd Schuetz, Ed. D
Superintendent of Schools
Smithville R-II School District
655 S. Commercial Ave, Smithville, MO 64089
schuetzt@smithville.k12.mo.us
816-532-0406

Kristine Hillmann, Ed. D
Principal
St. Anastasia School
629 Glen Flora Avenue, Waukegan, IL
khillmann@stanastasiaschool.org
847-623-8320

Summer Poepping
Principal
Westfield Elementary
2309 9th Street, Winthrop Harbor, IL
spoepping@sta.whsd1.org
847-731-4223

Mary Vitulli
Principal
St. Patrick School
15020 W Wadsworth Rd, Wadsworth, IL
mvitulli@stpatrickswadsworth.org
847-623-8446

Stephanie Musser, Ed. D
Executive Director
Candeo Schools
9965 W. Calle Lejos, Peoria, AZ 85383
smusser@candeoschools.com
623-979-6500

APPENDIX A - CURRICULUM

Ready

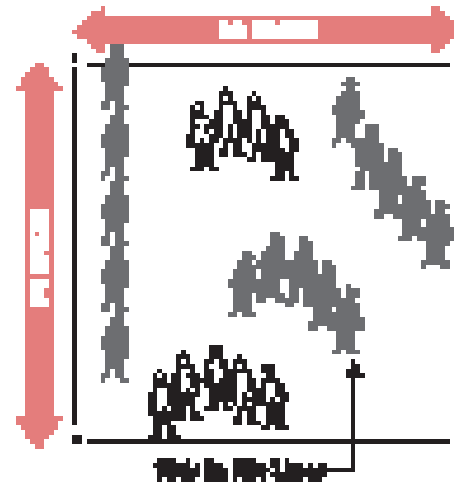
- 4 cones (for boundaries)
- Music and player (optional)

Set

- Create a large (30X30 paces) activity area.
- Form groups of 4-8 standing in file lines scattered in area.

GO!

1. Today's activity is The Snake. The object is to follow your line while traveling in a pathway that moves like a snake (perpetine).
2. On signal, leaders jog slowly so others can stay in line and follow closely behind. Leaders, blaze your own trail inside our activity area.
3. On "Change," leaders drop back to the end of your line and the next in line becomes the new leader.
4. (Change Leaders every 15-30 seconds. Continue until all have been the Leader several times.)
5. Skill-Id
 - Leaders, it is your job to keep a pace that all can hang with.
 - Followers, stay with your snake and watch for others.
6. Challenge
 - Can you keep your snake together the whole time?
 - Leaders, can you add arm movements your Followers can copy?
7. Character Matters
 - Have you ever heard the saying, "You are only as strong as your weakest link?" What does it mean to you as it relates to The Snake? What character traits does this promote?





STEM Career Adventures: Robotics Engineer

Robots for Airplanes and Cars

Adventure Description

For this adventure, you will think like a robotics engineer and build a new robot to help fix airplanes!

Activity

Step 1: Background on Robotics Engineering (5-10 minutes)

- Ask explorers if they have ever seen a robot. Explain to explorers that robots in movies look very different than robots in real life!
 - Show **Discovery Picture: What Do Robots Look Like and What Do They Do?** Explain to explorers that robots don't usually look like humans. They don't have hair, eyes, or a mouth! Instead, robots are machines.
 - Ask explorers if they know something that a robot can do. Explain to explorers that robots do things that are hard for humans to do. Robots also do things to help humans with their jobs.
- Explain to explorers that robotics engineers are people who build robots (show **Discovery Picture: Robotics Engineers in Action**).
 - As a class, read through what robotics engineers do.
 - Take a quick class poll if explorers think it would be fun to be a robotics engineer one day.

Step 2: Learning about Robots (10 minutes)

- Explain to explorers that you will show them 2 videos of robots. After each video, the class will talk about how each robot helps humans.
 - Tip: Encourage explorers to brainstorm multiple reasons why robots are helpful after watching each video. There are no right or wrong answers! The goal is to get explorers thinking about how people build robots for different purposes.
- Show **Discovery Link: Walking Robot**, and play the entire video. Explain to explorers that this robot can open a door.
- Ask explorers why people would want to have a robot open a door.



STEM Career Adventures: Robotics Engineer

Robots for Airplanes and Cars

- o Reason #1: Some people have trouble opening doors. If someone is in a wheel chair or has trouble seeing, they might have trouble opening a door. A robot can open the door for them.
- o Reason #2: People who are carrying a lot of heavy boxes or bags might want help opening a door. An adult who is carrying a lot of groceries or a big stack of papers at school might want help opening a door.
- Show **Discovery Link: Robots in Warehouses** and play video from 0:30 to 0:55. Explain to explorers that robots in this video can organize and move items in a warehouse.
- Ask explorers why people would want a robot that can organize and move items.
 - o Reason #1: Explain that robots move very fast! They can quickly move items from one place to another. Humans can get tired while working. But, robots never get tired!
 - o Reason #2: Robots also don't make mistakes. They have a small computer inside of them that tells them what to do. However, sometimes humans make mistakes.
- Explain to explorers that there is a new type of robot that robotics engineers have created. Provide explorers with **Handout: Story about a New Robot**. As a class, read about this new robot!

Step 3: Building a Robot (25 minutes)

- Explain to explorers that they will now build a prototype of a robot to fix an airplane.
 - o Explain that robotics engineers build a prototype first so they can make changes to their robot before the final robot is built (show **Discovery Picture: Prototype**).
- Provide explorers with **Handout: Steps to Build a Robot**. As a class, read through each step.
 - o For Step 1: Have explorers decide if their robot will look like a butterfly, bug, or snake. Have explorers circle their choice.
 - o For Step 2: Have explorers decide if their robot will go inside a car or an airplane.
 - o For Step 3: Have explorers build their robot using art supplies and building materials.
- Provide explorers with art supplies and building materials to build the robot prototypes.

Extra Time? Check out **Discovery Link: More Information on Robots**. This is an awesome video from Sci-Show Kids that explains what a robot does!

DEBUG IT!

HELP! CAN YOU DEBUG THESE FIVE SCRATCH PROGRAMS?

In this activity, you will investigate what is going awry and find a solution for each of the five Debug It! challenges.

START HERE

- ❑ Go to the Unit 1 Debug It! studio:
<http://scratch.mit.edu/studios/475483>
- ❑ Test and debug each of the five debugging challenges in the studio.
- ❑ Write down your solution or remix the buggy program with your solution.

FEELING
STUCK?

THAT'S OKAY! TRY THESE THINGS...

- ❑ Make a list of possible bugs in the program.
- ❑ Keep track of your work! This can be a useful reminder of what you have already tried and point you toward what to try next.
- ❑ Share and compare your problem finding and problem solving approaches with a neighbor until you find something that works for you!

❑ **DEBUG IT! 1.1** <http://scratch.mit.edu/projects/10437040>

When the green flag is clicked, both Gobo and Scratch Cat should start dancing. But only Scratch Cat starts Dancing! How do we fix the program?

❑ **DEBUG IT! 1.2** <http://scratch.mit.edu/projects/10437249>

In this project, when the green flag is clicked, the Scratch Cat should start on the left side of the stage, say something about being on the left side, glide to the right side of the stage, and say something about being on the right side. It works the first time the green flag is clicked, but not again. How do we fix the program?

❑ **DEBUG IT! 1.3** <http://scratch.mit.edu/projects/10437366>

The Scratch Cat should do a flip when the space key is pressed. But when the space key is pressed, nothing happens! How do we fix the program?

❑ **DEBUG IT! 1.4** <http://scratch.mit.edu/projects/10437439>

In this project, the Scratch Cat should pace back and forth across the stage, when it is clicked. But the Scratch Cat is flipping out – and is walking upside down! How do we fix the program?

❑ **DEBUG IT! 1.5** <http://scratch.mit.edu/projects/10437476>

In this project, when the green flag is clicked, the Scratch Cat should say 'Meow, meow, meow!' in a speech bubble and as a sound. But the speech bubble happens before the sound – and the Scratch Cat only makes one 'Meow' sound! How do we fix the program?

FINISHED?

- + Discuss your testing and debugging practices with a partner. Make note of the similarities and differences in your strategies.
- + Add code commentary by right clicking on blocks in your scripts. This can help others understand different parts of your program!
- + Help a neighbor!

DEBUG IT! REFLECTIONS

NAME: _____

RESPOND TO THE FOLLOWING REFLECTION
PROMPTS USING THE SPACE PROVIDED
BELOW OR IN YOUR DESIGN JOURNAL.

+ What was the problem?

+ How did you identify the problem?

+ How did you fix the problem?

+ Did others have alternative approaches to fixing the problem?

Reference Guide CUBELETS 101

Younger 1	Younger 2	Younger 3	Younger 4	Younger 5
What is a Robot?	Robot Teamwork	Sense, Think, Act	Robots Speak Code	Robot Shop

We encourage our students to

TINKER

T - To TRY

I - To INCLUDE

N - To NURTURE ideas

K - Be KIND

E - Be ENGAGED

R - Be RESPECTFUL

Younger 3

Step 1

Sense, Think, Act

Driving Question: What are the jobs of each Cubelet?

Materials: Cubelets, Paper Robot worksheets, paper, glue, scissors

- Sorting cubes will help students understand that there are three different types of cubes. It also presents great math connection opportunities. For this activity, you can have students sort all the Cubelets with you.
- Before building, ask students to help you sort the Cubelets into three categories: sense, think, and act. Remind students that some cubes sense, which means that the cube gets information from its environment like when we see or hear. Some cubes think or tell the other cubes what to do, and some cubes act, or do something.
- Model thinking for students by picking up the drive cube and saying:

"This cube has wheels, so I think it's an act cube, because it does something – drive!"

If students struggle to sort the cubes, model thinking strategies with phrases like the ones below:

Distance Cube – "I think this is a sense cube, because it looks like it has eyes."

Flashlight Cube – "I think this one is an action cube, because it looks like it lights up, and it is clear like the cube with wheels!"

Battery Cube – "What do you think about this one? It is the Battery cube. It tells the other cubes to turn on, so it must be a Think cube."

Reference Guide CUBELETS 101

Younger 1	Younger 2	Younger 3	Younger 4	Younger 5
What is a Robot?	Robot Teamwork	Sense, Think, Act	Robots Speak Code	Robot Shop

We encourage our students to

TINKER

T - To TRY

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K - Be KIND

E - Be ENGAGED

R - Be RESPECTFUL

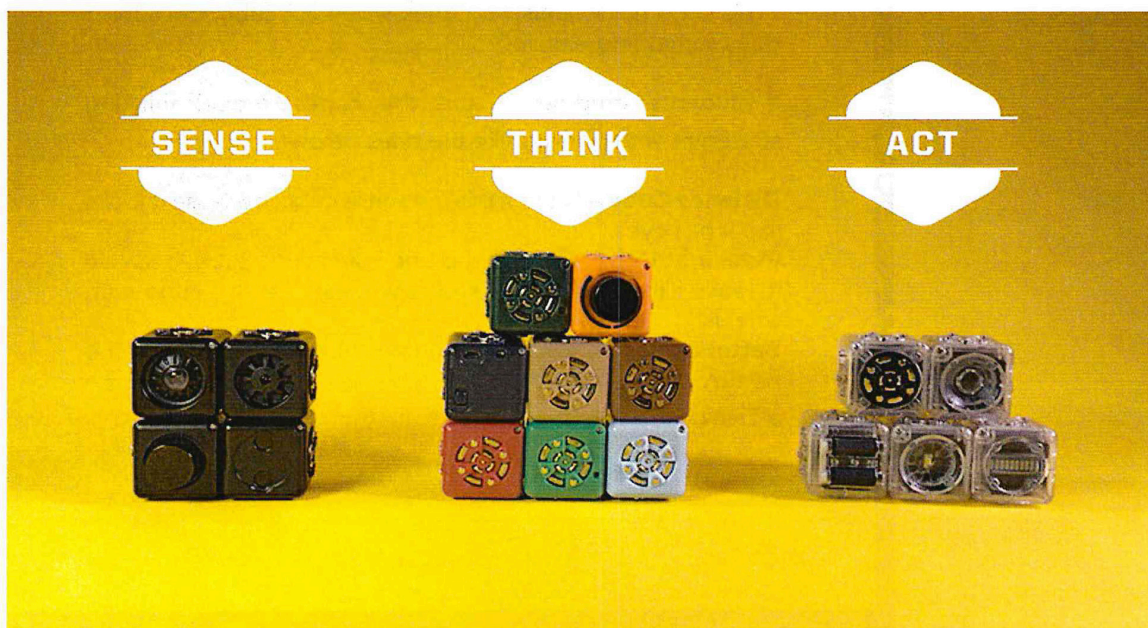
Younger 3 (cont'd)

Step 2

Sense, Think, Act

Driving Question: What are the jobs of each Cubelet?

- After you have sorted the cubes, count the cubes in each category. Which category has more?
- You can use the "Build a Paper" worksheet below to label baskets for sorting. Glue images of Cubelets onto the sides of each basket to make a Sense, Think, and Act basket.
- You may choose to rotate student teams between stations where in Station 1 they build and create paper robots on paper and glue final builds on the paper to keep. Station 2 will be robot builds working with Cubelets.
- Paper Robot worksheet can be used as an ongoing activity.



WHAT MAKES A ROBOT?

POWER + **SENSE** + **ACTION** = ROBOT!



BATTERY



BRIGHTNESS



FLASHLIGHT

cubelets

BUILD A
PAPER ROBOT

1 Carefully cut along the dotted lines around each Cubelet.

2 Visit modrobotics.com/cubelets to learn how each Cubelet contributes to the behavior of your robot!

3 Carefully assemble a robot of your creation on a table or flat surface.



Here is an example of a complete robot that drives and shines a flashlight! Do you see that it has a Battery for power, at least one Sense Cubelet, and at least one Action Cubelet?

4 Ask your parents or teacher to share a photo of your robot on Facebook or Twitter with the hashtag #Cubelets

5 Keep inventing new robots. You don't have to stop at one!



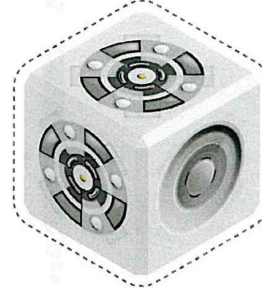
DISTANCE



ROTATE



TEMPERATURE



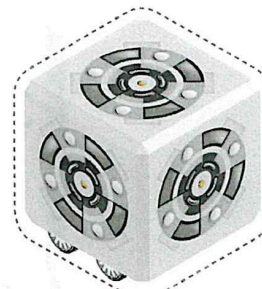
SPEAKER



KNOB



BAR GRAPH



DRIVE

APPENDIX B - SAMPLE SNACK SCHEDULE

Breakfast & Snack Menu - January

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
1	<u>Breakfast</u> 8 oz. of 1% Milk Cereal <u>Snack</u> 6 oz. of Juice Bagel with Light Cream Cheese	2	<u>Breakfast</u> 8 oz. of 1% Milk Banana <u>Snack</u> 8 oz. Lowfat Chocolate Milk Cinnamon Bread	3	<u>Breakfast</u> 8 oz. of 1% Milk Apple Granola Bar <u>Snack</u> 8 oz. Lowfat Chocolate Milk Mixed Fruit in Light Syrup	4	<u>Breakfast</u> 6 oz Orange Juice Lowfat Yogurt <u>Snack</u> 8 oz. Lowfat Milk Apple	5	<u>Breakfast</u> 8 oz. 1% Milk Blueberry Muffin <u>Snack</u> 6 oz. Apple Juice Baby Carrots
8	<u>Breakfast</u> 6 oz Orange Juice Honey Bun <u>Snack</u> 8 oz. Lowfat Milk Oatmeal Bites	9	<u>Breakfast</u> 8 oz Lowfat Milk Cereal Bar <u>Snack</u> 8 oz. Lowfat Chocolate Milk Animal Crackers	10	<u>Breakfast</u> 6 oz Orange Juice <u>Snack</u> 8 oz. Lowfat Milk Pretzel Rods	11	<u>Breakfast</u> 6 oz Orange Juice Lowfat Yogurt <u>Snack</u> 8 oz. Lowfat Milk Apple	12	<u>Breakfast</u> 6 oz Apple Juice Fruit Bar <u>Snack</u> 8 oz. 1% Milk Cinnamon Grahams
15	<u>Breakfast</u> 6 oz Orange Juice Honey Bun <u>Snack</u> 8 oz. Lowfat Milk Oatmeal Bites	16	<u>Breakfast</u> 8 oz Lowfat Milk Cereal Bar <u>Snack</u> 8 oz. Lowfat Chocolate Milk Animal Crackers	17	<u>Breakfast</u> 6 oz Orange Juice <u>Snack</u> 8 oz. Lowfat Milk Pretzel Rods	18	<u>Breakfast</u> 6 oz Orange Juice Lowfat Yogurt <u>Snack</u> 8 oz. Lowfat Milk Apple	19	<u>Breakfast</u> 6 oz Apple Juice Fruit Bar <u>Snack</u> 8 oz. 1% Milk Cinnamon Grahams
22	<u>Breakfast</u> 8 oz. of 1% Milk Cereal <u>Snack</u> 6 oz. of Juice Bagel with Light Cream Cheese	23	<u>Breakfast</u> 8 oz. of 1% Milk Banana <u>Snack</u> 8 oz. Lowfat Chocolate Milk Cinnamon Bread	24	<u>Breakfast</u> 8 oz. of 1% Milk Apple Granola Bar <u>Snack</u> 8 oz. Lowfat Chocolate Milk Mixed Fruit in Light Syrup	25	<u>Breakfast</u> 6 oz Orange Juice Lowfat Yogurt <u>Snack</u> 8 oz. Lowfat Milk Apple	26	<u>Breakfast</u> 8 oz. 1% Milk Blueberry Muffin <u>Snack</u> 6 oz. Apple Juice Baby Carrots

APPENDIX C - TIMELINE FOR IMPLEMENTATION

The following is an estimation based upon the assumption that we will have 12 weeks to implement. Innovation Learning can condense the schedule if need be. However, as is the case with all programs adequate time must be allotted to the licensing process.

<p>12 WEEKS PRIOR TO SCHOOL START</p>	<ol style="list-style-type: none"> 1. Innovation Learning will hire two Area Directors for the Decatur School District Programs 2. Innovation Learning's Director of School Partnerships, Director of Operations and Decatur School District Area Directors will meet with principals to discuss program design and customization of programs to support each school community. 3. The Decatur School District Area Directors in conjunction with the district will map out facility usage, sign facility use agreement, and plan dates for informational/question and answer meetings with staff and parents.
<p>11 WEEKS PRIOR TO SCHOOL START</p>	<p>The Innovation Learning Director of Operations and the Decatur School District Area Directors initiates the licensing process with the Illinois DCFS if deemed necessary by the state:</p> <ol style="list-style-type: none"> 1. Retrieve the necessary building documents to process with the licensing application. 2. Decatur School District Area Directors submit an application for state licensing or license exemption for school-age programs to the State Department. 3. The Operations Director in conjunction with the Decatur School District Area Directors ensure that any essential inspections are scheduled. 4. Decatur School District Area Directors will apply through the Illinois Department of Human Service to receive Child Care Acceptance Program (CCAP) subsidy.
<p>10 WEEKS PRIOR TO SCHOOL START</p>	<ol style="list-style-type: none"> 1. Innovation Learning will submit a Welcome Letter (for dissemination to parents) that provides general information regarding the program and invites parents to attend the first informational/question and answer meeting. 2. Innovation Learning will publish an "open invitation" for all parents to join us at our first informational meeting on the district/school's websites. 3. The Director of Operations and Decatur School District Area Directors will meet with the district's director of food services to discuss possible collaboration/integration and to potentially develop a plan of action. 4. Decatur School District Area Directors will meet with Food Service to develop snack menu and procedures (if the decision is made to collaborate with the district and use the same provider). 5. Decatur School District Area Directors in conjunction with the Director of Operations ensure that any essential initial preliminary inspections (such as fire and health) are scheduled and/or conducted. 6. The Decatur School District Area Directors posts for Site Coordinator and Teacher Positions.

<p>9 WEEKS PRIOR TO SCHOOL START</p>	<ol style="list-style-type: none"> 1. Director of Operations and Decatur School District Area Directors will conduct the first round of informational meeting(s) for parents and staff at each partner school. Parents will have the opportunity to ask questions and meet Innovation Learning administrative staff. Refreshments will be served. 2. An invitation for parents to participate in the Innovation Learning, Parent Advisory Committee will be announced and sent to all families. 3. Decatur School District Area Directors will interview potential Site Coordinators. 4. The Director of Operations, Decatur School District Area Directors and the Enrichment Coordinator will meet with each Principal to develop a customized program and enrichment schedule to meet the specific needs of each school community. While all programs will include STEM, Homework Support and Physical Fitness we will determine other enrichments (such as band/orchestra, visual arts, karate, chess etc. to be offered)
<p>8 WEEKS PRIOR TO SCHOOL START</p>	<ol style="list-style-type: none"> 1. Site Coordinators will be hired. 2. Decatur School District Area Directors will interview teachers. 3. Decatur School District Area Directors maintains communication with the licensor to keep the licensing process moving forward if deemed necessary. 4. The Director of Operations and Enrichment schedules outside vendors to offer additional enrichments (if desired). 5. The Customer Service Manager will enter schools in to the Cirrus system (our registration/payment software) 6. Each school's web page will go live on our web site. 7. Registration and enrollment is available on our web site.
<p>7 WEEKS PRIOR TO SCHOOL START</p>	<ol style="list-style-type: none"> 1. Background checks and fingerprinting for Site Coordinators are completed prior to formal offers being completed and signed. 2. Site Coordinators commence training (they receive 18 hours of classroom orientation). 3. Site Coordinators must attend First Aid and CPR training (if not already certified) 4. Site Coordinators spend three days observing programs 5. Site Coordinators must attend First Aid and CPR training (if not already certified) 4. Decatur School District Area Directors places materials orders (robotics and Chromebooks must be ordered no later than 6 weeks prior to program open) 5. Finalize agreements with outside enrichment providers and set up all enrichment in our registration and enrollment system.

6 WEEKS PRIOR TO SCHOOL START	<ol style="list-style-type: none"> 1. Teachers submit fingerprints and background checks prior to starting. 2. Teachers receive 12 hours of classroom training. 3. Teachers spend two days observing programs. 4. Staffing paperwork is submitted by Decatur School District Area Directors to our licensor at DCFS.
5 WEEKS PRIOR TO SCHOOL START	<ol style="list-style-type: none"> 1. Innovation Learning will submit another Welcome Letter (for dissemination to parents) describing the before and after school program, the Electives schedule for the fall and again invite parents to participate on the Advisory Committee. This letter will also announce the date for the second and third parent information meetings and scheduled Open House events. 2. The Innovation Learning Nurse Practitioner will establish medication protocol for the site, and to train staff in First Aid, CPR and Med Administration. 3. Snack contracts and protocol will be finalized.
4 WEEKS PRIOR TO SCHOOL START	<ol style="list-style-type: none"> 1. Locked storage, Chromebooks and robotics equipment is delivered to the sites. 2. First site visit by DCFS (accompanied by the Operations Director, Area Directors and Site Coordinator). 3. 2nd Parent informational Meeting. 4. Schedule first Parent Advisory Committee Meeting. 5. Schedule a second site visit with licensor if necessary. 6. Finalize the process for accepting subsidies (for families that qualify) by filing all applications and paperwork. 7. Site Coordinator and Decatur School District Area Directors schedule principal meetings (to discuss expectations, logistics and how we can best support).
3 WEEKS PRIOR TO SCHOOL START	<ol style="list-style-type: none"> 1. One Day Orientation and Refresher for Site Coordinators offered by the Area Directors. 2. Behavior Support Training for all Innovation Learning Staff offered online and/or in person by Operations Director. 3. Innovation Learning staff tour the school building and program location with school administration. 4. Training for staff on licensing standards led by the Regional Director. 5. Licensing finalized for all sites

<p>2 WEEKS PRIOR TO SCHOOL START</p>	<ol style="list-style-type: none"> 1. Innovation Learning Open Houses for families and students. Parents meet staff, investigate the curriculum by engaging with robots, MakeyMakeys and other fun activities. Parents discuss student needs with Innovation Learning teachers and can register for the program. Parents are invited to volunteer to participate on the Parent Advisory Committee. 2. Ensure all materials have been ordered and/or have arrived. For those large materials that have arrived the site coordinator unpacks, and asset tags them.
<p>1 WEEK PRIOR TO SCHOOL START</p>	<ol style="list-style-type: none"> 1. Site Coordinator reports to the site at start of week (depending upon when district teachers are set to report) to unpack and begin set-up. 2. At the discretion of the district the Area Director and Site Coordinator for each school meet and greet the school's teachers, inform them about Innovation Learning's mission and how we are there to support them. Innovation Learning supplies donuts and coffee for school staff. 3. The first Parent Advisory Committee meeting is scheduled. 4. All Innovation Learning staff engage in two days of planning and set up. They review the schedule for their site as well as procedures for transitioning students in to the program. They make sure all materials are unpacked, batteries inserted etc., and they are inventoried. 5. Staff review lesson plans for the upcoming week and again tour the locations in which the program will operate.

APPENDIX D - JOB DESCRIPTIONS

Job Title: Area Director	FLSA Status: Non-Exempt
Reports To: Regional Directors and/or The Director of Operations	Salary: \$45,000 - \$56,000 + Ben.
Number Supervised: 2 – 9 Site Coordinators and 1 – 2 Assistant Area Directors	Revised Date: September 2018

POSITION SUMMARY

Area Directors (AD), are responsible for the implementation and quality of services at all program sites within a single geographic area. It is their responsibility to ensure that the Innovation Learning model (to include the schedules at sites for full days and regular before and after school programs) are being followed by the Site Coordinators under their purview. They are also responsible for working with the Site Coordinators to ensure that licensing requirements are being met at all of their sites.

Area Directors are responsible for ensuring the highest quality programming by checking/visiting sites regularly and ensuring that at minimum, homework support, innovation stations, and fun fitness are taking place. While there are other potential aspects of our programs that might be incorporated, these areas represent our three main elements and must be carried out and checked regularly (at minimum).

Area Directors are also responsible for working with our HR Department to ensure that all sites under your purview are staffed adequately (in support of quality programs). In conjunction with our Director of Training & Development, they are also responsible for ensuring that each hire is adequately trained prior to entering in to programs.

WORK SCHEDULE

- Full Time 40 hours per week
- Must be available during hours of program operation (which are typically, 6:00 am – 8:30 am, 3:00 – 6:00 pm daily and during full day programs).
- The position entails travel between program sites, administrative work from your regional location, and/or headquarters with a majority of time spent working remotely (from home and/or from various school sites).

KEY COMPETENCIES

- | | |
|------------------------------------|---|
| • Hiring & Talent Eval. | • Planning & Scheduling |
| • Program Evaluation | • Communication |
| • Decision Making | • Composure |
| • Program Licensing | • Motivating Others |
| • Relationship Building | • Program & Personnel Evaluation |
| • Discipline of Thought and Action | • Familiar and comfortable in a classroom setting |
| • Dealing with Ambiguity | • A firm understanding of our curriculum |
| • Customer Focus | • Training |
| • Conflict Management | • Tech savvy |
| • Project Based Learning | • Highly Organized |
| • Teaching Experience | |

Job descriptions are not intended as, nor should be construed to be, exhaustive lists of all responsibilities, skills, efforts, or working conditions associated with a job. They are intended to be accurate reflections of those principal job duties and responsibilities essential for making fair pay decisions about the job.

MANAGEMENT OF SITES

- Ensure that each site is staffed and has a staffing schedule in place to adequately support the administration of quality programming.
- Ensure that all sites are aligned and operate with Human Services/Licensing guidelines (to include that student and staff files are in place), where applicable.
- Ensure that each site has a program schedule that includes the Innovation Learning program components.
- Make certain that all programs are following the prescribed Innovation Learning curriculum (with special emphasis on homework support, fun fitness and innovation stations).
- Respond to all staff, students, school staff and parent inquiries in a timely manner.
- Provide site coordinators with guidance to ensure appropriate staffing (meeting ratios as well as sending staff home early when ratios dwindle).
- Ensure that all safety protocol is followed and that attendance/sign out procedure is followed with fidelity.
- Perform routine checks and ensure that schedules are posted and are followed.
- Work with home office to distribute information and promotional material to parents.
- Work with the Curriculum, Operations and/or Regional Director to schedule program services when school days are modified and ensure that parents, regular Innovation Learning staff and staff at headquarters are notified.
- Review School Care Works to ensure that only children previously enrolled are attending and/or that those who aren't enrolled are reported back to our admin offices.
- The area director must be able to participate in program operation if needed and lead by example.
- Lead and support Assistant Area Directors so they can be successful in helping you to carry out the task of ensuring that Innovation Learning is providing quality programs that are adhering to our model.

HUMAN RESOURCES

- Identify, recruit and hire teaching staff and program specialists.
- Work with our Director of Human Resources to ensure that new staff are appropriately on-boarded prior to starting in their role.
- Conduct teacher training as prescribed by the Director of Training & Development.
- Assign new hires to program sites.
- In conjunction with the Director of Training and Development, offer regular training and meeting schedules for staff (at minimum this should occur monthly for site coordinators).
- Maintain employee files to the standards identified by state licensing authorities.
- Ensure that all employees have read the operations manual, policies & procedures and the employee handbook.

FINANCIAL & FACILITY

- Maintain yearly inventory of equipment, furniture, and other facilities related needs.
- Communicate all program needs to the Regional Director and/or the Director of Operations.
- Ensure that all sites are adequately supplied to carry out our mission.
- Facilitate supply list orders and ensure delivery of supplies to sites.
- Ensure curriculum and other supplies are available at each site and that they are accessible.
- Make certain that all sites are maintained in a neat and orderly fashion and that all materials are adequately secured.
- Facilitate snack purchases and inventory monthly (where applicable)
- Train staff on state licensing childcare licensing requirements.
- Ensure that site coordinators are adequately prepared to administer vouchers/subsidies.

Job descriptions are not intended as, nor should be construed to be, exhaustive lists of all responsibilities, skills, efforts, or working conditions associated with a job. They are intended to be accurate reflections of those principal job duties and responsibilities essential for making fair pay decisions about the job.

REPORTING

- Complete quarterly evaluations of programs using site evaluation rubrics.
- Complete site coordinator checklist evaluations quarterly
- In conjunction with your regional director and/or director of operations, prepare all reports to local Departments of Human Services for each site.
- During each site visit, review attendance procedures and protocol and make certain that Innovation Learning policy and procedure is being followed.

LEADERSHIP

- Conduct meetings with all site coordinators on a regular basis to review expectations, provide trainings and articulate program improvement needs. These meetings should occur at minimum on a monthly basis.
- Be fully knowledgeable and train Site Coordinators in the School Care Works system.
- Ensure that all site coordinators conduct monthly staff meetings to review policy, procedure and schedules (work with site coordinators to develop and approve meeting agendas).
- Work with Operations Director to provide guidance and training to staff on how to best modify curriculum.
- Conduct regular professional development sessions for all staff (topics to be selected and developed with the Operations Director).
- Support site coordinators in resolving parent and school administrator inquiries.
- Provide continuous guidance, feedback and training to site coordinators.
- Ensure that all sites are following Innovation Learning's behavior policy for students.

REPRESENTATION & COMMUNICATION

- Schedule and track open house events (at the beginning of the year) and ensure that there is adequate representation at each (as well as marketing materials).
- Attend PTO meetings, staff meetings at host school and other community events.
- Ensure that all staff is aware of the policies and procedures for daily operations.
- Respond to parent and school/district administration communication in a timely manner (within 24 hours).
- Facilitate site coordinator-principal check-in meetings at minimum twice per month (unless the principal explicitly states in writing a different arrangement) to obtain feedback and communicate program highlights.
- Stop in to school administrative offices to "say hi" and check for principal satisfaction during every site visit.
- Act on school administrator and parent feedback in a timely manner by responding within 24 hours.
- Work with site coordinators submit a monthly newsletter to families and school administration.
- Schedule beginning of the year meetings with principals and school day staff at each partner school for explaining Innovation Learning and how we can best assist them.

EDUCATION & EXPERIENCE

- At least 2 years of leadership experience in an education and/or in a structured childcare setting, with a proven track record of effective team leadership.
- A degree in elementary education, early childhood education, curriculum and/or a related field is preferred (will accept a combination of 3 years of teaching experience and a bachelor's degree in lieu of a Master's Degree).
- A teaching degree and/or experience teaching in one or more of the STEM fields (can be substituted in lieu of leadership experience in a structured childcare setting).
- Ability to work effectively in collaboration with diverse groups of people.
- Strong written and verbal communication skills with proven leadership, coaching experience.

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Job Description

- Unwavering commitment to quality programs and data-driven program evaluation.
- CPR and First Aid Certificate (Innovation Learning will provide training on a regular and reoccurring basis for those in need).
- Training in Medication Administration (Innovation Learning will provide training on a reoccurring basis for those in need).
- Knowledge of state licensing childcare licensing requirements and/or a willingness to learn.

SKILLS

- Proven evidence of leadership ability
- Ability to engage children in learning activities in fun and interactive ways
- Strong classroom management skills with the ability to use and model appropriate positive discipline
- First aid and CPR preferred
- Excellent communication skills with varied audiences including children, parents, staff and school personnel
- A knowledge and willingness to practice good teaching techniques.
- Strong organizational skills and a demonstrated ability to perform leadership responsibilities.

ABILITIES

- Must be able to lift, carry, push, or pull up to 25 pounds 25% or less of the workday
- Must be able to stoop, kneel, crouch, or crawl 50% or less of the workday
- Must be able to talk, see, hear, concentrate, think, learn and reason for all the workday
- Must be able to sit and walk or otherwise move around for prolonged periods of time throughout the workday.
- Ability to work well in a team environment
- Respect for and dedication to working with children

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Job Title: Site Coordinator	FLSA Status: Depending upon FTE in program (<40 is full-time)
Reports To: Area Director	Salary: \$23 - \$30 per hour + benefits
Number Supervised: Differentiated by Site	Revised Date: May 2017

POSITION SUMMARY

As Site Coordinator (SC), you will be responsible for the implementation and quality of services at your assigned program. It is your responsibility to ensure that the Innovation Learning model (to include the staff and student schedules at your sites) are being followed. Additionally, you are responsible for ensuring that licensing requirements are being met at your site (even if licensing is not required). At sites with fewer than 45 students Site Coordinators are also responsible for facilitating the program as a teacher/administrator.

As a Site Coordinator, you will ensure the highest quality programming that supports our focus on STEM learning and the 4Cs: Critical Thinking, Communication, Creativity and Collaboration. You will also be responsible for ensuring continuous communication with our partner school administration, parents and the staff at your site.

WORK SCHEDULE

- Hours include hours of program operation and time needed for administrative tasks, training, planning and meeting with executive leadership, teachers and parents.
- The position requires continuous supervision of staff, students and programming during program hours.
- Depending upon the size of the program site coordinators may also serve in a teaching capacity

KEY COMPETENCIES

- Decision Making
- Program Licensing
- Relationship Building
- Discipline of Thought and Action
- Dealing with Ambiguity
- Customer Focus
- Conflict Management
- Comfortable with Project Based Learning
- Teaching Skill
- Hiring
- Planning & Scheduling
- Communication
- Composure
- Motivating Others
- Program & Personnel Evaluation
- Familiar and comfortable in a classroom setting
- A firm understanding of STEM related content
- Training
- Tech savvy
- Highly Organized

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MANAGEMENT OF SITES

- In conjunction with your Area Director, develop and oversee the program schedule for your site.
- Respond to all staff, students, school staff and parents in a timely manner
- Ensure that student and staff records are maintained on-site
- Ensure that your site maintains an up to date weekly staffing schedule
- Ensure appropriate staffing to meet program guidelines (15:1 student to staff) while adhering to the Innovation Learning model (meeting ratios and sending staff home early when ratios dwindle).
- Ensure that your site's program schedule includes the Innovation Learning program components.
- Make certain that your program is following the prescribed Innovation Learning curriculum.
- Ensure that your morning program is operating a fitness component daily (if a morning program is in operation).
- Ensure that staff and student schedules are posted and are followed.
- Regularly check attendance procedures to ensure that all students are accounted for daily.
- Ensure that your site follows attendance and sign out procedure daily.
- Work with your Area Director to organize the distribution of information and/or promotional material
- Work with the Operations Director to schedule program services when school days are modified and ensure that parents, regular Innovation Learning staff and staff at headquarters are notified.
- Review School Care Works to ensure that only children previously enrolled are attending.
- Ensure that all sites are aligned and operate within licensing guidelines (even if licensing is not required).
- Assist with new program start-up at your site at the start of the new school year.
- Ensure that all necessary supplies and materials necessary to operate the curriculum are accessible (request materials when they are needed).

HUMAN RESOURCES

- Maintain staffing schedules to adhere to licensing standards and the Innovation Learning model (even at sites where licensing is not required).
- Work with Area Director to identify, recruit and hire teaching staff and program specialists.
- Communicate with your area director regarding staffing needs and to request posts for employees.
- Work with the Area Director to conduct teacher training.
- Work with your Area Director and HR to ensure that new staff are appropriately on-boarded.
- Track background checks of new hires.
- Maintain on-site employee files to the standards identified by state licensing authorities.
- Ensure that all employees have read the operations manual, policies & procedures and the employee handbook.
- Work with your area director to conduct staffing evaluations.
- Communicate with your partner school's administration to solicit school staff to work in the program.

FINANCIAL & FACILITY

- Ensure that no money is exchanged on site and refer all registration, enrollment and billing concerns to our Parent Hotline.
- Maintain yearly inventory of equipment, furniture, and other facility's needs.
- Communicate all program needs to the Area Director and the Director of Operations.
- Ensure that all sites are adequately supplied to carry out the mission.
- Facilitate supply list orders and ensure delivery of supplies to sites.
- Ensure curriculum and other supplies are on-site and accessible.
- Make certain that all sites are maintained in a neat and orderly fashion and that all materials are adequately secured.

Job descriptions are not intended as, nor should be construed to be, exhaustive lists of all responsibilities, skills, efforts, or working conditions associated with a job. They are intended to be accurate reflections of those principal job duties and responsibilities essential for making fair pay decisions about the job.

REPORTING

- Complete quarterly evaluations of programs using site evaluation rubrics.
- Complete site teacher checklist evaluations yearly.
- Work with your area director to prepare all reports to local Departments of Human Services for the sites.
- Ensure that attendance is conducted each day.
- Make certain that only students that are registered in the program are attending daily.
- Meet with your partner school administration at minimum once per month to discuss program strengths and needs.

EDUCATIONAL LEADERSHIP

- For sites with fewer than 45 students, lead by example by teaching the Innovation Learning Curriculum.
- Conduct monthly meetings with all teachers and teacher assistants (to review expectations, provide trainings and articulate program improvement needs).
- Be fully knowledgeable in the School Care Works system and ensure that it is used with fidelity at your site.
- Provide guidance and training to staff on how to best modify curriculum.
- Conduct regular professional development sessions for teachers and teacher assistants (topics to be selected and developed with the Area and Operations Directors).
- Provide guidance, feedback and training to teachers on how best to facilitate the Innovation Learning day.
- Make certain that the daily schedule is followed.
- Supervise the Innovation Learning curricular model and make sure is implemented.
- Ensure that all sites are following Innovation Learning's behavior policy for students.
- Ensure that materials are properly laid out daily prior to teacher's arrival.
- Make certain that all teachers have access to the necessary curriculum.

REPRESENTATION & COMMUNICATION

- Attend open house events (at the beginning of the year) and ensure that there are marketing materials for parents.
- Attend PTO meetings, staff meetings at host school and other community events.
- Ensure that all teaching staff is aware of the policies and procedures for daily operations.
- Respond to parent concerns in a timely manner (within 24 hours of receipt) and hold meeting when needed.
- Facilitate check-in meetings with your principal at minimum once per month (unless the principal explicitly states in writing a different arrangement) to obtain feedback and understand the relationship dynamic.
- Stop in to school administrative offices to "say hi" and check for principal satisfaction at minimum once a week.
- Act on school administrator and parent feedback in a timely manner by responding within 24 hours.
- Organize and disseminate a quarterly newsletter (using an approved newsletter template) to families and school administration.

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EDUCATION & EXPERIENCE

- An elementary teaching license or degree (or in process of obtaining a degree in elementary education, teaching and/or a related field with at least 3 years of classroom experience and/or applicable experience leading before and after school programs).
- At least 2 years of teaching experience in an education and/or in a structured childcare setting, with a proven track record of effective team leadership. Experience in a school-based environment is strongly preferred.
- A knowledge of STEM and PBL with a teaching degree and/or experience teaching in one or more of the STEM fields being highly preferred (can be substituted in lieu of leadership experience in a structured childcare setting).
- Ability to work effectively in collaboration with diverse groups of people.
- Strong written and verbal communication skills with proven leadership, coaching experience.
- Unwavering commitment to quality programs and data-driven program evaluation.
- CPR and First Aid Certificate (Innovation Learning will provide training on a regular and reoccurring basis for those in need).
- Training in Medication Administration (Innovation Learning will provide training on a reoccurring basis for those in need).
- Knowledge of state licensing childcare licensing requirements and/or a willingness to learn.

SKILLS

- Excellent communication skills with varied audiences including children, parents, staff and school personnel
- Ability to engage children in learning activities in fun and interactive ways
- Strong classroom management skills with the ability to use and model appropriate positive discipline
- First aid and CPR preferred
- A knowledge and willingness to practice good teaching techniques.
- Strong organizational skills and a demonstrated ability to perform leadership responsibilities.

ABILITIES

- Must be able to lift, carry, push, or pull up to 25 pounds 25% or less of the workday
- Must be able to stoop, kneel, crouch, or crawl 50% or less of the workday
- Must be able to talk, see, hear, concentrate, think, learn and reason for all the workday
- Must be able to sit and walk or otherwise move around for prolonged periods of time throughout the workday.
- Ability to work well in a team environment
- Respect for and dedication to working with children

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Job Title: Educator/Teacher	FLSA Status: Non-Exempt
Reports To: Site Coordinator	Hourly: \$20 - \$30per hour
Number Supervised: 0	Revised Date: March 2017

Position Summary

As an Educator/Teacher, you will be responsible for ensuring the safety of all children while instilling and fostering innovation in our students. Responsibilities include engaging children in the Innovation Learning curriculum, supporting homework completion and leading fun play-based activities as part of our Discovery periods. An Educator will ensure the highest quality programming that supports our focus on the 4Cs: Critical Thinking, Communication, Creativity and Collaboration.

Key Competencies

- Time Management
- Decision Making
- Relationship Building
- Discipline of Thought and Action
- Dealing with Ambiguity
- Customer Focus
- Conflict Management
- Project Based Learning
- Planning
- Communication
- Composure
- Motivating Others
- Patience
- Familiar and comfortable in a classroom setting
- Teach STEM related content
- Tech savvy, able to use an iPad.

Principle Accountabilities & Deliverables

- Partners with the Site Coordinator to deliver the Innovation Learning curriculum by engaging children enthusiastically, following the program model, and fostering the 4Cs (creativity, collaboration, critical thinking and communication).
- Supervises a group of children (often in conjunction with a teacher assistant) while guiding them through all program components listed in the daily schedule (SWITCH, Homework Support, Innovation Stations, Physical Fitness, Discovery and TINKER time).
- Ability to facilitate a STEM curriculum delivered using a Project Based Learning (PBL) approach.
- Works with the Site Coordinator to organizes the daily materials for all lessons and activities, ensuring that all materials are readily available and the curriculum is delivered with efficacy.
- Adhere to and facilitate the daily program schedule for your group of assigned students.
- Implements effective classroom management strategies to include supervision to ensure the attention, safety and well-being of all students
- Communicates with parents, school day teachers, and school administrators as needed
- Assists children with homework, providing direction, offering support and then checking for accuracy.
- Administers light First Aid when necessary
- Develops strong relationships with students, parents and school staff to ensure successful delivery of all Innovation Learning programs and ensure customer satisfaction with the program
- Other duties as assigned

Job descriptions are not intended as, nor should be construed to be, exhaustive lists of all responsibilities, skills, efforts, or working conditions associated with a job. They are intended to be accurate reflections of those principal job duties and responsibilities essential for making fair pay decisions about the job.

Knowledge, Skills, & Abilities

Education / Experience

- A 4-year college degree in teaching, learning, curriculum and/or a related field is preferred.
- 2 years documented experience working with children
- 30 semester or 45 quarter hours of credit from an accredited college or university with 6 semester or 9 quarter hours related to school-age child care, child development, elementary education, physical education, recreation, camping or other related fields; or
- Experience working with school-age children in an education setting
- 2 Year of teaching experience in a classroom setting (a school-age teaching credential is ideal)
- STEM and PBL expertise preferred

Skills

- Excellent communication skills with varied audiences including children, parents, staff and school personnel
- Ability to engage children in learning activities in fun and interactive ways
- Strong classroom management skills with the ability to use and model appropriate positive discipline
- First aid and CPR preferred (Innovation Learning will provide training to staff who are not licensed)
- A knowledge and willingness to practice good teaching techniques.

Abilities

- Must be able to lift, carry, push, or pull up to 25 pounds 25% or less of the workday
- Must be able to stoop, kneel, crouch, or crawl 50% or less of the workday
- Must be able to talk, see, hear, concentrate, think, learn and reason for all of the workday
- Must be able to sit and walk or otherwise move around for prolonged periods of time throughout the workday.
- Ability to work well in a team environment
- Evidence that you are dedication to the field of education and/or working with children

Job descriptions are not intended as, nor should be construed to be, exhaustive lists of all responsibilities, skills, efforts, or working conditions associated with a job. They are intended to be accurate reflections of those principal job duties and responsibilities essential for making fair pay decisions about the job.

Job Title: Educator/Teacher Assistant	FLSA Status: Non-Exempt
Reports To: Site Coordinator	Hourly: \$15 - \$20 per hour
Number Supervised: 0	Revised Date: March 2017

Position Summary

As an Educator/Teacher Assistant, you will be responsible for ensuring the safety of all children while instilling and fostering innovation in our students. Responsibilities include engaging children in the Innovation Learning curriculum, supporting homework completion and leading fun play-based activities as part of our Discovery periods. An Educator/Teacher Assistant will work with teachers to ensure the highest quality programming that supports our focus on the 4Cs: Critical Thinking, Communication, Creativity and Collaboration.

Key Competencies

- Time Management
- Decision Making
- Relationship Building
- Discipline of Thought and Action
- Dealing with Ambiguity
- Customer Focus
- Conflict Management
- Project Based Learning
- Planning
- Communication
- Composure
- Motivating Others
- Patience
- Familiar and comfortable in a classroom setting
- Teach STEM related content
- Tech savvy, able to use an iPad.

Principle Accountabilities & Deliverables

- Partners with teachers to deliver the Innovation Learning curriculum by engaging children enthusiastically, following the program model, and fostering the 4Cs (creativity, collaboration, critical thinking and communication).
- Supervises a group of children (often in conjunction with a teacher) while guiding them through all program components listed in the daily schedule (SWITCH, Homework Support, Innovation Stations, Physical Fitness, Discovery and TINKER time).
- Supports the Site Coordinator and teacher to organize the daily materials for all lessons and activities, ensuring that all materials are readily available, and the curriculum is delivered with efficacy.
- Adhere to and facilitate the daily program schedule for your group of assigned students.
- Implements effective classroom management strategies to include supervision to ensure the attention, safety and well-being of all students
- Communicates with parents, school day teachers, and school administrators as needed
- Assists children with homework, providing direction, offering support and then checking for accuracy.
- Administers light First Aid when necessary
- Develops strong relationships with students, parents and school staff to ensure successful delivery of all Innovation Learning programs and ensure customer satisfaction with the program

Job descriptions are not intended as, nor should be construed to be, exhaustive lists of all responsibilities, skills, efforts, or working conditions associated with a job. They are intended to be accurate reflections of those principal job duties and responsibilities essential for making fair pay decisions about the job.

- Other duties as assigned

Knowledge, Skills, & Abilities

Education / Experience

- A 2-year college/associates degree in teaching, learning, curriculum and/or a related field is preferred.
- A high school diploma and 6 semester or 9 quarter hours related to school-age child care, child development, elementary education, physical education, recreation, camping or other related fields could be accepted in lieu of a college degree.
- 1-year documented experience working with school-age children in an education setting
- 1 Year of teaching experience in a classroom setting is highly desirable (a school-age teaching credential is ideal)
- CPR & First Aid Certification is preferred (but will provide training for the right candidate)
- Must be at least 19 years of age

Skills

- Excellent communication skills with varied audiences including children, parents, staff and school personnel
- Ability to engage children in learning activities in fun and interactive ways
- Strong classroom management skills with the ability to use and model appropriate positive discipline
- First aid and CPR preferred (Innovation Learning will provide training to staff who are not licensed)
- A knowledge and willingness to practice good teaching techniques.

Abilities

- Must be able to lift, carry, push, or pull up to 25 pounds 25% or less of the workday
- Must be able to stoop, kneel, crouch, or crawl 50% or less of the workday
- Must be able to talk, see, hear, concentrate, think, learn and reason for all of the workday
- Must be able to sit and walk or otherwise move around for prolonged periods of time throughout the workday.
- Ability to work well in a team environment
- Evidence that you are dedication to the field of education and/or working with children

Job descriptions are not intended as, nor should be construed to be, exhaustive lists of all responsibilities, skills, efforts, or working conditions associated with a job. They are intended to be accurate reflections of those principal job duties and responsibilities essential for making fair pay decisions about the job.

APPENDIX E - TRAINING CHECKLIST

Innovation Learning Training Course Checklist

Course Titles							
	2018	2018	2019	2019	2020	2020	
<i>Site Coordinator Classroom Orientation (DAY 1)</i>							
<i>Site Coordinator Observation (Day 2)</i>							
<i>Site Coordinator On-Site Training (Day 3)</i>							
<i>Teacher Classroom Orientation (Day 1)</i>							
<i>Teacher On-Site Observation (Day 2)</i>							
<i>Pre-Program: Setting Up Your Site (for Site Coordinators)</i>							
<i>Licensing Requirements for Before & Afterschool Programs</i>							
<i>Using Cirrus Software (attendance & sign in/out)</i>							
<i>Site Coordinator Communication: School Staff & Admin</i>							
<i>Supporting Children with Special Needs</i>							
<i>Partnering and Communicating with Parents</i>							
<i>Children's Challenging Behaviors (and PBS)</i>							
<i>Creating Schedules and Routines</i>							
<i>Program Implementation: Snack & Attendance</i>							
<i>Program Implementation: Curriculum Overview</i>							
<i>Program Implementation: Innovation Stations</i>							
<i>Program Implementation: Homework Support</i>							
<i>Program Implementation: Fun Fitness & SPARK</i>							
<i>Program Implementation: The Importance of Play</i>							
<i>Program Implementation: TINKER Time</i>							
<i>Program Implementation: ECE Before & Afterschool Programs</i>							
<i>Program Implementation: What is Project Based Learning?</i>							
<i>Program Implementation: Intro to Robotics Materials</i>							
<i>First Aid Training</i>							
<i>CPR Training</i>							
<i>Medication Administration Training</i>							
<i>Universal Precautions Training</i>							
<i>Friendly Environments, Safe Environments</i>							
<i>Supplies & Material in an IL Program (for Site Coordinators)</i>							

Illinois Content Areas

- | | |
|----------------------------------|---|
| 1. Human Growth and Development | 5. Interaction, Relationships & Environment |
| 2. Health, Safety and Well-Being | 6. Family, Community Relationships |
| 3. Observation and Assessment | 7. Personal Professional Development |
| 4. Curriculum or Program Design | |

Innovation Learning Training Course Checklist

Course Titles							
	2018	2018	2019	2019	2020	2020	
<i>Managing Small and Medium Sites (for Site Coordinators)</i>							
<i>Managing Large Sites (50 students and above)</i>							
<i>Improving Staff Performance (for Site Coordinators)</i>							
<i>Program Assessment</i>							
<i>Preventing Child Abuse and Helping Its Victims</i>							
<i>Making Learning Fun</i>							
<i>Mixed-Age Groups</i>							
<i>Sun Safety</i>							
<i>Emergency Management Procedures and Safety</i>							
<i>Nurturing Children's Self-Esteem</i>							
<i>Parent Sign Out Procedures (Ensuring Safety & Security)</i>							
<i>Staff Roles in an Innovation Learning Program</i>							
<i>Positive Behavior Supports: Managing the Environment</i>							
<i>Positive Behavior Supports: Nonverbal Communication</i>							
<i>Positive Behavior Supports: De-escalating Crisis</i>							
<i>Facilitating Transitions & Other Potentially Troubling Times</i>							
<i>Scheduling & Maintaining Staff Ratios</i>							
<i>Licensing Rules: Staff & Student Files (for Site Coordinators)</i>							
<i>Supporting the School Community</i>							
<i>Vacation Day Programming</i>							
<i>Snack Order Process (for Site Coordinators)</i>							
<i>Hiring the Best & Staffing Your Programs (for Site Coord.)</i>							
							15

Illinois Content Areas

1. Human Growth and Development
2. Health, Safety and Well-Being
3. Observation and Assessment
4. Curriculum or Program Design

5. Interaction, Relationships & Environment
6. Family, Community Relationships
7. Personal Professional Development

APPENDIX F - MANAGERIAL STAFF CREDENTIALS

Frederic M. Poses

7 Hubert Street, PHA, New York, NY 10013
Mobil: 732 306 5641

Fred Poses is the managing partner of 32 Laight Street Partners, a private equity company. More recently Fred served as Chief Executive Officer and Partner of Ascend Performance Materials, a private manufacturer of nylon related chemicals, resins and fibers for commercial and industrial products from 2009 - 2017. Prior to that time, Fred served as Chairman and Chief Executive Officer of American Standard Companies starting in 1999. In 2007 the company spun off to its shareowners the Vehicle Controls Business (WABCO) and sold its Bath & Kitchen business to private equity. The largest and remaining business, Trane commercial and residential air conditioning, was acquired by Ingersoll Rand in June 2008.

In 1969 Fred joined AlliedSignal as a financial analyst and served in series of leadership positions. In 1988 he was named President of the Engineered Materials Sector, one of the three sectors within Allied Signal; and in June 1998 was appointed president and chief operating officer until AlliedSignal merged with Honeywell in 1999.

Before beginning his business career, Fred spent two years in Peru with the Peace Corps. He holds a bachelor's degree in business administration from New York University.

Fred serves as a member of the Riverview School Board of Trustees.

He also served as Chief Executive Officer for the National Center of Learning Disabilities until 2018. Previously Fred served as lead independent director of TE Connectivity, was a member of the Board of Directors for Raytheon for 16 years and served as a member of the Board of Chesapeake Energy from 2012 until 2016.

Fred and his wife, Nancy, lead the Poses Family Foundation with primary focus on improving the lives of people with learning and attention issues in school, in the workplace and in life. The foundation, along with 14 other nonprofits, recently spearheaded creation of Understood.org, a comprehensive free online resource for parents of children with learning and attention issues.

Dr. Brett Prilik, Ed.

Education Business and Program Development • Fiscal Growth • Organizational Leadership

Career Overview/Profile/Summary

Entrepreneurial, mission driven leader with more than 20 years of experience in launching, developing, and growing education and health related programs and organizations in the non-profit, for-profit, and public education sectors. Strengths in developing strategic partnerships and alliances with national education association leaders, school district administrators, politicians, universities and community stakeholders to establish schools, treatment programs, and two successful nationwide for-profit companies. Experience in all facets of operations, including business development, raising capital, project management, team leadership, data driven decision-making, fiscal management, sales, content marketing, fundraising, licensing and accreditation.

HIGHLIGHTED PROFESSIONAL EXPERIENCE

INNOVATION LEARNING Founder, Executive Director & President

Centennial, CO
December 2015 – Present

Senior Executive of a nationwide for-profit education company offering STEM education, tutoring and before and after school programs.

- Responsible for original business plan development, academic model and successful program implementation.
- Developed the academic model and infrastructure to support multi-state, multi-site organization.
- Charged with direct and complete operational oversight of the organization, reporting to the Board of Directors.
- Responsible for the recruitment of a world class education leadership team to offer a unique, individualized model.
- Lead from start-up to partnerships with 50 schools in Colorado, Kansas City, Illinois and Arizona.

SPRINGBOARD EDUCATION IN AMERICA Senior Vice President

Lexington, MA
July 2007 – December 2015

Senior executive of a nationwide for-profit education company in the before and after school space. Oversaw all aspects of program execution, helping to guide the company from start-up to maturity.

- Reported directly to the Board of Directors and CEO
- Responsible for Partnership Development, to lead company from start-up to maturity.
- Developed the academic and programmatic model, working with over 100 schools in 14 states and DC.
- Provided quality programming for over 6,000 students, overseeing accreditation and program evaluation.
- Developed an infrastructure to support multi-state, multi-site organization.
- Facilitated sale of the company to a multinational social impact fund headquartered in the UK.

ADAMS COUNTY SCHOOL DISTRICT 50 Special Education Coordinator & Principal

Westminster, CO
July 2003 – July 2007

School district administrator charged with establishing a model for special education programs for low incidence disabilities that was both fiscally sustainable and could provide successful outcomes for students. Secured private funds and public revenue to design and develop school-based programs for children with Autism and Developmental Disabilities. Orchestrated, planned and oversaw curriculum and business development. Executed sound fiscal management, growing revenue exponentially.

- Established academic and treatment related services and developed long-term contracts with 10 separate school districts.
- Charged with successfully obtaining licensing, accreditation and for developing the academic model.
- Recognized by the National Center for Learning Disabilities for developing positive outcomes for students.
- Generated over \$5,000,000 in revenue per year from the sales of contracts to outside school district partners.
- Developed a grant funded teacher training partnership with the University of Nebraska.

DENVER AREA YOUTH SERVICES (DAYS)
Director of Education Program Development

Denver, CO
June 1996 – June 2003

Established the education department of a large non-profit organization as a multi-million-dollar annual revenue source. Built a network of schools and treatment related programs for at-risk youth and students with disabilities.

- Successfully secured over \$5,000,000 in corporate and federal grant funding.
- Served as thought leader and face of the organization,
- Designed, established and operated 5 schools for at-risk youth and youth with disabilities.
- Lead the development of the first approved on-grounds school in Colorado for incarcerated youth.

RELATED EXPERIENCE

Springboard Education in America, Lexington, MA.	Board Member	April 2015 – April 2016
H & R Educorp, Highlands Ranch, CO.	Consultant	July 2003 – May 2007
University of Northern Colorado, Greeley, CO.	Adjunct Faculty	August 2001 – May 2003
Colorado State SEAC, Denver, CO.	Co-Chair	August 2000 – June 2002
Denver Public Schools, Denver, CO.	Administrative Internship	August 2000 – May 2001

EDUCATION

Ed.D. Education, University of Northern Colorado, CO - 2007
M.Ed., Learning and Behavioral Disorders, Buffalo State College, NY - 1994
BS. Anthropology/Education, University of Buffalo, NY - 1992

RICK KONE

21893 E Berry Lane, Centennial, CO 80015 • (603) 521-0217 • rickkone@gmail.com

PERSONAL OBJECTIVE

Use my skills in Business Management, Professional Development, Program and System Design, Curriculum Development and Research Analysis to be part of the solution to create healthy learning environments.

EXPERIENCE

Innovation Learning • Centennial, CO • Director of Curriculum/Co-Founder (July 2016 - Current)

- **Curriculum and Program Design** - Designed intentional before and after school program focused on developing attributes of critical thinking, creative problem solving, communication and collaboration. Curriculum utilizes Project Based Learning in the arena of STEAM subject areas.
- **General Operations** - Manage the general operations of nearly 50 school age programs in AZ, CO, IL and MO, including a team of four nation-wide Area Directors and over 75 licensed educators serving over 1000 students daily.
- **Marketing and Design** - Assisted in development of website and general marketing material.
- **Partnership Development** - Partnered with school district superintendents, principals and local PTOs to maximize the organization's purpose of being a connected learning partner.

New Hampshire Camp Director's Association • Concord, NH • Executive Director (July 2016 - July 2017)

- **Board Development and Execution** - Assisted and worked with Board of Directors to facilitate meetings and create a new system of committees for governance of the organization.
- **Manage Membership** - Obtained a membership of over 100 organized camps, registered and licensed by the State of New Hampshire. Increased camp and business membership by over 15% in one year.
- **Marketing and Development** - Maintained website and social media presence. Produced member newsletter and regular member communications. Enhanced relationships with key state entities (DES, DOL, etc.)

ElevatED Educational Services • Consulting and Curriculum Design • Co-Founder (February 2016 - Current)

Andrew L. Hicks Jr. Foundation (West Chester, PA) - Designing four-year leadership and character development curriculum for urban youth in the City of Chester, PA, utilizing Project Based Learning in an after school and summer camp program.

Springboard Education in America • Lexington, MA • Director of Curriculum (August 2015 - March 2016)

- **Curriculum and Program Design** - Designed and implemented research based curricula for over 50 schools nation wide. Programs emphasized literacy development and STEAM based enrichments.
- **Professional Development** - Designed year round professional development courses for over 300 teachers. Developed trainings in creating healthy Learning Environments, Motivation in Education, Building Resilience in Children and Fostering Competence.
- **Research and Data Analysis** - Developed metric to measure program efficiency, teacher effectiveness and competency, and site by site cost analysis.

Children's Country Week Association • Downingtown, PA • Director of Youth Development (2007 - 2015)

- **Budgeting and Financial Responsibilities** - Created an annual sustainable operations budget of approximately \$750K. Generated approximately \$4M in program revenue.
- **Hiring, Training and Development** - Interviewed, hired, trained and developed over 300 staff members.
- **Partnership Development** - Created partnerships with CBOs, NPOs and local corporations and businesses. These partnerships served hundreds of children and families.
- **Curriculum and Program Design** - Designed intentional program and curriculum focused on helping children connect to the outdoors and realize their potential in residential and day program settings.

RICK KONE

21893 E Berry Lane, Centennial, CO 80015 • (603) 521-0217 • rickkone@gmail.com

EDUCATION

Temple University - Philadelphia, PA

M. Ed - Educational Psychology - Magna Cum Laude

Studied under Dr. Avi Kaplan National Expert in Motivation in Education and Learning Environments

Immaculata University - Exton, PA

BA Business - Human Performance Management - Magna Cum Laude

REFERENCES

Dr. Brett Prilik - Co-Founder/Executive Director - Innovation Learning

303-523-1543 drbprilik@me.com

Bob Strodel - Former Board President of NHCDA

603-520-0878 bob@christiancamps.net

Andy Schaum - CEO/President - CCWA-Paradise Farm Camps

610-269-9111 andy@paradisefarmcamps.org

Karen Hicks - Executive Director - Andrew L. Hicks Jr. Foundation

484-390-0689 hicks06@me.com

Tim Nielsen - Chair of Keystone Region ACA Council of Leaders

443-674-9454 t.nielsen@sandycove.org

VOLUNTEER EXPERIENCE

Boy Scouts of America - Cub Scout Committee Chairman and Venturing Leader (Current)

American Camp Association (ACA) - Keystone Board of Directors • (2013 - 2015)
Served as both Non-profit Chairman and Complaints and Resolution Chairman

ACA Accreditation Visitor • (2012-2016)

LDS Seminary Teacher • (2011-2015)

LDS Service Mission - Zurich, Switzerland • (1996-1998) - Fluent in German

ADDITIONAL SKILLS

Proficient in Adobe InDesign, Illustrator and Photoshop

Proficient in MS Word and Excel

Understanding and competent in Self-determination, Attribution and
Identity-Based Theories of Motivation and Project Based Learning

Current American Heart Association CPR/FA/AED Certification

ACCT Certified in Teambuilding, Ropes Course and Belay • (2012-2014)

Beth L. Cohen, M.S.Ed.

7215 South Addison Court, Aurora, CO 80016

720.466.0406 (Mobile)

blcohen8@gmail.com

[linkedin.com/in/bethcohenconnect](https://www.linkedin.com/in/bethcohenconnect)

SUMMARY Exemplary background as a STEM curriculum programming designer and educator, public speaker; classroom teacher; and development and production coordinator in both national network television and feature film. Unique and innovative skill set that will take an organization to the next level of success.

PROFESSIONAL EXPERIENCE

Innovation Learning – Centennial, Colorado
Director of Curriculum

2017 – present

Manage and oversee curriculum curation and program design for Innovation Learning nationwide. Development and implementation of training protocol for national staff and school site faculties as needed. Responsible for maintaining the planning, oversight, and training associated with such efforts while also maintaining a budget. Part of leadership team responsible for developing ideas and marketing campaigns to increase enrollment and corporate growth in Innovation Learning programs and assist in related activities and business.

Cherry Creek Schools. - Aurora, Colorado
STEM Specialist, Elementary Educator

2012 – 2017

- **Rocky Mountain PBS Super School News** - January-February 2017
- **Educational Partner Modular Robotics, Boulder, Colorado**
- **Forbes.com - Modular Robotics - Cubelets featured with my work as a component of the feature.**
- **ISTE June 2016 - Denver, Colorado** - Conference booth presenter to attendees on behalf of Modular Robotics
- **NSTA STEM Expo July 2016 - Denver, Colorado** - Conference booth presenter **FETC 2016, Orlando, Florida – Co-Presenter with Eric Schweikardt, CEO Modular Robotic**
- **Cherry Creek Schools Elementary STEM Task Force** – Part of district team established to determine the role and direction of STEM education in the district's elementary schools.
- **Scratch Day 2014, 2015, 2016 - Planning Team and Presenter**
- **Lego Education Workshop - WeDo 2.0 and Mindstorms EV3**
- **Dakota Valley Elementary PLC Committee Member**
- **Dakota Valley Elementary Safety Committee**
- **Dakota Valley Elementary Veterans Day Planning Committee – 2014- 2017**
- **Imagination Foundation – Imagination Chapter Leader**
- **Sponsor/Coach for Tedx Speaker Cherry Creek Schools Tedx Event 2015**
- **Member of Cherry Creek Schools District Elementary STEM Study Team 2013-2017**
- **CCSF Global Cardboard Challenge 2014-2017**
- **Curriculum Writing for Modular Robotics**
- **Cherry Creek School District Middle School STEM Task Force**
- **Presenter Colorado Science Conference – Integrating FOSS Science with the Engineering Design Process - K-2 Session and 3-5 Session**
- **Recipient of the Cherry Creek Schools Foundation's Educator Initiative Grant**
- **Teacher Envoy Wings Over the Rockies Air and Space Museum**
- **Founding Member of Wings Over the Rockies Air and Space Museum Teacher Flight Advisory Board**
- **Cherry Creek Schools Foundation Educator Initiative Grant Focus Group**
- **Share Fair Nation**
- **Inside/Out – Teaching Scratch Programming and Cubelets Robotics for the Spring Break and Summer Break in the Cherry Creek School District's educational camp program for Gifted and Talented students.**
- **What Makes Cherry Creek Schools Great? Featured in district video**
- **Presenter PEBC Colorado Collaborative STEM Summit 2014**

Desert Sands School District - Palm Springs, CA - Elementary Educator

2011-2012

OTHER RELATED EXPERIENCE

Kim and Jim Productions, Production Coordinator - Feature Film – Palm Springs, CA 2010-2011

- **Production Coordinator** for feature film *A Thousand Cuts* -Starring Academy Award Nominee Michael O'Keefe
- **Assistant Production Coordinator** for feature film *Hit and Run* starring Bradley Cooper, Dax Shepherd, Kristen Bell, Kristen Chenoweth, Tom Arnold, Jason Bateman, and cast.
- **Production Coordinator and Casting** for feature film *The Christmas Lot* (Pre-Production)

NBC Universal, Universal Studios – Orlando, FL

2006-2007

Development Coordinator - Member of television production team responsible for launching groundbreaking daily live television talk show integrating a live studio, internet and television audience

Education

Long Island University C.W. Post – Brookville, New York

- ❖ **Master of Science Elementary Education**
- ❖ **Student Teaching - South Huntington Public Schools**

State University of New York at Stony Brook – Stony Brook, New York

- ❖ **Bachelor of Arts, Social Sciences Interdisciplinary**
 - ❖ **Internship:** Benedict Childcare Center
-

Professional Development

- **ESRI ArcGIS Mapping Training** – Interactive Web Mapping
- **EverFi Future Goals NHL STEM Program Educator**
- **PEBC Cultivate STEM Identities Institute January 2017**
- **NSTA Course:** Moving Toward NGSS: Visualizing K-6 Engineering Education – Participant in course led by both NSTA and the creators of the Engineering is Elementary curriculum.
- **NSTA Convention 2013** - Denver CO
- **Star Lab** Trained Educator
- **Lego Build to Express/Story Starter Training**
- Completed **WASP** (Wings Aerospace Science Program)**Training** Wings Over the Rockies Air and Space Museum

Dixie Hughes
4899 S. Dudley St. #B15
Denver, CO 80123
Phone: 270-559-9022
E-mail: dixiedhughes@gmail.com

Education

Associates Degree in Early Childhood Education
Expected Completion (August 2018)
Current GPA 4.0
Arapahoe Community College, Littleton, CO

B.A. in Sociology (May 2015)
Minor in Family Sciences
Cum Laude 3.54 GPA
Western Kentucky University, Bowling Green, KY

Associates of Arts (2013)
High Distinction 3.8 GPA
West Kentucky Community and Technical College, Paducah, KY

Related Coursework

- | | |
|--------------------------------|----------------------------------|
| • The Exceptional Child | • Family Relations |
| • Infant/Toddler Theory | • Nutrition, Health and Safety |
| • Child Development | • Family Stress |
| • Guidance and Problem Solving | • Management of Family Resources |
| • Curriculum Development | • Human Relations |

Employment

Director of Operations (09/2018- Present)

Innovation Learning 7332 S. Alton Way. Ste. 13D. Centennial, CO. 80112

- Building relationships with the families of the children in our programs.
- Abiding by the rules and regulations that govern child care for each state.
- Analyze the performance of each program.
- Direct supervisor of all Area Directors.
- Oversee the daily operations of a growing company.
- Responsible for expense control and staff management.
- Updating and developing corporate policy.
- Professional Development Trainer.
- Isolating and cutting wasteful spending.
- Developing budgets for various programs.
- Improving business processes through collaboration and analysis.
- Building and maintaining relationships with our partners.
- Responsible for properly training Area Directors.
- Educating staff on the importance of positive guidance for children.

Colorado State Licensing Specialist (10/2017-09/2018)

Institute for Racial Equity and Excellence 2821 S. Parker Road. Suite 1115. Aurora, CO.80014

- Knowledge of the verbiage used to proficiently write a Report of Inspection.
- Experience with licensing inspections of child care facilities, homes, and Before and After School programs.
- Redacting Reports of Inspection, Complaints, Stage II and Incident Reports for Public File Review.
- Providing technical assistance to child care providers.
- Investigating complaints regarding child care facilities.
- Assisting the Background Investigation Unit with TRAILS.
- Regular attendance and participation in LCRT.
- Extensive knowledge of the Colorado Child Care Rules and Regulations.
- Skilled in navigating CCCLS, Trails and Salesforce.
- Processing and indexing adverse action documents.
- Taking complaints, determining the severity level and entering the information into Salesforce.
- Process CORA and Public File Review requests.
- Educating parents and providers about the important of Safe Sleep for infants.
- Process license changes, applications and continuations.
- Professional correspondence with County workers and Licensing staff.

Licensing Director (06/2017- 10/2017)

Innovation Learning 7332 S. Alton Way. Ste. 13D. Centennial, CO. 80112

- Professional Development Trainer
- Obtaining licenses for all Innovation Learning Sites.
- Prepared facilities to be licensed per state guidelines.
- Created all documents needed for licensing STEM Before and After School Programs.
- Trained all faculty and staff on all pertinent licensing rules and regulations for various states.
- Created, oversaw, and incorporated all company protocols for obtaining CCAP in the Colorado programs, as well as Child Care Assistance in Illinois programs.
- Created, oversaw, and incorporated all company protocols for obtaining (CACFP) in qualifying Colorado programs.
- Created a professional staff culture of camaraderie, trust, and positive work environments.
- Created multiple strategies to improve quality of service to teachers, parents and children.
- Responsible for creating protocol for the hiring of qualified Early Childhood Directors and Early Childhood Teachers.
- Hired all Nurse Consultants for the Colorado programs.
- Lead monthly meetings regarding Colorado Child Care Rules and Regulations, including, how to gather and house staff and child files.

Early Childhood Director (11/2013-06/2017)

KinderCare LLC 9314 Commerce Center St, Highlands Ranch, CO 80129

- Maintaining child and staff files.
- Keeping up to date on current family resources
- Advocating on behalf of families in critical situations
- Management of billing and accounts receivable
- Responsible for conducting interviews, hiring, and checking of references for potential staff.
- Managing a staff of teachers and teaching assistants
- Planning and adjustments of the staffing schedule
- Considerable knowledge and understanding of the Colorado Child Care Licensing Rules and Regulations
- Extensive knowledge of NAEYC standards.
- Researching various methods of child development.
- Adjusting teaching methods for children with childhood disorders.
- Child and Adult Care Food Program (CACFP) coordinator.
- Health and Safety Coordinator.
- Responsible for family and staff retention.
- Responsible for family tours and follow-up correspondence.

APPENDIX G - SCHOOL REFERENCES



Diamond Lake School District 76

Three Schools-One District: Fairhaven School • Diamond Lake School • West Oak Middle School

October, 2017

To Whom It May Concern,

We began working with Innovation Learning for our After School programming for the 2016-17 school year, and couldn't be happier. Innovation Learning has delivered positive results from the very first meeting. They are child centered and service-focused. They listen to our principals and educators to adjust programs and schedules as needed. I am impressed with their leadership and staff for their responsiveness, professionalism, knowledge and skill specific to education. They take the time to hire the best and most qualified professionals, thoughtfully plan their curriculum, and pay close attention to the needs and desires of the school.

It has been a positive experience for our families and the school personnel. Innovation Learning's After School services strengthen and enhance our instructional program while keeping up with the expectations we have established in our school.

Please contact me should you have any questions and/or need to discuss anything further.

Thank you.

Bhavna Sharma-Lewis, Ph.D
Superintendent of Schools

Fairhaven

634 Countryside Hwy
Mundelein, IL 60060
Phone: 847-949-0991
Fax: 847-949-6720

Diamond Lake

25807 Diamond Lake Rd
Mundelein, IL 60060
Phone: 847-566-6601
Fax: 847-566-9851

West Oak

500 Acorn Ln
Mundelein, IL 60060
Phone: 847-566-9220
Fax: 847-970-3534

District

500 Acorn Ln
Mundelein, IL 60060
Phone: 847-566-9221
Fax: 847-566-5689



DISTRICT OFFICE
655 SOUTH COMMERCIAL AVENUE, SMITHVILLE, MO 64089
P: (816) 532-0406
F: (816) 532-4192
SmithvilleSchoolDistrict.net

March 20, 2019

To Whom It May Concern

The purpose of this letter is to highly recommended Innovation Learning for your before and after school program.

In the spring of 2018, the Smithville R-II School District sent out an RFP to partner with a vendor to provide a safe, secure-on-site before and after school program with a strong focus on academic enrichment, physical activity, and “whole” child development for children in our district grades kindergarten through 6th grade to begin in the fall of 2018.

There were three vendors who submitted proposals and each was scored based on an interview, qualifications of staff, experience, approach to child development, familiarity with the district, pricing for services, and finally references. Clearly, Innovation Learning scored out at the top in ALL categories. But more importantly, since starting in our district in the fall of 2018, they have delivered on all accounts and exceeded our expectations confirming we made the best decision for our children and community.

I am confident, should you select Innovation Learning, you too will receive the same high quality partnership and top-notch program for your children. Please contact me at 816-807-2161 if you would like additional information regarding Innovation Learning’s ability to partner.

Sincerely

Wayne Krueger
Assistant Superintendent for Support Services

WINTHROP HARBOR SCHOOLS

LAKE COUNTY • DISTRICT NO. 1
500 NORTH AVENUE • WINTHROP HARBOR, ILLINOIS 60096
(847) 731-3085 • (847) 731-3156 FACSIMILE

Jeffrey McCartney, ED.S

Superintendent

Summer Poepping, M.S.Ed

Principal, Westfield School

November 26, 2018

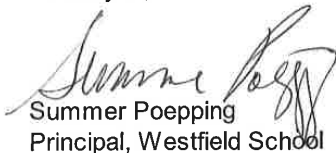
To Whom It May Concern,

We began working with Innovation Learning for our After School programming for the 2017-2018 school year, and couldn't be happier. Everything that they said they would do, they delivered. The organization is child centered and service-focused. When they have questions about students, or spaces that can be used, they come to me first. I have been impressed by the professionals that are running the before and after school program, as the activities are very organized and engaging for our students.

It has been a positive experience for our families as well as the staff at Westfield. Innovation Learning Before and After School program made the transition from our own service to them very seamless.

Please contact me should you have any questions and/or need to discuss anything further.

Thank you,


Summer Poepping
Principal, Westfield School

Our Vision
*Excellence in education,
community, and self for success in
tomorrow's opportunities.*



Our Mission
*Maximize and foster
learning and growth for all
Through continuous
improvement.*

November 28, 2018

To Whom It May Concern;

We began working with Innovation Learning for our after school programming for the 2016-17 school year, and couldn't be happier. Innovation Learning has delivered positive results from our very first meeting. They are child centered and service-focused. I am impressed with their staff for their professionalism, knowledge, and skill with our students. They take the time to hire the best and most qualified professionals and pay close attention to the needs and desires of our school.

It has been a positive experience for our families and the school personnel. Innovation Learning's After School services strengthen and enhance our instructional program while keeping up with the expectations we have established in our school.

Please contact me should you have any questions and/or need to discuss anything further.

Thank you.

A handwritten signature in black ink, appearing to read "Matt Peters".

Matt Peters, Principal
Lotus School

Lotus Elementary School
29067 West Grass Lake Road
Spring Grove, IL 60081

Principal--Matt Peters
Assistant Principal--Natalie Udstuen
Special Ed Coordinator--Lynn Smolen



1832 South Wahsatch Avenue
Colorado Springs, CO 80905

(719) 471-1999 (719) 799-6149 fax
www.TheVanguardSchool.com

January 24, 2018

To Whom It May Concern,

The Vanguard School has been working with Innovation Learning since the beginning of the 2017-2018 school year, and they have provided before and after school care for our elementary students. We have had a very positive experience to date. They have been very flexible in adapting to the culture of our school and have been solution oriented when we have needed to adapt or fine tune procedures. Their staff members interact professionally with staff, parents and most importantly, the students. We have also enjoyed the different enrichment programs they offer such as the robotics class and the Chess Wizards. The children enjoy their time in Innovation Learning, and we are happy to offer such a high quality program to our Vanguard families.

Sincerely,

Kathy Jones

Elementary Assistant Principal (K-3rd)

CANDEO SCHOOLS

Accrescens Fulgore

January 23, 2018

To Whom It May Concern:

"We made the switch to Innovation Learning for our after school programming for the 17-18 school year, and couldn't be happier. Prior to Innovation Learning, we struggled for years with how to manage, coordinate, and provide solid, quality services that aligned with our mission and philosophy. We have tried both in-house and out-of-house programming with dismal results. Not surprisingly, Innovation Learning has delivered from the very first conversation. They say what they mean, and mean what they say. From their leadership to their teachers, each brings professionalism, knowledge, and skill specific to education. They take the time to hire the best and most qualified professionals, thoughtfully plan their curriculum, and pay close attention to the needs and desires of the school.

For the first time in 10 years, I am thrilled with after school services and believe in their ability to actually strengthen and enhance our instructional program while keeping with the culture we have established in our school. Pure Genius. Thank you, Innovation Learning!"

Sincerely,



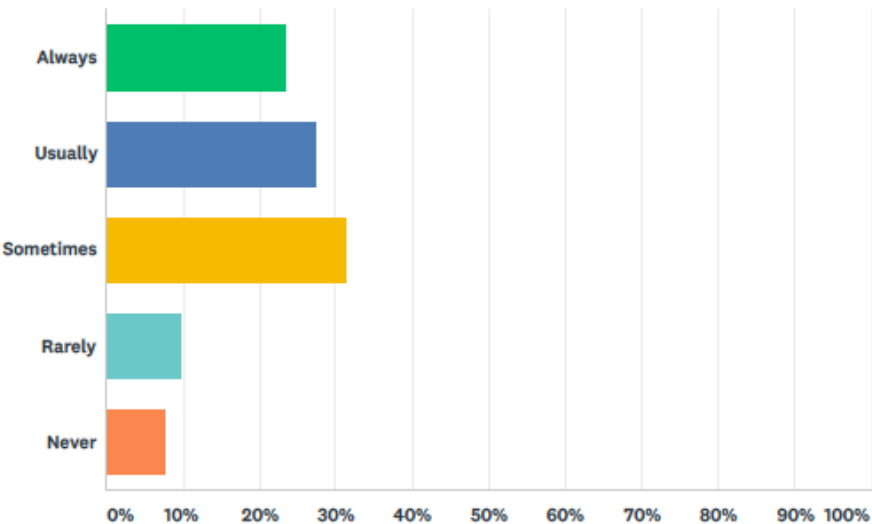
Stephanie Musser, Ed.D.
Executive Director
Candeo Schools

9965 W Calle Lejos, Peoria, AZ 85383
623 979 6500 (O) 623 979 6510 (F)
smusser@candeoschools.com

APPENDIX H - ILLINOIS SCHOOLS SURVEY RESULTS

Q1 Does your child complete assigned homework while at Innovation Learning?

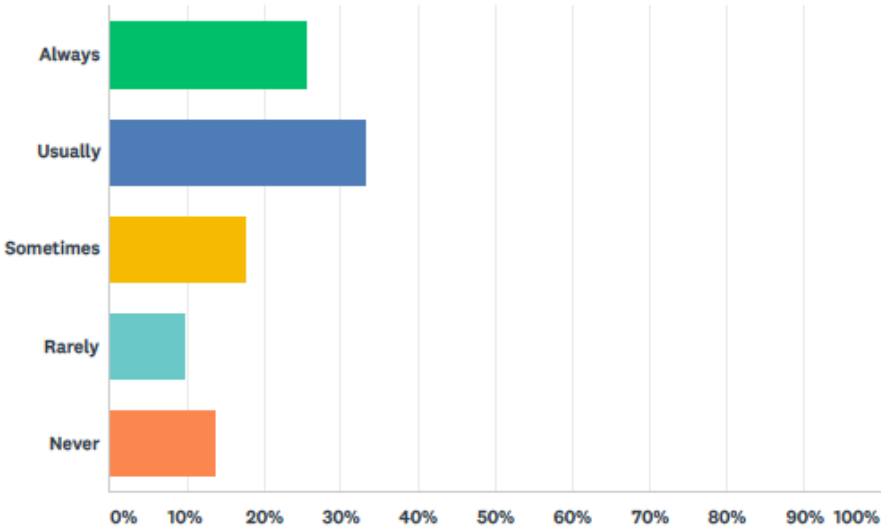
Answered: 51 Skipped: 0



ANSWER CHOICES	RESPONSES	
Always	23.53%	12
Usually	27.45%	14
Sometimes	31.37%	16
Rarely	9.80%	5
Never	7.84%	4
TOTAL		51

Q2 Is your child participating in enriching STEM activities at Innovation Learning?

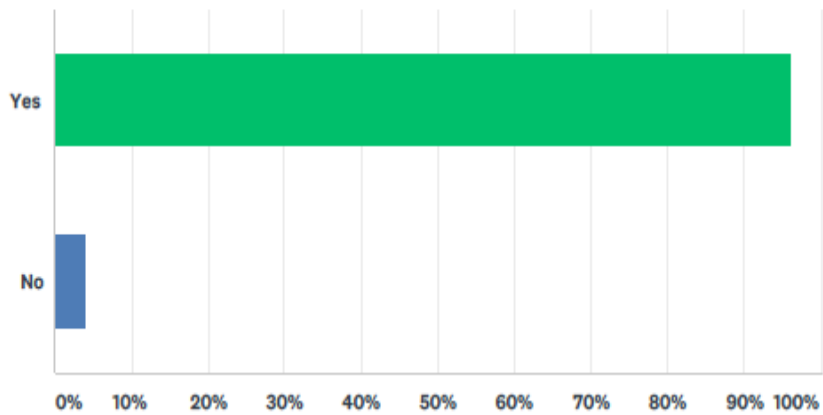
Answered: 51 Skipped: 0



ANSWER CHOICES	RESPONSES	
Always	25.49%	13
Usually	33.33%	17
Sometimes	17.65%	9
Rarely	9.80%	5
Never	13.73%	7
TOTAL		51

Q4 Would you recommend Innovation Learning to other families?

Answered: 51 Skipped: 0



ANSWER CHOICES		RESPONSES	
Yes		96.08%	49
No		3.92%	2
TOTAL			51



1-866-239-3661

info@innovationlearning.com

innovationLearning.com

EXHIBIT D
EARLY RELEASE AND FULL DAY DATES

Early Release Dates

Full Day Dates

88538168v.5

2019-2020

PENDING

IL STATE BOARD APPROVAL

AUGUST 2019

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	* 6	7	8	9	10
11	12	13	14	15	16	17
18	19	* 20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER 2019

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	* 10	11	12	13	14
15	16	17	18	19	20	21
22	23	* 24	25	26	27	28
29	30					

OCTOBER 2019

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	* 8	9	10	11	12
13	14	15	16	17	18	19
20	21	* 22	23	24	25	26
27	28	29	30	31		

NOVEMBER 2019

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	* 5	6	7	8	9
10	11	12	13	14	15	16
17	18	* 19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER 2019

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	* 10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY 2020

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	* 14	15	16	17	18
19	20	21	22	23	24	25
26	27	* 28	29	30	31	

FEBRUARY 2020

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	* 11	12	13	14	15
16	17	18	19	20	21	22
23	24	* 25	26	27	28	29

MARCH 2020

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	* 3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	* 24	25	26	27	28
29	30	31				

APRIL 2020

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	* 14	15	16	17	18
19	20	21	22	23	24	25
26	27	* 28	29	30		

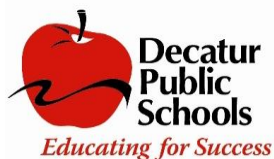
MAY 2020

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	* 12	13	14	15	16
17	18	19	20	21	22	23
24	25	* 26	27	28	29	30
31						



- Schools Closed/Holiday
- District Offices Closed
- Teacher Work Day
- First/Last Day of School
- Make-up Days (if needed)
- Half-Day
- ✖ Board Meeting (subject to change)
- ✖ Report Card Distribution

Dates are subject to change.



Board of Education Decatur Public School District #61

Date: June 25, 2019	Subject: PSAT Suite Fall Testing
Initiated By: Dr. Joshua Peters, Director of Curriculum and Instruction	Attachments: PSAT Testing Proposal
Reviewed By: Paul Fregeau, Superintendent	

CURRENT CONSIDERATIONS:

This last year we used a company that provided a released version of the tests for our students in the fall. This gave us the ability to have quicker access to the data but did not give us the ability to tie the fall assessments to the spring assessments as well as to Khan Academy for individualized test prep tutorials for our students. This is a quote from Collegeboard for the PSAT 8/9 for the fall for our 9th grade students and the PSAT/NMSQT for our 10th and 11th grade students.

FINANCIAL CONSIDERATIONS:

The total of this proposal is \$14,035.70. The Funding for this will come from pre-allocated assessment funds.

STAFF RECOMMENDATION:

The Administration respectfully requests that the Board of Education approve the Proposal from the Collegeboard for the PSAT 8/9 for the fall for our 9th grade students and the PSAT/NMSQT for our 10th and 11th grade students in the amount of \$14,035.70 as presented.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____



This proposal is confidential. Its contents, including pricing and any terms, may not be shared with any third party. Any such dissemination shall make this proposal null and void.

Company Address 250 Vesey Street
New York, New York 10281
United States

Created Date 6/14/2019
Expiration Date 10/10/2019
Quote Number 00034578

Prepared By Asa Gordon
Email agordon@collegeboard.org

Contact Name Anthony Mansur
Phone (217) 362-3000
Email amansur@dps61.org

Bill To Name Decatur Public Schools
Bill To 101 West Cerro Gordo Street
Decatur, Illinois 62523-1001
United States

Product	Catalog Unit Price	Unit Price	Quantity	Subtotal	Total Discount Amount	Total Price
PSAT 8/9 EPP Fixed-Fee - 9th Grade	\$12.00	\$8.00	586	\$7,032.00	\$2,344.00	\$4,688.00
PSAT/NMSQT Central Bill - 11th Grade	\$17.00	\$15.30	149	\$2,533.00	\$253.30	\$2,279.70
PSAT/NMSQT EPP Volume-Based - 10th Grade	\$17.00	\$12.00	589	\$10,013.00	\$2,945.00	\$7,068.00

Subtotal \$19,578.00
Total Price \$14,035.70
Shipping and Handling \$0.00
Grand Total \$14,035.70

Quoted total price does not include applicable sales taxes

Associated Contacts

Contact Name	Email	Role
Dr. Joshua Peters	jpeters@dps61.org	Billing Contact
Dr. Joshua Peters	jpeters@dps61.org	Bulk Registration Coordinator
Diondria Banner	dbanner@dps61.org	Data Contact
Dr. Joshua Peters	jpeters@dps61.org	Primary Contact
Dr. Joshua Peters	jpeters@dps61.org	Signatory

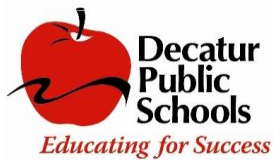
Participating Schools

Organization Name	AI Code	Administration	Grades Covered	DigitalAssessment
Alternative Education Center	140174	PSAT/NMSQT: Fall 2019	10, 11	<input type="checkbox"/>
Southeast Learning Center	140320	PSAT/NMSQT: Fall 2019	10, 11	<input type="checkbox"/>
Eisenhower High School	141558	PSAT/NMSQT: Fall 2019	10, 11	<input type="checkbox"/>
Douglas MacArthur High School	141562	PSAT/NMSQT: Fall 2019	10, 11	<input type="checkbox"/>



This proposal is confidential. Its contents, including pricing and any terms, may not be shared with any third party. Any such dissemination shall make this proposal null and void.

Alternative Education Center	140174	PSAT 8/9: Sept. 2019 - Jan. 2020	9	<input type="checkbox"/>
Southeast Learning Center	140320	PSAT 8/9: Sept. 2019 - Jan. 2020	9	<input type="checkbox"/>
Eisenhower High School	141558	PSAT 8/9: Sept. 2019 - Jan. 2020	9	<input type="checkbox"/>
Douglas MacArthur High School	141562	PSAT 8/9: Sept. 2019 - Jan. 2020	9	<input type="checkbox"/>



Board of Education Decatur Public School District #61

Date: June 25, 2019	Subject: Decision Ed Group Inc
Initiated By: Dr. Joshua Peters, Director of Curriculum and Instruction-Secondary	Attachments: Decision Ed Group Quote
Reviewed By: Paul Fregeau, Superintendent	

CURRENT CONSIDERATIONS:

This is the annual renewal of the support DecisionEd XJ1 performance management cost for our data warehouse system. The data warehouse system holds our student assessment data and student historical data that is used for reporting.

FINANCIAL CONSIDERATIONS:

The total of this quote is \$25,800.00. The Funding for this will come from pre-allocated funds.

STAFF RECOMMENDATION:

The Administration respectfully requests that the Board of Education approve the Annual Renewal with the Decision Ed Group, Inc. in the amount of \$25,800.00 as presented.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____

DecisionEd Group, Inc

9901 Valley Ranch Pway East
Suite 1060
Irving, TX 75063

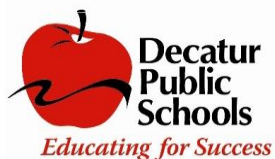
Invoice

Date	Invoice #
6/4/2019	3439

Bill To
Decatur Public Schools 300 East El Dorado Street Decatur, IL 62523

P.O. No.	Support Period
	8/2019-7/2020

Quantity	Description	Rate	Amount
1	Annual support DecisionEd XJ1 performance management Payment due prior to support expiration	25,800.00	25,800.00
		Total	\$25,800.00



Board of Education Decatur Public School District #61

Date: June 25, 2019	Subject: Integrated Systems Corp
Initiated By: Dr. Joshua Peters, Director of Curriculum and Instruction-Secondary	Attachments: Integrated Systems Corp Quote
Reviewed By: Dr. Paul Fregeau, Superintendent	

CURRENT CONSIDERATIONS:

Annual Service Bureau Subscription Fee. This is the renewal of the second year of a three year contract. IsCorp is the database hosting company of the Skyward student system.

FINANCIAL CONSIDERATIONS:

The total of this quote is \$27,000.00. The Funding for this will come from pre-allocated funds.

STAFF RECOMMENDATION:

The Administration respectfully requests that the Board of Education approve the Second Year Renewal with the Integrated Systems Corporation in the amount of \$27,000.00 as presented.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____

**INTEGRATED SYSTEMS CORPORATION**

P.O. BOX 686578
CHICAGO, IL 60695-6578
PH. (262) 240-7777 FAX (262) 240-7787

Invoice 0700103

DATE

6/1/2019

PAGE 1

BILL TO

Decatur School District 61
101 W. Cerro Gordo St

Decatur IL

62523

SHIP TO

Decatur School District 61
101 W. Cerro Gordo St

Decatur IL

62523

PURCHASE ORDER NO.	CUSTOMER ID	SALES ID	SHIPPING METHOD	PAYMENT TERMS	REQ'D SHIP DATE	MASTER NUMBER		
	DECATUR SD 61		OFFICE	Net 30	6/1/2019	78,722		
QTY ORDERED	QTY SHIPPED	QTY B/O	ITEM NUMBER	DESCRIPTION		DISCOUNT	UNIT PRICE	EXTENDED PRICE

1.00	1.00	0.00	SUBSCFEE	Service Bureau Subscription Fee		\$27,000.00	\$27,000.00
------	------	------	----------	---------------------------------	--	-------------	-------------

ACCOUNTS
JUN 10 2019
PAYABLE

JUL19-JUN20 SKY
Skyward hosting services from July 2019 through
June 2020.

Thank You

Subtotal	\$27,000.00
Misc	\$0.00
Tax	\$0.00
Freight	\$0.00
Payment Received	\$0.00
Total	\$27,000.00



Board of Education Decatur Public School District #61

Date: June 25, 2019	Subject: Knowing Science- Franklin Elementary
Initiated By: Charlotte Thompson, Director of Curriculum and Instruction, Elementary	Attachments: Quote for Franklin Elementary
Reviewed By: Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

When Franklin Elementary initially completed their Illinois Quality Framework Rubric, the staff identified areas of need- one of which was science. According to our proposed district adoption cycle, science K-6 is not up for adoption until 2021-2022. Franklin Elementary would like to pilot Knowing Science K-6 in order to provide additional support for students and staff in that content area.

CURRENT CONSIDERATIONS:

Knowing Science resources support Next Generation Science Standards. The curriculum's core philosophy is "hands-on/minds-on" activities that capitalize on the student's natural curiosity and encourages observation and exploration. In addition to the STEM hands on learning activities that come with each module, Franklin Elementary would also like to purchase the literacy bundle for each classroom that provides additional books that relate to the science topics taught in the lessons.

FINANCIAL CONSIDERATIONS:

Funds from Franklin Elementary's allocation of the Title I-A School Improvement Grants 1003(a)- Every Student Succeeds Act (ESSA) funds will be utilized to support the purchase of the science resources submitted in this proposal.

STAFF RECOMMENDATION:

The Administration respectfully requests that the Board of Education approve the Invoice for Knowing Science, LLC to provide Science Resources at Franklin Elementary School in the amount of \$42,411.60 as presented.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____

Knowing Science, LLC
3 MacDonald Avenue
Armonk, NY 10504 US
clara@knowingscience.com



QUOTE

ADDRESS

Decatur Public School District
#61
101 West Cerro Gordo
Decatur, IL 62523 USA

QUOTE # 1046

DATE 06/14/2019

EXPIRATION DATE 07/14/2019

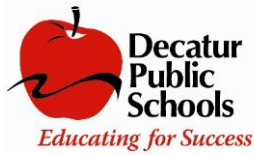
ITEM	DESCRIPTION	QTY	AMOUNT
GK-STEM	Kindergarten STEM Kit (PS-LS-ESS)	2	5,200.00
GK-TM-SET	Kindergarten Teacher's Manual Set (PS-LS-ESS)	2	294.00
GK-LIT Books	Kindergarten Literacy Bundle	2	668.00
G1-STEM	Grade 1 STEM Kit (PS-LS-ESS-CI)	2	5,760.00
G1-TM-SET	Grade 1 Teacher's Manual Set (PS-LS-ESS)	2	294.00
G1-LIT Books	Grade 1 Literacy Bundle	2	652.00
G2-STEM	Grade 2 STEM Kit (PS-LS-ESS-CI)	2	5,640.00
G2-TM-SET	Grade 2 Teacher's Manual Set (PS-LS-ESS)	2	294.00
G2-LIT Books	Grade 2 Literacy Bundle	2	700.00
G3-STEM	Grade 3 STEM Kit (PS-LS-ESS-CI)	2	5,800.00
G3-TM-SET	Grade 3 Teacher's Manual Set (PS-LS-ESS)	2	294.00
G3-LIT Books	Grade 3 Literacy Bundle	2	688.00
G4-STEM	Grade 4 STEM Kit (PS-LS-ESS-CI)	2	5,820.00
G4-TM-SET	Grade 4 Teacher's Manual Set (PS-LS-ESS)	2	294.00
G4-LIT Books	Grade 4 Literacy Bundle	2	568.00
G5-STEM	Grade 5 STEM Kit (PS-LS-ESS-CI)	1	2,820.00
G5-TM-SET	Grade 5 Teacher's Manual Set (PS-LS-ESS)	1	147.00
G5-LIT Books	Grade 5 Literacy Bundle	1	184.00
G6-STEM	Grade 6 STEM Kit (PS-LS-ESS)	1	2,550.00
G6-TM-SET	Grade 6 Teacher's Manual Set (PS1-LS1-ESS1)	1	147.00
G6-LIT Books	Grade 6 Literacy Bundle	1	456.00
Shipping	Shipping	1	1,256.64
Handling	Handling	1	1,884.96

TOTAL

\$42,411.60

Accepted By

Accepted Date



Board of Education Decatur Public School District #61

Date: June 25, 2019	Subject: Job Description
Initiated By: Deanne Hillman, Director of Human Resources	Attachments: Job Description: Instructional Specialist
Reviewed By: Dr. Paul Fregeau, Superintendent	

BACKGROUND INFORMATION:

Instructional Specialists assist new teachers, teams of teachers and administrative staff with job embedded support by modeling and demonstrating effective instructional strategies.

CURRENT CONSIDERATIONS:

The purpose of updating the Instructional Specialist job description is to ensure that building initiatives and/or programs are acknowledged when a staff member applies for this position.

- Added language stating the specialist would support instructional initiatives related to individual building programs.

FINANCIAL CONSIDERATIONS:

None at this time.

STAFF RECOMMENDATION:

The Administration respectfully requests that the Board of Education approve the Updates to this Job Description: Instructional Specialist as presented.

RECOMMENDED ACTION:

- ☒ Approval
- ☐ Information
- ☐ Discussion

BOARD ACTION: _____

TITLE: Instructional Specialist

PURPOSE:

The Instructional Specialist will assist new teachers, teams of teachers and administrative staff with job embedded support by modeling and demonstrating effective instructional strategies including the effective use of technology in the classroom, co- planning and co-teaching lessons, and facilitating the implementation of core literacy teaching and learning practices to increase student achievement

QUALIFICATIONS:

- Valid Illinois Teacher's License.
- Master's Degree in education or curriculum and instruction preferred.
- Five years of successful teaching experience with excellent evaluations and/or recommendations from professional associates, employers, and/or supervisors.
- Provides support and monitors the implementation of the use of the digital classroom technology.
- Ability to work with administrators and teachers in a collaborative manner.
- Demonstrated success using best instructional assessment and practices and differentiated instruction in K-8 classroom setting.
- Experience with the delivery of professional development to adult learners and the ability to develop and implement plans for instructional improvement.

REPORTS TO:

- Principal/ Central Office Designee
- Instructional Specialist Coordinator

MAINTAINS LIAISON WITH:

- Building Principal
- School Staff
- Parents
- Students
- Instructional Specialists
- Curriculum Coordinators
- Lead Literacy Intervention Specialist
- Literacy Intervention Specialists

DUTIES AND RESPONSIBILITIES:

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

- Assist professional staff in monitoring the literacy instructional program across all curricular areas including data collection, analysis and interpretation of progress and achievement.
- Collaborate with teachers, especially new teachers, regarding classroom implementation of differentiated literacy instruction, effective teaching strategies, and implementation of digital classroom technologies by modeling and/or co-teaching lessons.
- Mentors/assists new or re-assigned teachers to insure continuation of programs and instruction.
- Locates and provides supplementary materials and resources for classroom instruction.
- Plans and facilitates curriculum in-service meetings.

- Attend regularly scheduled meetings, professional development, and trainings as assigned.
- Support instructional initiatives related to individual building programs.
- Perform additional duties as assigned by Administration.

TERMS OF EMPLOYMENT:

The Instructional Specialist is subject to collective bargaining agreement for teachers.

EVALUATION:

Performance of this job will be evaluated in accordance with the provisions of the Board of Education policy on the evaluation of teacher.

PHYSICAL/MENTAL 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:

The employee deals mostly with people, objects, and equipment in the educational setting. The employee is regularly required to bend, stoop, twist, turn, reach, lift (occasionally up to 50 pounds), carry, pull, push, climb, and kneel; walking and standing approximately 50-75% of each day. Depth perception and field of vision are important. The employee must recognize differences in sound, such as voices/noises that are loud and playful instead of angry and combative and must be able to differentiate tones and volumes in conversation.

MENTAL DEMANDS:

The employee must ensure that children are supervised at all times, and that children are involved in safe and appropriate activities. There may be a number of situations happening at once, and the employee must be prepared to handle accidents and emergencies at any time.

WORK ENVIRONMENT:

The employee will be working in a busy and occasionally noisy environment. There may be a number of activities and situations happening at once, and the employee will have to supervise, or make sure students are supervised students at all times. The employee is required to drive their own vehicle to various locations throughout the District.

The statements describe the general purposes and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.

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

Pending BOE Approval June 2019